

## **Physical Sports Activity: Between Practice Reality and the Impact of the Pandemic**

**Chettouh Merouane<sup>1</sup>**

<sup>1</sup>Zian Ashour University in Djelfa, Institute of Science and Technology of Physical and Sports Activities, Laboratory of physical and sports activities in Algeria(Algeria).

**The Author Email:** chemer17@gmail.com<sup>1</sup>

**Received: 06/2023**

**Published: 10/2023**

---

### **Abstract:**

Physical education and sports professors face numerous challenges when conducting physical education and sports lessons. These challenges arise from both their immediate environment, such as the institution's administration, and their external environment, represented by society, especially in the context of the COVID-19 pandemic. These problems range from the dismissive attitude that physical education and sports often receive from a significant portion of society to the negative perception held by some high school administrators. Consequently, the importance and role of physical education and sports are often marginalized, both at the student and school community levels, and sometimes even within society. As a result, physical education and sports professors often find themselves frustrated in their ongoing struggle against these circumstances and the changes brought about by the pandemic. The impact on physical education and sports classes has been significant, and in this research paper, we aim to shed light on the factors hindering physical education and sports professors from achieving their educational goals.

**Keywords:** Physical Activity, Sports, Pandemic

---

### **Introduction:**

Societies cannot thrive and progress without a strong commitment to education. For both individuals and nations, the path to meaningful change always begins with education. In the words of Nelson Mandela, "Education is the most potent weapon we can employ to reshape the world." This sentiment echoes the wisdom of Plato, who centuries ago emphasized the importance of personal education by saying, "Those who disregard education will find themselves handicapped throughout their lives." Education serves as

the cornerstone of civilization, and while its journey may be demanding, its cost is never higher than the price of ignorance, regardless of the challenges and sacrifices it entails.

Since education stands as the cornerstone in every facet of life, it becomes imperative to invest wholeheartedly in the education and development of individuals. It requires harnessing all available resources to nurture well-rounded, educated individuals capable of aiding their community and, why not, extending assistance to humanity as a whole. As Al-Shafi'i eloquently stated in his classification of knowledge, "Knowledge is not what is memorized; it is what benefits." Especially in the era of globalization, which has carved out a small global village along the banks of shared information, making it easily accessible and usable at any time and from anywhere.

In this endeavor, nations and governments direct their efforts towards building and modernizing their societies by giving due attention to the educational system. They invest in schools as the richest source of nurturing and refining a child's skills, enabling them to address and resolve their problems with minimal cost. This is achieved through the adoption of cutting-edge educational programs, diverse teaching approaches, and pedagogical methods that consider the uniqueness of each child. These methods encompass all aspects of a child's psychological, emotional, intellectual, and physical development, catering to their various needs. Furthermore, they pay close attention to the sensitivity of the adolescent stage, which is perhaps the most challenging of all, spanning across two phases. It emerges and evolves with the student during the middle school phase and accompanies them until the end of the high school stage.

It is widely acknowledged that during their early developmental stages, students require significant care and attention to satisfy their various desires, particularly their need for physical activity. This has been affirmed by research and various educational approaches aimed at achieving educational objectives and their requirements. They place great importance on the physical aspect of the student. As (Azzakka, 2010, p. 23) noted, "The psychological, cognitive, and motor needs of the child persist from birth until adolescence." Physical activity within the school environment is no longer viewed merely as secondary and recreational; it has become a vital and urgent necessity for students. Physical education and sports play a crucial role in equipping the child with diverse motor skills across different situations. It fosters physical and psychological harmony with their surroundings, fulfills their desires, helps them manage negative emotions,

tension, and anxiety, and transforms them into well-rounded individuals with a multitude of capabilities—psychological, intellectual, and physical—that align with their environment.

Gone are the days when sports were considered a trivial pastime with no significant value, practiced by a specific segment of society solely for entertainment. When practiced beyond those boundaries, it was deemed a waste of time, inviting ridicule and contempt (El-Sayed, 2005) .

There's no doubt that achieving these essential educational goals in the realm of physical activity and sports for students under normal and stable conditions requires a significant amount of effort and collaboration. This involves all stakeholders in the educational process, including those responsible for the educational sector, represented by the Ministry of National Education. However, the current situation has thrown us into exceptional circumstances due to the developments brought about by the COVID-19 pandemic. This global crisis has captured the world's attention, instilling fear and dominating every aspect of daily life, including economic, social, cultural, and sporting aspects, as well as education. Above all, it has primarily targeted individuals' health since its emergence in late 2019 in Wuhan, China, up to the present day.

Countries initially responded to the pandemic by implementing various health and preventive measures, both proactive and simultaneous, especially Algeria. These measures were enacted across various sectors, including the field of education. The education sector witnessed numerous measures at multiple levels to contain the virus's spread, minimize its impact on the educational community, and attempt to avoid the unprecedented consequences of this rapidly spreading pandemic.

However, as the pandemic persisted with the emergence of new variants, it cast its shadow over the entire educational process. It presented new challenges, requiring adaptation to the new reality and continuous alignment with this evolving situation. This adaptation involves creating new mechanisms, programs, and tools that align with this changing landscape.

The firm belief that relying solely on quarantine measures, closing educational spaces, and suspending the entire learning process is unrealistic, to say the least. Modern educational alternatives are available and can be utilized, such as distance learning through various technological media. Contemporary educational trends prioritize quality,

excellence, and creativity in the educational process to equip individuals with skills and competencies.

Computers and their activities are considered one of the means to achieve this, as they contribute to the development of innovative and creative thinking skills and problem-solving. Studies and research have also indicated that effective and positive learning should be supported by educational approaches that incorporate modern technology to adjust behavior and learning attitudes (Al-Awadi Mohammed Rafat Saeed, 2015) .

Furthermore, other adaptive measures have been taken that may yield positive results, such as reducing curriculum content, implementing class-level divisions, shortening the academic year to two semesters, and other important measures aimed at enhancing the quality of education. These measures help students adapt quickly to the new reality, especially given the prolonged duration of the pandemic spanning multiple academic seasons. However, physical activity within educational institutions has its unique characteristics that render some of these adaptive measures irrelevant.

Physical education and sports differ significantly in both form and content from other academic subjects. Their teaching methods require a unique approach as they blend theory with practical application, involving constant movement and transitions within a wide spatial domain. As (Anwar, 2001, p. 63) pointed out, "School sports stand out from other academic subjects due to continuous movement along various pathways, bounded by three dimensions, and a content that encompasses emotional, cognitive, and motor skills that are entirely distinct from mathematics and Arabic language."

Therefore, paying attention to this distinctiveness and understanding it well is of paramount importance, especially when seeking solutions for engaging in physical activity during the time of the coronavirus. It cannot be achieved by simply watching others through modern communication media. As (Anwar, 2001, p. 45) stated, "Physical education cannot be practiced remotely through e-learning and various electronic means."

Considering all of this, it becomes evident that physical education teachers face significant challenges in teaching their subject, and these challenges are also faced by educational authorities, represented by the Ministry of National Education, in the midst of the COVID-19 pandemic that has affected every aspect of life.

### **1- The Problem:**

The COVID-19 pandemic has introduced unexpected challenges to the educational system as a whole, profoundly impacting the course of the educational process. It has added obstacles to an already strained system, burdened by numerous problems and a series of consecutive and accumulated deficiencies. These issues have affected the core elements of the educational process: the teacher, the curriculum, and the student. In order for the Algerian education system to adapt to this new reality, several measures have been taken. Among these measures is the suspension of in-person classes, under various slogans, including "Stay at Home" and "Protect Yourself," aimed at preventing further infections within the community.

With the successive returns to classrooms and the reopening of schools, several obstacles have arisen. These include challenges like the inability to complete the curriculum within the designated time of the academic season and the fluctuation of physical education classes that students eagerly anticipate. This is due to the repeated suspension of in-person classes.

These obstacles are related to both the students themselves and the teachers, especially physical education teachers. This is particularly challenging given students' longing for physical activities, which has been constrained and suppressed by the pandemic's restrictions on everyone.

In order to understand the circumstances that physical education teachers have faced in light of the COVID-19 pandemic, which have had a clear impact on the educational process and often left teachers trying to adapt to emerging emergencies, we seek to raise some pressing questions. These questions aim to shed light on the conditions that physical education teachers have experienced with their students, which have led to a decline in the quality of educational content and a decrease in students' skill and knowledge acquisition under the shadow of COVID-19. To complete the picture, it is essential to comprehend the circumstances of physical education before the pandemic, during a period of stability in the country's health and economy, and then transition into the practice of physical education during the pandemic.

We can pose the following questions to gain a better understanding:

- What was the reality of physical education practice in educational institutions before the COVID-19 pandemic?
- What were the challenges that hindered the practice of physical education and sports?

- Do the available structures and resources align with the actual requirements of physical education and sports activities?
- How did educational institutions deal with the COVID-19 pandemic, and what problems did physical education teachers face in delivering effective lessons?
- What lessons can be learned from these experiences?

## **2- The significance of the subject:**

The physical activity of a child is an utmost necessity as they transition from one age stage to another. In their early stages, they engage in spontaneous play at home and then in the streets. As they enter the school phase, the functions of physical activity gradually align, their organs grow, and their diverse needs continue to increase. Their need for movement and physical activity grows continually to develop their mental, psychological, and muscular capabilities. Therefore, the importance of this research paper lies in the necessity of practicing physical education and sports in themselves. The continuous practice of physical activity in schools contributes to enhancing educational values in students. It is imperative to shed light on school physical education, understand its problems, describe its reality, and reveal its shortcomings, whether for teachers or students, or for the entire educational process, ultimately improving the quality of the educational outcomes provided to students.

## **3- The objectives of the paper**

The objectives of the paper were as follows:

- I aimed to address the topic of physical education in the school environment amidst the COVID-19 pandemic, and to assess the reality faced by school sports with numerous challenges. This is within a context filled with obstacles that distance both teachers and students, and even the overall educational atmosphere from the normal situation that is conducive to educational activities. This is especially true considering the exceptional circumstances imposed by the COVID-19 pandemic and its consequences:
- Revealing the reality of practicing physical education in Algerian schools.
- Shedding light on the surrounding conditions of the educational process, particularly concerning the teaching of physical education and sports.
- Understanding the details of the educational process in physical education and sports

classes.

- Highlighting the importance of the role played by physical education and sports in schools and the significance it holds in the students' psychology.
- Monitoring the repercussions and damages of the COVID-19 pandemic on education, especially in physical education and sports classes.
- Identifying educational measures that align with the spread of the pandemic.
- Describing the obstacles and pinpointing the challenges faced by physical education teachers during their work.
- Emphasizing the importance of physical education and sports for students, the school environment, and even the wider community.

#### **4- Glossary and Concepts:**

Some terms and concepts have been discussed within the context of this research paper, and they can be defined and clarified as follows:

##### **4-1 Physical Education and Sports:**

These are physical activities carefully prepared and selected according to the intellectual, psychological, and physical requirements of the student to meet their various needs, aiming to achieve emotional satisfaction, skill mastery, and cognitive comprehension.

##### **4-2 Obstacles:**

These are a set of physical or moral barriers that hinder the achievement of a specific goal. Their consequences can lead to the emergence of a gap or a significant disruption in the course of the physical education and sports class, hindering the attainment of the educational objective.

##### **4-3 COVID-19 Pandemic:**

In late 2019, the world witnessed a significant event with the emergence of COVID-19, commonly known as the coronavirus. It belongs to the family of viruses that can cause diseases such as the common cold, Severe Acute Respiratory Syndrome (SARS), and Middle East Respiratory Syndrome (MERS). In 2019, a new type of coronavirus was discovered, causing the spread of a disease that originated in China.

#### **4-4 Physical Education and Sports Teacher:**

This individual is responsible for the educational process and is one of its key components. They oversee the participation of their students in educational activities with physical, cognitive, and psychological aspects. They bear the responsibility of delivering information and skills in an appropriate manner, choosing effective pedagogical and educational methods, and adhering to an official curriculum and syllabus.

#### **4-5 Physical Activity:**

Physical activity is one of the distinctive aspects of human activity that expresses an individual's ability to perform a variety of physical movements and exercises aimed at providing a broader and more efficient range for shaping body movements.

#### **First: The reality of practicing physical education and sports in secondary education:**

##### **A - Before the COVID-19 pandemic:**

The practice of school physical activities holds great importance both for the student and the school environment simultaneously, as it contributes to the proper upbringing and preparation of the student. This is achieved by instilling values and appropriate behaviors, especially in terms of correcting improper adolescent behaviors and uncalculated impulses. It is well-known that the adolescent stage is characterized by extreme sensitivity in dealing with it, requiring a lot of understanding and perception to handle it and decipher its codes. "Understanding the characteristics and details of the adolescent stage significantly contributes to understanding the motives behind deviant behaviors, and even predicting them" (Amin, 2012).

Certainly, the engagement of secondary school students in practicing physical education and sports activities and fostering their interest in them shields them from violence, deviance, and various psychological disturbances. In parallel, it protects society from the negative effects of this complex stage of adolescence. "Physical education and sports classes play a significant role in reducing verbal and physical aggressive behavior among teenagers" (Rafiq, 2012) . Additionally, engaging in school physical education and sports activities allows students to showcase their potential and contributes to the discovery of their talents, selecting early abilities that may lead to the emergence of real champions. "Physical education and sports are two integrated concepts that contribute differently yet



synergistically to the educational process and the general development of youth. Both indoor and outdoor sports activities extend the scope of physical education and sports classes, providing a fertile ground and a major resource for high-level sports aiming to nurture athletic talents" (Kamal Bouagnag, 2015)

The theorization of school sports practice significantly differs from attempting to assess the field practice. Actual practice demands a multitude of requirements concerning resources, material capabilities, the proficiency of the physical education teacher, their knowledge of all aspects of their specialization, as well as the alignment of the curriculum with the educational process while considering various contextual factors. This is within the framework of the overall policies adopted by the state at various levels, including the establishment of legal documents and decisions that facilitate and regulate sports practice. "Physical education and sports activities are fundamental elements of education that contribute to the intellectual openness of citizens, their physical fitness, and the maintenance of their health. They serve as a means to promote youth development and cohesion. The practice of physical education and sports is recognized as a fundamental right for all citizens without discrimination" (Gazette, 2013).

On a legislative level, physical education and sports receive significant attention and are considered compulsory in all stages of national education and vocational training. "Physical education is mandatory at all levels of national education, training, and vocational education" (Gazette, 2013, p. 5). This decision comes following the signing of a joint agreement between the Ministries of National Education and Youth and Sports with the Ministry of Health and Population regarding the practice of physical education in the school environment on October 25, 1997. This decision aims to emphasize the compulsory nature of physical education in schools, as outlined in the joint ministerial decision among the three ministries. However, the reality of practice is influenced by many variables, which we will discuss below:

### **1-1 The reality of material resources and educational structures:**

An urgent visit to various educational institutions, whether in the north or south, east or west, makes you realize the real situation experienced by physical education and sports. It also illustrates the level of attention it receives across different educational stages. This situation is not limited to the secondary level. There are some noticeable exceptions in model institutions that have a different reality compared to the majority of schools in the

country. This is mainly due to personal interests of the school director and the administrative team, such as when the director is naturally inclined towards sports and is aware of the role of school sports, or when one or more educators and administrators share a passion for sports.

In the educational process, sports facilities and structures are of utmost importance within the physical education class. This is because they provide teachers with the opportunity to embody their pedagogical goals and implement various educational situations in order to help students achieve the desired competence according to the required level and the intended method of delivery. They also assist students in approaching the situation and simulating the targeted skill with ease and minimal effort, ultimately leading to effectiveness in performance and efficiency in effort.

However, the reality faced by sports facilities, structures, and pedagogical resources in educational institutions can be described as dismal due to the state of stagnation, indifference, and neglect of their assigned roles. Most institutions either lack sports facilities and pedagogical resources altogether, or if available, they are often not properly equipped due to financial constraints, resulting in a disruption or gap in the educational communication during physical education classes. This leads teachers to align with students and engage in activities that are not at the core of the educational curriculum, such as football, for example.

Despite the presence of under-equipped sports facilities in educational institutions, whether middle or high schools, the absence of essential pedagogical resources has led to the failure of physical education classes and the inability to achieve their intended objectives, as highlighted in the study by (Karima, 2019). Additionally, from a material perspective, the lack of resources and means (facilities and structures) has led to a deterioration in the level of school sports, as emphasized by (Kamal Bouagnag, 2015, p. 68).

## **2-1 Physical Education Teacher:**

The educational process primarily relies on two main parties, each contributing significantly to the interaction with various educational contents. Physical education classes, similar to other academic subjects, depend on explanation and clarification of different situations and scenarios. However, a physical education teacher distinguishes themselves from other educators through what is known as modeling or practical

embodiment of skills, techniques, or situations intended to be conveyed through targeted physical representation.

In order for a physical education teacher to fulfill their role, drawing upon their knowledge and experiential competence, and deliver the educational message effectively, they must continuously update their knowledge base and maintain constant communication with various scholarly and informational sources that provide them with modern teaching methods and directions. The organization and management of educational experiences in physical education rely on the cognitive competence in education, encompassing a range of personal, educational, and technical qualities that should be possessed. Physical education teachers are particularly capable of developing their skills in the fields of physical education and its sciences, as well as advancing their knowledge of modern and sophisticated information and methods while keeping pace with them." (Al-Muzeini, 2003).

However, the reality for physical education teachers in educational institutions is entirely different. The obstacles surrounding them seem endless, starting with the prevailing societal perception of the value and role of physical education, often associated with play and leisure, seen as a waste of time. This extends to the school or educational institution's administration that often fails to comprehend the vital function of this subject.

The genuine struggles faced by physical education teachers drain their effort and time. They find themselves in a constant battle with the surrounding issues, such as the lack of facilities and pedagogical resources, unprepared facilities, and the chaotic planning and construction of structures near the entrance gates or in areas designated for other purposes. Additionally, teaching for hours exceeding legal limits and administrative arbitrariness in program planning and dividing sessions into separate segments add to the challenges.

The large weekly workload for teachers prevents them from achieving the session's objectives. Most teachers handle between 10 groups per week, despite the presence of vacant spaces that remain untapped." (Karima, 2019, p. 49) .

Indeed, all these obstacles that continually surround physical education teachers make it challenging for them to focus on professional development and updating their knowledge. They often lose many of their acquired skills and may become disconnected from teaching based on scientific principles. Instead, they might find themselves drifting

towards apathy and disengagement, transforming their role into something akin to administrators. They may end up merely recording attendance and mediating disputes among their students, rather than actively engaging in the educational process.

### **3-1 The reality of physical education and sports curricula and programs:**

The reality of physical education curricula and programs is often misunderstood by many educational stakeholders. They tend to view the curriculum as nothing more than a collection of academic courses with objectives and educational scenarios, ultimately aiming for students to achieve acceptable results in a test, semester, or academic year. This perspective is contradicted by the actual purpose of the curriculum and by most modern educational theories that have scrutinized the field of education, particularly in the context of physical education and sports.

What many overlook is that the role and function of the curriculum extend beyond the narrow perspective of obtaining grades and marks. It should encompass a comprehensive view of the entire educational process. "The curriculum, in its concept, includes... comprehensive care for all aspects of the learner's growth, taking into consideration the inclinations, attitudes, needs, and preparedness of students. It should use experience or activity as the basis for learning and strengthen the link between the school and the environment... Considering the curriculum as having three dimensions (learner/knowledge/society)" (Abdel-Hamid, 2000).

The curriculum comprises a wealth of data and elements. It encompasses all the experiences and activities that students learn, which establish cognitive, skill-based, emotional, and moral qualities both within and outside the school's walls. Its ultimate goal is to prepare students adequately for comprehensive development, rather than merely imparting information or achieving high grades.

The observable reality is that educational curricula in Algeria, especially in the case of physical education and sports, still follow the old educational paradigm, despite persistent efforts to refute this claim. Workshops, training seminars, multiple discussions, and symposiums have been conducted from time to time. However, the outcomes ultimately contradict all these assertions, as the content remains mixed, and quality is often not a primary concern.

Similarly, the curriculum for physical education and sports does not deviate from this pattern, despite its unique nature. It represents a significant aspect of the educational

process, as through it, balanced and comprehensive growth of the learner can be achieved. Physical education addresses all aspects of the learner's personality. By engaging in sports activities, learners acquire a wealth of knowledge and motor skills, as well as social qualities such as cooperation and responsibility. They also develop emotional qualities like self-control and emotional exchange. Furthermore, they gain extensive knowledge and information related to sports activities, their rules, and their developments (Al-Rubai, 2014).

Thus, it appears that educational curricula have not responded adequately to the requirements of the modern era, which is characterized by rapid advancements in technology and information. In this age, the student has become the center of the educational process, exposed to a constant flow of information, programs, and content that shape their opinions, positions, and skills. This content fuels their hunger and passion for knowledge and learning while gradually distancing them from traditional educational patterns and dry teaching methods lacking excitement and engagement.

The curricula seem to be lagging behind the comprehensive scientific revolution we are experiencing. There is now a significant gap between what students gain within the school and what they encounter outside the school's premises, where they are exposed to a vast array of knowledge and unexpected situations.

With a genuine understanding of the real challenges faced by secondary school physical education due to limitations in the scope of the curriculum and its practical implementation, it is sufficient to examine some studies that have addressed physical education practices and the effectiveness provided by the curricula. We can present some of their findings in this context, despite the noticeable confusion among some researchers in defining the terms "curriculum" and "syllabus," often treating them as interchangeable. For instance, we can mention a study titled "Evaluating the Effectiveness of Physical Education Curricula for Secondary Education Students in the Wilayas of Saeed and the Capital." In this study, the researcher arrived at several conclusions, including the following key recommendations:

- The selection and provision of appropriate assessment methods and tools within the curriculum to achieve its objectives.
- Allocating academic content alongside the content of physical and sports activities in physical education curricula.

- Providing the curriculum with a guide that includes teaching methods and how to use them regarding the cognitive aspects.

- Revising and developing the physical education curriculum every five years. (Zitouni, 2007).

In the beginning, it is essential to differentiate between the terms "curriculum" and "syllabus," as they are often used interchangeably without careful consideration. The confusion between these terms may arise from linguistic factors. Both terms revolve around the concept of "curriculum," similar to the confusion between the terms "assessment" and "evaluation." The curriculum, as mentioned earlier, represents the overarching philosophy built on a set of educational ideas in accordance with the nature of society and its value system. On the other hand, the syllabus is a clarifying document that elaborates on the frameworks and general methods outlined in the curriculum. It serves to explain and illustrate the how, objectives, and pedagogical means based on the diversity of educational activities. The curriculum is a philosophical concept grounded in scientific approaches, while the syllabus translates these ideas into practical implementation.

Regarding the study's findings mentioned above, it is evident that some of them point to a deficiency in understanding the curriculum itself rather than the curriculum's content. For example, the emphasis on allocating cognitive content alongside physical and sports activities can be attributed to a misunderstanding of the modern curriculum. The modern curriculum emphasizes comprehensive care for all aspects of the learner's growth, with an expanded scope of objectives encompassing cognitive, emotional, and skill-based goals. This approach aims to achieve balanced growth in the learner (Abdel-Hamid, Curriculum: its elements, foundations, and applications, 2000).

Focusing on the development of one aspect without consideration for other aspects can lead to a skewed final outcome for the learner, whether intentionally or unintentionally. This is reminiscent of classical old curricula that focus on one dimension while neglecting other facets.

As for the second study titled "Evaluating the Physical Education Curriculum According to the Competency-Based Approach for Middle School Learners in the Cognitive Domain," the researcher arrived at several findings, including:

- The analysis of the physical education curriculum revealed shortcomings in

incorporating mental life skills under study.

- The curriculum for physical education did not adequately consider the cognitive aspect (Dahou, 2018/2019).

The results of this study reveal that the obstacles faced by physical education teachers lie in how to properly embody educational content, given the clear contradictions and discrepancies between the curriculum and the syllabus. There is ambiguity and obscurity in defining the educational indicators and meanings it refers to, a lack of clarity in embodying the cognitive aspect, neglect of the cognitive and health-related aspects, conceptual confusion in determining what serves specific competencies, and other shortcomings that fill the physical education curriculum.

### **B - Physical Education and Sports Lesson in the COVID-19 Pandemic:**

Physical education and sports lessons are considered a part of the educational process that aims to nurture the student from all aspects and lead them to a state of cognitive, psychological, and motor-skill completeness, ensuring balanced development in these areas. This means that physical education and sports lessons, as one aspect of educational practices, achieve these objectives but at the school level. They ensure comprehensive and balanced growth for students, meeting their physical needs according to their age stages, and developing their motor skills gradually." (Al-Shatit, 1992).

"Physical education and sports lessons are an integral part of the curriculum. Through them, direct educational tasks are executed for students to receive in accordance with specific situations and conditions. They serve as the embodiment of content and the curriculum program. Consequently, the success of physical education classes and the attainment of their objectives, or the failure of the educational communication in this subject as a whole, and the loss of trust between the teacher and the student, all depend on it." (Majdi, 2015).

Among the objectives aimed to be achieved in the Physical Education lesson under natural conditions are: "

- \* Developing inclinations and tendencies.
- \* Developing fundamental motor skills.
- \* Acclimatizing to physical effort and organized practice of sports activities.

\* Reinforcing and teaching moral qualities, volitional traits, and appropriate behavior.

\* Forming national and patriotic attitudes and suitable behavioral methods." (Majdi, 2015, p. 85).

Considering these objectives pursued by the teacher in the Physical Education lesson under suitable and natural conditions, and attempting to approach them to the best extent possible amidst numerous discouraging obstacles from all fronts, as we previously pointed out, could the teacher adapt this time to new circumstances and challenges imposed by the spread of the COVID-19 pandemic and hindrances that may affect the Physical Education lesson in secondary education?

"The reality we experienced during the successive waves of COVID-19 was more significant than could be easily overcome, given the serious consequences of deaths and ongoing infections to this day, with the number of infections exceeding 263,000 and the number of deaths surpassing 6,796, which are frightening figures. Despite the significant decline in the spread of this pandemic, Physical Education teachers tried to continue delivering their subject and adapt to the new reality. This pushed them to put in more effort and sharpen their thinking to overcome the consequences of this pandemic, which manifested across the entire educational process and caused numerous interruptions, suspensions, and halts in the educational process at various levels.

Considering that Physical Education is one of the fundamental components upon which educational institutions are built, it also suffered from the repercussions of the COVID-19 pandemic and its direct impact on the Physical Education lesson.

Physical Education teachers receive little appropriate assistance for effective performance in the Physical Education lesson, and the administrative staff does not provide suitable conditions for teachers." (Qazkuz, 2021).

Confusion was evident among all stakeholders in the educational process, including Physical Education teachers, due to the challenging circumstances and limited resources and means. The shortage of preventive medical supplies in educational institutions was one of the main indicators of this confusion, especially in the early stages of the pandemic in the first half of 2020. One of the significant challenges faced by teachers in achieving the objectives of the Physical Education lesson was the health protocols and safety measures adopted, such as physical distancing and avoiding physical contact. This often led teachers to adapt the content and elements of the lesson as much as possible to



the new situation imposed by the pandemic.

Working in small groups helped Physical Education teachers implement the health protocol and prevent the spread of the disease." (Nassour, 20/21)

At times, the Physical Education teacher was able to adapt physical and sports activities to the evolving pandemic by avoiding, as much as possible, group activities and team sports that conflicted with health protocols. This adaptation involved focusing on individual activities such as various types of running, jumping, and throwing competitions. This approach contributed to preserving the health of the students and fortifying the institution and the community against the harms of the pandemic.

### **Conclusion:**

The reality of teaching physical education in various educational stages, especially in secondary education, largely depends on the adequacy of the teacher, their vitality, and their continuous ability to find solutions and create suitable alternatives in different circumstances and situations. It also relies on their ability to handle crises and developments effectively, making optimal use of pedagogical means to improve students' academic performance. They should choose teaching methods that align with the educational context to achieve balanced and comprehensive student development, preparing them for behaviors that have a positive impact on individuals and society as a whole.

This also depends on the personal characteristics of the physical education teacher, as personal traits play a significant role in overcoming educational process challenges. Through effective management of resources, realistic time allocation, and conscious organization of educational content, the teacher's personality helps them align with their environment in a distinctive way. One of the most important characteristics that a physical education teacher needs is organization, creativity, and innovation. Possessing these leadership qualities contributes to achieving the educational goal. (tomsson, 2015).

Otherwise, neglecting the care of physical education teachers and their professional competence while focusing solely on curricula and educational content can undoubtedly lead to adverse results. Some of these teachers may suffer from shortcomings in their professional competence, which is essential for their success in their educational and teaching roles. It can be said that physical education teachers may not fully meet the requirements of the educational process. (Bassimi, 2015).

The success of the educational system cannot be achieved without physical education teachers, who make every effort to ensure the success of physical education classes. Therefore, the current preparation of physical education teachers in specialized institutes does not align adequately with the reality of teaching in educational institutions. When they embark on a career in teaching physical education, they often experience a significant gap between their knowledge and the actual teaching context. The lack of familiarity with the programs used in physical education, modern technological methods in teaching, and various teaching techniques poses a real obstacle to delivering physical education classes effectively.

Many educational institution administrators may choose to schedule physical education classes at the end of the school day when preparing their weekly programs. Sometimes, they may divide and fragment the class under baseless pretexts. Furthermore, some school authorities postpone physical education classes until the end of the academic year, citing the need for students to catch up on other subjects due to continuous disruptions and delays in the educational process for various reasons.

The COVID-19 pandemic has indeed revealed and exposed deficiencies and shortcomings in various fields, especially in the educational process, which has always faced ongoing challenges since its inception. It has disrupted every aspect of education and brought pressing questions to the forefront. While it was once believed that we had already answered these questions, they are now resurfacing, prompting us to reconsider. When will the education system and physical education in Algeria experience a renaissance that revitalizes their weakened state? When will they fulfill their roles in advancing society intellectually and athletically across all domains?

## Références

- Abdel-Hamid, S. (2000). *Curriculum: its elements, foundations, and applications*. Riyadh: Dar Al-Mareekh for Publishing.
- Abdel-Hamid, S. (2000). *Curriculum: its elements, foundations, and applications*. Riyadh: Dar Al-Mareekh for Publishing.
- Al-Awadi Mohammed Rafat Saeed. (2015). A proposed model for evaluating e-learning practices according to specified educational standards. *The Fourth International Conference on E-Learning and Distance Learning, Issues of Quality in Innovation and Creativity*, (p. 3). Riyadh.

- Al-Muzeini, K. &-A. (2003). Cognitive achievement in the physiology of physical effort and biomechanics among physical education teachers in Riyadh. *King Saud Journal*, p. 91.
- Al-Omani. (2021). *The annual report of the Central Bank of Oman*. Oman.
- Al-Omani. (no date). *The regulatory and supervisory framework for Islamic banking activities*. Retrieved from. Récupéré sur <https://cbo.gov.om/ar/Pages/IslamicBankingRegulatoryFramework.aspx>.
- Al-Rubai. (2014, May 7). *Comprehensive Sports Library*. Récupéré sur [www.sport.ta4a.us/human-sciences](http://www.sport.ta4a.us/human-sciences).
- Al-Shatit, M. A. (1992). *Theories and methods of physical education*. Algeria: University Publications Office.
- Amin, A. S. (2012). *Modern educational concepts*. Cairo, Egypt: Dar Al-Hadith.
- Anwar, A.-B. A. (2001). *Psychology of individuals with special needs in official schools*. Tripoli, Egypt: Al-Jamahiriya.
- Azzakka, S. (2010, 2 14). Kindergarten child behaviors, concepts, and fundamentals.
- Bassimi, B. B. (2015). *The competence of the physical education teacher and its impact on the quality of the educational process in secondary education*. Mostaganem.
- Board, I. F. (2007, December). Principles and guidelines related to the key elements of supervisory control procedures for institutions limited to providing Islamic financial services excluding Islamic insurance/takaful institutions and Islamic investment funds. 70-71.
- Dahou, A. (2018/2019). *Evaluation of the physical education curriculum according to competency-based approach for middle school education in the cognitive field*. Mostaganem.
- El-Sayed, M. A. (2005). *Sports and the child*. Cairo. Egypt: Dar Al-Kitab.
- Gazette, O. (2013). Law No. 13/5 dated July 23, 2013, regarding the organization of physical and sports activities. p. 3.
- Hani Mohamed, J. (2017). Islamic finance windows in traditional banks as an entry point for the development of Islamic banking in Algeria.
- Kamal Bouagnag, F. Y. (2015). The reality of school sports in educational institutions and its relationship to the public policy of Algerian sports. p. 1.
- Kamel Abdullah, A. (2016). Islamic banks in the Sultanate of Oman between support and regulation.
- Karima, F. &. (2019, June 30). The reality of practicing physical education in Algerian educational institutions. *The Visions Journal of Cognitive and Cultural Studies*, p. 30.

- Lemsalif, A. (2005-2006). The economic role of participatory banking – a comparative study- (Master's thesis). Faculty of Economic and Management Sciences, Constantine: University of Constantine02.
- Majdi, F. M. (2015). *Scientific and practical foundations of training*. Alexandria: Sports World.
- Meethaq Islamic Banking - A Successful Journey and a Pioneering Banking Experience. (2021, 12 19). Récupéré sur <https://www.atheer.om/archives/579357/>.
- Meethaq Islamic Banking participates in supporting and promoting the Islamic Finance Forum. (2018, 09 11). Récupéré sur <https://www.meethaq.om/ar/pages/news.aspx?pr=48>.
- Muscat. (2020). *Annual report for Bank Muscat for the year*.
- Muscat, B. (2014). *Annual report for Bank Muscat for the year 2014*. Sultanate of Oman.
- Nassour, M. A. (20/21). *Teaching the physical education lesson in educational institutions during the COVID-19 pandemic*. Mostaganem, Algeria.
- (no date). Récupéré sur <https://www.meethaq.om/ar/depositproducts/Pages>.
- Qazkuz, M. ( 2021, April 31). Evaluation of the application of physical education lessons during the COVID-19 pandemic from the perspective of middle school teachers. *Excellence Journal of Physical and Sports Sciences*, p. 216.
- Rafiq, Q. (2012). *The role of physical education classes in reducing school violence*. Biskra, Algeria.
- Sari, N. G., Rahayu Hijrah Hati, S., & Abdul Chalid, D. (2021). Full-Fledged VS Islamic Bank Windows: Which One Do Muslim Customers' Know Better and Prefer More? 14(02). *iQtishadia*.
- sebaa, f. z., & alam khan, a. (2021, June). The elements of the success of opening Islamic windows in traditional banks( an analytical reading about the most important requirements for their establishment through the reality of Islamic banking globally).
- tomsson, e. (2015). *Teaching physical and sports activities*. Belgium: Reanauva.
- Zitouni, A. (2007). Evaluation of the effectiveness of the physical education curriculum for high school students in the Saïda governorate, Algeri. *The Sixteenth Scientific Conference of Colleges and Departments of Physical Education in Iraq*. Babylon.