



The Role Of The Communication Process In Enhancing Learners' Performance During Physical Education Classes: A Field Study In Selected Primary Schools In Djelfa

Dr. Merouan Ahmed Lecturer A, Laboratory Of Physical And Sports Activities In Algeria, Institute Of Science And Techniques Of Physical And Sports Activities, Ziane Achour University Of Djelfa, Algeria. A.Merouan@Univ-Djelfa.Dz

Dr. Nail Kassal Aziz Lecturer A, Laboratory Of Physical And Sports Activities In Algeria, Institute Of Science And Techniques Of Physical And Sports Activities, Ziane Achour University Of Djelfa, Algeria. K.Nail@Univ-Djelfa.Dz

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Abstract:

The study aims to investigate the role of the communication process in enhancing the level of the learner during physical education and sports classes for primary school students from the perspective of physical education and sports teachers. For this purpose, we adopted the descriptive method with a sample of physical education and sports teachers from the primary stage in the municipality of Djelfa, which was selected randomly. The data collection tool was a questionnaire that covered all aspects of the study's hypotheses. As we know, communication is an important process in the field of physical education and sports, as it is a continuous process that does not stop at any specific time or stage of the student's performance. Positive interaction in physical education and sports classes relies on the success of the communication process and is considered one of the most important factors contributing to achieving interaction between the teacher and the student through providing the necessary information and guidance for performance. Based on the above, the study seeks to explore whether the communication process plays a role in enhancing learning levels to achieve the required performance in physical education and sports classes.

Keywords: communication process, learning, physical education and sports class.

Introduction and Problem Statement:

The relationship between the teacher and the student is considered one of the human relationships within the educational institution. It includes the elements of the educational process: teacher, learner, and curriculum. Both the teacher and the student interact and communicate with each other through knowledge and physical activities, which form the human relationship within the educational session. The educational process relies on the individual as its core, as he or she is a social being. Education is a purposeful process that provides opportunities for individuals to reach self-fulfillment in all aspects of their personality, taking into account the needs and goals of society within this process. Communication, in essence, is an interactive process and not merely the transfer of data and information. These data and information are described as the heartbeat of the educational process. The learning process, in all its stages, revolves around three main pillars: the teacher, the learner, and the educational material. Interaction between these pillars occurs through communication. Both the teacher and the student engage with each other through the exchange of knowledge,

activities, and experiences, forming the human relationship during the class. Communication, therefore, is simple; it is no more than the transmission of a specific idea from a source to a recipient, and this idea can take multiple forms. It may manifest as specific behavior, speech, or through written materials (Afaf Abdel Monaim Darwish, 2009, p. 109).

Learners face challenges during their physical education and sports activities. On the other hand, teachers experience difficulties in teaching physical education and sports activities, particularly in the communication process, regardless of their experience, years of service, the subject they teach, their pedagogical training, or the educational stage at which they teach. These challenges form general problems that teachers face from time to time, and they take certain forms. These problems may also relate to the nature of the lesson itself. Thus, teachers must seek ways and means to overcome these challenges and find solutions, such as establishing dialogues that help them connect with the students. Understanding students' interests, emotions, and learning levels can positively assist teachers in performing their tasks during physical education and sports classes. Hence, our study seeks to explore the role of the teacher's communication process in enhancing the level of the learner in primary school physical education and sports classes.

This brings us to the following main question:

* Does the communication process play a role in the learning process for primary school students, according to physical education and sports teachers?

The sub-questions are as follows:

- Does the ability to engage in active listening and understand messages play a role in improving the learning level of primary school students, according to physical education and sports teachers?

- Does the ability to engage in dialogue and produce effective messages play a role in improving the learning level of primary school students, according to physical education and sports teachers?

1- General Hypothesis:

* The communication process plays a role in the learning process for primary school students, according to physical education and sports teachers.

2- Partial Hypotheses:

* The ability to engage in active listening and understand messages plays a role in improving the learning level of primary school students, according to physical education and sports teachers.

* The ability to engage in dialogue and produce effective messages plays a role in improving the learning level of primary school students, according to physical education and sports teachers.

3-The Importance of the Research:

- The role of the communication process for physical education teachers in improving students' learning levels during physical education classes.

- This study aims to benefit teachers in various educational fields by providing them with an understanding of communication skills that contribute to student learning. The importance of the study can be summarized as follows:

- It highlights a crucial topic: understanding the communication process and its role in developing and enhancing students' learning, as well as the importance of communication during physical education classes.

- The contribution of active listening and message comprehension in enhancing primary school students' learning levels.
- The role of dialogue skills and effective message delivery in improving learning among primary school students.
- Understanding the importance of teacher-student communication in achieving learning objectives.
- The role of communication in stimulating students' motivation and influencing the nature of their learning process.

4- Research Objectives:

- Identifying the aspects of a physical education teacher's control over listening and dialogue during a physical education class.
- Understanding the difficulties and obstacles teachers face in the communication process within the sports field.
- Determining the significance of communication in physical education lessons.
- Exploring the types of pedagogical communication used by physical education teachers.
- Examining the role of communication in the educational community and how it affects the learning process in physical education classes.
- Identifying the methods and techniques used in communication to achieve the lesson's objectives.

5- Definition of Concepts and Terms:

***Communication:** The word is derived from the Latin root **Communis**, meaning "common" or "shared." Communication is the process of sharing information, ideas, and attitudes between parties to establish a connection.

(Atif Adely Obeid, 1997, p. 131)

According to the **Dictionary of Media Terminology**, the singular form of **communication** (Communis) refers to the process of conveying meaning. In its plural form, it refers to communication tools or institutions.

(Abu Al-Nabil, 1979, p. 75)

***Concept of Physical Education Class:**

A physical education class is an academic subject similar to natural sciences, chemistry, and language. However, it differs in that it provides knowledge covering health, psychological, and social aspects in addition to cognitive information about human body formation. This is achieved through physical activities, exercises, and various individual and team games conducted under the supervision of trained educators.

(Mahmoud Awad Al-Basyouni and others., 1992, p. 94)

***Physical Education Teacher:**

According to **Ishak Muhammad**, the physical education teacher is "a key figure in fostering interactive relationships with students. Their awareness of students' needs enriches their lives, as teachers have the ability to identify students' strengths and weaknesses, helping them engage continuously through understanding behavior and its underlying causes."

(Ishak Muhammad, 1982, p. 91)

Ibrahim Al-Nasser also defines the physical education teacher as "a person who plays an ideal role in relationships with students, the community, the school, and the field of physical education and sports. This role depends on their insight, perspective on the educational system and profession, as well as the school environment."

(Ibrahim Al-Nasser, 1982, p. 131)

***Concept of Learning:**

Leets defines learning as "the growth of experience that expresses itself through changes in behavior and practice." Learning is a phenomenon that can be perceived but is difficult to describe. Part of this difficulty lies in the fact that learning cannot be directly observed but can be inferred through an individual's performance and behavior.

According to **Francis Abdel Nour**, learning is "a change or modification in the behavior of a living organism, occurring under conditions of repetition or practice to satisfy a need, tension, or drive."

Jaber Abdel Hamid Jaber describes learning as "a process that plays a significant role in an individual's life. It ensures survival, which is why schools exist—to facilitate learning efficiently."

Gitex defines learning as "a behavioral change that persists through repeated effort until the individual reaches a response that satisfies their motivations and achieves their goals."

(Ibrahim Wajih Mahmoud, 1995, p. 7)

Primary Education Stage (6-10 years): This is the fundamental stage for a child's intellectual, educational, and social development, lasting five years.

(Ministry of National Education, 2008, p. 11)

6 - Previous and Similar Studies:

***First Study: Nadia Boudhief 's Study (2007) titled: "Communication Skills of Physical Education Teachers and Sports Coaches."**

***Study Objectives:**

- Identify the extent to which both physical education teachers and sports coaches possess communication skills in their eight dimensions (confidence and respect, active listening, positive interaction, performance guidance, information delivery, reward and punishment, non-verbal communication, and behavioral stability) from their perspective.
- Develop and validate reliable measurement tools for communication skills applicable to the Algerian and Arab communities.

***Study Questions:**

- 1) Do physical education teachers and sports coaches possess communication skills?
- 2) Are there statistically significant differences in the availability of communication skills between physical education teachers and sports coaches?

***Study Results:**

- Physical education teachers and sports coaches possess all communication skills except for non-verbal communication skills.
- There are statistically significant differences in the availability of communication skills, favoring physical education teachers over sports coaches.

***Second Study: Study by Yahiaoui Mohamed and Akouche Kamal (2016), titled: "Communication Skills of Physical Education Teachers and Their Relationship with Motor Satisfaction Among Final-Year Students." A study conducted in the high schools of Chlef.**

***Study Objectives:**

- Explore the impact of educational communication in physical education lessons.
- Identify the role of pedagogical communication in strengthening the teacher-student relationship.
- Highlight the importance of pedagogical communication in influencing motor satisfaction.

Determine the effect of teacher experience and academic training on the relationship between communication skills and motor satisfaction among final-year students.

***Study Questions:**

- 1) Is there a correlation between the communication skills of physical education teachers and motor satisfaction among final-year students?
- 2) Is the relationship between communication skills and motor satisfaction influenced by the teacher's experience?
- 3) Is the relationship between communication skills and motor satisfaction influenced by the teacher's academic training?

***Study Results:**

- 66.66% of the sampled physical education teachers had high communication skills, while 34.33% had weaker communication skills.
- A strong correlation was found between communication skills test scores and the motor satisfaction scale, with a correlation coefficient of $r = 0.97$ at a significance level of 0.01 .
- The results confirmed that the teacher's academic training does not significantly influence the relationship between communication skills and motor satisfaction. Teachers with degrees in physical education and over 15 years of experience demonstrated high communication skills, positively impacting students' motor satisfaction. However, the study did not assess teachers with the same degree but with less experience.

The optimal use of questioning techniques helps students communicate effectively with their teacher.

***Commentary on Studies:**

Through this presentation of previous studies, it becomes clear that they have addressed various forms of curricula, types, and categories of samples, as well as differing variables and statistical methods. Moreover, there is variation in the results and conclusions. The following points allow for analysis and commentary on these studies:

- ***Regarding the Objective:** The studies concerning **communication skills** presented earlier almost all share similar goals, focusing on identifying and exploring communication skill patterns and understanding the role and relationship of communication skills with various educational phenomena in terms of content and significance. This is attributed to the fact that communication skills are a fundamental aspect of the communication process in different

cultures, societies, and areas of life. On the other hand, **the current study** aims to reveal the role of the communication process in enhancing student achievement.

As for the studies on motor learning, most aim to understand the role and effect of various educational phenomena (teaching methods, physical education activities, etc.). The current study, however, aims to identify how motor learning is achieved through certain communication skills.

- ***Regarding the Results:** The results presented show the existence of a role and influence between the communication process and various educational behaviors and situations. Some studies found differences between teachers in the use of communication skills, while others demonstrated a positive relationship between communication skills and cognitive and psychological interactions between the teacher and student.

The studies that addressed the role of the communication process revealed that most of them showed significant effectiveness. Students who achieved high success levels in learning various motor skills in physical education classes had teachers (instructors) who possessed strong communication skills. This indicates that both parties in the educational process benefiting from communication skills contribute to achieving behavioral objectives during physical education and sports classes. These studies have enriched the theoretical aspect, as they include variables related to both communication and physical education, and provide insight into how to formulate sub-questions and data collection tools.

Practical Background

***Research Methodology and Field Procedures**

1\Exploratory Study: The goal of conducting the exploratory study is to train the researcher on building and applying data collection tools used in the study and ensuring their validity. This was achieved through an exploratory study, which involved visiting some primary schools in the municipality of Djelfa. The purpose was to familiarize ourselves with the sample of the study and examine all the working conditions and planning involved. Important points were recorded, along with a preliminary understanding of the conditions for conducting the main field study, allowing us to avoid potential difficulties and obstacles that might arise in the future.

2\Adopted Methodology:

The descriptive method is defined as a set of research procedures that work together to describe a phenomenon or topic by collecting facts and data, classifying, processing, and analyzing them accurately and thoroughly in order to derive their significance and reach conclusions or generalizations about the phenomenon or subject being researched (**Salah Al-Rashidi, 2000, p.59**).

Since the topic's nature determines the choice of methodology, and based on the current study's focus on examining a phenomenon, we adopted the descriptive approach for this research. It involves gathering facts, analyzing, and interpreting them to extract their significance, creating indicators, and constructing future predictions, ultimately leading to generalizations regarding the topic under study.

.3- Study Population:

For the research to be valid and feasible, it is necessary to define the research population to be examined and to clarify the criteria used to identify this population

(**Maurice Angers, 2006, p. 299**).

The population studied consists of physical education and sports teachers at the secondary education level in the municipality of Djelfa. Additionally, the questionnaire was applied to physical education teachers at the primary education level within the research population.

***Study Sample:**

A sample is defined as a group of individuals selected from the population, representing that population for the purpose of the study (**Rachid Zerouati, 2002, p. 51**).

It is also defined as a part of the whole or a subset of the population (**Mohammad Hassan Alawi, Kamal Rateb, 1999, p. 146**).

We selected the sample of teachers through a census or complete survey due to their small number, estimated at 30 teachers.

The study sample consists of a group of 30 physical education and sports teachers at the primary education level in the municipality of Djelfa, who were randomly chosen to participate in the questionnaire.

4- Data Collection Tools:

- **Questionnaire Method:** This method is particularly useful for collecting new information directly from the source, as well as for obtaining data that researchers cannot find in books. The questionnaire approach involves different types of questions, including:

- **Closed-ended questions** - **Semi-open questions** - **Multiple-choice questions**

The questionnaire was structured into three sections, comprising a total of 24 questions.

5- Psychometric Properties:

- **Expert Validity:** To ensure the validity of the research instrument, we used expert validity as a method to confirm that the questionnaire measures what it was designed to assess. The questionnaire was distributed to a group of experienced teachers in the sports field with a high level of expertise. Based on the feedback and recommendations provided by these experts, modifications were made by removing some statements and rewording others, aligning with the consensus among the reviewers.

- **Reliability:** The Cronbach's Alpha formula was used to estimate the internal consistency of the test and multi-item scales. This method calculates the overall reliability coefficient of the measurement tool and identifies specific items that increase or decrease reliability when removed. **Cronbach's Alpha** is particularly useful for tests with binary or multiple-choice responses.

The final reliability coefficient for the total sample, calculated using the square root of the reliability coefficient, was:

- **Cronbach's Alpha (α) = 0.81**
- **Validity Coefficient = 0.90**

6- Statistical Methods Used:

-1- **Descriptive Statistics:** This includes the following methods:

- Arithmetic mean
- Standard deviation

The arithmetic mean and standard deviation are calculated using the following formulas, respectively:

$$\bar{X} = \frac{\sum F_i X_i}{N}$$

$$N$$

$$S^2 = \frac{\sum F_i (X_i - \bar{X})^2}{N}$$

$$N$$

- Percentage (%)

2. Inferential Statistics: This includes the following methods:

- Pearson Correlation Coefficient

- Cronbach's Alpha Reliability Coefficient (α)

The correlation coefficient is used to measure **the reliability** of different dimensions within the scale by applying values to the following equation:

$$r = \frac{2r_1 + r_2}{1 + r_1 + r_2}$$

Where:

α : Cronbach's Alpha reliability coefficient

r : Correlation coefficient between the two halves of the dimension

1 and 2: Constants

Note: Statistical analysis is conducted using the SPSS software.

***Presentation and Analysis of Study Results:**

1- Presentation and Analysis of the First Hypothesis:

First Hypothesis: The ability to actively listen and understand messages plays a role in enhancing the learning level of primary school students from the perspective of physical education teachers.

This table is used for chi-square tests to analyze the relationship between responses and variables, showing the frequency, percentages, and chi-square results.

Response	Frequency	Percentage	Calculated Chi-Square X^2	Significance Level	Tabulated Chi-Square X^2	Degree of Freedom	Significance
Yes	24	80%	33	0.05	4.33	2	Significant
No	6	20%					
Total	30	100%					

Table (01)

-Discussion of Results for the First Hypothesis: By reviewing the results in Table (01), we observe that 80% of physical education teachers responded with "Yes," indicating that they believe their voices are heard by the students and that the messages they convey are understood. On the other hand, 20% responded with "No," stating that their voices are not heard and that the students do not comprehend the messages, nor do they understand the teachers.

The calculated chi-square value X^2 is 33, which is greater than the table chi-square value of 4.33 at a degree of freedom of 2 and a significance level of 0.05. This indicates a statistically significant result, supporting the teachers' responses that their voices are heard and that students understand the messages when the teachers explain how to perform a specific movement or convey information.

According to **the statistical analysis results**, the calculated chi-square value of 33 is larger than the tabulated chi-square value of 4.33, which indicates a statistically significant result at a significance level of 0.05 and with 2 degrees of freedom. This result supports the teachers' responses who answered "Yes," affirming that the ability to actively listen and understand messages plays a role in enhancing the learning level of primary school students, and that their voices are heard by students when explaining how to perform movements or understanding the messages.

Partial Conclusion:

From these data, we can conclude that the teachers use their voices clearly and audibly, ensuring that the students can hear them. This helps the students understand better and enhances their engagement during the process of learning a specific movement and understanding all the messages. We find that the tabulated chi-square value was smaller than the calculated chi-square value ($4.33 < 33$), which confirms the existence of a statistically significant result. This indicates that the ability to actively listen and understand messages plays a role in enhancing the learning level of primary school students, demonstrating a significant level of relevance.

1-2- Presentation and Analysis of Results for the Second Hypothesis:

Second Hypothesis: The ability to engage in dialogue and produce effective messages plays a role in enhancing the learning level of primary school students from the perspective of physical education teachers.

Response	Frequency	Percentage	Calculated Chi-Square X^2	Significance Level	Tabulated Chi-Square X^2	Degree of Freedom	Significance
Always	28	93.33%	35.5	0.05	4.33	2	Significant
Sometimes	02	6.66%					
Total	30	100%					

Table (02)

-Discussion of the Second Hypothesis Results:

By analyzing the results in Table (02), we observe that 93.33% of physical education teachers responded with Yes, indicating that they always allocate time for dialogue with students after explaining a movement, provide guidance for students to ask questions, and pay attention to the language and expressions used in students' questions. On the other hand 6.66% of teachers responded with No, stating that they do not find time for dialogue, never provide such guidance, and do not consistently focus on the language and expressions used in students' questions.

The calculated Chi-square (χ^2) value was 35.5, which is greater than the tabulated χ^2 value of 4.33 at a degree of freedom of 2 and a significance level of 0.05. This indicates a statistically significant difference supporting the teachers' responses that Yes, the ability to engage in dialogue and produce effective messages plays a role in enhancing the learning level of primary school students.

According to the statistical analysis results, the calculated χ^2 value (35.5) is greater than the tabulated χ^2 value (4.33) at a 0.05 significance level and 2 degrees of freedom. This confirms the presence of a statistically significant effect favoring teachers who responded Yes, affirming that dialogue and effective message production contribute to improving primary school students' learning levels.

Partial Conclusion:

Based on these findings, it is evident that teachers consistently allocate time for dialogue with students after explaining a movement. They provide guidance for students to ask questions and pay close attention to the language and expressions used in students' inquiries. This enhances students' engagement during the learning process of a particular movement and ensures a clear understanding of all messages.

Furthermore, since the calculated χ^2 value (35.5) is greater than the tabulated χ^2 value (4.33), this confirms the presence of a statistically significant effect. It supports the conclusion that the ability to engage in dialogue and produce effective messages plays a role in improving the learning level of primary school students, indicating a significant level of statistical validity.

1-3 Presentation and Analysis of the General Hypothesis Results:

General Hypothesis:

The communication process plays a role in the learning process of primary school students from the perspective of physical education teachers.

Response	Frequency	Percentage	Calculated Chi-Square X ²	Significance Level	Tabulated Chi-Square X ²	Degree of Freedom	Significance
Yes	22	73.33%	26.33	0.05	4.33	2	Significant
No	08	26.66%					
Total	30	100%					

Table (03)

Discussion of the General Hypothesis Results:

By analyzing the results in Table (03), we observe that 73.33% of physical education teachers responded with "Yes", indicating that their voices are always heard by students, there is always time for dialogue after explaining a movement, and they provide guidance for students to ask questions while paying close attention to the language and vocabulary used in students' questions. They believe that the communication process contributes to improving students' learning levels.

On the other hand, 26.66% of teachers responded with "No", stating that their voices are not heard, they do not have time for dialogue, and they do not provide such guidance or focus on students' language and vocabulary.

The calculated Chi-square (χ^2) value was 26.33, which is greater than the critical Chi-square value 4.33 at a degree of freedom (df) = 2 and a significance level of 0.05. This indicates a statistically significant difference supporting the teachers' responses that the communication process plays a role in improving primary school students' learning levels.

According to **the statistical analysis**, the calculated Chi-square (χ^2) value of 26.33 is greater than the critical Chi-square value of 4.33, confirming a statistical significance in favor of teachers who answered "Yes."** These findings support the hypothesis that the communication process plays a crucial role in enhancing learning outcomes for primary school students.

Partial Conclusion: Based on these findings, it can be concluded that teachers believe their voices are heard by students, they consistently engage in dialogue after explaining a movement, they encourage students to ask questions, and they pay close attention to the language and vocabulary used. This contributes to students' engagement and enhances their understanding of movements and messages.

Furthermore, the fact that the calculated Chi-square value (26.33) is greater than the critical value (4.33) provides strong statistical evidence supporting the role of communication in improving the learning levels of primary school students. Thus, the results indicate a statistically significant effect.

General Conclusion:

After presenting, analyzing, and discussing the results, we have drawn several important conclusions that confirm the validity of the hypotheses proposed during the development of this research. It became clear to us that the communication process plays a role in enhancing the learning outcomes of primary school students from the perspective of physical education teachers. Statistical significance was observed in the communication process's role in improving students' performance in physical education classes, as supported by the results presented in Tables 03.02.01. These results also confirm the validity of the proposed hypotheses. So **the first hypothesis**, which states that **effective listening skills and understanding of messages have a role in improving the learning outcomes of primary school students from the perspective of physical education teachers**, was confirmed. We found that the calculated chi-square value, which is 33, is greater than the tabulated chi-square value, which is 4.33, at a significance level of 0.05 and 02 degrees of freedom. This indicates statistical significance in favor of the teachers who responded affirmatively, confirming that effective listening skills and understanding of messages indeed have a role in improving students' learning outcomes, and that their voices are heard by students when explaining movement learning and understanding messages. **Therefore, the first hypothesis is validated.**

The second hypothesis, which states that **the ability to engage in dialogue and produce effective messages has a role in improving the learning outcomes of primary school students from the perspective of physical education teachers**. We observed that the calculated chi-square value, which is 35.5, is greater than the tabulated chi-square value, which is 4.33, at a significance level of 0.05 and 02 degrees of freedom. This indicates statistical significance in favor of the teachers who responded affirmatively, confirming that the ability to engage in dialogue and produce effective messages plays a role in improving students' learning outcomes in physical education. **Therefore, the second hypothesis is validated.**

Finally, **the general hypothesis**, which states that **the communication process plays a role in the learning process for primary school students from the perspective of physical education teachers**. We observed that the calculated chi-square value, which is 26.33, is

greater than the tabulated chi-square value, which is 4.33, at a significance level of 0.05 and 02 degrees of freedom. This indicates statistical significance in favor of the teachers who responded affirmatively, confirming that the communication process plays a role in improving students' learning outcomes in physical education classes. Thus, we can conclude that **the general hypothesis**, which states that **the communication process plays a role in the learning process for primary school students from the perspective of physical education teachers**, has been validated through the analysis and discussion of the results.

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