

Secondary school pupils' attitudes toward soccer activity, at the expense of other group activities

اتجاهات تلاميذ الطور الثانوي نحو ممارسة نشاط كرة القدم على حساب الأنشطة الجماعية الأخرى

Hamza Seddik

Institute of Science and Technology of Physical and Sports Activitie – Tissemsilt

Hamzased.84@gmial.com

Received: 07/01/2021

Accepted: 03/05/2021

Published:01/06/2021

**Abstract:** The researcher proceeded to a field study on the secondary stage pupils of Muhammad Boudiaf, Rabeh Battat, Motqana Khemisti and Ahmed Bin Bella High School.

Hence, the study came to find out the attitudes of secondary school pupils towards practicing football activity at the expense of other group activities and due to the nature of the topic, the researcher relied on the descriptive approach as it is a form of scientific and structured analysis and interpretation to describe a specific phenomenon or problem. The sample was chosen randomly and included 250 students. So that the researcher relied on the expert survey questionnaire as well as on the descriptive statistics and correlation coefficients of the Pearson method and the Ka2 coefficient to analyze the results of the research and in the end the study concluded the following results:

-Ensure that the first hypothesis is correct, which states that high school students have positive trends towards playing football at the expense of other team sports.

-There are statistically significant differences in the attitudes and tendencies of secondary school students, males and females, towards football activity at the expense of other sports.

**Key words:** attitudes - football - group activities

**المخلص:** باشرت الباحثة دراسة ميدانية على تلاميذ المرحلة الثانوية من مدرسة محمد بوضياف وراج بطاط ومتقانة خميسي وثانوية أحمد بن بلة.

ومن هنا جاءت الدراسة لمعرفة اتجاهات تلاميذ المرحلة الثانوية تجاه ممارسة نشاط كرة القدم على حساب الأنشطة الجماعية الأخرى ، ونظراً لطبيعة الموضوع ، فقد اعتمد الباحث على المنهج الوصفي باعتباره شكلاً من أشكال العلم

والمنظم. التحليل والتفسير لوصف ظاهرة أو مشكلة معينة. تم اختيار العينة بشكل عشوائي وضمت 250 طالباً بحيث اعتمد الباحث على استبيان مسح الخبراء وكذلك على الإحصاء الوصفي ومعاملات الارتباط لطريقة بيرسون ومعامل كا 2 لتحليل نتائج البحث وفي النهاية خلصت الدراسة إلى النتائج التالية:  
- تأكد من صحة الفرضية الأولى ، والتي تنص على أن طلاب المدارس الثانوية لديهم اتجاهات إيجابية نحو لعب كرة القدم على حساب الرياضات الجماعية الأخرى.  
- توجد فروق ذات دلالة إحصائية في اتجاهات وتوجهات طلاب المرحلة الثانوية من الذكور والإناث نحو نشاط كرة القدم على حساب الرياضات الأخرى.  
الكلمات المفتاحية: الاتجاهات، كرة القدم، الأنشطة الجماعية.

### 01- Introduction and The problematic:

Football has transformed from our mere entertainment game into a sport directed by laws and supervised by responsible global bodies, so I knew a development through which it gained wide popularity, and if we noticed the level of football in Algeria, we would find a noticeable development in the performance of players, this is reflected in the positive results recorded in Recently in continental and international forums and educational phases, and this is due to factors such as: the academic level, age, and mental maturity. We discussed in this research a sensitive and extremely important stage in view of the most important changes that occur at this stage and the study of trends related to the inclination and personality of the groove Y from the psychological and physical side, however, students prefer to practice team sports over individual sports as football is one of the most preferred team sports for high school students and it is certain that behind this tendency internal and external reasons that control it and mention them: ease of exercise and lack of equipment and simplicity Its laws.

There is no doubt that the perception of football differs among high school students, and what we care about in this study is generally what the student can

gain from the tendencies and direction towards this game and the specialist in the reality of football in its institution seeks positive and other negative things, and for this the development of the positive trend towards playing a ball The foot is necessary and imperative for the development of the health aspects of the body and psychological aspects such as emotions and the control of behaviors and social aspects of socialization and integration and assimilation in society in addition to the educational aspects and we can view the trends as psychological representation in Inside the individual for the effects of society and culture because the individual acquires from his society and culture appropriate attitudes towards some activities and some other individuals as well towards physical activity, from this perspective we put forward

**The following questions:**

1. What are the attitudes and tendencies of high school students towards football activity at the expense of other sports?
2. Are there significant differences in the attitudes of male and female secondary stage students towards playing football activity at the expense of other team sports?

**Study hypotheses:**

1. Secondary school pupils have positive attitudes towards football activity at the expense of other sports.
2. There are statistically significant differences in the attitudes and tendencies of male and female secondary pupils towards football activity at the expense of other team sports.

**Defining Terms:**

**Direction:**

**Language:** direction, direction, or intent for any destination (**comprehensive Arabic dictionary performance, 1997, p. 16**).

**Idiom:** a relatively stable emotional willingness that defines the individual's feeling and behavior towards certain subjects, including a judgment on acceptance and rejection, and among these topics may be things, people, groups, principles of principles or the same individual.

It was also defined by "Ahmed Zaki Saleh" as "a group of acceptance or rejection responses that relate to a specific serious subject" (**Ahmad Zaki Saleh: Educational Psychology, p. 119**)

**Adolescence: Language:** This is the stage at which an individual moves from childhood to adulthood.

**Idiomatically:** It is the stage that every individual goes through starting with the end of late childhood and ends with maturity or adulthood and extends between the twelfth or thirteenth and ends at the age of twenty or twenty one as defined by the researcher procedurally the intermediate stage between childhood and extends until adulthood and considered a difficult stage centered In physical and psychological transformations.

**Secondary phase:** It is the stage that follows the intermediate education stage, which mediates formal education, corresponds to adolescence and this stage lasts three years in accordance with Ordinance 76 of April 16, 1976.

The researcher also defines him procedurally as a secondary stage the student is going through in three years, where he shows his physical and motor skills and capabilities and seeks to develop them.

**football: Language:** It is the Latin word for "kicking the ball with foot." Americans consider it "FOOTBALLE" football, football which is called "Rugby" or "American Football".

The well-known football we will talk about is called SOCCER (**Hassan Abdel-Wahab: Football, p. 4**)

**Idiata:** It is a team game that takes place between two teams, each team consists of eleven players using a ball round ball with a specific global scale, in a rectangular stadium with specific dimensions in each of the two ends of the goal, and each team tries to enter the ball in it on a goalkeeper to obtain Goal. (**Mahmoud bin Hassan Al Sulaiman: Football between interests and goals, p. 90**)

#### **Study Procedures:**

**The sample:** The sample means choosing a number of societal vocabulary that represents it both quantity and quality in the characteristics related to the subject of the research, such as a doctor who analyzes the patient's blood if he does not analyze all of the patient's blood but rather takes only a small sample that carries the same characteristics of the entire patient's blood so also the researcher cannot take The whole sample is but part of it, so in order to reach us to more accurate, objective and identical results, we have chosen the research sample in a random way, that is, we did not allocate the sample with any characteristics for the two reasons. The random sample gives integrated and equal opportunities

for all individuals because it does not take any considerations, discrimination or exemption Or other qualities that I define To search, as it is the selection of a random sample of the simplest ways to choose the samples carefully so we adopted in our research on samples from different high schools, as follows

**Table No. 01: Shows the sample number**

Secondary schools	Male number	Female number
Boudiaf Secondary School Mohamed	60	20
Rabah Batat Secondary School	80	25
Khamissi elaborate high school	60	15
Secondary Ahmed bin Bella	50	10

**Study tools:** By research tools we mean those scientific means through which to collect and organize information (**Mohiuddin Muhammad Musaad: How to write research and prepare for lectures, p. 35**).

In this research, we used the questionnaire method as the most successful way to solve the problem that we set and to prove the proposed hypotheses, and it also makes it easier for us to collect information to be obtained or accessed from previous hypotheses (**Budawad Abdel-Yam, Atallah Ahmed, p. 76**)

**2-1-1 Method of the questionnaire:** The questionnaire is considered a tool used in scientific research to obtain data related to the subject, and it also followed the type of study that relates to its application and is used to obtain

data and information about what is already in place so that the researcher can verify the validity of the hypotheses presented, and the questionnaire depends on a set of questions submitted to A group of people give the answer.

**As known by:** Abdel Baqi Zidan as one of the most important tools for data collection, as a result of what these tools achieve, both for specialists in effort, cost, and ease of data processing by statistical methods. Van Dalen knows: The questionnaire is one of the means to collect information about a problem in the form of selected questions to answer about it Samples The questionnaire was prepared that includes:

**2-1-1 Closed questions:** In which the respondent is bound by the answers determined by the researcher and depends on his ideas and research purposes, and the answers are in most cases limited to yes or no.

**2-2-2 The questions are open:** in which the researcher gives all freedom to the respondent to answer as he wishes, either in detail or abbreviation, and also gives him freedom to mention any information believed to be related to the question, whatever its nature and purpose, and among the benefits of open questions is that the questioner gives his own opinion and is usually on Form of analysis.

**2-3-3 Questions with multiple answers:** The sample has the freedom to choose the appropriate answer for the answers from the researcher.

**Calculation of Scientific Transactions Questionnaire:** -1- The stability of the questionnaire means the stability of the test means that if the test is repeated on the same sample, under the same conditions, it gives significant results, i.e. a large correlation coefficient exists between the test results

Statistical significance	Significance level	Degree of freedom	Tabular	Correlation coefficient	The sample	standard deviation	Arithmetic average	The hubs
D statistically	0.05	24	0.38	0.83	25	9.05	2.50	1
				0.56	25	8.05	2.50	2
				0.88	25	12.25	2.50	3

**Table No. 02:** shows how to calculate a stability factor for the two students.

While we find that the Burson coefficient of persistence related to the students questionnaire with a value greater than 0.83 compared to the table.

We conclude from the results of the above table that the tabular value was smaller than the correlation coefficient value and this indicates that the research tool used is characterized by a high degree of stability.

### -2-3-Validity of the questionnaire = $\sqrt{\text{consistency}}$

Honesty is the most important conditions for a good survey. An honest questionnaire is the one that succeeds in measuring what is actually measured and not something else.

" Tyler" says that honesty is the most important consideration that must be met in the test, and Paroa and McGee believe that honesty means the extent to which the test performs the purpose for which it was set.



**Table No. 03:** Method of calculating the validity coefficient for students' questionnaire.

The Hub s	Arithmetic average	standard deviation	The sample	Correlation coefficient	Tabular	Degree of freedom	Significance level	Significance
1	2.50	9.05	25	0.91	0.38	24	0.05	D statistical ly
2	2.50	8.05	25	0.74				
3	2.50	12.25	25	0.93				

We conclude from the table above that the tabular value was smaller than the correlation coefficient values of the scale used, and this confirms that the questionnaire used is characterized by a high degree of honesty.

#### **-2-3-4 Objectivity:**

The sincerity of the arbitrators: After completing the final preparation of the research tool, we touched on the second process, which is the authenticity of the tool, and to make sure the terms of the tool are true, we resorted to a group of arbitrators consisting of a group of professors in different disciplines from the Institute of Physical and Sports Education at Timsail University.

After judging the tool, we recorded and collected all the notes related to the tool, and the notes in their entirety indicated some incomprehensible words that affect students' understanding of the phrases, in addition to the need to simplify some of the phrases in order for the student to understand them and after the amendments we made

We found that the questionnaires used are easy to understand and clear, and therefore we did not find any difficulties on the part of the students alike in understanding all of the questions we suggested to them from the questionnaire included in our questionnaire on the topic of research represented in the reasons for the tendency and tendency of high school pupils to practice football over the rest of the other team sports.

We found a great response on the part of students through our presentation of questionnaires on the subject of research, because of our subjectivity in explaining the questions related to the research.

In light of the results of the survey study until the questionnaire meets the objective condition and based on all the field procedures and the aforementioned considerations we concluded that the questionnaire in its proposed form has a high objectivity in addition to the honesty and consistency of the questionnaire.

**Statistical Treatment:** We relied on the percentage

-Number of answers X 100% / grand total.

- $\chi^2 = \frac{\sum (\text{expected repetition} - \text{observed repetition})^2}{\text{expected repetition}}$

Expected frequency = total exchange / number of cases

Number of cases: The number of answers for each question

Degree of freedom = number of cases -1

-Bern Sun correlation coefficient

**Presentation of the study results:**

**Presentation of the results of the first hypothesis:** High school pupils have positive attitudes towards soccer activity at the expense of other sports.

**The first question:** What is your view on the share of physical and physical education?

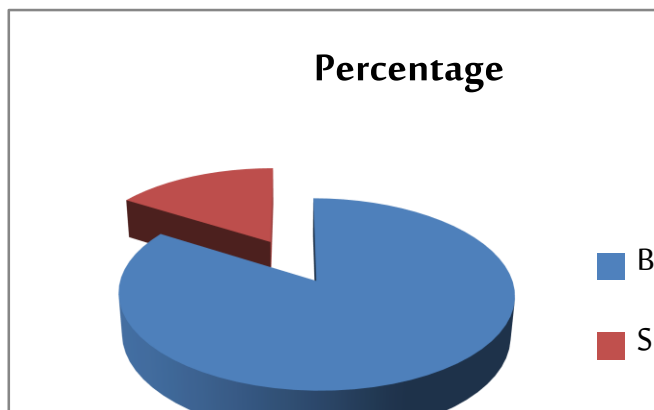
**The purpose of the first question:** Knowing the students 'view of the physical and sports education class

**Table No. 04 Show:**

**Table No. 04:** Represents students' answers regarding their view of the physical and sports education session.

The Answers	Repetition	Percentage	Calculated ka 2	Ka 2 tabular	Degree of freedom	Significance level	Significance
Basic	210	84%	143,4	3.84	01	0.05	D statistically
Secondary	40	16%					
Total	250	100%					

**Table 04** represents the students 'answers regarding their view of the share of physical and sports education,



**Graphic form 04:** represents the students 'answers regarding their view of the share of physical and sports education

where we find a percentage of them, which is estimated at 84%, emphasizing the necessity of the physical and sports education subject because it is as important as other academic subjects, while we find that 16% of the students see that the latter As a by-product, it is a very weak percentage compared to the other percentage.

Since the calculated  $F_{obs}$  value is greater than  $F_{tabular}$ , we reject the null hypothesis and accept the alternative hypothesis, which states that there are significant differences at the significance level 0.05 and freedom degree 01, meaning there is no match between the answers.

Through our analysis of the table, we find that the overwhelming majority of the sample places the subject of physical education and sports in the position of other subjects, and this is due, of course, to the great love and desire of students to adhere to this educational and educational material in its folds, and this is what serves the validity of our hypothesis.

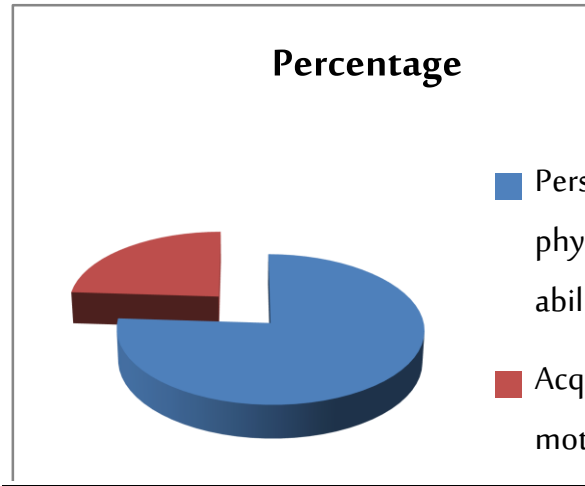
**Presentation of the results of the second hypothesis:** There are statistically significant differences between the trends and tendencies of male and female secondary pupils to play soccer at the expense of other sports

**The first question:** Are the students' attitudes and tendencies towards playing soccer activity according to: physical abilities or motor skills?

**The purpose of the first question:** Find out whether the physical abilities and the motor skills acquired play an effective role in the students' inclination to football.

**Table No. 25:** Represents the students' answers about their direction and tendencies towards playing soccer activity.

The Answers	Repetiti on	Percenta ge	Calcul ated ka 2	Ka 2 tabular	Degr ee of freed om	Signif icance level	Significanc e
Personal physical abilities	190	76%	85	3.84	01	0.05	D statistically
Acquired motor skills	60	24%					
<b>Total</b>	<b>250</b>	<b>100%</b>					



**Graphic form No. 25:** Represents the students' answers about their direction and tendencies towards playing soccer activity

Table No. 25 represents the answers of secondary school pupils with regard to their direction towards football, as it becomes clear to us that personal physical abilities have a positive impact on the tendency and tendency of pupils to practice them, and this is a percentage of 76%, which is a significant outcome compared to some pupils who see their tendency to practice football. The foot is related to the acquired motor skills, which is 20%, which is a weak percentage.

To know the significance of these results, I found the calculated  $Ca_2$  value greater than tabular at the 0.05 level and the degree of freedom 01 which confirms the significance of the statistical differences.

Through our analysis of the students' answers, we concluded that they have a strong desire and trend towards playing football than other group sports and this is due to their personal physical abilities, whereas we find that few of them see that playing football is merely an acquired sport and this justifies the validity of the hypothesis.

- **Interpretation and discussion of the study results:** Interpretation and discussion of the results related to the first hypothesis: The main objective of this study revolves around knowing the reasons for the trend and tendencies of secondary school pupils towards the practice of soccer activity at the expense of other sports. The results of the questionnaire for the first axis of pupils' attitudes towards the practice of soccer sport revealed to them that these The hypothesis has been statistically validated, as we have confirmed that physical education and sports is a basic subject that carries with it educational goals like all other subjects, and that high school students love to exercise and prefer group sports at the expense of individual sports, and this What became clear to us through the

answers to the following questions: 1, 2, 3, 4, which indicates that students tend to play football at the expense of other sports.

It was also clear to us that the professor has a role in choosing a specific type of team sports, in addition to the fact that football is a more popular sport among sports, and this is a factor among the factors that made secondary school pupils practice and consider it an easy and simple game performance compared to other team sports.

As for the real reason these students tend to have a game of soccer is that it has little friction between the players, and this is evident in the answers to questions number 5, 6, 7, 8, 9, 10.

This was confirmed by the study of Irves Zoubir, Ocean Bouzid and Bouglida Hassan.

Through the foregoing, the first hypothesis stating that high school pupils have positive attitudes towards playing football sport at the expense of other team sports has been confirmed, and we have also been able to uncover some of the factors that contribute to these students' tendencies to football from other sports. This is confirmed by the study of Foday, Hadi and Fattah, as they found that the calculated  $Ca_2$  is greater than the  $Ca_2$  tabular, and this shows that there is a statistical indication that there are positive trends among high school students towards football activity at the expense of other sports.

Interpretation and discussion of results related to the second hypothesis:

There are statistically significant differences in the attitudes and tendencies of male and female secondary pupils towards football activity at the expense of other sports.

The results that we reached through the results of the questionnaire for the third axis show that all the statistical results were significant except for the ninth question, so the statistical result was not significant, as the students' answers to the questions were as follows: It proved that there is a trend and tendencies towards the practice of football activity that the students chose according to Their physical abilities.

Personal physical abilities are sufficient for the students 'tendency and tendency towards playing soccer activity, while we have great motivations and tendencies towards programming football sport within the ministerial curriculum, and their outcome is estimated at 84%. This is due to their love to practice them, and this appears through answering the first and second questions This is what was proven by every study by Bouhaj Meziane, Sayyad Hajj and Kabbal Murad.

As for the third question, it became clear to us that the prevailing atmosphere among the members of the group contributes greatly to the tendency of male pupils towards playing football, as sexual differences are a factor among the factors that led high school pupils to practice, as it became clear to us that the male category is more inclined than females This is due to their practice of football in clubs and following international and local sports news, especially when organizing international championships and Olympic courses. In addition to that it contributes to maintaining health and fitness, as it is considered a means of recreation and this percentage is estimated at 72% and this is what makes students in the stageThe secondary school continues to be practiced, and this is evident through the answers to questions 4, 5, 6, 7, and 8.

\_ In addition to that, playing football is important in removing psychological tensions compared to other team sports. The practice of football activity often



promotes social contact formation. Therefore, the third hypothesis that there are statistically significant differences in the attitudes of secondary school pupils is male, female towards sports Football is true and this proves our hypothesis.

This is confirmed by the study of both Fattah and Azyan and the study of Harthawi Yusef, where the first study confirmed that the Ca2 calculated from the Ca2 tabular and this explains that there is a statistical indication that there are differences in the attitudes of the secondary phase pupils towards playing the football game at the expense of other sports and also the study of Harthawi Whose results showed that there are statistically significant differences.

**General conclusion:** Through theoretical and applied data, and based on the results of this study, we came to know the nature of the inclinations and desires of high school pupils to practice football at the expense of other group sports, the idea of the foot is one of the important and necessary collective experiences of pupils, which become the stage of adolescence Because it is one of the most difficult stages in the life of an individual, the latter becomes several physical, psychological and social changes, as the individual is distinguished during this period by the affirmative and negative in his actions, as the football game is one of the activities that contribute to avoiding psychological problems and thus controlling his behavior and benefit The machine.

We have relied in our research on a general hypothesis and three partial hypotheses. In the general hypothesis we assumed that there are reasons that led to the inclination and desire of high school pupils to practice football at the expense of other group sports, which is a proven hypothesis and this is what the results obtained in the previous tables showed, but as for The first partial hypothesis, which states that high school students have positive attitudes

towards football activity over the rest of the other sports, is a verified hypothesis, and this is evident in the conclusions drawn in the previous tables. As for the second partial hypothesis, which states that there are some differences Morale between the attitudes and inclinations of male and female secondary pupils towards football activity similar to other sports. It is also a hypothesis verified for the significance of the differences in the results obtained through the presentation of statistical analysis except in some questions.

Consequently, we can say that there are some factors and reasons, including the ease of football laws and that it is a recreational group sport that led to the tendency and demand of secondary school students to practice it on the rest of other team sports.

**Suggestions:** In the light of our study of the questionnaire and the detailed study in this aspect that demonstrated the tendencies and desire of secondary stage pupils to practice football at the expense of other team sports we decided to make some suggestions through which we hope to solve some problems that hinder the student's desire, including:

Promote students' positive attitudes towards football in particular and other sporting activities in general.

Allocating efficient frameworks and training professors to supervise the organization of competitive courses between secondary educational institutions in this field

Caring for students' inclinations and desires, and directing them to the appropriate specializations according to their capabilities and physical capabilities.

Demonstrate the true value of the share of physical and sports education without excluding a specific type of sporting activity.

Demonstrate the true importance of the share of physical education for the individual athlete in all respects.

Improve the image of football through the media.

Establishing even short-term formations for secondary school pupils towards football activity

**References:**

- 1- Abdul Rahman Muhammad Essawi: Modern Trends in Modern Psychology, Arab Renaissance House, Beirut, 1998
- 2-Ahmed Amin Fawzi, Principles of Sports Psychology, Arab Thought Center, Cairo, 2003.
- 3-Anayat Muhammad Ahmad Faraj: Curricula and Teaching Methods of Physical Education, Dar Al-Fikr Al-Arabi, Egypt, 1998
- 4- Anwar El-Khouly, Gamal El-Din El-Shafei: Contemporary Physical Education Curricula, Dar Al-Fikr Al-Arabi, First Edition, Cairo, Egypt, 2000
- 5- Kamel Muhammad Awaida: Social Psychology, Scientific Book House, I, 1996.
- 6- Nasser Muhammad Al-Adili: Human Organizational Behavior, Institute of Public Administration, Riyadh, 1995
- 7- Thomas Georges Khoury: The Psychology of Development for Children and Adolescents, University Studies Foundation, 1st Floor, Beirut, Lebanon, 2000.
- 8- Irvis Zubair, Ochean Bouzid: Attitudes of high school students towards physical activity and its relationship to achievement motivation, Sports Creativity Journal, Issue 2, 2019, pages 42-57
- 9- Boujlida Hassan: The Role of Practicing Collective Activities in Evaluating Some Behavioral Problems of Secondary Education Pupils, Journal of Mathematical Creativity, Issue 3, 2011, pages 7-26.

10- Bouhaj Meziane: Pupils' motives and tendencies towards football activity during the physical education and sports class in high school, Creative Sports Magazine, Issue 9 (1) 2018, pages 77-90.

10- Qabal Murad: Attitudes of high school students with diabetes towards the education and sports class, Al-Ibdaa Magazine, Issue 16,2015, Pages 53-66 .