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# Work-Workshop System Teaching And Its Impact On Students' Attitudes Towards Physical Activity And Sports Practice

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## Abstract:

The study aims to know the effect of teaching by working in workshops on the students' attitudes towards the practice of physical and sports activity, and this is done by following the semi-experimental approach with an experimental design with one group on a sample consisting of 32 students in the intermediate stage. Educational designed by the work-works system, and it has been found that there are statistically significant differences in the mean scores of the students of the experimental group before and after the application of the educational units by the work-works system in the students' attitudes towards practicing physical and sports activity in all dimensions of the scale, and from it we recommend working to provide all means and requirements The pedagogy that facilitates the educational process so that it spreads benefit to the student, which makes them have positive attitudes about physical education and sports.

**Keywords:** workshops system, attitudes, physical activity.

## • Introduction

Attitudes are one of the topics in sport psychology. Studying, identifying, and understanding attitudes hold significant importance due to their vital role in motivating and directing behavior towards a specific direction, both at the individual and societal levels. Therefore, they are considered determinants and indicators of our behavior and daily life activities. (Anwar Mahmood Rahim, 2006, P51)

Focusing on psychological and emotional aspects, along with attitudes, has become the optimal and most suitable approach for understanding the true nature of human

beings and determining their attitudes. We can perceive attitudes as the internal psychological manifestations of the societal and cultural influences within individuals. Individuals acquire suitable attitudes towards certain activities, other individuals, and physical activity, from society and culture. (Mohammed Hassan Alawi, 1992, P220)

The new form of physical activity, through physical education and sport classes within educational institutions, is considered a significant domain within education. It serves as a crucial pillar that pupils rely on in their daily life, enabling them to become well-rounded individuals equipped with experiences and skills. It makes them an integral part of their community and help them in keeping pace with the development and social growth of their surroundings; therefore, practicing sports through physical education and sport classes holds fundamental value in an individual's life due to the physical, psychological, social, and educational benefits it provides.

Corbin and Pangrazi (1996) emphasized that individuals 'engagement in physical activity and their belief in it depend on the development of positive attitudes, values and behavioral patterns towards physical activity. Andersen (2010) pointed out that positive attitudes towards physical activity play a pivotal role in motivating individuals to engage in physical activities and fosters their commitment to them. Conversely, negative attitudes have the opposite effect. He also emphasized that individuals ' attitudes have a strong and influential impact on directing their behavior as they give meaning and significance to an individual's perception and activities, enabling them to engage in physical activities willingly and effectively. (Mahmud Husni Al-Atrash, 2016, P14)

Allawi (1994) recognized the important role of positive attitudes towards physical activity in promoting individuals' engagement in this type of activity. Similarly, Fiheem (1991) also recognized that when attitudes are developed within individuals, they significantly influence their future, serving as both motivators and consequences of behavior. Sport psychology and sport sociology experts strive to uncover the factors that contribute to enhancing individuals 'interest in engaging in physical activities at levels that lead to the improvement of both physical and mental well-being. (Mahmud Husni Al-Atrash, 2016, P14)

Some researchers indicate that educational programs are designed to facilitate pupils' engagement in physical activity and enable them to develop positive attitudes towards it. These attitudes can play a significant role in shaping their active and effective lifestyles. The designs and variations of educational programs are numerous.

As a result of the focus on teaching methods and approaches in education, especially with the changes introduced in curricula, including the physical education curriculum, known as the second-generation reforms, which are based on a competency-based approach as a strategy for effective teaching. The approach adopted in teaching the content of the subject's activities in the curriculum is more realistic than the approaches and strategies used in the old curricula (such as the goal-oriented approach, content-oriented approach). The modern approach relies on the pedagogy of the competency-

based approach, achieved through suitable integrative learning activities that require a solution from the pupils' abilities.

The most effective method or system recommended by education inspectors is the workshop system, where teachers divide their pupils into workshops, each having a specific task to be carried out under the guidance of a group leader. Once the allocated time is over, the groups exchange their workshops with one another, and the teacher's role is to guide the pupils and provide them with feedback. This approach aligns well with the competency-based system, which emphasizes pupils as the focal point of the learning process.

The importance of our research lies in the study of attitudes, which assist individuals in social adaptation. This is achieved through individuals' acceptance of the attitudes adopted by the community, active involvement in them, and subsequently experiencing a sense of harmony and unity with others.

Attitudes, in general, give meaning, significance and purpose to an individual's daily life when their behavior aligns with their attitudes; this behavior fulfills those attitudes as psychological attitudes fulfill numerous psychological and social needs, including the need for social appreciation, the need for belonging to a particular group and the need for emotional engagement. In this regard, individuals accept the community's values and standards. Attitudes also facilitate individual responses in situations where they hold specific attitudes, eliminating the need to seek new behavior each time they face such circumstances.

Furthermore, the teacher plays a crucial role in fostering attitudes, particularly in physical and sport education, through their approach and teaching methods. One such method is the implementation of workshop-based teaching, which falls within the scope of modern reforms in the curricula of the second-generation in middle schools. Our study aimed to explore the influence of workshop-based teaching on the attitudes of middle school pupils towards participating in physical activities.

Based on this perspective, the importance of investigating the influence of the workshop-based teaching system on attitudes towards physical and sports activities among middle school pupils has emerged. This gives rise to the following general question:

**- Does the workshop-based teaching system have an impact on pupils' attitudes towards engaging in physical and sports activities?**

• **Research methodology and its practical procedures:**

**Research methodology:**

Given that our research focuses on teaching the physical education and sports classes using the workshop-based teaching system to a group of middle school pupils, to examine its influence on their attitudes towards physical activity, we find that this study calls for the adoption of an experimental research method.

- **The experimental design employed of the study:**

The study relied on a quasi-experimental design, also known as the one-group pretest-posttest design.

**Defining the research population and study sample:**

The study population represents the group on which the applied research is conducted. In this case, the research population consists of 106 male and female pupils, divided into three classes in the third year of middle school, our study sample conforms to the 3M3 class, which was randomly selected through a lottery, the sample consists of 32 pupils, 17 females and 15 males.

- **Scale Dimensional Homogeneity**

**Table (01) represents the homogeneity of the sample in scale dimensions.**

<b>Dimensions</b>	<b>Arithmetic mean</b>	<b>Standard deviation</b>	<b>The coefficient of variation.</b>
<b>Physical activity as a social experience</b>	18.31	2.68	<b>14.63%</b>
<b>Physical activity for health and fitness</b>	27.84	4.15	<b>14.9%</b>
<b>Sports activity as an experience of tension and risk.</b>	23.56	2.53	<b>10.73%</b>
<b>Physical activity as an aesthetic experience.</b>	22.65	6.07	<b>26.79%</b>
<b>Physical activity for stress reduction.</b>	20.21	5.19	<b>25.68%</b>
<b>Physical activity as an experience for athletic excellence.</b>	22	3.01	<b>13.68%</b>

We note that the values of the coefficient of variation are less than 30%, which confirms the homogeneity of the sample in the Kenyon scale.

**Research instruments:**

✓ **Kenyon's Scale of Attitudes:** The Kenyon scale of attitudes was developed by Gerald Kenyon, with its Arabic adaptation conducted by Mohammed Allawi. The scale's dimension scores are determined by summing the scores for each dimension separately, without combining the scores of all six dimensions. Thus, the scale does not have an overall score, and a high score on each dimension indicates positive and elevated attitudes towards that specific dimension, while a low score suggests diminished attitudes towards that dimension. (Mohammed Hassan Allawi, 1998, P444-451)

- **The psychometric properties of the assessment in the Algerian environment:** The scale has been repeatedly administered in the Algerian environment, allowing for its application without resorting to psychometric calculations. Nevertheless, content validity was ensured through expert assessment, aiming to verify if the scale measures the intended constructs in

the current study. Reliability was also confirmed using Cronbach's alpha coefficient, which yielded a value of 0.95.

✓ **Teaching units in the workshop-based teaching system:** The researchers applied a set of teaching units that are part of the comprehensive competency framework for the third year of middle school. (The learner is capable of self-sufficiency in terms of independence and ease in performing movements and skills, as well as contributing to the group in order to achieve objectives while respecting the rules). These units were in addition to the concluding competencies for both the physical field (The ability of coordinating and organizing the relevant skills for the successful completion and implementation of an individual project) and the collective field (building and applying the core principles of teamwork during practice) Based on the components of competence and the particular indicators related to each competence, subsequent to conducting a diagnostic assessment and setting educational goals that align with each competence, while considering that these teaching units are designed using the workshop-based teaching system.

- **Teaching method:** The teaching units were taught using the workshop-based teaching system, through organizing four educational workshops that align with the lesson's objective. Each workshop has a specific aim. Once the warm-up and preparation of the teaching workshops are completed, each group of four pupils proceeds to a designated workshop led by their group leader. They engage in the activity based on the suitable problem scenario provided. After some time, the teacher goes around the workshops, corrects errors and ensures the fulfillment of the required tasks until the specified time for the workshop ends. Then, the rotation between workshops takes place, allowing each group to visit all four workshops. Upon completion, the pupils are presented with another comprehensive problem situation that encompasses the content of all the teaching workshops.
- **Experiment application:** The experiment lasted for about 8 weeks, and the experiment of the teaching units was carried out by the physical education teacher for the 3rd year pupils at the middle school where the study was conducted.
- **The face validity of the teaching units:** The teaching units were presented to the education inspectors specialized in physical education, to ascertain their content and their alignment with the new reforms for the second generation.

**Statistical methods:** Arithmetic mean, Standard deviation, paired t-test, Cohen's formula to measure effect size.

#### • Presentation and analysis of results

**Table (2) represents the results of the significance of differences between the pre-test and post-test measurements of the Kenyon scale.**

DIMENSION	Pre-test design		post-test design		calculated T	probability Value	Sig	Effect size Cohen's d
	Average	Standard Deviation	arithmetic mean	Standard Deviation				
<b>Physical activity as a social experience</b>	18.31	2.68	26.40	2.93	12.428	0.000	S.S	2.19
<b>Physical activity for health and fitness</b>	27.84	4.15	38.71	5.20	11.408	0.000	S.S	2.06
<b>Sports activity as an experience of tension and risk.</b>	23.56	2.53	31.53	3.85	12.175	0.000	S.S	2.15
<b>Physical activity as an aesthetic experience</b>	22.65	6.07	32.25	4.83	8.724	0.000	S.S	1.54
<b>Physical activity for stress reduction</b>	20, 21	5.19	32.12	6.05	11.897	0.000	S.S	2.10
<b>Physical activity as an experience for athletic excellence.</b>	22	3.01	29.93	2.16	14.891	0.000	S.S	2.63

Upon reviewing the previous table, we can observe that the calculated t-values range between 8.724 and 14.891. Additionally, the p-value is 0.000 in all dimensions, surpassing the significance level of 0.05, indicating statistical significance. Concerning the effect size of implementing the workshop-based teaching system on pupils' attitudes towards physical and sports activities across all scale dimensions, the values range from 1.54 to 2.63, suggesting a substantial effect size.

Based on the above, we can conclude that there are statistically significant differences between the pre-test and post-test measurements for the experimental group in pupils' attitudes towards physical and sports activities in all dimensions of the scale dimensions.

- **Discussion of the results:**

Based on the obtained results, it is evident that there are statistically significant differences between the pre-test and post-test measurements in pupils' attitudes towards physical and sports activities in all dimensions of the scale. This suggests that the implementation of the workshop-based teaching system has an effect on these attitudes.

Physical activity as a social experience refers to the sport activity in which a group of two or more individuals participate, and it is perceived by some individuals to hold social value and fulfill certain social needs. Therefore, sport activity as a social experience provides an opportunity to connect with new individuals and foster relationships among people. (Mohammed Hassan Allawi, 1998, P444-451)

As we can observe, the goal of physical education and sports is to cultivate character traits, social adaptation is directly linked to the aforementioned objectives in the educational process, considering that physical education classes provide numerous opportunities for the development and reinforcement of character traits, it was essential to provide both aspects with a more significant formulation, cooperation, sacrifice, selflessness, courage, and a desire to achieve high accomplishments are evident in team sports. Each team member strives to complement their teammate's work, aiming to achieve victory. Thus, a physical education teacher can attain the goals of the class. (Mahmoud Awad Bassiouni and others, 1990, P94)

In the pursuit of health and fitness through physical activity, individuals often find certain sport activities to possess a great aesthetic value. This suggests that there are specific physical activities that individuals perceive to have a heightened aesthetic allure or connections to artistic and aesthetic dimensions, thereby appealing to their aesthetic or artistic preferences. (Mohammed Hassan Allawi, 1998, P444-451)

Physical education also assists pupils in enhancing and strengthening their health and fitness. It is a process through which individuals acquire improved physical, mental, social, and fitness skills through physical activity. Additionally, physical education and sports are an integral part of comprehensive education and a domain that aims to develop well-rounded individuals in terms of their physical, mental, emotional, and social well-being. This is achieved through a selection of physical activities designed to fulfill these educational objectives. It facilitates the holistic and balanced growth of pupils and enables them to make physical and sports choices that play a highly significant role in muscle-nervous coordination and enhancing overall harmony in their movements, From a biological standpoint. Thus, engaging in physical education and sports has a biological impact on the physical and behavioral aspects of adolescents. Furthermore, it influences the psychological, health, and social dimensions of pupils.

Participating in physical activities involves specific sports activities that entail perceived risks and can generate a feeling of tension. These risks may be present in certain sports activities characterized by excessive speed, sudden and rapid movements, or the expectation of encountering dangers, it is assumed that individuals, in general, have the ability to manage and control such situations. (Mohammed Hassan Allawi, 1998, P444-451)

It is noticeable that teaching methodologies hold importance and introduce a new paradigm in the teacher-pupil relationship, the teaching approach now defines the type of behavior the teacher can employ with their pupils, influencing the pupil's personality and contributing significantly to its development. This enables them to prepare for the future, becoming independent individuals capable of setting and individually attaining their goals. (Ata Allah Ahmed, 2006, P45-46)

It is also noticeable that physical education and sports foster an aesthetic aspect in the pupil's psyche, as physical education classes play a role in developing a sense of beauty. Physical movements inherently exhibit evident aesthetic components, including fluidity, agility, strength, and harmony. This aesthetic education is imparted through the teacher's concise comments, appreciating the beauty of certain movements. Moreover, aesthetic education encompasses maintaining cleanliness in the environment, equipment, and attire during physical education classes, which nurtures the sense of aesthetic motion. (Adnan Darwish and others, 1994, P30)

It is widely believed that engaging in physical activity helps alleviate stress. For many, it serves as a means to relieve the frustrations that arise from the pressures of modern life. In this regard, sports and physical activities become a source of relaxation and leisure, acting as a supportive mechanism for releasing bottled-up emotions and ultimately reducing stress. (Mohammed Hassan Allawi, 1998, P444-451)

It is observed that participating in sports during the life of teenagers, meaning middle school pupils, is seen as a form of entertainment and relief for both genders. This is because it prepares them mentally and physically, while equipping them with motor skills and experiences to express their suppressed emotions and psychological feelings. These emotions, when unleashed, can lead to psychological and nervous disturbances. Therefore, engaging in sports allows teenagers to acquire a range of values that are not easily attainable within their family life. Moreover, the training sessions contribute to refining talents and nurturing the psychological and physical capabilities of athletes, keeping in mind the contemporary requirements. The most successful approach to achieving this is by structuring sports sessions to occupy the leisure time during which athletes may feel anxious or bored. After engaging in sports, the teenager experiences muscular and mental fatigue, compelling them to surrender to rest and growth rather than succumbing to laziness and sluggishness and waste their time doing activities that do not please Allah, one's self or society. As the teenager engages in sports gatherings and cultural clubs to indulge in various sports activities, their level of involvement relies on



their awareness of the physical, psychological, and mental changes they undergo. (Ma'rouf Rezik, 1986, P15)

Some individuals argue that engaging in sports activities can satisfy the need for athletic excellence and sports competition. Practicing contemporary competitive sports, especially at high levels, appears to be associated with a kind of experience that encourages dedication to rigorous training, exertion, and self-restraint in multiple circumstances. It also requires giving up various sources that fulfill certain desires. (Mohammed Hassan Allawi, 1998, P444-451)

As observed, physical education and sports classes have the same objectives as education, manifested through the pupils' interaction within a group. The process of mutual understanding takes place among them within the framework of values and principles of sportsmanship, which instill in them various educational qualities. These include fostering moral characteristics such as obedience, a sense of friendship, camaraderie, perseverance, and citizenship. Traits like courage and decision-making abilities also come into play during the execution of movements and responsibilities, such as diving and wrestling, as each of these qualities plays a significant role in the pupil's personal growth. (Nahid Mahmoud Saad, Nili Ramzi Fahmi, 1998, P68)

Based on the study's results and analysis, it can be deduced that **“the use of workshop-based teaching system has an effect on pupils' attitudes towards engaging in physical activities”**.

- **Conclusion :**

We can derive the main outcomes of this research by examining and analyzing the study's results, especially through the applied study that clarified this matter. We were able to uncover the impact of workshop-based teaching on pupils' attitudes towards physical activity by analyzing the pretest-posttest measurements of the experimental group. Thus, The study has yielded several results, including:

Observing significant statistical differences in the average grades of pupils in the experimental group before and after the implementation of the workshop-based teaching system. These differences were observed in the following dimensions:

Physical activity as a social experience, physical activity for health and fitness, sports activity as an experience of tension and risk, physical activity as an aesthetic experience, physical activity for stress reduction, and physical activity as an experience for athletic excellence. Based on these results, researchers conclude that teaching using the workshop-based system has contributed to the development of pupils' attitudes towards physical activity.

- **Suggestions and recommendations**

In light of the results and conclusions drawn from this study, we can offer some suggestions and recommendations as follows:

- Physical education has to be emphasized in all educational stages through building collaboration between physical education and sports institutes, consultants, specialized professors, and the Ministry of Education in the following aspects:
- Emphasis should be placed on implementing educational programs in physical education and sports that cater to all age groups within schools, in order to effectively achieve the educational objectives of physical education and sports.
- Emphasis should be placed on providing the necessary resources, such as equipments and facilities, and dedicating spaces for sports activities. School buildings should be constructed separately to allow pupils to actively participate in various sports.
- Emphasis should be placed on developing educational programs rooted in scientific principles to promote a positive attitude towards of physical and sports activities.
- Emphasis should be placed on providing comprehensive pedagogical tools and resources that streamline the educational process, accompanied by the integration of modern technology to enhance its effectiveness. This approach facilitates the implementation of educational programs, ultimately fostering positive attitudes among pupils towards physical education, sports, teachers, and the program itself.
- Emphasis should be placed on encouraging activity variety and establishing departmental competitions to increase motivation and foster a competitive atmosphere. This enables pupils to become part of a community and develop their social skills.
- Emphasis should be placed on increasing the number of physical education and sports classes from one session per week to two sessions per week.

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### Teaching units in the workshop-based teaching system

- Annexes

#### Model of A Teaching Unit Using A Workshop-based System

**Level:** 3<sup>rd</sup> year middle school      **Field:** Collective      **Activity:** Handball.

**Efficiency Compound:** Some Principles of Attack.

**Learning Objective:** Controlling the different techniques of using the ball in different situations.

**Cognitive Resources:** Passing and Receiving, Dribbling and Shooting.

**Methodological Resources:** Good Ball handling and control.

**Valuable resources:** Respect the role of colleagues and regularity.

**Equipments Used:** Whistle. Balls Vests Cones

Stages	Learning content	Achievement Content	Instructions
Preparatory Stage	Monitoring and organizing pupils.	<b>First station:</b> alignment, attention call and monitoring the uniform and cleanliness, explaining the goal of the session, sports greeting.	Calmness and discipline. Good preparation. Assisting the team leader in
	Physical and psychological preparation of pupils.	<b>Second station:</b> Light running around the field, performing warm-up exercises, including some flexibility exercises.	organizing the work of the groups.
	Learning the basics of	<b>Workshop 1:</b> Along the field, a stationary passer holding the ball moves, and each	Executing different types of passes.

Learning Stage	simple passing and receiving.	player moves and receives the ball from the passer (regular chest pass, bounce pass, M3 overhead pass).	Monitoring the direction of the ball and moving before its arrival.
	Controlling the direction and strength of striking the ball	<p><b>Workshop 2:</b> The group is divided into two sections,</p> <p>Where each pair of pupils passes the ball to a certain distance and then returns to the group for another pair of pupils to start, and so on until all group members have completed the activity.</p> <p><b>Workshop 3:</b> In the form of two facing lines, with an attempt to bounce the ball towards the opposite teammate and vice versa, while placing cones and having the pupils try to pass through them while bouncing the ball.</p>	<p>Passing at the right time and in the right position.</p> <p>Maintaining an upright posture with the ball rising to the hip level.</p>
	Throwing towards the goal from various positions.	<p><b>Workshop 4:</b> Placing the pupils in a line where each player leans on hoops on the ground, then receives the ball from the passer and takes a shot towards the goal from the 6-meter line.</p> <p><b>Situation 2:</b> Competition in handball .</p>	<p>Maintaining body balance during the jump.</p> <p>Executing a proper jump using the leg opposite to the shooting hand.</p>
Final stage	<p>Returning to calmness</p> <p>Assessment of class work.</p>	<p><b>First station:</b> Performing light stretching exercises.</p> <p><b>Second station:</b> Gathering the pupils and discussing the session and the work accomplished, providing an opportunity for discussion, presenting the final results, giving salutations, and leaving the class.</p>	<p>Realizing the importance of recovery and engaging in group discussion.</p>