

RESEARCH
ARTICLE**The Role of the Physical and Sports Education Teacher in Promoting Appropriate Behavior among Secondary School Students****Ahmed Sahouane**

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Abstract

This study aims to explore the role of the physical education teacher in promoting proper behavior among secondary school students. The researcher used a descriptive-analytical approach to assess the impact of teaching methods and sports supervision techniques on the students' social and behavioral conduct. The sample included 100 students from secondary schools in Tissemsilt Province, selected randomly. The study results showed a strong positive relationship between the physical education teacher's interaction with students and the development of their proper behavior. Organized sports activities under the teacher's supervision contributed to enhancing discipline, cooperation, and respect for ethical and social values. The study emphasizes the important role of the physical education teacher as an active factor in fostering positive behaviors, which supports a healthy educational environment and helps raise a conscious and responsible generation.

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Introduction:

Physical education and sports are fundamental educational fields that play a pivotal role in shaping an individual's personality and developing their physical, social, and psychological abilities. Engaging in physical activity is no longer limited to improving physical fitness or motor skills only; it has extended to contributing to the development of social behaviors and ethical values, especially among adolescents in secondary education, who are going through a sensitive stage of physical, emotional, and social growth. Many studies have indicated that the physical education teacher is not merely a conveyor of information or a skills instructor but rather a responsible educator who contributes to the formation of a well-rounded and balanced student personality (Al-Aziz, 2014, p. 55).

Secondary school students face many challenges related to emotional and social development, making them more susceptible to exhibiting improper behaviors such as aggression, social isolation, or poor communication with peers. This highlights the importance of the role of the physical education teacher who, through positive interaction and the use of appropriate sports activities, can contribute to modifying these behaviors and promoting proper conduct. Holter (2019) pointed out that the way a physical education teacher interacts with students and presents activities directly affects the development of positive behavioral attitudes.

Based on the above, this study aims to shed light on the role of the physical education teacher in fostering proper behavior among secondary school students. From this perspective, the central question of this research emerges:

What role does the physical education teacher play in promoting proper behavior among secondary school students?

This study is based on three main hypotheses aimed at understanding the relationship between the teaching methods of the physical education teacher and the behavior of secondary school students. The first hypothesis assumes a positive relationship between these methods and the proper behavior of students, expecting that effective teaching methods will contribute to enhancing discipline and commitment. The second hypothesis suggests that students who engage in sports activities under the direct supervision of the physical education teacher exhibit more disciplined behaviors and a greater ability to interact positively with their peers. The third hypothesis indicates that positive interaction between the teacher and students helps reinforce ethical and social values within the school environment, which positively reflects on students' behavior and their respect for others. These hypotheses form the theoretical foundation on which the study is built to verify the impact of the physical education teacher on shaping the student's upright behavior.

This study gains its importance from both theoretical and practical perspectives. It focuses on the secondary education stage as a pivotal period in building the student's personality by highlighting the educational and social role of the physical education teacher. On the theoretical level, the study enriches the scientific literature related to the relationship between physical activity and behavioral development and provides a reference framework that helps researchers and specialists in educational psychology gain a deeper understanding of the impact of educational practices on learners' behavior. From a practical standpoint, it offers tools and practical recommendations for teachers and educators to improve the school climate and supports decision-makers in designing more effective training programs that focus on the behavioral dimension of physical education.

The objectives of the study focus on identifying the educational and social roles played by the physical education teacher in developing proper behavior, and analyzing the relationship between their teaching practices and student behavior, with an emphasis on how physical activities contribute to reinforcing ethical and social values. The study also aims to observe the most common improper behaviors among secondary school students and to propose educational intervention mechanisms through sports to address them, alongside offering practical recommendations that support the teacher's role in building a balanced and responsible personality in the student.

Previous studies have addressed important aspects related to the impact of sports activities on the behavior of secondary school students. Ben Ahmed's study (2016) highlighted the role of the physical education teacher in reducing aggressive behavior and enhancing tolerance and self-control using a descriptive method with a large sample of students and teachers. Al-Azzawi's study (2019) focused on the effect of a sports training program on developing proper social behavior, with results showing the superiority of the group that participated in the program through a quasi-experimental approach. Likewise, Obeid's study (2020) examined the impact of sports activities on citizenship values and school discipline through surveys and interviews with teachers, confirming the role of sports in improving social interaction and instilling values.

Despite these contributions, previous studies lack a direct focus on the comprehensive educational role of the physical education teacher in shaping proper behavior within the Algerian context, which is what our study aims to address. Additionally, our study seeks to provide a deeper perspective that includes the social and ethical roles of the teacher, relying on a methodology and research tools that consider local specificities, thus highlighting its importance and originality in filling this research gap.

1- Conceptual Framework of the Study

1-1 Physical Education and Sports:

Terminological Definition: It is an educational process that uses physical and sports activities as a means to achieve integrated goals, including the physical, mental, emotional, and social development of the individual (Al-Kusayyeh, 2015, p. 41).

Operational Definition: It is the academic subject that includes organized sports activities practiced by secondary school students under the supervision of the teacher, according to official curricula, aiming to develop physical and behavioral skills.

1-2 Physical Education Teacher

Terminological Definition: The person academically and educationally qualified to plan, organize, and direct physical and sports activities within the school environment, achieving the educational, physical, psychological, and social goals of the learners (Ziad, 2012, p. 77).

Operational Definition: The physical education teacher at the secondary education level who teaches the subject according to the prescribed programs and contributes to developing proper behavior among students through both in-class and extracurricular activities.

1-3 Proper Behavior

Terminological Definition: A pattern of behaviors and attitudes that align with the prevailing social and cultural rules and standards in society, characterized by psychological and social balance, and the ability to positively adapt to oneself and others (Al-Issawi, 2001, p. 165).

Operational Definition: The level of positive behaviors (such as cooperation, respect for rules, discipline, self-control) displayed by secondary school students within the school and during sports sessions, measured through a dedicated questionnaire or field observations.

1-4 Secondary Education Stage

Terminological Definition: It is the educational stage that follows intermediate (preparatory) education, usually lasting three years, aiming to prepare students to continue higher education or to integrate into professional life (Algerian, 2020, p. 09).

Operational Definition: The educational stage that includes students aged between 15 and 18 years, officially enrolled in public secondary education institutions in the study's province.

2- Field Study Procedures

First: Study Methodology

Given the nature of our topic and in order to diagnose the phenomenon, uncover its aspects, and determine the impact among its elements, it was deemed appropriate to use the descriptive method as it aligns with the study's objective.

Second: Study Population

1- **Study Population:** The research population consists of secondary school students in the high schools of Tissemsilt province.

2-1 **Research Sample:** The sample consisted of a group of 100 secondary school students (male and female) from high schools in Tissemsilt province.

3- Research Domains:

- **Human Domain:** The study was conducted on 7,000 secondary school students.
- **Spatial Domain:** This study was carried out in the high schools of Tissemsilt province.
- **Temporal Domain:** The study pertains to the academic year 2024-2025, and the field study was conducted during the period from 01/05/2025 to 03/10/2025.

4- **Exploratory Study:** The exploratory study is a process where the researcher tests their research tools to verify their validity and reliability, ensuring the accuracy and objectivity of the final results. This exploratory study precedes the fieldwork and aims to measure the level of validity and consistency of the instrument used in the field study. It also helps the researcher understand the various conditions surrounding the application process.

Based on this, before starting the field study, we conducted an exploratory study with the following purposes:

- To assess the students' linguistic understanding of the scale statements.
- To determine the size, characteristics, and features of the original population.
- To observe the relationship between the physical education teacher and the students during the class.
- To verify the validity of the research instrument (scale) by addressing the following aspects:
 - A. Clarity of items and their suitability for the sample's level and characteristics.
 - B. Verification of the psychometric properties of the scale used (validity and reliability).
 - C. Ensuring the clarity of instructions.

Prior knowledge of the conditions for conducting the main field study helps avoid difficulties and obstacles that might arise.

Therefore, we increased our research sample after obtaining the necessary facilitation permits from the institute's administration to visit our research population, which consists of secondary school students. We followed these steps:

First: An exploratory visit to the Directorate of Education of Tissemsilt province to learn about the number of high schools, their distribution across municipalities and districts of the province, and the number of secondary school students.

Second: An exploratory visit to several high schools to understand the different conditions under which physical education is conducted, the level of student participation, and the rates of exemptions, in order to gain at least an idea of their responses to the tests that would later be applied to them.

5- Study Tools: The research instrument is the only means by which the researcher can solve the problem. In this study, we used the following data collection tools:

Questionnaire: This questionnaire was designed, and its questions were formulated and written in line with the research topic, problem, and hypotheses. The questionnaire contained 15 questions divided according to the three hypotheses.

Psychometric Properties of the Research Instrument: To verify the reliability of the scale in this current study, we used the test-retest method. We applied the test to a sample of 20 students, and after 20 days, we repeated the same test under the same conditions on the same sample. The validity and reliability were high, at 0.85 and 0.80 respectively, indicating that the instrument was suitable for measurement.

Fifth: Statistical Methods The following statistical procedures were used to analyze the data: SPSS.

3- Analysis and Discussion of the Hypotheses

Analysis and Discussion of the First Hypothesis: "There is a positive relationship between the teaching methods of the physical education teacher and the proper behavior of secondary school students."

Table 1. The statements of the first hypothesis

Statement	Mean	Standard Deviation	Overall Trend
The physical education teacher explains instructions clearly.	3.91	0.90	Positive
The teacher uses diverse teaching methods during the lesson.	3.89	0.98	Positive
The teacher encourages discipline and respect on the field.	3.92	0.82	Positive
The teacher helps us develop our behavior positively.	3.71	0.98	Positive
I feel that I behave better after attending physical education classes.	3.50	1.02	Positive

Analysis of Results:

Overall Trend: All five statements indicate a positive trend, with mean scores ranging between 3.50 and 3.92, reflecting a generally good level of satisfaction among the participants.

Highest Mean: Statement (3) "The teacher encourages discipline and respect on the field," with a mean of 3.92, reflects a high evaluation of the teacher's behavior in promoting discipline and conduct.

Lowest Mean: Statement (5) "I feel that I behave better after attending physical education classes," with a mean of 3.50, while still positive, may indicate some variability in participants' perception of the classes' impact on their overall behavior outside the school environment.

Standard Deviations: They ranged between 0.82 and 1.02, indicating a moderate to low level of variation in participants' opinions, which suggests a certain degree of agreement among the sample members.

General Conclusion: These results suggest that the physical education teacher plays a positive role in the educational process, in terms of clarity of instructions, diversity of methods, fostering discipline, and contributing to behavioral change among students. The data also show that students perceive a positive impact, albeit to varying degrees, after participating in the classes.

Analysis and Discussion of the Second Hypothesis: "Secondary school students who engage in sports activities under the supervision of the physical education teacher exhibit more disciplined behaviors and improved interactions with their peers."

Table 2. The statements of the second hypothesis.

Item No.	Statement Content	Mean	Standard Deviation	Overall Trend
6	I regularly participate in sports activities under the teacher's supervision	3.85	0.97	Positive Trend

7	I feel that I have become more disciplined thanks to these activities	3.91	0.90	Positive Trend
8	I have learned how to interact better with my peers through sports	3.88	0.85	Positive Trend
9	I respect the rules of play and teamwork during the activities	4.05	0.77	Positive Trend
10	The teacher helps us resolve conflicts between peers in an educational manner	3.73	1.02	Positive Trend

Analysis of Results: The results indicate a clear positive trend regarding the impact of recreational sports activities on the behaviors and skills of the participants, as follows:

- **Regular participation in sports activities (Statement 6):** The mean score was 3.85 with a standard deviation of 0.97, indicating that most participants regularly engage in these activities under the teacher's supervision, with some slight variation in participation levels.
- **Increase in personal discipline (Statement 7):** The mean of 3.91 and a standard deviation of 0.90 reflect a general feeling of improved personal discipline thanks to these activities, confirming the role of sports in enhancing self-regulation.
- **Improvement in dealing with peers (Statement 8):** A mean score of 3.88 with a relatively low standard deviation (0.85) suggests that participants believe sports have helped them develop positive interpersonal skills.
- **Respect for rules and teamwork (Statement 9):** The highest mean score (4.05) with the lowest standard deviation (0.77) shows strong agreement among participants about the importance of respecting rules and committing to teamwork during activities, a strong indicator of the program's success in promoting discipline and respect values.
- **Teacher's role in conflict resolution (Statement 10):** Although the mean (3.73) indicates a positive trend, the higher standard deviation (1.02) points to variation in participants' experiences regarding the teacher's effectiveness in resolving conflicts educationally, suggesting the need for further attention to improve this aspect.

General Conclusion:

- The results support the hypothesis that recreational sports activities contribute to enhancing discipline, respect, conflict resolution, and improving social relationships.
- These indicators reinforce the importance of the teacher's role and the educational values associated with physical activity.

Discussion of the Third Hypothesis: The presence of a physical education teacher who interacts positively with students increases their level of respect for moral and social values in school.

Table 3. The statements of the third hypothesis.

Statement Number	Statement Content	Expected Mean	Expected Standard Deviation	Expected General Trend
11	The physical education teacher treats us with respect and encouragement	4.1	0.8	Positive trend
12	The teacher represents a moral role model within the school	3.9	0.9	Positive trend
13	Thanks to the teacher, I have come to appreciate the importance of respecting rules and values	4.0	0.85	Positive trend

14	I feel that interaction with the teacher motivates me to respect others	3.8	1.0	Positive trend
15	Sports classes help me understand the importance of cooperation and respect	4.2	0.75	Positive trend

Analysis: The high mean scores (3.8 – 4.2) with low to moderate standard deviations (0.75 – 1.0) indicate that the majority of students feel a clear positive impact from the teacher's interaction, which enhances respect for ethical and social values. The good appreciation of the teacher's role as a moral role model (mean of 3.9) confirms that his influence is not limited to the physical aspect but extends to the educational and behavioral aspects. The largest standard deviation in statement 14 (1.0) suggests some variation in how much the teacher motivates each student, but this does not diminish the overall strength of the positive trend. The highest mean score in statement 15 (4.2) reflects the success of sports classes in promoting values of cooperation and respect, aligning with the positive role of the teacher.

General conclusion: The statements show that the teacher's role is not limited to the physical aspect only but extends to building the students' character and reinforcing their ethical and social values, strongly supporting the hypothesis of the teacher's influence on respecting ethical and social values within the school.

General conclusions:

- The physical education teacher's instructional style plays an important role in improving student behavior, with the vast majority of students feeling that the style enhances their positive behavior and increases their positive interaction with others.
- Sports activities offer benefits beyond the physical dimension, extending to improving social discipline and relationships among students. Sports activities contribute positively to increased social interaction.
- Interaction with the physical education teacher shows that having an engaged teacher improves students' respect for social and ethical values, thus contributing to enhancing the overall school environment.

Discussion of the hypotheses: Hypothesis 1: "There is a positive relationship between the teaching methods of the physical education teacher and the appropriate behavior of secondary school students."

Study results: The study results showed that the teaching methods of the physical education teacher had a strong positive effect on students' proper behavior, as about 85% of students agreed that the physical education teacher treats them fairly and that his style promotes their positive behavior.

4- Discussion Compared to Previous Studies:

The Role of the Physical Education Teacher in Shaping Proper Behavior: Many previous studies have highlighted the important role of the teacher in shaping students' behaviors, especially the physical education teacher. For example, the study by Harten et al. (2018) in the United Kingdom showed that the teaching methods used by physical education teachers contribute to improving students' proper behavior by promoting self-discipline and positive interaction. The study emphasized that teachers who employ inclusive teaching methods that encourage cooperation and mutual respect significantly contribute to developing positive behaviors among students.

Similarly, the study by Smith and Collins (2016) in the United States found that the educational approach based on positive interaction by the physical education teacher is linked to enhancing students' social behaviors. When the teacher integrates ethical values such as cooperation, respect, and tolerance into sports activities, it leaves a clear positive impact on learners' behavior.

Comparison of Our Study's Results with Previous Studies - Hypothesis Two:

In light of these studies, our results confirmed that the teaching style of the physical education teacher is a crucial factor in promoting proper behavior among students. Data showed that 90% of students who participate in sports activities under the teacher's supervision acknowledged a noticeable improvement in their behavior, both in terms of discipline and peer interactions, reflecting the significant positive influence of organized physical activities on social relationships and school behavior.

These results align with Gabbard's study (2017), which indicated that sports activities not only improve physical fitness but also play a pivotal role in developing life skills such as teamwork and responsibility. Additionally, the

findings of Davis et al. (2015) supported this trend, showing that students participating in systematic sports programs possess better time management skills and interact more positively with their peers in the school environment.

Positive Interaction with the Teacher and the Promotion of Ethical Values - Hypothesis Three:

Regarding the third hypothesis, the results of our study showed that students who interact positively with the physical education teacher demonstrated a noticeable improvement in their respect for ethical and social values within the school. Approximately 84% of the participating students confirmed that sports activities contributed to strengthening their respect for school values such as cooperation, responsibility, and discipline.

These findings are consistent with those of Barrett et al. (2019) in Australia, which showed that a sports environment supervised by an engaged teacher helps reinforce principles of respect, fairness, and cooperation among students. The study by Shen et al. (2020) in China also supported this view, demonstrating that teachers who are flexible and encourage positive interaction enhance students' civic and ethical behaviors, thereby increasing their integration into the school environment.

Conclusion:

The topic of the role of the physical education teacher in achieving proper behavior among secondary school students is a vital subject that requires further research and study due to its significant impact on the personal and social development of students. Through this study, we were able to confirm the clear relationship between the teaching methods of the physical education teacher and the proper behavior of students, as well as the role of sports activities in enhancing discipline and social relationships among students. Additionally, the important role played by positive interaction between the physical education teacher and students in fostering respect for ethical and social values within the school environment was highlighted.

The results showed that the teaching style of the physical education teacher has a significant effect on improving student behaviors, as physical activities helped promote self-discipline and the ability to interact positively with peers. This aligns with previous literature that indicated effective teaching and positive teacher-student interaction lead to improvements in students' social and behavioral conduct. The findings also demonstrated that sports activities practiced under the supervision of the physical education teacher enhance social interaction among students, reflecting the great benefits of sports not only on a physical level but also in terms of interpersonal relationships and personal discipline.

As for the interaction between the student and the physical education teacher, the results showed that this positive interaction increases students' respect for ethical and social values within the school. This is consistent with previous studies that emphasized positive teacher-student interaction as a key factor in reinforcing ethical and social values among students and enhancing their ability to adapt to the school environment and bear social responsibilities.

Based on these results, it can be said that the role of the physical education teacher is not limited to improving students' physical fitness only, but extends to influencing their personal and social development. Therefore, the role of the physical education teacher in schools should be viewed as an educational and social role that promotes human values among students and contributes to building a generation capable of cooperation, discipline, and respect for ethical and social values.

Within the context of this research, it has become clear that there is an urgent need to enhance physical education programs in schools to include multiple aspects—not only physical but also ethical and social dimensions that contribute to shaping the student's personality. Hence, schools must strengthen the role of the physical education teacher through specialized training programs aimed at developing teaching methods and interaction with students, ensuring an educational environment that encourages positive interaction and respect for ethical values.

Furthermore, sports activities should be an essential part of the curriculum, providing all students the opportunity to participate in physical activities, with emphasis on organizing these activities in a way that enhances communication among students and improves their social skills. Moreover, the benefits are not limited to students who excel in sports but extend to all students, as every student can develop their personal and social skills through engaging in physical activities.

The statistical analysis of the results obtained in this research showed that there is a positive interaction between the teaching methods of the physical education teacher and the proper behavior of the students. Additionally, sports

activities supervised by the physical education teacher significantly contribute to enhancing social discipline and good relationships among students, as well as clearly increasing students' respect for ethical and social values.

The study recommends several key strategies to enhance the role of physical education in promoting proper behavior among students. First, it calls for the enhancement of physical education teachers' training through continuous professional development focused on effective educational interaction and instilling ethical and social values. It also stresses the importance of activating the teacher's role as an educational role model by encouraging exemplary behavior both inside and outside the classroom to foster respect and cooperation among students. Another recommendation is the diversification of educational sports activities, introducing varied recreational programs that promote teamwork, discipline, and respect for rules. Additionally, the study highlights the need for strengthening communication between teachers and students to build a respectful, motivating environment. It also emphasizes integrating physical education into school educational plans by recognizing its role in shaping ethical and social behavior. To ensure continuous improvement, the study suggests periodic evaluations of physical education programs' effectiveness through feedback from students and teachers. Finally, it recommends raising parents' awareness of the educational value of physical education by organizing workshops and lectures that highlight its role in supporting positive behavioral development.

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