

The Reality of Employing the Teaching Methodology of Physical Education and Sports Lessons at the Secondary Level: A Field Study

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Abstract:

This study aims to identify the reality of physical education and sports teachers' use of the teaching methodology for physical education and sports lessons at the secondary level, and to examine the extent to which this methodology contributes to the organization and success of the lesson. To achieve the objectives of the study, the descriptive approach was adopted, and a questionnaire was used as the data collection instrument. It was administered to a sample of 25 physical education and sports teachers working in several secondary schools in the Province of M'Sila.

The findings of the study revealed that physical education and sports teachers employ a well-structured teaching methodology that contributes significantly to organizing lesson time, improving students' discipline, and enhancing their motivation to participate. This confirms the pivotal role of the teaching methodology in ensuring the success of physical education and sports lessons at the secondary level.

Keywords: Secondary level; Physical education and sports lesson; Teaching methodology

Introduction

Physical education and sports constitute one of the fundamental components of the modern educational system due to their effective role in promoting the comprehensive development of learners in the physical, psychological, social, and emotional domains. They are no longer limited to the development of physical abilities but have become an educational means that contributes to shaping learners' personalities and developing their various life skills (Ahmed Emad El-Din, 2005, p. 7). Educational scholars emphasize that physical education lessons provide a fertile environment for instilling educational values, fostering the spirit of cooperation, discipline, and responsibility, particularly during critical stages of education.

Physical education and sports lessons acquire particular importance at the secondary level because of the unique characteristics of this developmental stage, which is marked by rapid psychological and social changes. During this period, learners seek to assert themselves and build their personal identities, making the proper channeling of their energies through organized physical activities highly important (Philippe, 2002, p. 55). Moreover, the nature of this stage requires the adoption of teaching methods that take individual differences into account, enhance motivation, and facilitate learners' engagement both during and beyond the lesson.

However, achieving the intended educational objectives of physical education lessons depends not only on the nature of the physical activity itself but also on the teaching methodology adopted by the physical education teacher during the lesson. This includes lesson planning, content organization, the selection of appropriate teaching methods, the active involvement of learners, and the use of suitable assessment techniques (Belkacem, 2017, p. 42). The adoption of an inappropriate teaching methodology may result in weak classroom interaction, reduced learner motivation, and failure to achieve the desired educational outcomes.

Several educational studies indicate that excessive reliance on traditional approaches to teaching physical education, while neglecting diversity in teaching methodologies, may diminish the educational effectiveness of the lesson and reduce it to a purely mechanical physical activity that fails to address learners' psychological and social dimensions (Allawi, 2002, p. 140). Accordingly, it has become necessary to examine the current reality of employing the teaching methodology of physical education and sports lessons at the secondary level and to assess its suitability for learners' needs and the conditions of classroom practice.

In light of the foregoing, the present study seeks to shed light on the reality of employing the teaching methodology of physical education and sports lessons at the secondary level, considering it a fundamental factor in ensuring the success of the lesson and achieving its educational objectives. This is accomplished through a field study reflecting the actual teaching practices of physical education teachers.

Based on the above, the following research question is raised.

First: Research Problem

What is the reality of employing the teaching methodology of physical education and sports lessons at the secondary level?

1. Sub-Questions

1. What is the reality of physical education and sports teachers' use of the teaching methodology for physical education and sports lessons?
2. Does the adopted teaching methodology contribute to the organization and success of physical education and sports lessons at the secondary level?

Second: Research Hypotheses

1. General Hypothesis

Physical education and sports teachers employ a teaching methodology for physical education lessons at the secondary level.

2. Specific Hypotheses

1. Physical education and sports teachers employ the teaching methodology for physical education lessons at the secondary level to varying degrees.
2. The adopted teaching methodology contributes to the organization and success of physical education and sports lessons at the secondary level.

Third: Research Objectives

This study aims to:

- Identify the reality of physical education and sports teachers' use of the teaching methodology for physical education and sports lessons at the secondary level.

- Examine the extent to which the adopted teaching methodology contributes to the organization and success of physical education and sports lessons at the secondary level.
- Identify the characteristics of the prevailing teaching practices of physical education and sports teachers during lessons in light of the adopted teaching methodology.
- Determine the strengths and shortcomings in the use of the teaching methodology for physical education and sports lessons at the secondary level.

Fourth: Significance of the Study

The significance of this study stems from its examination of the teaching methodology of physical education and sports lessons as a key element in organizing and ensuring the success of lessons at the secondary level. It seeks to diagnose the actual reality of employing this methodology within the field practices of physical education and sports teachers. The significance of the study can be summarized as follows:

First: Scientific Significance

- The study contributes to enriching the scientific literature in the field of physical education and sports teaching methodologies by providing a field study on the reality of employing teaching methodology at the secondary level.
- It provides a scientific perspective on the extent to which the adopted teaching methodology contributes to the organization and success of physical education lessons, thereby helping to address the shortage of studies linking teaching methodology with actual classroom practice.
- It serves as a scientific reference that may be used in future studies concerned with developing physical education and sports teaching methodologies at different educational levels.

Second: Practical Significance

- The study enables the identification of the strengths and shortcomings in physical education and sports teachers' use of lesson teaching methodology, thereby contributing to the improvement of teaching practices in the field.
- It provides field-based data that may benefit educational authorities and educational inspectors in guiding and improving the performance of physical education and sports teachers.
- It contributes to improving the organization and success of physical education and sports lessons at the secondary level by presenting practical findings and applicable recommendations.

Fifth: Terms Used in the Study

1. Teaching Methodology

1.1 Conceptual Definition

Teaching methodology is defined as the set of methods, techniques, procedures, and educational arrangements adopted by the teacher in planning, implementing, and evaluating the teaching-learning process, with the aim of achieving the intended educational objectives efficiently and effectively (Abu Allam, 2004, p. 63).

It is also defined as "the set of procedures, methods, and techniques adopted by the teacher to organize the instructional situation in order to achieve the intended educational objectives" (Zeitoun, 2010, p. 104)

1.2 Operational Definition

In this study, teaching methodology refers to the overall teaching practices employed by the physical education and sports teacher during the physical education lesson, including lesson planning, organization of activities, selection of teaching methods, time allocation, and the use of assessment techniques. It is measured through the responses of the study participants to the questionnaire items.

2. Physical Education and Sports Lesson

2.1 Conceptual Definition

A physical education and sports lesson is defined as an organized instructional unit conducted within the educational institution, based on purposeful physical and sports activities, and aimed at promoting the comprehensive development of learners in the physical, skill-related, psychological, and social domains (Ahmed Emad El-Din, 2005, p. 7).

It is also defined as "an educational instructional unit based on organized physical activity, aimed at the comprehensive development of the individual physically, skillfully, psychologically, and socially" (Darwish, 2008, p. 34).

It also refers to "achieving the educational objectives of the lesson through effective planning, selecting the appropriate teaching method, and activating the learner's role in the instructional situation" (Al-Hilah, 2011, p. 92).

It is further defined as "an organized educational field that aims to enable learners to participate effectively in physical and sports activities, thereby contributing to the development of active and sustainable lifestyles that extend beyond the school years" (Kirk, 2010, p. 62).

It is also described as "a planned educational activity aimed at the comprehensive development of the individual through participation in physical and sports activities, with emphasis on the physical, psychological, and social dimensions" (Abu Zaid, 2010, p. 25).

2.2 Operational Definition

In this study, the physical education and sports lesson refers to the instructional period allocated to the subject of physical education and sports at the secondary level, during which the teacher implements the adopted teaching methodology to organize and carry out physical activities with the aim of ensuring the success of the lesson and achieving its educational objectives.

3. Secondary Level

3.1 Conceptual Definition

The secondary level is the stage of education that follows middle school education and aims to prepare learners academically and educationally for higher education or integration into social life. It is characterized by psychological and social features associated with adolescence (Philippe, 2002, p. 55).

The secondary level is also regarded as a crucial educational stage that focuses on developing learners' physical, cognitive, and social competencies while preparing them for higher education and active participation in society (Bailey, 2006, p. 44).

3.2 Operational Definition

In this study, the secondary level refers to the secondary educational institutions in which physical education and sports teachers carry out their professional duties. These institutions constitute the field setting for collecting data on the reality of employing the teaching methodology of physical education and sports lessons.

Sixth: Previous and Related Studies

1. Study by Qarrad Abdelmalek (2022)

Title of the Study:

Physical Education and Sports and Its Role in Reducing Shyness and Enhancing Self-Confidence among Middle School Students.

Objectives of the Study:

The study aimed to identify the role of physical education and sports lessons in:

- Reducing shyness among middle school students.
- Enhancing students' self-confidence at this educational stage.

Research Method:

The researcher adopted the descriptive approach, as it was appropriate for the nature of the study.

Study Sample:

The study sample consisted of 30 middle school students selected randomly from one middle school in the Province of Tebessa.

Research Instrument:

A questionnaire was used, including:

- A shyness scale.
- A psychological skills scale (particularly the self-confidence dimension).

Main Findings:

The study concluded that physical education and sports lessons play a positive and effective role in:

- Reducing various forms of shyness among students.
- Enhancing and developing self-confidence among middle school students.

Relationship to the Present Study:

Despite the importance of its findings, this study focused on the effects of physical education lessons on students and did not address the reality of teachers' use of teaching methodology, which is the focus of the present study at the secondary level.

2. Study by Qawasmeh (2020)

Title of the Study:

The Role of School Sports Activities in Reducing Social Shyness among Secondary School Students.

Objectives of the Study:

The study sought to identify:

The effect of participation in school sports activities on reducing social shyness among secondary school students.

Research Method:

The researcher employed the descriptive approach.

Study Sample:

The study was conducted on a sample of secondary school students, including both participants and non-participants in school sports activities.

Research Instrument:

The Social Shyness Scale was used as the primary instrument for data collection.

Main Findings:

The study revealed that:

- Participation in school sports activities contributes effectively to reducing social shyness among students.
- Students who participate in sports activities exhibit lower levels of shyness than those who do not participate.

Relationship to the Present Study:

Although this study was conducted at the secondary level, it focused on participation in sports activities and did not address the teaching methodology of the lesson or its role in organizing and ensuring lesson success.

3. Study by Najem and Belkacem (2017)

Title of the Study:

Middle School Students' Attitudes toward Physical Education and Sports in Light of Selected Variables.

Objectives of the Study:

The study aimed to:

- Identify secondary school students' attitudes toward physical education and sports.
- Examine some of the factors influencing these attitudes.

Research Method:

The researchers adopted the descriptive approach.

Study Sample:

The sample included a number of secondary school students from different educational institutions.

Research Instrument:

A questionnaire was used to measure students' attitudes toward physical education and sports.

Main Findings:

The study indicated:

- The existence of positive attitudes among students toward physical education and sports.
- The presence of some organizational difficulties related to lesson conditions.

Relationship to the Present Study:

This study highlights the importance of the organizational aspects of the lesson; however, it does not directly address the teaching methodology adopted by the teacher.

4. Study by Ahmed Emad El-Din (2005)

Title of the Study:

Foundations of Physical Education and Sports and Its Teaching Methods in Educational Institutions.

Objectives of the Study:

The study aimed to:

- Clarify the foundations of physical education and sports.
- Highlight the importance of diversifying physical education teaching methodologies and methods to achieve lesson objectives.

Research Method:

The study adopted the descriptive-analytical approach.

Study Sample:

The study relied on the theoretical analysis of educational literature and did not include a field sample.

Research Instrument:

Analysis of references and specialized educational studies.

Main Findings:

The study emphasized:

- The pivotal role of the teacher in the effective planning and organization of physical education lessons.
- The necessity of adopting diverse teaching methodologies that correspond to learners' characteristics.

Relationship to the Present Study:

This study provides an important theoretical foundation but does not examine the actual field reality of employing teaching methodology.

Position of the Present Study in Relation to Previous Studies

A review of the previous studies indicates that most of them focused on:

- The impact of physical education on students' psychological and social aspects.
- Participation in physical activity itself.

However, there is a noticeable lack of field studies addressing the reality of employing the teaching methodology of physical education and sports lessons and its role in organizing and ensuring lesson success at the secondary level from the perspective of teachers.

Accordingly, the present study seeks to fill this gap by examining the actual teaching practices employed during physical education lessons at the secondary level.

II. Methods and Instruments

First: Research Method

Given the nature of the study, which aims to identify the reality of physical education and sports teachers' use of the teaching methodology for physical education and sports lessons and to examine the extent to which the adopted teaching methodology contributes to organizing and ensuring the success of lessons at the secondary level, the descriptive approach was adopted because of its suitability for this type of research.

The descriptive approach is considered one of the most appropriate scientific methods used in educational research (Abu Allam, 2004, p. 57). It is based on describing phenomena as they exist in reality, analyzing and interpreting them through the collection of relevant data without manipulating their variables. This allows for an accurate understanding and diagnosis of field reality. Furthermore, this approach is widely used in studies that seek to identify prevailing teaching practices within educational institutions and to determine their strengths and shortcomings.

Accordingly, adopting the descriptive approach in this study makes it possible to:

- Describe the reality of employing the teaching methodology of physical education and sports lessons at the secondary level.
- Analyze the teaching practices adopted by teachers during the lesson.
- Determine the extent to which the teaching methodology contributes to organizing and ensuring the success of physical education and sports lessons.

Second: Population and Sample of the Study

1. Study Population

The study population refers to all individuals who constitute the population of the research or study (Belkacem, 2017, p. 35). Accordingly, the target population of this study comprises all physical education and sports teachers working at the secondary level in the Province of M'Sila. It is also defined as "the group of individuals who share the same educational context and interact within an organized educational environment aimed at achieving common learning objectives through structured physical activity" (Mosston & Ashworth, 2008, p. 47).

2. Study Sample

The study sample constitutes an essential element of scientific research, as it represents a portion of the study population selected according to scientific principles in order to generalize the findings within their methodological limits (Belkacem, 2001, p. 18).

Accordingly, the study sample was selected from physical education and sports teachers working at the secondary level in several secondary schools in the Province of M'Sila.

The sample consisted of 25 male and female physical education and sports teachers selected through simple random sampling, which is one of the most common sampling techniques used in descriptive studies. This method provides all members of the population with an equal chance of selection, thereby enhancing the objectivity and credibility of the findings (Abu Allam, 2004, p. 223).

The sample included teachers actively engaged in teaching physical education and sports lessons in several secondary schools within the Province of M'Sila. This made it possible to obtain field data reflecting the reality of employing the teaching methodology of physical education and sports lessons in the province and to identify the prevailing teaching practices during the lesson.

In selecting the sample, variation in years of professional experience was also taken into consideration, as this variable may influence the way teachers employ teaching methodology, thereby allowing for a more accurate and comprehensive analysis of the findings (Al-Askari, 2004, p. 41).

Table 1. Distribution of the Study Sample According to Secondary Schools

Total	Number of teachers	Secondary schools
	3	Ahmed Aroua Secondary School, Magra
	3	Khairi El Khair Secondary School, Magra
	3	Katous Khalifa Secondary School, Barhoum
	3	Houari Boumediene Secondary School, Barhoum
	2	Ben Ghanem Derdji Secondary School, Dehahna
	3	Abdurrahman Ibn Awf Secondary School, Aïn El Khadra
	3	Gassoum El Aid Secondary School, Aïn El Khadra
	3	Mihoubi Mohamed Secondary School, Belaaiba
25	2	Ben Lahcen Ben Echaraf Secondary School, Belaaiba

Source: Prepared by the authors.

Third: Scope of the Study

1. Temporal Scope

The study was conducted by distributing the questionnaires to the teachers over a one-day period. The researcher took advantage of a training day organized by the educational inspector to administer the questionnaire on November 9, 2025, and all questionnaires were collected on the same day.

2. Spatial Scope

Since the training session was held at Dr. Ahmed Aroua Secondary School, Magra, the spatial scope of the study was limited to this secondary school, where the questionnaires were administered.

Fourth: Research Instrument

The researcher used a questionnaire as the instrument for data collection. The questionnaire consisted of 18 items distributed across two dimensions, corresponding to the two research

questions addressed in the study. Responses were measured using a five-point Likert scale. The following table presents the dimensions of the questionnaire and their corresponding items.

Table 2. Questionnaire Dimensions and Items

Number of Statements	Statement Numbers	Axis	.Axis No
9	From (1) to (9)	The Reality of Employing the Physical Education and Sports Lesson Teaching Method	1
9	From(10)To (18)	The Contribution of the Teaching Method to the Organization and Success of the Physical Education and Sports Lesson	2
18 statement	—	—	Total

Source: Prepared by the authors

1. Psychometric Characteristics of the Measurement Instrument

1.1 Validity of the Questionnaire

The internal consistency validity was calculated using the Pearson correlation coefficient between the score of each statement and the total score of the questionnaire, on a sample consisting of 12 teachers, using the SPSS software.

Table 3: Correlation Coefficients between the Statements and the Total Score

9	8	7	6	5	4	3	2	1	Statement Number
0.77	0.82	0.58	0.75	0.55	0.86	0.67	0.55	0.66	Correlation Coefficient
18	17	16	15	14	13	12	11	10	Statement Number
0.88	0.74	0.81	0.64	0.56	0.86	0.76	0.91	0.73	Correlation Coefficient

Source: The authors

The results of the internal consistency validity showed that all the questionnaire statements recorded positive and acceptable correlation coefficients with the total score, which indicates that the instrument has an appropriate degree of validity that allows its use in the field study.

2.1 Reliability of the Questionnaire

The reliability of the questionnaire was calculated using Cronbach's Alpha coefficient, where its value reached (0.67), which is a statistically good value in descriptive educational research. This indicates that the instrument has an appropriate degree of reliability.

III. Presentation, Interpretation, and Analysis of Results

1. Presentation of Questionnaire Results

1.1.1 Presentation of the Results of the First Axis

The Reality of the Employment of the Lesson Teaching Method by Physical Education and Sports Teachers

Table 4: Arithmetic Means and Standard Deviations of the Statements of the First Axis

Standard Deviation	Arithmetic Mean	Statement Number
0.38	1.17	1
0.38	1.17	2
0.41	1.21	3
0.41	1.21	4
0.41	1.21	5
0.38	1.17	6
0.45	1.13	7
0.34	1.13	8
0.20	1.04	9

Source: The authors

2.1.1 Analysis of the Results of the First Axis

The results of Table (4) show that the arithmetic means of all the statements of the first axis ranged between (1.04) and (1.21), which are low values indicating a high degree of agreement among the sample members. This reflects a positive reality regarding the employment of the lesson teaching method by physical education and sports teachers at the secondary education level.

The relatively low standard deviations also show homogeneity in the teachers' responses, indicating the agreement of the sample members on the importance of prior planning, the diversification of teaching methods, consideration of individual differences, and the adaptation of the teaching method according to the available resources within the institution.

Accordingly, it can be stated that physical education and sports teachers at the secondary level employ a clearly defined teaching method in managing the physical education lesson, which provides a positive answer to the first research problem.

1.2.1 Presentation of the Results of the Second Axis

The Contribution of the Teaching Method to the Organization and Success of the Physical Education and Sports Lesson

Table 5: Arithmetic Means and Standard Deviations of the Statements of the Second Axis

Standard Deviation	Arithmetic Mean	Statement Number
0.59	1.21	10
0.28	1.08	11
0.41	1.21	12
0.34	1.13	13
0.51	1.54	14
0.38	1.17	15
0.38	1.17	16
0.38	1.17	17
0.44	1.25	18

Source: The authors

2.2.1 Analysis of the Results of the First Axis

The results of Table (5) indicate that the arithmetic means of the statements of the second axis ranged between (1.08) and (1.54), which are values reflecting a high to moderate degree of agreement among the sample members. This indicates that the adopted teaching method contributes effectively to the organization and success of the physical education and sports lesson at the secondary education level.

The results also highlight that the teaching method helps in:

- Organizing the lesson time.
- Improving students' discipline.
- Increasing their motivation to participate.
- Creating a positive educational atmosphere within the lesson.

However, some statements recorded relatively higher means, which can be explained by the variation in the conditions of field application from one institution to another.

2. General Discussion of the Questionnaire Results in Light of the Two Research Problems

Through the presentation and analysis of the results of the two axes, it becomes clear that:

- Physical education and sports teachers employ a clear teaching method in managing the physical education lesson.
- The adopted teaching method contributes significantly to organizing and ensuring the success of the lesson at the secondary education level.

Thus, the results of the study provide a positive answer to the two research problems and confirm the central role of the teaching method in achieving the effectiveness of the physical education and sports lesson.

3. Discussion of the Study Results in Light of Previous Studies

3.1 Discussion of the Results of the First Hypothesis

Physical education and sports teachers employ the physical education lesson teaching method at the secondary level to varying degrees.

The results of the study showed that physical education and sports teachers at the secondary level employ a clear and organized teaching method during the management of the physical education lesson, which is reflected in the low arithmetic means of the statements of the first axis, indicating a high degree of agreement among the sample members. This indicates the teachers' commitment to prior lesson planning, diversification of teaching methods, consideration of individual differences, and adaptation of the teaching method according to the resources available within the institution.

This result is consistent with what was indicated by Ahmed Imad Al-Din (2005), who emphasized that the success of the physical education and sports lesson is related to the extent to which the teacher relies on an organized teaching method based on good planning and diversification of teaching methods. This result also coincides with the study of Najem and Belkacem (2017), which highlighted the importance of the organizational aspects of the lesson in improving teaching effectiveness, despite the difference in the perspective of treatment between the two studies.

These results can be explained by the fact that physical education teachers at the secondary level possess professional training that qualifies them to choose an appropriate teaching method, in addition to accumulated field experience that helps them control and organize the lesson process in a way that serves its educational objectives.

2.3 Discussion of the Results of the Second Hypothesis

The adopted teaching method contributes to the success and organization of the physical education and sports lesson at the secondary level.

The results of the second axis indicated that the adopted teaching method contributes to a considerable degree to the organization and success of the physical education and sports lesson, as the sample members expressed their agreement that the teaching method helps in organizing lesson time, improving students' discipline, increasing their motivation to participate, and creating a positive educational atmosphere within the lesson.

These results are consistent with the study of Kerad Abdelmalek (2022), which concluded that the physical education lesson, when organized according to sound educational principles, contributes to achieving positive psychological and educational objectives among learners. They are also supported by the results of the study of Kwasma (2020), which confirmed that the good organization of school sports activities positively affects students' behavior and interaction within the lesson.

This positive role of the teaching method is attributed to the fact that it provides a clear framework for the progress of the lesson, reduces randomness, and contributes to the effective

use of school time, which directly reflects on the success of the lesson and the achievement of its educational and instructional objectives.

4. General Discussion in Light of the Study Results

Through the discussion of the results related to the two research problems, it becomes clear that the teaching method of the physical education and sports lesson is a decisive factor in organizing and ensuring the success of the lesson at the secondary level, and that the teaching practices adopted by teachers play a central role in achieving the effectiveness of the lesson.

The results of the study also highlight that the success of the physical education lesson is not only related to the nature of the physical activity, but mainly depends on the teacher's methodological choices in terms of planning, organization, interaction with students, and assessment methods.

5. Conclusions

In light of the results of the study, their analysis, and discussion, a set of conclusions was reached, the most important of which are:

1. Physical education and sports teachers at the secondary level employ a clear and organized teaching method during the management of the physical education and sports lesson.
2. Teachers show a noticeable commitment to prior lesson planning and organizing its activities in accordance with its educational objectives.
3. The adopted teaching method contributes considerably to organizing lesson time and achieving discipline within it.
4. The teaching method plays a positive role in increasing students' motivation for active participation in physical and sports activities.
5. The proper employment of the teaching method contributes to the success of the physical education and sports lesson and the achievement of its educational and instructional objectives at the secondary level.

6. Recommendations

Based on the results of the study and the conclusions reached, the study recommends the following:

1. The necessity of strengthening the training of physical education and sports teachers in the field of modern teaching methods and approaches.
2. Encouraging teachers to diversify teaching methods in accordance with the characteristics of the secondary education level.
3. Providing the necessary educational resources and facilities that help in the proper application of the teaching method within the physical education lesson.
4. Ensuring effective lesson planning and efficient use of school time.
5. Supporting efforts aimed at improving the conditions for practicing physical education and sports lessons within educational institutions.

7. Research Perspectives

In light of the study results, a set of future research perspectives can be proposed, including:

- Conducting similar studies at other educational levels (primary or middle school) for comparison.

- Studying the impact of modern teaching methods in physical education and sports on students' motivation and achievement.
- Expanding the sample size and conducting the study in other provinces to obtain more generalizable results.
- Conducting qualitative studies based on classroom observation or interviews to deepen the understanding of teaching practices within the lesson.

IV. Conclusion

This study sought to identify the reality of employing the teaching method of the physical education and sports lesson at the secondary level and to reveal the extent of this method's contribution to organizing and ensuring the success of the lesson. The results of the study showed that physical education and sports teachers at the secondary level employ an organized teaching method based on prior planning, diversification of teaching methods, and consideration of individual differences among students, which contributes to organizing the lesson process and achieving its educational objectives.

The results also showed that the adopted teaching method plays a positive role in organizing lesson time, improving students' discipline, increasing their motivation to participate in physical and sports activities, and creating a positive educational atmosphere within the lesson. Accordingly, the study confirms that the success of the physical education and sports lesson at the secondary level is not only related to the nature of the physical activity, but is largely influenced by the proper employment of the teaching method by the teacher. This requires attention to developing teaching practices and strengthening teacher training in this field.

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Appendices

Appendix 1: Questionnaire Distributed to Teachers

Dear Professor,

Greetings,

We are pleased to present to you this questionnaire, which is part of the completion of a scientific study entitled:

“The Reality of Employing the Teaching Method of the Physical Education and Sports Lesson at the Secondary Level: A Field Study”

This study aims to identify the reality of the employment of the physical education and sports lesson teaching method by physical education and sports teachers, and to reveal the extent of this method's contribution to organizing and ensuring the success of the lesson at the secondary level.

We would like to inform you that this questionnaire has been prepared for scientific research purposes only, and that all the information provided will be treated with complete confidentiality and will only be used within the framework of this study. There are no right or wrong answers; rather, we kindly request that you answer objectively and honestly in a way that reflects the reality of your field practices.

Please read the statements included in the questionnaire carefully, then place a mark (✓) in the box that represents your degree of agreement. The response scale is based on the five-point Likert scale as follows:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Thank you for your valuable cooperation, and we appreciate your time and efforts.

Please accept our highest respect and appreciation.

Strongly disagree	disagree	neutral	agree	Strongly agree	statement	number
					I ensure prior planning of the physical education and sports lesson according to specific .objectives	1
					I adopt a clearly defined teaching method during the implementation of the physical education and .sports lesson	2
					I diversify the teaching methods used within the .lesson	3
					I take into consideration individual differences among students when selecting physical .activities	4
					I actively involve students in the implementation of physical education and sports lesson .activities	5
					I employ teaching methods that are appropriate for the nature of the secondary education .level	6

					I ensure that the objectives of the lesson are clarified to students before starting its .implementation	7
					I use educational resources that contribute to the success of the physical education .and sports lesson	8
					I adapt the teaching method according to the resources available within the .institution	9
					The adopted teaching method contributes to organizing the time of the physical education and .sports lesson	10
					The teaching method I apply helps achieve the objectives of the .lesson	11
					The teaching method contributes to improving students' discipline .during the lesson	12
					The teaching method contributes to increasing students' motivation to participate in .activities	13

					The teaching method helps organize activities within the lesson in .a balanced manner	14
					The adopted teaching method contributes to creating a positive educational atmosphere within .the lesson	15
					The teaching method helps facilitate the assessment process .during the lesson	16
					The teaching method contributes to improving students' interaction .within the lesson	17
					I believe that the success of the physical education and sports lesson is related to the adopted teaching .method	18

Appendix 2: List of Teachers Who Validated the Questionnaire

University	Scientific qualification	Name and surname	number
Msila	Professor	Abd Elkader Belkhir	1
Msila	Doctorate	Lebchiri Ahmed	2
Msila	Doctorate	Makder Rabeh	3