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# Physical and Sporting Activity and Its Role in Talent Selection and Guidance: A Field Study of Primary School Pupils in Ouargla Province

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***Abstract*—**This study aims to highlight the importance of practising school sport in primary education and its role in selecting and guiding young pupils through curricular and extracurricular activities under the supervision of a specialist subject teacher. The study was conducted in a sample of primary schools in Ouargla Province comprising 120 male and female pupils supervised by 30 primary-school physical education teachers. The sample was selected purposively from pupils participating in school sports competitions. The researchers adopted the descriptive approach as appropriate to the study. The main research question was whether the physical education and sport teacher plays a role in selection and guidance towards school sport. The study concluded that the presence of a specialist teacher has a positive role in selection, guidance and the practice of school sporting activities.

***Keywords*—**physical and sporting activity; sporting selection; sporting guidance; primary education.

## I. Introduction and Research Problem

The path towards developing a champion begins with the early detection of talent, followed by the social responsibility of the family and educational institutions for monitoring, guidance and counselling. A champion requires interconnected relationships from the outset. An academic study conducted by a group of scientists advocated establishing channels of communication among them and travelling to villages and rural areas to identify potential champions. Developing champions also requires encouragement and sustained support for outstanding individuals. Every athlete must recognise that each stage has its own distinctive characteristics and opportunities for excellence (Akramov, 1990).

Accordingly, the Algerian state's new policy has focused on supporting children's participation in sport from an early age by making sporting activity compulsory in primary schools, under the supervision of a specialist teacher. This involved introducing physical education and sport as a subject and establishing a specialist post of primary-school physical education teacher. Physical education is a school subject like other subjects and contributes substantially to developing the child's personality. It directly influences behaviour, transforming spontaneous inherited responses into structured and adapted behaviours through a comprehensive scientific approach sensitive to the surrounding environment. Play is particularly important at this educational stage, providing a foundation for children's discovery of themselves and their environment and their adaptation to both. It develops physical and intellectual abilities, enables fuller use of individual resources, diversifies motor skills and supports the development of physiological functions. It also offers opportunities to learn through trial, imagination and creativity and to confront personal and interpersonal challenges through the expression of abilities and the pursuit of success. This study aims to highlight the importance of school sporting activity in primary education and its role in selecting and guiding young pupils through curricular and extracurricular activities in the presence of a prescribed curriculum and specialist teacher. It was conducted in a sample of primary schools in Ouargla Province involving 120 male and female pupils supervised by 30 physical education teachers, purposively selected from

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pupils participating in school sports competitions and other sporting events and from those supervising young school athletes. The descriptive approach was selected as appropriate to the research. The central question asks whether the physical education and sport teacher has a role in selection and guidance towards school sport. The study concluded that a specialist teacher plays a positive role in selection, guidance and the practice of school sporting activities.

**Research problem**

In a study conducted in Algeria from the 1970s, the Russian researcher Akramov examined selection, guidance and the development of young athletes and elite performers. He emphasised early selection for identifying talent and argued that a larger selection pool makes selection more objective and effective (Akramov, 1990). His work, Selection and Preparation of Young Footballers, was translated from Russian into French by Tadj, and Professor Rabah Saadane had the honour of writing its introduction. Although concerned with football, it demonstrates the importance of making selection opportunities available to everyone. This requires providing all young people with opportunities to practise different activities from an early age, something reflected in compulsory primary-school sport delivered by specialist teachers. Psychologists also maintain that children's motivation can be harnessed to develop positive attitudes towards sporting activity and help them discover their talents, the first step towards producing a sporting champion. This process requires a knowledgeable specialist. Accordingly, the present study examines the role of the physical education teacher and physical education lessons in identifying, selecting and guiding pupils towards school sport and sports clubs.

**Main research question**

What role does the primary-school physical education and sport teacher play in talent selection and sporting guidance towards school sport and sports clubs?

The following two subsidiary questions arise:

1. Does the primary-school physical education and sport teacher play a role in sporting selection?
2. Does the physical education and sport teacher play a role in sporting guidance?

To address the subject, the researchers proposed the following hypotheses:

**General hypothesis**

The primary-school physical education teacher plays an important role in sporting selection and guidance towards school sport and sports clubs.

**2.1. Subsidiary hypotheses**

1. The physical education and sport teacher plays a positive role in selecting young athletes.
2. The physical education teacher plays a role in guiding young athletes towards school sport and sports clubs.

**3. Study objectives**

The study aims to:

Highlight the role of the newly appointed primary-school physical education teacher in sporting guidance and selection for school sport.

Emphasise the importance of a specialist physical education and sport educator in primary education.

Highlight the importance of coordinated efforts to develop sporting champions across different disciplines.

Identify the factors involved in developing champions through selection and guidance at grassroots level.

**II. General Framework of the Study**

**Definitions and concepts of the study variables**

Primary-school teacher

**Duties of the physical education teacher**

A. Regarding sporting activity

The physical education and sport teacher fulfils their duties through physical education, whose objectives are achieved through the various forms of sporting activity. School organisation covers the following areas:

B. Regarding the sporting activity prescribed in the curriculum

The teacher implements the programme by constructing the general plan established in the curriculum, then dividing it into progressively smaller components until reaching the daily lesson.

The supervisor or teacher prepares the playing field and ensures that it is equipped with the necessary materials.

The teacher endeavours to identify pupils with the strongest physical abilities and asks them to demonstrate activities; on some occasions, the teacher must perform the demonstration personally to show the required model.

The teacher should change the structure of a lesson when pupils show signs of boredom, using a guiding exercise to change the classroom atmosphere and moving from one formation to another.

Teachers should examine the entire programme from every perspective, identify errors and determine how to correct them (Al-Fandi et al., 1983).

**Physical and sporting activity**

**Definition of physical and sporting activity**

Physical activity is considered one of the more developed forms of human movement and involves a greater degree of skill than other forms of bodily activity. Matveyev defines it as a special kind of activity whose essence is organised competition intended to measure abilities and determine their maximum level. Physical and sporting activity is therefore distinguished by physical training aimed at achieving the best possible competitive result, not merely for the athlete but also for the sporting activity itself. It has an essential social dimension, since physical activity is a cultural product of the competitive nature of human beings as social and cultural beings.

Cochin and Sage indicate that physical and sporting activity may be characterised by competitive play, both internal and external, involving individuals or teams who participate in competitions whose outcomes are determined by superiority in physical skill and tactics (Al-Khouli, 1993).

Physical and sporting activity is the most appropriate comprehensive expression for precise physical movements and skills. It represents the culmination of movements and sporting activities undertaken on the basis of a particular objective, defined plans and specific skills within a fair competitive framework in order to attain the desired result.

**3.1. Sporting activity**

**Meaning and concept of sporting activity**

Sporting activity is one of the principal means by which pupils express themselves at school. Through play, they express their wishes, interests and talents. It also stimulates them physiologically and psychologically, improving their physical and mental performance and providing a change from the routine of other theoretical lessons.

Activities outside the classroom are no less important than classroom activities, since they provide an educational setting in which several important purposes are achieved, including:

Activity allows pupils to express their interests and satisfy needs which, if unmet, may contribute to misbehaviour and rebellion against school obligations. It develops pupils' interests and talents and offers opportunities to identify abilities, thereby supporting appropriate educational and vocational guidance.

It increases the individual's capacity for concentration, perception, observation, visualisation, imagination and innovation. It also improves the efficiency of physiological systems, including the circulatory and respiratory systems, because sporting activity strengthens the heart and lungs and enhances their functions.

It promotes general bodily health and the enjoyment of good health. Some individuals may be healthy without participating in sport, but those who participate experience the enjoyment of an active life.

It develops physical fitness and proper posture. Physical fitness is sometimes defined as the ability to perform everyday activities efficiently without becoming rapidly exhausted or fatigued, while retaining enough energy to enjoy leisure time.

It helps individuals achieve social and psychological adjustment within their families, communities and country.

It develops desirable social values and attitudes (Aouf, 1978, p. 193).

**4. School activities**

**4.1. Curricular activities**

These are activities incorporated into physical education and sport lessons to achieve their intended objectives.

### 4.2. Extracurricular activities

#### 4.2.1. Internal extracurricular sporting activity

This activity is organised outside lesson times within educational institutions to give all pupils opportunities to practise their preferred sporting activities. It usually takes place during long and short breaks in the school day and is organised according to a plan prepared by the teacher, whether through inter-class matches, individual performances or organised activities (Bassiouni and Al-Shatie, 1987, p. 132).

#### 4.2.2. External extracurricular sporting activity

This activity consists of formal competitions between school groups. External activity is particularly important because it represents the culmination of the general school sports programme, which begins with the daily lesson, continues through internal activity and ends with external competition. It brings together the efforts and sporting talent developed across different games to represent the school in official matches. It also facilitates the selection of players and school teams for different regional and international occasions (Al-Mandalawi et al., 1990).

**A. Concept of external extracurricular sporting activity**

This refers to the activities of official school teams. Each school generally has a team representing it in school leagues, whether in individual or team sports. These teams constitute the public sporting face of the school and reflect its progress in physical education and sport. They bring together the strongest performers identified through physical education lessons and internal activities (Bassiouni and Al-Shatie, 1992).

**B. Importance of external extracurricular sporting activity**

Regarding the importance of this activity, Dr Hashem Al-Khatib considers external sport an essential component of the physical education and sport curriculum and a strong foundation for the school sporting movement. It also complements the activities conducted during curricular lessons (Al-Khatib, 1988).

External activity is competitive participation within the school environment, particularly through school teams. Such teams require special preparation before competitions, including selecting pupil-athletes and forming school teams at the beginning of the academic year, as well as training and preparing them. Article 07 of Joint Ministerial Instruction No. 15 states that educational competitive practice consists of specialised sports training and preparation for competition. It aims to encourage the participation, mobilisation and social integration of young people through fair competition and to activate the national mechanism for identifying and selecting young sporting talent, particularly in education and training settings (Joint Ministerial Instruction, 1993).

**C. Purposes of external extracurricular sporting activity**

The fundamental purpose of external sporting activity is the same as that of any educational process: the sound and integrated development of the individual. Its more immediate purposes may be summarised as follows:

1. Improving sporting performance. Sports matches are competitions between individuals and teams, each seeking to outperform the other in a field defined by individual and collective sporting performance. Athletes prepare to meet opponents through appropriate, systematic training and by establishing high skill standards. This raises performance levels and increases appreciation of the technical and aesthetic aspects of sport. Performance may be objectively measurable, as in the high jump and long jump, or judged more subjectively in team sports (Abu Hussein and Al-Wamni, 1991, p. 41).

2. Developing emotional maturity. Recognising an individual's or team's strengths and weaknesses is the first step towards self-criticism and a sign of emotional maturity. Self-control during play, when an error is committed against another player, or when a player is penalised for an error they believe they did not commit, is likewise a sign of emotional maturity (Shaltout and Moawad, 1981, p. 65).

3. Self-reliance. Self-reliance, responsibility, determination and perseverance are qualities that should be present when taking part in school sports matches (Shaltout and Moawad, 1981, p. 66).

4. Constructive use of leisure time. One of the major problems of modern times is the growth in leisure time, and the progress of nations has been associated with their citizens' ability to use that time productively. Sporting competition is among the most effective ways to spend leisure time.

5. Learning the rules and tactics of games. This is both an intellectual and social objective. Understanding the letter and spirit of the rules and studying individual or collective tactics require intellectual ability. Applying those tactics while observing the rules is also a social exercise in respecting laws, regulations and rules, operating within

them and not departing from their general framework.

**5. Sporting selection**

**2. Selection**

**A. Linguistic meaning**

The Arabic verb meaning 'to select' refers to choosing something.

**B. Technical meaning**

Among the various definitions, Mohammed Lotfi Taha defines it as the process of determining the compatibility of a young person's aptitudes with the characteristics of a particular activity.

Abu Al-Ala Ahmed Abdel Fattah also defines it as a process through which the best players are selected at different points in time and at different stages of sporting preparation.

Yahya El-Sayed Ismail Al-Hawi defines it as choosing the best individuals who possess the aptitudes, interests and desire to practise a particular activity.

**C. Operational definition**

It is the process of selecting the most suitable young individuals, around the age of 12, who possess particular aptitudes and abilities compatible with the requirements and characteristics of football players; that is, selecting those who have the qualifications and are expected to excel in football.

**6. Sporting guidance**

**Guidance**

**A. Linguistic meaning**

The word refers to approaching, intending and turning towards something. Its Arabic root carries meanings of pointing out, directing and guiding; direction also denotes one of the four principal compass points.

**B. Technical meaning**

Among the definitions of the concept, Mohammed Hassan Allawi describes guidance as a set of services designed to help individuals understand themselves and their problems and make use of their abilities, skills, aptitudes and interests. Ahmed Ahmed Awad likewise defines guidance as assistance provided by qualified and trained individuals to another person at any developmental stage. This professional assistance enables individuals to manage their activities, change their ideas, make decisions and assume responsibilities independently. It may be offered directly or indirectly, individually or in groups.

**7. School sport**

School sport is:

The set of sporting activities practised within educational institutions.

The development of learners' abilities and the refinement of their sporting skills across the educational-social, motor-recreational, sporting, developmental-economic, health-preventive and national-belonging dimensions.

The identification of pupils with sporting talent through participation in school sports competitions, with a view to joining teams representing schools in school, national and international championships.

**A. Its objectives**

School sport aims to equip pupils with physical, intellectual, social and psychological competencies appropriate to their development, enabling them to adapt to life with minimal effort.

Promoting physical education within educational institutions.

School sport aims to equip pupils with physical, intellectual, social and psychological competencies appropriate to their development, enabling them to adapt to life with minimal effort.

Providing pupils with sportsmanship, social values and motor skills; school sport is regarded as a cornerstone of civilisation, advancement and progress.

Encouraging all pupils to practise sport regularly, thereby improving their physical and psychological health.

Preparing pupils for regular sporting activity and consolidating accurate concepts of movement, sporting events and games after they complete the different stages of education and through university.

Building links between school sport and sports clubs to benefit from experienced and competent practitioners and achieve high sporting results.

Organising local and Arab school celebrations and championships that provide essential opportunities to refine pupils' talents and improve sporting participation.

Representing the school in local, national and international celebrations and championships to develop school sport, alongside other objectives.

Primary education is the first compulsory stage of schooling for Algerian pupils, from ages 6 to 12.

**8. Previous and related studies**

**A. Study by Abdelkader Barkouk (2015)**

This study sought to demonstrate the importance of sporting selection for teams representing Ouargla Province in competitions organised by the provincial school sports league. It also examined the importance of selection for achieving positive results, using the descriptive approach and a questionnaire to gather information. It identified shortcomings in elite selection in schools at the middle- and secondary-school levels and concluded that elite selection is highly important for obtaining positive results in team sports at school championships.

Competence and the ability to apply scientifically based selection procedures differed between secondary- and middle-school teachers.

The study examined the extent of teachers' attention to selecting elite school sports teams, particularly in football, in Ouargla Province, because selection is important for identifying and guiding young sporting talent. It also examined the use of modern methods and scientific principles in selection to achieve good results for the province's school teams in collective sports.

The study concluded that:

Appropriate elite selection plays a major role in achieving positive results in school team-sports championships. Statistically significant differences in the ability to conduct initial selection were found between secondary- and middle-school teachers, in favour of secondary-school teachers. Teachers at both levels generally paid insufficient attention to identifying sporting talent in schools, often leaving it to chance.

Physical education and sport teachers generally received inadequate training in modern sports coaching and scientifically based methods of talent selection.

**B. Study by Ali Ben Goua (2003), entitled 'Establishing Normative Levels for Selecting Elite Athletes in Team Sports'**

This study sought to answer the following questions: Which tests are necessary to determine football players' abilities? What criteria are used to select elite football players? The study pursued three principal objectives:

First, to select a battery of objective tests for identifying elite young football players.

Second, to assess the abilities of elite football players.

Third, to establish specific criteria on which to base the selection of elite football players. The researcher adopted a survey approach. The original research sample comprised 140 players, randomly selected from young football players aged between 10 and 15 years, from sports team schools.

The study reached the following findings:

The physical and technical tests demonstrated high validity and reliability, respectively 0.92 and 0.88, at the 0.05 significance level.

Physical ability test results differed between the groups aged 10 and 15 years, showing substantive and apparent differences in favour of the group supporting the research hypothesis.

The normal distribution was used to establish scores and normative levels for all physical and skill tests in the two research groups.

**III. Methodological Procedures**

To address the applied dimension of the subject, the researchers conducted a field study using a questionnaire designed specifically to identify the role of primary-school physical education teachers in sporting selection and guidance towards school sport and clubs. The questionnaire consisted of simple, clear questions to facilitate respondents' answers. It contained 20 statements divided into two domains: sporting selection and sporting guidance.

Each criterion was assigned a score from 1 to 3 according to an accompanying scale.

The questionnaire statements were divided into the following domains:

1. Sporting selection (statements 1–12).
2. Sporting guidance (statements 13–20).

**Table 1.** Three-point Likert scale for strength of opinion

| Moderately agree | Slightly agree | Agree to a very limited extent |
|---|---|---|
| 3 | 2 | 1 |

The results obtained from the scale are then presented, analysed and discussed, followed by conclusions and an examination of whether the study hypotheses are supported.

1. Research method. A research method is a collection of processes and steps followed by the researcher to conduct a study. It is therefore essential because it guides the research and helps define its dimensions, objectives, questions and hypotheses.

The present study adopted the descriptive method because it was appropriate to the nature of the research subject and the problem examined.

Mahmoud Awad Bassiouni defines it as an investigation of an educational phenomenon as it currently exists, intended to diagnose it, identify its aspects and determine its relationship with other phenomena.

**2. Scope of the research**

Geographical scope: The study was carried out in primary schools in Ouargla Province, where the researchers encountered substantial cooperation in explaining the study's aims to respondents, retrieving questionnaires and using the available time effectively.

Temporal scope: The study extended from the initial collection of academic material, preparation of the research instruments and definition of the methodological framework. Fieldwork ran from 15 December 20025 to 5 January 2026, during which questionnaires were distributed to teachers, collected and statistically processed using the arithmetic mean, standard deviation, t-test and percentages.

**3. Study population**

In the social sciences, a research population is a finite or infinite set of previously defined elements on which observations focus, or a set of elements sharing one or more characteristics distinguishing them from other elements and subject to investigation. Researchers must therefore define the scope of their work by selecting a population or sample. The population in the present study comprised all 141 primary-school physical education teachers.

**Statistical sample and sampling method**

The research sample was selected as follows:

The sample comprised 30 physical education teachers holding a post introduced into primary education by a presidential decision in 2023.

**4. Pilot study**

A pilot study is conducted on a sample similar to the study sample and repeated after a specified period for the following reasons:

To verify the validity and reliability of the scale for the selected sample and research topic.

To assess the scale's suitability for the research context and sample.

To identify problems and situations that researchers may encounter when administering the scale to the research sample.

To develop solutions and required modifications when difficulties arise during administration of the pilot study.

To establish the average time required to complete the scale.

To identify the most appropriate organisational procedures for distributing and collecting forms and administering the scale accurately, easily and efficiently.

Regarding the pilot study, the researchers consider the scale suitable for the study entitled 'The Importance of Sporting Activity in Primary School and Its Role in Sporting Selection and Guidance'

following the introduction of the primary-school physical education teacher post: a field study of primary-school pupils in District 1, Ouargla.

A questionnaire was prepared specifically for this purpose.

**5. Research instruments**

The researchers used a 20-item questionnaire, reviewed by specialist teachers, covering two domains, each corresponding to one of the study's two hypotheses.

Questionnaire validity and reliability: The questionnaire was developed with a high degree of validity, reliability and objectivity.

Questionnaire reliability: A research instrument is reliable if it gives the same results when repeatedly measuring a phenomenon. To assess reliability, the questionnaire was administered to 10 teachers and administered again to the same sample three days later. The results were almost identical.

Statistical tools: The following measures were used to present and analyse the results:

Arithmetic mean.

Standard deviation.

Student's t-test.

Percentage.

Arithmetic mean.

**Administration of the study**

The research scale was administered using printed questionnaires distributed to the 30 teachers in the research sample in a natural setting, allowing them to express their views without external influence. Administration took place from 15 December 2025 to 5 January 2026. Before distributing the forms, the researchers explained the study's purpose simply, clearly and briefly. They also explained how to answer, instructed respondents to read each statement carefully and provide their views accurately and candidly, not to leave questions unanswered or select more than one response to a statement, and to enter their personal information accurately and legibly. After answering several teachers' questions, the researchers distributed the questionnaires to all 30 participating teachers.

**IV. Presentation, Analysis and Discussion of the Results**

**Presentation, analysis and discussion of the first hypothesis: Physical education and sport teachers play a positive role in selecting young athletes.**

| Item number | Sample | Always | Sometimes | Never | Arithmetic mean | Standard deviation | Percentage (%) | t-test | Response tendency | Item rank |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 30 | 20 | 10 | 0 | 2,66 | 0,22 | 88,88 | 15,6 | Always | 4 |
| 2 | 30 | 21 | 7 | 2 | 2,63 | 0,41 | 87,77 | 8,25 | Always | 5 |
| 3 | 30 | 13 | 15 | 2 | 2,36 | 1,79 | 78,88 | 1,1 | Always | 9 |
| 4 | 30 | 18 | 2 | 10 | 2,26 | 2,27 | 75,55 | 0,63 | Always | 10 |
| 5 | 30 | 30 | 0 | 0 | 3 | -1,72 | 100 | -3,12 | Always | 1 |
| 6 | 30 | 22 | 4 | 4 | 2,6 | 0,59 | 86,66 | 5,44 | Always | 6 |
| 7 | 30 | 21 | 5 | 4 | 2,56 | 0,77 | 85,55 | 17,9 | Always | 7 |
| 8 | 30 | 12 | 13 | 5 | 2,23 | 2,42 | 74,44 | 0,51 | Sometimes | 11 |
| 9 | 30 | 20 | 5 | 5 | 2,5 | 1,12 | 83,33 | 2,4 | Always | 8 |
| 10 | 30 | 28 | 2 | 0 | 2,93 | -1,31 | 97,77 | -3,81 | Always | 2 |
| 11 | 30 | 15 | 3 | 12 | 2,1 | 3,02 | 70 | 0,17 | Sometimes | 12 |
| 12 | 30 | 25 | 5 | 0 | 2,83 | 0,22 | 94,44 | -6,24 | Always | 3 |

**Table 3.** Items in the first questionnaire domain

**Table 1** indicates agreement among sample members on the items in the first domain. Regarding questionnaire item 5, 'During selection, I attach great importance to tactical tests' (Table 3), 100% of respondents stated that they did not prioritise tactical aspects in selection, with a significant value of 3.12 and a standard deviation of 1.72.

**Table 2.** Quantitative statistics for the first questionnaire domain

| Item number | Sample | Question |
|---|---|---|
| 1 | 30 | During selection, I attach great importance to assessing motivation for sporting activity. |
| 2 | 30 | During selection, I attach great importance to skill tests. |
| 3 | 30 | During selection, I do not attach great importance to different psychological tests. |
| 4 | 30 | During selection, I do not attach great importance to anthropometric measurements. |
| 5 | 30 | During selection, I do not attach great importance to tactical tests. |
| 6 | 30 | During selection, I focus on scientific observation. |
| 7 | 30 | During selection, I attach great importance to testing flexibility. |
| 8 | 30 | During selection, I attach great importance to testing agility. |
| 9 | 30 | During selection, I do not attach great importance to endurance tests. |
| 10 | 30 | During selection, I attach great importance to speed tests. |
| 11 | 30 | During selection, I do not attach great importance to sustained endurance tests. |
| 12 | 30 | I use formative assessment through observation and feedback during selection. |

Respondents also agreed on questionnaire item 10, 'During selection, I attach great importance to speed tests', at a rate of 97%, with a calculated t-value of 3.81 exceeding the tabulated value of 1.61 and significance at the 0.05 level.

Respondents strongly agreed that they use formative assessment through observation and feedback in selection, at a rate of 94.44%, with a standard deviation of 0.22 and a reported significant calculated t-value of 6.24.

Respondents also agreed with item 1, 'During selection, I attach great importance to testing motivation towards the activity', selecting 'always'. This indicates that they consider the psychological factor of motivation to practise sport, at a reported rate of 100% and t = 3.12.

Similarly, respondents selected 'always' for item 2 at a rate of 87.77%, with t = 8.25.

The same was reported for item 6, followed to a lesser extent by items 7 and 9, then items 2 and 12, with the response 'always', indicating positive agreement with these questions.

By contrast, respondents were described as agreeing negatively with items 8 and 11, respectively: 'During selection, I attach great importance to agility tests.'

'During selection, I do not attach great importance to endurance tests.'

The responses to the first domain indicate that participants play a positive role in selection based on scientific criteria, although they lack experience because the teaching post is newly established and in its first year.

These findings support the first hypothesis that primary-school physical education teachers have a role in selection for school sport. The results are consistent with Barkouk's (2015) study, which concluded that positive results in school championships are largely attributable to selection by physical education teachers when forming teams to represent the province. They also agree with Al-Taie Abdelhakim's (1993) study, which emphasised the need for general preparation methods during the first years of training and added that systematic training for beginning school pupils starts immediately after selection and guidance at an early age.

**Presentation, analysis and discussion of the second hypothesis: Physical education and sport teachers play a positive role in guiding young athletes towards school sport and clubs.**

| Item number | Sample | Always | Sometimes | Never | Arithmetic mean | Standard deviation | Percentage (%) | t-test | Response tendency | Item rank |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 30 | 25 | 5 | 0 | 2,83 | -0,69 | 94,33 | -6,47 | Always | 2 |
| 2 | 30 | 27 | 2 | 1 | 2,86 | -0,87 | 95,33 | -5,31 | Always | 1 |
| 3 | 30 | 5 | 8 | 17 | 1,6 | 4,93 | 53,33 | -0,4 | Sometimes | 6 |

| Item number | Sample | Always | Sometimes | Never | Arithmetic mean | Standard deviation | Percentage (%) | t-test | Response tendency | Item rank |
|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 30 | 12 | 7 | 11 | 2,03 | 3,32 | 67,66 | 0,04 | Sometimes | 4 |
| 5 | 30 | 16 | 10 | 4 | 2,4 | 1,62 | 80 | 1,32 | Always | 3 |
| 6 | 30 | 1 | 8 | 21 | 1,33 | 5,75 | 44,33 | -0,62 | Never | 7 |
| 7 | 30 | 8 | 12 | 10 | 1,93 | 3,73 | 64,33 | -0,1 | Sometimes | 5 |
| 8 | 30 | 3 | 4 | 23 | 1,33 | 5,75 | 44,33 | -0,62 | Never | 8 |

**Table 4.** Quantitative statistics for the second questionnaire domain

| Item number | Sample | Question |
|---|---|---|
| 1 | 30 | Do you participate with a team in school sport? |
| 2 | 30 | Do you organise internal extracurricular sporting competitions? |
| 3 | 30 | Do you supervise a school sports team? |
| 4 | 30 | Have you ever directed pupils towards an individual sport within school sport? |
| 5 | 30 | Have you ever directed pupils towards a team sport within school sport? |
| 6 | 30 | Have you been invited to participate in provincial selection? |
| 7 | 30 | Have you directed pupils towards specialised sports clubs? |
| 8 | 30 | Have you won sporting titles with primary-school pupils? |

**Table 5.** Items in the second questionnaire domain

On the basis of the quantitative statistical results in Table 4 concerning the second hypothesis, which states that: Physical education teachers play a role in guiding young athletes towards school sport and sports clubs.

The second hypothesis is supported by respondents' answers to item 2, which asks:

'Do you organise internal extracurricular sporting competitions?' This item ranked first for agreement, at a reported rate of 94.3%, with a standard deviation of 0.69 and t = 6.47, above the tabulated t-value of 1.69, indicating significance at 0.05 with 29 degrees of freedom. Respondents thus attached importance to guiding young athletes through competitions outside lesson times, known as extracurricular sporting activity. For item 1, ranked second statistically, 'Do you participate with a team in school sport?', respondents answered 'always' at a rate of 95.33%, indicating participation in tournaments organised by the school sports league, with a standard deviation of 0.69, interpreted as very limited dispersion, and t = 6.47, exceeding the tabulated value of 1.69 at the 0.05 level and 29 degrees of freedom.

For items 3, 4, 5, 6, 7 and 8, respondents' answers were not concentrated around the arithmetic mean, indicating dispersion. The source attributes this to reported standard deviations of 4.93, 5.75, 3.73 and 3.32, and calculated t-values below the tabulated t = 1.69 in each case. These findings indicate that, despite positive responses, guiding primary-school pupils towards school sport and clubs requires training for these teacher groups to standardise working methods and strategies.

## Conclusions

The foregoing suggests that the positive role played by physical education teachers in selection and guidance is constrained by a lack of specialised coaching training. Coaching principles differ from the logic of teaching, even though the two complement each other, and selecting talented pupils and guiding them towards sporting disciplines requires specialised and varied knowledge.

## Recommendations

Provide in-service training for physical education and sport teachers in sports coaching, selection and guidance.

Selection and guidance constitute the first step towards developing a sporting champion. They begin at primary school, where children's talents emerge, develop and are refined by specialists familiar with children's

physiological, psychological, emotional, social and sensorimotor characteristics. This requires more teaching time than the current allocation of one hour per week.

Recognise and encourage teachers' contributions to extracurricular activity, particularly through financial rewards for the achievements of young athletes under their supervision.

**Final Conclusion**

Sporting selection and guidance are processes for the early identification of sporting talent with the characteristics needed to progress in a particular discipline, reach high levels and achieve sporting success. This study sought to identify the role of physical education and sport teachers in selecting and guiding pupils towards school sport on the basis of scientific criteria and academic knowledge. Experience is not considered here because this post was newly established by presidential decision in 2023. Nevertheless, the study suggests that, despite the novelty of the post, physical education teachers will play a substantial role in future selection and guidance, both within the school sports league and in sports clubs. As Akramov (1990) stated in Selection and Preparation of Young Footballers, the wider the selection base, the more accurate and effective the selection process. Today, every Algerian pupil attending school and participating in school sporting activities has an opportunity for appropriate selection and guidance towards a suitable sport, provided that this achievement is effectively used and developed through the involvement of specialists.

**Appendices**

**Questionnaire for primary-school physical education teachers**

Dear participant, this questionnaire forms part of a scientific research project.

Entitled: 'The Importance of Sporting Activity in the Presence of a Specialist Teacher and Its Role in Sporting Selection and Guidance'

(A field study of primary schools in Ouargla Province)

**Domain 1: The role of primary-school physical education teachers in early sporting selection.**

| Number | Statements | Always | Sometimes | Never |
|---|---|---|---|---|
| 1 | During selection, I attach great importance to assessing motivation for sporting activity. | | | |
| 2 | During selection, I attach great importance to skill tests. | | | |
| 3 | During selection, I attach great importance to different psychological tests. | | | |
| 4 | During selection, I attach great importance to anthropometric measurements. | | | |
| 5 | During selection, I attach great importance to tactical tests. | | | |
| 6 | During selection, I focus on scientific observation. | | | |
| 7 | During selection, I attach great importance to testing flexibility. | | | |
| 8 | During selection, I attach great importance to testing agility. | | | |
| 9 | During selection, I attach great importance to endurance tests. | | | |
| 10 | During selection, I attach great importance to speed tests. | | | |
| 11 | During selection, I attach great importance to sustained endurance tests. | | | |
| 12 | I use formative assessment through observation and feedback during selection. | | | |

**Domain 2: The role of primary-school physical education teachers in sporting guidance towards school sport.**

| Number | Statements | Always | Sometimes | Never |
|---|---|---|---|---|
| 1 | Do you participate with a team in school sport? | | | |
| 2 | Do you organise internal extracurricular sporting competitions? | | | |
| 3 | Do you supervise a school sports team? | | | |

| Number | Statements | Always | Sometimes | Never |
|---|---|---|---|---|
| 4 | Have you ever directed pupils towards an individual sport within school sport? | | | |
| 5 | Have you ever directed pupils towards a team sport within school sport? | | | |
| 6 | Have you been invited to participate in provincial selection? | | | |
| 7 | Have you directed pupils towards specialised sports clubs? | | | |
| 8 | Have you won sporting titles with primary-school pupils? | | | |

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