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## **The Function of Competitive School Sports in the Process of Selecting and Orienting Players for Sports Teams**

**A field research conducted from the perspective of secondary school teachers in the state of Tebessa**

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**Abstract :** This study aims to provide a detailed description of the role of competitive school sports in player selection and orientation procedures for sports clubs from the point of view of teachers in secondary schools in Tebessa. This investigation pursued a descriptive approach where 80 secondary school teachers were concerned. They were determined using uncomplicated random sampling. A questionnaire was used to collect data from the respondents. The results showed that competitive school sports retain an active role in player selection and orientation processes for sports associations.

**Keywords:** School Sport, Selection Process, Orientation Process, Secondary Schools, Clubs

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### **1. INTRODUCTION**

In suitable environments, sports come nearer than any other cultural activity to yield a socially equal opportunity. Once the environment is conditioned with fairness, safety, and publicness, if the requirements mentioned earlier are achieved, physical and ethical accomplishments will be observed, and the atmosphere could be judged hygienic and fair to develop self-confidence and leadership skills.

Physical education (PE) in schools is acknowledged as an effective means to promote physical activity among young people, making it an ideal tool for achieving positive outcomes in their development. In addition, teachers have the chance to incorporate this into the broader educational process (Telford et al., 2012).

Due to the significant differences in educational systems and school instruction, it is definitely uncommon to observe major discrepancies between countries and even within them. Some countries incorporate sports schools into their national plan or system, whereas others have multiple specialised schools that are granted local autonomy to accommodate elite athletes but are not integrated into a national system. Nevertheless, in every instance, the institutions accommodate a significant number of high-performing student-athletes in a structured manner rather than offering temporary arrangements for a small group of athletes. (Sabine & Fred 2007).

A vigorous discourse has taken place in the field of education over the significance of competitiveness in school sports and physical education. Competitiveness is considered harmful for youngsters who lack proficiency in physical and sporting activities (Lake, 2001; Ward et al., 2008). On the other hand, some individuals contend that competitiveness and the acquisition of both victory and defeat are crucial life competencies that ought to be incorporated into educational institutions (Ofsted, 2005).

Several studies have demonstrated that engaging in interscholastic sports fosters the development of virtues such as citizenship, sportsmanship, lifelong lessons, teamwork, and self-discipline. Additionally, it contributes to the physical and emotional growth of young individuals, cultivating positive attributes.

Several studies have demonstrated that participating in interscholastic sports

helps young people develop important qualities such as citizenship, sportsmanship, teamwork, and self-discipline. It also contributes to their physical and emotional growth, fostering positive attributes like discipline, increased self-esteem, hard work, and determination (Rintaugu, 2005; Mwihi, 2007; Muniu, 2009; Rintaugu et al., 2012).

According to a research study carried out by (Choi et al. 2014), children's participation in sports competitions has been found to positively impact their development by promoting a healthy lifestyle and enhancing their physical, social, and cognitive abilities.

However, the current level of accomplishment in contemporary sports is exceedingly high. To surpass this level, an athlete must possess a distinct set of uncommon morphological and functional traits, a one-of-a-kind blend of physical and mental potential, and abilities that are at an exceptional degree of development. This combination is exceedingly uncommon. Nevertheless, possessing an inherent talent for a specific sport does not ensure success if the selection process and training methods throughout the various stages of long-term improvement are generic, lacking specific criteria tailored to each stage of long-term preparation. Additionally, a consistent emphasis on nurturing the unique potential of individual athletes, considering their age and sexual development, is crucial. (Vladimir, 2018).

In Western countries, the examination of the matter of sports selection and orientation is conducted within the framework of prominent ideas such as "talent identification" and "talent development." Simultaneously, identification refers to the act of discovering youngsters who show promise in sports, while development refers to the process of cultivating skills that enable the manifestation of innate potential and the attainment of the highest level of athletic expertise. (Meylan & Cronin, 2014).

Attaining a favourable outcome in sports within a limited time-frame necessitates substantial exertion and diligent labour. The training procedure entails that the athlete will achieve outcomes through diligent effort and perseverance. The utilization of human abilities is increasingly potent in contemporary culture. The process of targeted long-term training and education for high-performance athletes is intricate. A crucial aspect of this process is the identification and recruitment of gifted children and adolescents, as well as their direct focus on sports. Identifying appropriate sports depending on athletes' physiological conditions remains an unresolved subject. The coach assigns a



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series of assignments to the child, taking into account their ability. Dedicated coaches are responsible for conducting the process of selecting and orienting individuals to various sports. Although there are numerous challenges in this area, it is anticipated that positive outcomes will emerge in the future due to athletes being properly directed towards the most appropriate sports. Sports schools play a crucial role in the process of identifying talented children for sports. (Bokhodorjon, 2022).

The purpose of the study was to ascertain how secondary school instructors felt about the role of competitive school sports in the player recruitment and selection process for sports clubs. Hence, the above information elucidates the issue at hand in our research: What is the function of competitive school sports in the process of selecting players and orienting them to sports clubs?

The study hypothesis that competitive school sports have a significant role in the process of selecting and orienting players for sports clubs.

### **Objectives and significance of the study:**

The study was aimed at determining the significance of competitive school sports in the selection of players and the recruitment process for sports clubs, as perceived by secondary school instructors. The study examines selection methods in school sports from the perspective of selection psychology, with the objective of assisting teachers in comprehending and applying suitable techniques for making selection decisions. The results can also yield valuable insights into the ultimate objective of the selection and orientation process, which is to offer players an optimal experience in an atmosphere conducive to their athletic development. This approach facilitates the determination of the optimal degree of activity that is currently suitable for players.

## **2 . Literature Review**

### **2.1 competitive school sport**

Competing sports involve fully utilising a person or team's athletic talent in order to achieve exceptional results, surpassing one's own previous records or those of a rival. Competitive sports do indeed foster self-confidence. Moral qualities like equality, fairness, solidarity, cooperation, friendship, and honesty have a significant impact on adolescents' development. It is evident that

competitive sports possess significant cultural significance. Therefore, it is imperative to examine the function that competitive sports fulfil in the school physical education curriculum. (Housheng & Xiaoping, 2008).

## **2.2 Sports selection**

Talent scouting involves the identification and recruitment of individuals with the potential to excel in a particular sport, integrating them into a training system aimed at achieving top-level performance. The choice of sports is based on factors such as "potential," "abilities," "inclinations," "aptitude," and "talent." Potential refers to the inherent and fundamental qualities that an individual possesses from birth, which significantly influence their development in several aspects. Potential refers to the inherent anatomical and physiological characteristics of the body, including the motor system, sensory organs, and the brain's neuro-dynamic qualities. When the external environment has an impact on these aspects, they have the potential to develop into abilities. Innate abilities do not exist. The only inherent quality is potential; its realization leads to talents that are limited to the appropriate objective action (Vladimir, 2018).

## **2.3 Sports orientation :**

This instrument identifies regions with the most potential for reaching the highest level of sports expertise by analyzing players' potential, inclinations, and abilities, as well as their unique skill development characteristics. Orientation refers to the selection of a specific area of focus within a sport, such as being a sprinter, long-distance runner, defender, or attacking player. It also involves creating a personalized long-term training plan, managing the intensity of training and measuring progress, identifying key factors that influence an athlete's performance, and recognizing activities that may hinder an athlete's development or suppress their individuality (Vladimir, 2018).

## **2.4 Criteria used in the selection and orientation processes:**

When choosing and positioning athletes for long-term excellence, it is essential to take into account a diverse array of indicators for evaluation, which may include:

- The athlete's present state of health and physical growth.



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- The distinctive characteristics of their physique.
- Aspects of biological maturation.
- Characteristics of the neurological system.
- Functional capacities of the main systems of an athlete's body and their potential for enhancement.
- The degree of advancement in motor quality and the possibility for further improvement.
- The athlete's aptitude for acquiring and implementing sports techniques and strategies, as well as adapting their motor skills and technical patterns.
- The athlete's capacity to endure training and competitive demands, and rapidly recuperate.
- Psycho-physiological capabilities for muscular-motor and spatial-temporal differentiation.
- Factors that contribute to an athlete's success include motivation, diligence, persistence, determination, and willingness to take action.
- The athlete's capability to perform effectively in challenging conditions commonly experienced in major competitions.
- Specific details about the athlete's prior preparation, such as the length and intensity of training and competition, as well as the potential for further improvement.
- The remaining resources available for enhancing different aspects of readiness and competitive performance.
- The support provided by parents and family, and their ability to create an environment conducive to intense preparation.

### **3. Materials and methods :**

The methodology of the study refers to a systematic approach used to tackle research problems. It can be defined as the discipline that examines the scientific methodology used in research. This course delves into the systematic approach that researchers typically follow when investigating their research

problem, as well as the underlying rationale behind each stage. Researchers must possess knowledge not just of research methods and procedures but also of methodology. (Kothari, 2004).

### **3.1 Research Design :**

The study employed a descriptive technique, as it aligns with the descriptive nature of the research. This strategy was selected due to its utilization of data collection to address inquiries regarding the present condition of the study subjects. The survey design was suitable for this study as it enabled the researcher to gather information on the influence of competitive school sports on player selection and orientation processes for sports clubs, as perceived by secondary school teachers. The findings of the study were used to draw conclusions.

### **3.2 Population and study sample:**

The target population for this study comprised all secondary school physical education teachers in Tebessa State, Algeria.

Sampling refers to the process of choosing a specific number of individuals from a well-defined group to serve as a representative sample of that population. A total of 80 physical education instructors from secondary schools in Tebessa State, Algeria, were chosen through a simple random selection method. This method ensures that each teacher has an equal and independent opportunity to be selected as part of the sample.

### **3.3 study variables:**

The independent variable: The term "independent variable" refers to a variable that is constant and unaffected by the other variables under observation or measurement. The term pertains to the specific element of an experiment that the researcher deliberately and methodically alters. It is the assumed reason. The reference is from (Cramer et al., 2004). The focal point of our investigation is the independent variable of competitive school sports.



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The dependent variable: is the one that is subject to influence from other measured factors. These variables are anticipated to undergo modifications due to an experimental manipulation of the independent variable or variables. This effect is assumed. The reference is from (Cramer et al., 2004). The selection and orientation processes are the dependent variables in our study. The study focused on the entire population of secondary school physical education teachers in Tebessa State, Algeria.

Sampling is the act of selecting a precise number of individuals from a clearly defined group to form a representative sample of that community. Eighty physical education instructors from secondary schools in Tebessa State, Algeria, were selected using a simple random sampling procedure. This approach guarantees that every teacher is given an equitable and autonomous chance of being chosen as a member of the sample.

### **3.4 The pilot study :**

The pilot study was useful because it provided the researcher with the opportunity to clarify whether there were flaws and ambiguities in the questionnaire and also the feasibility of the proposed procedures for coding responses. After checking for possible corrections, a date was set with the respondents for the actual date of collection of the questionnaire used in the study.

### **3.5 study Instruments and Procedures:**

The main tool of data collection for this study was a questionnaire. In this study, the questionnaire was convenient because all the physical education teachers in the sample were literate and were able to fill it out without difficulty. The questionnaire was used to collect data from the teachers.

- **Psychometric test properties:**

- ❖ **Test validity:**

Validity refers to the degree to which our test or other measuring device is truly measuring what we intended it to measure. During the questionnaire construction, quality control and validity were ensured through face validity,



where the instruments were subjected to the researcher's supervisors to check whether they measured what they were intended for.

### **3.6 Data Analysis:**

Basic descriptive statistics (frequency and percentages) were calculated. After the data collection, the researcher checked for the instrument's completeness, accuracy, and uniformity. The data was then coded as the next step. The purpose of coding was to classify the answers from the questionnaires into meaningful categories so as to bring out the essential pattern. A code state was prepared in the Statistical Package for Social Science (SPSS) computer package. Then, the data collected was entered into the computer using SPSS.

## **4. Results and discussion**

### **4.1 Results**

The study sought to identify the role of competitive school sports in player selection and the orientation process for sports clubs from the point of view of teachers in secondary schools. This chapter presents the data, makes interpretations, and then discusses the findings. The data was presented according to the objectives of the study.

**Table 1 : Research sample responses about: the role of competitive school sport in players selection process for sports clubs**

N°	Questions	percentage %	
		Yes	No
01	Do you organize sports competitions between classes?	75,25	24,75
02	If you organize this competitions do you have any sorts of help ?	57,25	42,75



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03	Do your school organize sports competitions with other schools?	65,75	34,25
04	Do you have any difficulties in the process of selection and orientation of talented students?	70,50	29,50
05	Is the circumstances of training and preparing school teams the same with official competitions?	25,75	74,25
06	Through your application of physical education and sports lessons, do you encounter talented students?	76,75	23,25
07	Do you use sports selection for talented students?	76,75	23,25
08	If you use sports selection do you care most about the physiological aspect?	35,50	64,50
09	Is suitable sports based on the physiological condition of the students?	63,25	36,75
10	Did you contribute to directing some school sports players to sports clubs?	71,50	28,50
11	Do coaches attend school sports competitions?	25,50	74,50
12	Do you use the different methods and styles in the selection process?	60	40
13	In your opinion, is the process of talented students orientation necessary?	86,75	13,25
14	Is the orientation process from competitive school sports, necessary to form high-level athletes?	85,25	14,75
15	Do some coaches ask you to provide them with information about talented	33,50	66,50

	players who participate in competitive school sport ?		
16	In your opinion do the competitive school sports help for a proper selection and orientation to the most suitable sports ?	85,25	14,75
17	In your opinion achieving a good result in sports rely on the results of competitive school and the process of selection and orientation for sports clubs?	86,50	13,50
18	Is the competitive school sport the most important stage in the selection and orientation of students for sports clubs.	85,25	14,75

**Source:** The researchers based on the study results

Based on the results obtained and in light of the analysis of the teachers' answers to the questions of the questionnaire, answers revealed the active role of competitive school sports in player selection and the orientation process for sports clubs.

As shown in Table 1, the majority of physical education teachers, 75,25%, organize sports competitions between classes, but only 57.25% of them get help when organizing such competitions. A total of 65.7% of the teachers also organize sports competitions with other schools. 70,50% of the teachers answered that they have difficulties in the process of selecting and orienting talented students, and 74,25% of them stated that the circumstances of training and preparing school teams are not the same as in official



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competitions. Through the application of physical education and sports lessons, 76.75% of the teachers answered that they do encounter talented students. The same percentage (76,75%) declared that they use sports selection for talented students, but only 64,50% of them do not care most about the physiological aspect in the process of selection, and the percentage (63,25%) stated that suitable sports are selected based on the physiological condition of the students. 71.50% of the teachers declared that they contribute to directing some school sports players to sports clubs. 74.50% of the teachers revealed that coaches do not attend school sports competitions, and 60% of them answered that they use different methods and styles in the selection process. 85.25 percent of the teachers answered that the process of talented student orientation is necessary, and even more, the process that came from competitive school sports is necessary to form high-level athletes. 66.50% of the teachers revealed that coaches do not ask them to provide them with information about talented players who participate in competitive school sports. Furthermore, 85.25% of the teachers answered that competitive school sports help with a proper selection and orientation to the most suitable sports, and the achievement of a good result in sports relies on the results of competitive school and the process of selection and orientation for sports clubs, and the competitive school sport is the most important stage in the selection and orientation of students for sports clubs.

### **4.2 Discussion**

The statistics demonstrate that competitive school athletics offers numerous advantages for secondary school pupils. Furthermore, aside from fostering moral qualities such as justice, equality, solidarity, cooperation, friendship, and honesty, it also plays a significant role in the selection and guidance of students towards sports clubs.

The results of this study align with a review conducted by Choi et al. (2014), which aimed to fill the existing gap in the literature. The review acknowledged the diverse array of favourable effects that early exposure to sports competition could have on children, encompassing behavioural, physical, and psychosocial aspects. The competition offers children significant opportunities to enhance



their abilities, foster social adaptation, integrate, and undergo emotional maturation. Competition is believed to enhance children's capacity to collaborate with others in order to accomplish shared objectives.

Moreover, in terms of sustained achievement, competition enables children to become more adept at handling the obstacles they will encounter in the future. It also facilitates the acquisition of practical emotional and psychological abilities and tactics to cope with triumph and defeat, as well as accomplishment and disappointment (Choi et al., 2014).

Few students engage in competitive sports as opposed to recreational sports, primarily due to inadequate venues, equipment, and financial resources. The limited number of individuals who qualify for national competitions from district schools are predominantly engaged in individual events, such as athletics, which demand minimum participation.

In contrast, regarding the challenges of identifying and guiding gifted children, a comparable study discovered that most athletes were in Form 3. This is likely because Form 3 is where the skill displayed at earlier levels reaches its full potential. This class is where an athlete's talent potential is fully realized. At this point, the athletes most likely have a lot of sports experience and have been in school for a long time, allowing teachers to recognize their competitive abilities for selection onto the school's top squad through reorganization and guidance. The citation is from Agnes in 2015.

An analogous study demonstrated that national schools with ample resources provided equal opportunity for all pupils to engage in diverse athletic activities based on their preferences. These schools can arrange intra-class competitions, bolster their sports departments, sustain various sports teams, and improve their sports programs. However, possessing resources has advantages that go beyond athletics. Schools with more significant resources can offer more substantial options for their pupils than schools with limited resources, encompassing both access to sports and the calibre of education, as they can employ competent coaches. Impoverished high schools, sometimes known as district schools, frequently exhibit less robust co-curricular programs, student governments, and athletic programs. In addition, kids attending impoverished, urban, comprehensive high schools have limited access to sports such as crew, fencing, golf, and tennis (Jordan, 1999).



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### **5. CONCLUSION**

The current study looked into how secondary school instructors perceived the effects of competitive school sports on player selection and the orientation process for sports clubs. The findings indicated that competitive school sports have a significant role in sports groups' selection and orientation procedures. The data also revealed that physical education teachers exhibit minimal concern for the physiological part of the selection process. Nevertheless, they comprehended that the children's physiological state determined appropriate sports.

This study has shed light on how secondary school teachers perceive the role of competitive school sports in the selection and orientation of players for sports clubs. However, additional research could explore the role of physical education teachers in the selection and orientation processes and the specific criteria employed in these processes.

The magnitude and significance of the results of this study, it is necessary to raise awareness among school officials, instructors, and students about the beneficial impacts of engaging in competitive school sports.

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