

The Reality of Intramural and Extramural Sports Activity in the Basic Education Stage(From the Physical Educational Supervisors' Perspective)

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Research Summary :

Aiming to identify the reality of intramural and extramural sports activities in the basic education stage from the physical education supervisors' perspective. **The researcher used** the descriptive approach with all its steps and procedures due to its suitability to the research topic. **On a sample of** (30) physical education supervisors of the basic education stage in the educational administrations in Giza and Cairo governorates. **And one of the most important results were that** : The teacher, school administration and technical supervisor have an important role in encouraging high-achieved and athletically talented students to participate in intramural and extramural activities., Intramural and extramural sports activities have become of great importance in spreading sports, whether inside or outside schools ,The teacher, school administration and technical supervisor have an important role in encouraging high-achieved and athletically talented students to participate in intramural and extramural activities, Intramural and extramural sports activities have become of great importance in spreading sports, whether inside or outside schools.

Keywords : intramural, extramural, educational supervisors.

واقع النشاط الرياضي الداخلي والخارجي بمرحلة التعليم الأساسي (من وجهة نظر موجهي التربية الرياضية)

المستخلص :

يهدف هذا البحث إلى معرفة أهمية ممارسة اقع النشاط الرياضي الداخلي والخارجي بمرحلة التعليم الأساسي من وجهة نظر موجهي التربية الرياضية وقد استخدمت الباحثة المنهج الوصفي باستخدام اسلوبه المسحي ، وقد تم اختيار عينة البحث بالطريقة العمدية العشوائية من موجهي التربية الرياضية لمرحلة التعليم الاساسي بالإدارات التعليمية وبلغ عددهم (٣٠)، وكان من أهم النتائج للمعلم والادارة المدرسية و التوجيه الفني دور هام في تشجيع التلاميذ الموهوبين والمنفوقين رياضياً على المشاركة في الانشطة الداخلية والخارجية، اصبح للأنشطة الرياضية الداخلية والخارجية اهمية كبرى في نشر الرياضة سواء داخل المدارس أو خارجها ، الموجه هو المسئول المباشر عن توجيه وارشاد المعلم في كيفية تنفيذ مهام الانشطة الرياضية الداخلية والخارجية ، نقص الكوادر الفنية للمعلمين التي توفر الكفاءة المهنية لتنفيذ مهام الانشطة الرياضية الداخلية والخارجية .

الكلمات المفتاحية : برنامج ،واقع النشاط الداخلي والخارجي ، التوجيه الفني.

The Reality of Intramural and Extramural Sports Activity in the Basic Education Stage(From the Physical Educational Supervisors' Perspective)

First: Introduction and Research Problem

Continuity of development, assessment and monitoring of reality has become an essential trait of the current era, and its application and the development of mechanisms to activate them has become an indispensable necessity in all aspects of our lives, in order to achieve effectiveness and keep pace with future contemporary changes.

Educational institutions with all its different fields are considered one of the most important means of scientific advancement to keep up with the developments of the twenty-first century. It is considered one of the means of modern education, which is characterized by balanced, comprehensive and integrated growth, and whose objectives emerge from the strategy of any society. Developed countries are concerned with the processes of education in general and physical education in particular

because of its constructive goals that help in preparing a well-integrated citizen, physically, psychologically, mentally, and socially, until it became one of the important indicators of the civilizational progress of any developed society (15: 17, 18).

Developed countries and contemporary societies gave great importance to physical education because of its impact on the development of individual abilities so that he can influence and get influenced by society. Hence, it is not possible to imagine that a modern educational curriculum ignores physical education or views it as an activity that has no value in educating and raising young people. (4:13)

Physical education programs occupy an important aspect in the educational and pedagogical process as they achieve a degree of balanced comprehensive development of the learner's latent energies (9: 39).

The modern programs were not limited to the academic subject represented in the physical education lesson only, it has exceeded and also included extra-curricular activities represented in intramural and extramural sports activities (10:17).

The role of physical education is no longer confined to the study of education only, rather, it became an interest in occupying leisure time, developing skills, encouraging talents and developing skills that became the preoccupation of the school through participating in intramural and extramural sports activity because it has a clear impact on the individual in all his physical, mental and social aspects, and the ability to face different situations, enhance talents, the refinement of souls, and the preparation of a normal and balanced personality. It also helps in investing time for the learner and maintains his health and activity (7: 16).

Since educational supervision in its comprehensive sense includes all aspects of the educational process, the supervisor's work includes evaluating the educational situation in an integrated manner to link the work, activities, and objectives that take place in and outside the school, and the extent of what has been achieved from them, with the country's educational policy, requirements, and desired goals (11:16).

Technical supervision or educational supervision of school physical education is a technical educational process that is mainly concerned with providing services to teachers, studying all conditions of the teaching process, enhancing teachers' performance, helping them grow professionally, as well as obtaining modern teaching skills and dealing with the school environment. It also trains the teacher to devise new teaching ways and use them in a practical and useful manner, and to use local raw materials, in order to save expenses. It also helps the teacher to solve the problems and address the teacher's professional insufficiency. (13: 104)

Through research and study, the researcher found that most of the scientific research covered the education lesson. While the researcher found limited researches addressing the study of intramural and extramural sports activity, including the studies of (Mohamed Abd El Wahab Attia 2016, Tarek Abd El Azim 2018), that mentioned the importance of focusing on intramural activity. The researcher noticed in the field of her work as a physical education teacher over a period of (15) years the great interest of the educational administrations and supervisors in the intramural and extramural activities, and to the large number of tasks assigned to the physical education teacher for the intramural and extramural sports activity, that the teachers receive successive bulletins throughout each semester that require tasks completion such as participating in sports competitions for various sports on administrations, governorates and national level, scouting activities, sports days, team formation, internal competitions league and sports shows .

Therefore, the researcher saw the research necessity to identify the importance of practicing intramural and extramural sports activity in the basic education stage from the physical educational supervisors' perspective, as they are the ones who deliver the guidance bulletins, timetables for sports competitions and they issue most of the instructions for the implementation method to the physical education teacher.

Second: Research Importance

Draw attention to the importance of practicing intramural and extramural sports activities in basic education stage schools.

Third: Research Objective

Identify the reality of intramural and extramural sports activities in the basic education stage from the physical educational supervisor perspective.

Fourth: The Research Question:

What is the reality of intramural and extramural sports activities in the basic education stage from the physical educational supervisors' perspective?

Research Terminology:

- 1. Intramural sports activity:** An activity provided outside the class times within the educational institution and its purpose is to provide an opportunity for all students to practice the activity they love, usually during short and long breaks in the school day. (12: 120)
- 2. Extramural sports activity:** An activity that is an integrated part of the general comprehensive physical education program, however, it is for

students' exceling in sports performance. The matches of this activity are conducted according to agreed rules and conditions with the purpose of knowing the winner among the participants. (1: 167)

3. **The basic education stage:** It is a stage that contains educational systems aimed at providing the child, regardless of his varying social, economic and cultural status, with the minimum necessary of knowledge, skills, attitudes and values that enable him to meet his needs, self-achieve and prepare him to contribute to his society development. It includes the primary and preparatory year stages. (9:350)
4. **Educational Supervisor (Technical Supervisor):** the one who supervises the teacher's performance as a whole through a series of organized and planned efforts directed towards the teacher's performance with the aim of diagnosing and analyzing the classroom situation to help teachers develop their abilities in organizing learning and implementing the educational curriculum and achieving it effectively. (11:195)

Related Studies:

Study No. (1): Conducted by Kusri Mohamed (2017)

Study Title: "Obstacles to Activating Extracurricular School Sports Activities from the Physical Education and Sports Teachers' Perspective", **aiming to identifying:** if the administration's lack of interest in extra-curricular school sports activities hinders their activation and if the lack of structures, facilities, means and capabilities are obstacles to the activation of extra-curricular school sports activities. Also identify if the lack of care about the student is an obstacle to activating the extracurricular school sports activities. This was conducted **by using** the descriptive approach, **on a sample** of (150) physical education teachers (both genders), and using the questionnaire as a tool for data collection. **The study resulted** in the lack of care for sports structures and facilities, lack to maintain and do periodic follow-up on it, which led to neglect of extra-curricular school sports. Also, there is a lack in caring for the student by his parents, lack of support from the colleagues, and poor motivation that negatively affects his drive and willingness to participate in sports activities (7).

Study No. (2): Conducted by: Mohamed Abd El Wahab Attia (2016)

Study Title: “Evaluation of Sports Activity Programs outside the Intramural and Extramural Physical Education Class for Preparatory School Students.” **aiming to identify:** the purposes, organizing methods, content, follow- up methods, and the implementation supervision of the intramural sports activity programs. It also identifies the extramural sports activity purposes, capabilities necessary to implement its program, its content, the training system used for the sports teams participating in it, and the methods of selecting students involved in it. This was conducted **by using** the descriptive method, on a sample of (120) physical education teachers in the preparatory school, and using the questionnaire as a tool for data collection. **The study resulted in:** Encouraging students who excel in sports and raising their awareness about sports health information. Also, the educational administration must increase the number of periodic meetings for teachers to educate and motivate them to complete the intramural sports activity in their schools. Training becomes irregular throughout the school year for sports teams participating in extramural sports activity. In addition to, most teachers focus on the participation of students who excel in sports in order to complete the formation of strong sports teams instead of focusing on students who are persistent in academic attendance or academic excellence (3).

Study No. (3): Conducted by Shaza Abd El Hafez Ismail (2010)

Study Title: “Studying the Most Important Obstacles that Affects Extramural Sports Activity on Physical Education Teachers in Baghdad / Karkh Secondary Schools”. **Aiming to identify:** Studying the most important obstacles that affect extramural sports activity, **by using** the descriptive approach, on a sample of (55) secondary schools for girls in Baghdad / Karkh. This is conducted by using Arab and foreign resources and references, questionnaire form, international information network, and personal interviews as data collection tools. **The study results** revealed that there are social difficulties facing physical education teachers, as well as parents’ opposition to their daughters’ participation in extramural sports activities, also, the material and moral support for teachers affected their performance and the lack of budget allocated to sports activity, as well as the lack or absence of qualified educational training staff (5).

Research Procedures:

Research Methodology:

The researcher used the descriptive approach with all its steps and procedures due to its suitability to the research topic.

First, the Research Community:

The research community is represented in the physical education supervisors of the basic education stage in the educational administrations in Giza and Cairo governorates.

Second, the Research Sample:

The researcher chose the research sample in a purposive random way from the research community, and the main research sample consisted of (30) physical education supervisors in the Cairo and Giza governorates. A pilot sample of (15) individuals from the research community and from outside the main research sample was selected to conduct the questionnaire under study scientific transaction.

Table (1)
Research Sample Description

Research Description	Pilot Sample	Main Sample
Physical education supervisors	15	30
Total Number	15	30

Data Collecting Tools

To collect the data for the research, the researcher relied on a number of methods:

First: Personal Interview:

The researcher conducted several standardized personal interviews with some members of the research sample to obtain the necessary statistics for the research. Through field visits, the researcher was able to collect as much information as possible for the research.

: Analysis of documents, records, references and previous studies:

A. Analysis of Documents and Records:

The researcher used the method of analyzing documents and records related to the research subject in order to identify:

- The reality of intramural and extramural sports activity in the basic education stage from the physical education teachers' perspective.

B. Analysis of References and previous studies:

The researcher analyzed the references and studies related to the reality of intramural and extramural sports activity in the basic education stage in order to identify the most important axis that can be included in the questionnaire and the phrases that can be usefully used when designing it.

C. International Information Network:

The researcher searched on the international information network and the digital library unit in the Central Library and the Academy of Scientific Research, which allowed her to access the latest data, information, studies and scientific research on the research subject, which served the theoretical and methodological framework and the research body.

Third - The questionnaire:

The research plan requires preparation of a special questionnaire for expert teachers in schools. Hence, the researcher designed a questionnaire to collect data and information. The researcher presented the questionnaire's axis to (10) experts, taking into account their diversity in terms of their specialization (teaching methods / curricula).

Questionnaire Preparing Steps

First, setting the goal:

The researcher determined the questionnaire purpose, which is identifying the "reality of intramural and extramural sports activity in the basic education stage (from the physical education supervisors' perspective)".

Second: Preparing the Questionnaire Axis

Through personal interviews with the experts, and after analyzing the documents and readings related to the intramural and extramural sports activity in the basic education stage, the researcher designed a questionnaire to identify the reality of schools' sports activities (intramural and extramural), and the questionnaire included (6) axis:

- 1- Educational administration.
- 2- Sports apparatus (play fields - tools and equipment - financing).
- 3- Physical education teacher.
- 4- Intramural and extramural actives programs.
- 5- Technical supervision.
- 6- School administration.

This questionnaire was presented in its initial form to (10) experts, who are Faculty of Physical Education for Girls, Helwan University, professors, attachment (1). The experts were selected based on:

1. Hold a professor's degree in the academic field in the faculty of physical education, specializing in curricula and teaching methods.
2. A Minimum of 5 years of experience as professors.

The questionnaire axis were presented to the experts about axis suitability and the extent to which they achieve the research objectives in the period from 1/7/ 2022 to 7/ 7/ 2022, and to identify the assessment scale suitability. Tables (2) and (3) illustrate expert responses to the questionnaire under study.

Table (2) Percentage of experts' opinions on the criteria of the school sports activities reality questionnaire (n=10)

No.	Questionnaire Main Axis	Number of phrases	Approval Repetition	Percentage
1	First axis: Educational administration.	9	9	%90
2	Second axis: Sports apparatus (play fields - tools and equipment - financing)..	24	9	%90
3	Third axis: Physical education teacher.	38	9	%90
4	Fourth axis: Intramural and extramural actives programs.	34	8	%80
5	Fifth axis: Technical supervision.	23	10	%100
6	Sixth axis: School administration	13	10	%100
	The total number of phrases in the six axis	141		

It is clear from Table (2) that the experts' opinions indicated approval of the six axis of the questionnaire under study, as the approval rates ranged (80% - 100%).

Therefore, the researcher presented the questionnaire in its initial form to (10) experts in the physical education field from the teaching staff in the physical education faculties. Table (2) shows the experts opinions about the suitability of the questionnaire (in the criteria of the school sports activities reality form) and the phrases appropriateness. For the researcher to accept the phrase, 80% or more of the experts must agree on it.

Table (3) Expert opinions on the criteria for the sports activities reality form (Intramural and extramural school sports activities

(n = 10)

S	Axis 1		Axis 2				Axis 3				Axis 4				Axis 5				Axis 6	
	Rep	%	Rep	%	Rep	%	Rep	%	Rep	%	Rep	%	Rep	%	Rep	%	Rep	%	Rep	%
1	10	%100	9	%90	10	%100	10	%100	9	%90	10	%100	10	%100	3	%30	10	%100	10	%100
2	10	%100	10	%100	10	%100	10	%100	9	%90	10	%100	10	%100	10	%100	10	%100	10	%100
3	8	%80	10	%100	10	%100	9	%90	9	%90	10	%100	3	%30	10	%100	10	%100	10	%100
4	10	%100	10	%100	10	%100	9	%90	10	%100	10	%100	10	%100	10	%100			10	%100
5	10	%100	2	%20			10	%100	9	%90	10	%100	10	%100	10	%100			10	%100
6	10	%100	10	%100			10	%100	9	%90	10	%100	10	%100	10	%100			10	%100
7	10	%100	10	%100			9	%90	10	%100	10	%100	10	%100	10	%100			10	%100
8	10	%100	10	%100			9	%90	9	%90	10	%100	2	%20	10	%100			10	%100
9	10	%100	8	%80			9	%90	10	%100	10	%100	10	%100	10	%100			10	%100
10			10	%100			9	%90	9	%90	10	%100	10	%100	10	%100			10	%100
11			10	%100			9	%90	9	%90	10	%100	10	%100	10	%100			10	%100
12			10	%100			9	%90	9	%90	10	%100	2	%20	10	%100			10	%100
13			3	%30			9	%90	10	%100	10	%100	2	%20	10	%100			3	%30
14			10	%100			9	%90	10	%100	10	%100	3	%30	10	%100				
15			10	%100			9	%90	10	%100	10	%100			10	%100				
16			10	%100			9	%90	10	%100	10	%100			10	%100				
17			10	%100			10	%100	2	%20	10	%100			10	%100				
18			10	%100			10	%100	3	%30	10	%100			10	%100				
19			10	%100			10	%100			10	%100			10	%100				
20			10	%100			10	%100			10	%100			10	%100				

It is clear from Table (3) that the experts' opinions indicated:

1. The percentage of experts' approval of the phrases ranged from (20% - 100%).
2. More than (75%) of the questionnaire's phrases obtained the experts' approval.
3. The researcher made the adjustments that resulted from experts' opinions poll and deleted the phrases that did not reach (80%) or more, which are the following phrases (14, 22) from the second axis), (70, 71)from the third axis), (94, 99, 103 , 104, 105 from the fourth axis), (106, 107, 107) from the fifth axis), (141) from the sixth axis). After analyzing the experts' opinions and applying the required amendments to some of the phrases, the form appeared in its final form containing (128) phrases.

Table (4)(Modified phrases according to the experts' opinion for the school sports activities form)

Phrase .No	Phrases before modification	Phrases after modification
5	The ability to deal with learners according to their abilities and needs.	The ability to deal with learners according to their abilities, needs and individual differences.
8	Considering the general plan time division	How to appropriately distribute the lesson time for the different stages according to the lesson objective.
9	The ability to clarify the results of the cognitive, skill and emotional goals within the plan.	The ability to set diverse and comprehensive behavioral objectives for the three behavioral domains (cognitive, skill, and emotional).
32	The ability to manage the morning queue.	The ability to manage the morning queue in an organized and enthusiastic manner.
52	Considering the communication skills development during teaching.	The ability to understand learners' negative and positive feelings during the class and communicate with them effectively.

The Pilot Study

The researcher conducted the pilot study on a sample from outside of the main sample, and it consisted of (15) individuals. The pilot study aimed to extract the scientific procedures of the questionnaires, during the period from 7/15/2022 to 7/29/2022, and the results were as follows:

Questionnaire Scientific Procedures

First: Validity coefficient

The researcher used the validity of the content, and the internal consistency to verify the validity of the questionnaire under study.

1. Content Validity: expresses the degree to which the scale measures what its intended to measure through the logical analysis of its content. The content validity of the school sports activities reality questionnaire was verified through the degree of experts' agreement about the criteria and indicators evaluation, which received a high percentage ranging between (90% to 100%). This indicated that the questionnaire criteria and indicators represent the range of behavior intended to be measured.
2. Internal consistency validity: The correlation coefficients were found between:
 - The total score of each indicator and the total criterion to which it belongs.
 - Each criterion.
 - The indicator and the total sum, and the criterion and the total sum.

Table (5) The correlation coefficients values for the questionnaire "The school sports activities reality" between the first axis phrases n = (15)

No.	Phrases	R value
1	All schools in the educational administration are given the same brochures for the extramural sports activity.	*. ٥٨٠
2	School sports activities brochures are issued by the supervisor of the General Directorate of Education.	*. ٥٨٣
3	Facilitating the material and human capabilities of extramural sports competitions, including teachers, tools, transportation and nutrition	*. ٨٢٧
4	The educational administration facilitates the procedures for disbursing advance payments to be spent on school sports activities	*. ٧٦٠
5	Facilitating the financial means to spend on sports shows such as clothes, tools and equipment for parties	*. ٨٢٩
6	The administration contributes to the development, encouragement and formation of sports teams	*. ٥٧٣
7	There are financial incentives for you as professors supervising extra-curricular sports activities	*. ٧٨١
8	The administration informs teachers of the laws and publications related to the organization and development of extra-curricular sports activities	*. ٩٠٩
9	The educational administration provides incentives for the most active physical education teacher.	*. ٧٥٨

*“t” tabular value at the level of significance (0.05 = 0.560)

** “t” Tabular value at the level of significance (0.01 = 0.703)

Table (5) shows that the correlation coefficient between the phrases and the total sum of the first axis ranged between (0.573 - 0.909), and by comparing the calculated “t” value with the tabular “t” value at the significance level of 0.05, it is clear that there is a statistically significant correlation between the phrases and the total sum for the axis. Thus, number of phrases for the first axis becomes (9), and the results indicate that the phrases of the first axis are characterized by a high degree of validity.

Table (6) The correlation coefficients values for the questionnaire "The school sports activities reality" between the second axis phrases n = (15)

No.	Phrases	R value
1	The playground or school yard is suitable for sports activities.	*. ٦٢٤
2	The school has a separate room for physical education teachers	*. ٧٣٦
3	Usable restrooms are available close to the playground.	*. ٥٦٨
4	There are storerooms for keeping and maintaining sports equipment and tools in the school	*. ٨٣٤
5	Regular maintenance is done for the playground to prevent injuries	*. ٨٦٠
6	The budget allocated to physical education is spent at the beginning of the academic year.	*. ٨٦٠
7	Part of the physical education budget is allocated for Intramural activity. (purchasing prizes)	*. ٧٨٢
8	Allocate a special budget for the needs of sports shows and sports parties	*. ٨٨٤
9	Facilitate budget spending procedures for the tools and equipment purchase.	*. ٨٨٧
10	Allocate a budget for the sports teams' transportation and nutrition and incentives for teachers.	*. ٧٦٧
11	Utilize the playgrounds belonging to the Ministry of Youth to implement the intramural sports activity.	*. ٨٠١
12	Benefiting from local environmental resources that contribute to activating student participation.	*. ٧٥٧
13	Encourage students to use school facilities after school	*. ٨٣٨
14	The structures and facilities that are available in schools are sufficient for the practice of extra-curricular sports activities	*. ٦٩٢
15	The playground condition is suitable for organizing extra-curricular activities	*. ٥٨٢
16	The means available in schools are sufficient to prepare the learners to compete in extra-curricular sports activities	*. ٧٧٢
17	Learners participating in the activity find it difficult to go to the	*. ٧٨٣

	competition venues	
18	Learners participating in sports competitions are absent or late due to the transportation unavailability	*. ٥٧٦
19	There is adequate nutrition for the students participating in the competitions	*. ٦٠١
20	The absence of school transportation will negatively affect the results of the learners	*. ٧٨٦
21	First aid kits availability in case of injuries during matches and competitions	*. ٥٦٧
22	The school is open after school hours for extramural sports	*. ٧٣٥

*“t” tabular value at the level of significance (0.05 = 0.560)

** “t” Tabular value at the level of significance (0.01 = 0.703)

Table (6) shows that the correlation coefficient between the phrases and the total sum of the second axis ranged between (0.567 - 0.887), and by comparing the calculated “t” value with the tabular value “t” at the level of significance 0.05, it is clear that there is a statistically significant correlation between the phrases and the total sum for the axis. Thus the number of phrases for the second axis becomes (22), and the results indicate that the phrases of the second axis are characterized by a high degree of validity.

Table (7) The correlation coefficients values for the questionnaire "The school sports activities reality" between the third axis phrases n = (15)

No.	Phrases	R value
1	The teacher uses modern educational means to implement the intramural sports activity	*. ٦٦٤
2	The teacher uses alternative tools to implement the intramural sports activity in case there is a shortage of tools.	*. ٦٧٢
3	The teacher participates in competitive sports activities with the learners	*. ٨٣٦
4	The teacher is familiar with various sports laws and rules	*. ٦٦٤
5	The teacher receives specialized training in school sports activities	*. ٥٧٣
6	During the career path, the teacher receives courses and lectures on extramural sports activities	*. ٦٤٥
7	There is a constant coordination between teachers to activate and develop extramural sports activities competitions	*. ٦٠٨
8	Teachers are interested in attending seminars and conferences on physical education to stay updated.	*. ٧٠٢
9	The teacher continues to work under different circumstances and at different times.	*. ٧٢٩
10	The teacher is characterized by the ability to innovate and create new ideas.	*. ٧٦٩

11	The teachers implement the intramural sports activity in a satisfactory manner within the schools	*. ٧٧٩
12	The teachers' failure to implement sports activities subjects them to accountability and accusation of negligence at work	*. ٨٣٣
13	The teacher works on the exciting preparation of the school sports activity.	*. ٨٦٤
14	Focusing on the implementation of school's intramural activities.	*. ٨٣٦
15	Focusing on the making and preparing of intramural activity records.	*. ٨٩١
16	Focusing on sports team formation and encourage them.	*. ٦٦١
17	Taking into account the implementation of the intramural activity in logical steps.	*. ٨٩١
18	Focusing on the making and preparing of extramural activity records	*. ٧٨١
19	Focus on instilling moral values and positive vibes	*. ٧٢٩
20	Encourage learners' to actively participate in sports activities	*. ٨٩١
21	Learners' interests and preferences are taken into account	*. ٨٧٥
22	Individual differences between students are taken into account.	*. ٨٦٤
23	Activating sports events and extramural activities.	*. ٨٥٧
24	Organize learners according to the nature of the school sports activity.	*. ٧٨١
25	Undesired behavior is dealt with calmly.	*. ٨٩١
26	The teacher accepts the learners' views and discusses them respectfully.	*. ٦٥٠
27	The teacher follows the school rules, regulations, and systems concerning the learners' organization	*. ٨٦٤
28	Teachers' are characterized by the ability to stimulate and motivate learners.	*. ٦١٨
29	The teacher is characterized by firmness and the ability to lead.	*. ٦٠٧
30	The teacher focuses on developing the students' sports culture.	*. ٨٩١
31	The newly graduated teacher did not have sufficient knowledge to manage and implement extra-curricular sports activities	*. ٥٨٣
32	The teacher is obligated to participate in extramural activities or will be subjected to legal accountability.	*. ٧٠٨
33	The teacher is obliged to prepare all administrative procedures and official papers for students participating in extramural sports activity.	*. ٥٩٨
34	The teacher is obliged responsible for the transportation of the participants (to and from) the venue in the extramural activities.	*. ٦٦١
35	The teacher is responsible for preparing a budget disbursement note for the extramural sports activity.	*. ٨٥٧
36	Assigning the girl guides, scouts, sports day, sports parties and fitness projects is obligatory.	*. ٦٠٦

*"t" tabular value at the level of significance (0.05 = 0.560)

** "t" Tabular value at the level of significance (0.01 = 0.703)

It's clear from table (7) that the correlation coefficient between the phrases and the total sum of the third axis ranged between (0.573 - 0.891) and by comparing the calculated "t" value with the tabular value "t" at the level of significance 0.05, it is clear that there is a statistically significant correlation

between the phrases and the total sum for the axis. Thus, the number of phrases for the third axis becomes (36), and the results indicate that the phrases of the third axis are characterized by a high degree of validity.

Table (8) The correlation coefficients values for the questionnaire "The school sports activities reality" between the fourth axis phrases n = (15)

No.	Phrases	R value
1	a) Intramural sports activity: A large number of learners participate in the intramural sports activity.	*.060
2	Competitions and matches played in the intramural activity are suitable with their time frame during the school day.	*.714
3	Students are permitted to practice some of the activities they like in the intramural activity.	*.744
4	The school's intramural sports activity contributes to training learners to take responsibility in preparing tools, training their colleagues, and refereeing matches.	*.760
5	The schools' intramural sports activity develops the student's social behavior, as each student meets many colleagues.	*.744
6	The intramural sports activity works on teaching learners motor skills by practicing the chosen sports activity	*.849
7	Learners are trained on the tactical and skill aspects and the laws of various games in preparation for extramural sports activity.	*.787
8	The intramural sports activity contributes to the treatment of the students' behavioral deviations that are difficult to treat during the physical education class.	*.771
9	b) Extramural sports activity: The extramural activity nurtures the school's sports talents in terms of refining and developing them.	*.787
10	The extramural activity contributes to achieving the comprehensive sports personality in terms of physical, skill, moral, health and social aspects.	*.710
11	The medical examination for the sports teams' members in the extramural activity is done on a regular basis.	*.717
12	An appropriate time program is set for the extramural activity teams' training so that it does not conflict with academic achievement.	*.068
13	An appropriate time program is set for the extramural activity teams' training so that it does not conflict with the physical education class.	*.718
14	Parents prefer their children participation in the intramural and extramural activities, rather than practicing in a physical education class	*.060
15	Learners willingly participate in sports activities	*.743
16	Parents allow their children to participate in extramural sports activities	*.760
17	Sports activities have a negative impact on the students' grades in school	*.722
18	Sports activities have a positive impact on the students' grades in school	*.877
19	There is a brochure or curriculum for managing and implementing intramural and extramural sports activities for schools, also a curriculum for physical education lesson	*.073

20	The intramural and extramural school sports activities have become more important than the physical education lesson	*.090
21	Students prefer practicing sports activities rather than attending the physical education class	*.088
22	The state's tendency for students to practice sports activities, especially events, will make the activities more important than teaching the physical education class	*.068
23	Objective assessment for physical education teachers' level in the implementation and management of sports activities, whether intramural or extramural	*.644
24	Extramural school sports activities increase learners' motivation towards practicing sports activities in general	*.799
25	Activating the intramural and extramural school sports activities shows the importance of school sports	*.910
26	Intramural and extramural school sports activities take up most of the school year	*.763
27	The supervisor is the one who gives the teacher instructions for managing and implementing school sports activities	*.743
28	The tasks and costs of the intramural and extramural sports activities dominated the share of physical education class.	*.866
29	Teachers are required to participate in competitions of all levels, even if they do not teach everyone	*.087

*“t” tabular value at the level of significance (0.05 = 0.560)

** “t” Tabular value at the level of significance (0.01 = 0.703)

It's clear from table (8) that the correlation coefficient between the phrases and the total sum of the third axis ranged between (0.560 - 0.915) and by comparing the calculated “t” value with the tabular value “t” at the level of significance 0.05, it is clear that there is a statistically significant correlation between the phrases and the total sum for the axis. Thus, the number of phrases for the third axis becomes (29), and the results indicate that the phrases of the fourth axis are characterized by a high degree of validity.

Table (9) The correlation coefficients values for the questionnaire "The school sports activities reality" between the fifth axis phrases n = (15)

No.	Phrases	R value
1	Technical supervision recommends a training program for new teachers on how to manage and implement school sports activities	*.710
2	The number of supervisors is proportional to the number of schools affiliated with the educational administration.	*.074
3	Technical supervision obliges the physical education teacher to prepare for the intramural sports activity.	*.069
4	Technical supervision explains to the physical education teacher the desired goals of	*.074

	intramural and extramural activity.	
5	Technical supervision obliges the physical education teacher to necessarily make and prepare records of intramural and extramural sports activity.	*.910
6	Technical supervision follows up on the teacher to implement the intramural sports activity.	*.787
7	Technical supervision follows up the teacher to implement the extramural sports activity.	*.779
8	Technical supervision is concerned with examining intramural sports activity records.	*.910
9	Technical supervision is concerned with examining extramural sports activity records.	*.877
10	Technical supervision is concerned with training courses to assist the physical education teacher in getting acquainted with the field latest updates.	*.799
11	The teacher who doesn't implement the intramural sports activity is subject to punishment by the technical supervision or the administration.	*.743
12	The teacher who doesn't practice in the extramural sports activity is subject to punishment by the technical supervision or the administration.	*.877
13	Technical supervision is concerned with the school's extramural sports activity and sports teams.	*.771
14	Technical supervision is concerned with transferring his experience to the physical education teacher.	*.700
15	Technical supervision pays the teacher regular visits.	*.877
16	Technical supervision clarifies everything related to the implementation of intramural and extramural sports activity.	*.877
17	Technical supervision approves the visit request, whether from the school administration or the teacher.	*.824
18	Availability of training programs for new teachers on how to manage and implement school sports activities	*.870
19	The technical supervision informs the teacher of all the administrative and financial procedures for the sports teams participating in the school's extramural activity	*.089
20	Technical supervision contributes during his visit in solving problems that the physical education teacher may face.	*.887

*"t" tabular value at the level of significance (0.05 = 0.560)

** "t" Tabular value at the level of significance (0.01 = 0.703)

It's clear from table (9) that the correlation coefficient between the phrases and the total sum of the third axis ranged between (0.569 - 0.915) and by comparing the calculated "t" value with the tabular value "t" at the level of significance 0.05, it is clear that there is a statistically significant correlation between the phrases and the total sum for the axis. Thus, the number of phrases for the third axis becomes (20), and the results indicate that the phrases of the fifth axis are characterized by a high degree of validity.

Table (10) The correlation coefficients values for the questionnaire "The school sports activities reality" between the six axis phrases n = (15)

No.	Phrases	R value
1	Supports the learners' participation in the school sports activity.	*.740
2	Concerned with motivating the learners' to participate in the intramural sports activity	*.777
3	Accept learners' opinions and draw their feelings towards sports activity.	*.793
4	The school administration is concerned with spreading sports culture through school media.	*.793
5	The teacher's failure to implement intramural and extramural sports activities subject the teacher to accountability and accusation of negligence at work	*.770
6	A successful teacher in the intramural and extramural school sports activities is evaluated as an efficient teacher regardless of his performance in the physical education class	*.576
7	The school administration allows teachers to enroll in free studies in the sports field and prepares them for that.	*.738
8	The school administration considers the participation of the students in school extramural sports competitions a waste of time	*.714
9	The school administration helps the physical education teacher to hold school parties on various occasions.	*.567
10	The school administration assigns other activities teachers to assist the physical education teacher in implementing the intramural activity.	*.713
11	The school administration provides incentives for the most active physical education teacher.	*.567
12	The school administration periodically evaluates the physical education teacher to view what the teacher has accomplished from their professional duties.	*.767

*"t" tabular value at the level of significance (0.05 = 0.560)

** "t" Tabular value at the level of significance (0.01 = 0.703)

It's clear from table (10) that the correlation coefficient between the phrases and the total sum of the third axis ranged between (0.567 - 0.793) and by comparing the calculated "t" value with the tabular value "t" at the level of significance 0.05, it is clear that there is a statistically significant correlation between the phrases and the total sum for the axis. Thus, the number of phrases for the third axis becomes (12), and the results indicate that the phrases of the six axis are characterized by a high degree of validity.

Table(11) Correlation coefficients between each axis sum and the questionnaire total sum (school sports activities reality) for the pilot research sample n = (15)

Axis	Mean	SD	Correlation coefficient
First axis: Educational administration.	22.867	4.307	*.810
Second axis: Sports apparatus (play fields - tools and equipment - financing).	52.733	11.566	*.872
Third axis: Physical education teacher.	97.000	12.784	*.977
Fourth axis: Intramural and extramural actives programs.	76.133	10.676	*.972
Fifth axis: Technical supervision.	53.733	7.015	*.907
Sixth axis: School administration	30.600	4.501	*.907

Table (11) shows the correlation coefficients significance from each axis sum and the questionnaire total sum (school sports activities reality) for the research sample, all of which are statistically significant at the level (0.05), which indicates that the questionnaire has an acceptable degree of validity of the scales axis representation.

Second Reliability Coefficient

To ensure the reliability of the questionnaire, the researcher used the (Alpha Kronbach) coefficient, by applying it to a sample of (15) individuals from the research community, and from outside the main sample, as shown by Table (11).

Table (12) Validity Coefficient of reliability questionnaire's axis phrases "school sports activities reality"

Axis 1		Axis 2		Axis 3				Axis 4		Axis 5		Axis 6	
No	Coefficient	No	Coefficient	No	Coefficient	No	Coefficient	No	Coefficient	No	Coefficient	No	Coefficient
	.896		.903		.969		.902		.942		.871		
1	.890	10	.952	32	.968	71	.967	78	.949	97	.938	117	.860
2	.891	11	.950	33	.968	72	.971	79	.949	98	.945	118	.853
3	.872	12	.952	34	.967	73	.968	80	.951	99	.943	119	.851
4	.877	13	.949	35	.968	74	.969	81	.948	100	.946	120	.849
5	.863	14	.948	36	.969	75	.968	82	.949	101	.935	121	.852
6	.892	15	.949	37	.969	76	.968	83	.949	102	.937	122	.874
7	.877	16	.948	38	.970	77	.971	84	.949	103	.939	123	.861
8	.860	17	.948	39	.969			85	.948	104	.935	124	.856
9	.878	18	.950	40	.968			86	.950	105	.936	125	.892
		19	.949	41	.968			87	.949	106	.937	126	.856

	٢٠	.950	٤٢	.968			٧٨	.949	١٠٧	.938	١٢٧	.867
	٢١	.949	٤٣	.967			٧٩	.949	١٠٨	.936	١٢٨	.853
	٢٢	.951	٤٤	.967			٨٠	.948	١٠٩	.947		
	٢٣	.953	٤٥	.967			٨١	.951	١١٠	.938		
	٢٤	.950	٤٦	.967			٨٢	.950	١١١	.936		
	٢٥	.949	٤٧	.968			٨٣	.948	١١٢	.936		
	٢٦	.956	٤٨	.967			٨٤	.954	١١٣	.937		
	٢٧	.955	٤٩	.968			٨٥	.950	١١٤	.936		
	٢٨	.950	٥٠	.968			٨٦	.949	١١٥	.944		
	٢٩	.952	٥١	.967			٨٧	.951	١١٦	.936		
	٣٠	.950	٥٢	.967			٨٨	.949				
	٣١	.950	٥٣	.967			٨٩	.954				
			٥٤	.968			٩٠	.953				
			٥٥	.968			٩١	.950				
			٥٦	.967			٩٢	.950				
			٥٧	.969			٩٣	.950				
			٥٨	.967			٩٤	.950				
			٥٩	.968			٩٥	.948				
			٦٠	.969			٩٦	.952				

Table (12) shows that the reliability coefficients values using the "Alpha" method were less than the Alpha Kronbach value in each axis, and this indicates the extent of the reliability of the questionnaire phrases, hence, all phrases are accepted.

Table (13) Validity Coefficient of reliability questionnaire's axis "school sports activities reality"

Axis	Axis Name	Kronbach's alpha coefficient value
First	Educational administration.	.٨٩٦
Second	Second axis: Sports apparatus (play fields - tools and equipment - financing).	.٩٥٣
Third	Third axis: Physical education teacher.	.٩٦٩
Fourth	Fourth axis: Intramural and extramural actives programs.	.٩٥٢
Fifth	Fifth axis: Technical supervision.	.٩٤٢
Sixth	Sixth axis: School administration	.٨٧١
Total		.٩٨٧

It is clear from Table (13) that the values of the reliability coefficients using the "alpha" method range between (0.871- 0.987), which indicates that the questionnaire has an acceptable degree of reliability.

Results Presentation and Discussion:

Table (14) The significance level of the research sample responses (the supervisors) to the questionnaire (school sports activities reality) on the first axis (n = 30)

Phrases	Agreeing		To A Certain Degree		Disagreeing		The Probable Degree	The Relative Weight	Chi2	Order
	Rep	%	Rep	%	Rep	%				
١	28	93%	1	3%	1	3%	2.90	97%	48.60	1
٢	25	83%	4	13%	1	3%	2.80	93%	34.20	2
٣	20	67%	9	30%	1	3%	2.63	88%	18.20	4
٤	20	67%	6	20%	4	13%	2.53	84%	15.20	5
٥	17	57%	10	33%	3	10%	2.47	82%	9.80	7
٦	23	77%	7	23%	0	0%	2.77	92%	27.80	3
٧	17	57%	6	20%	7	23%	2.33	78%	7.40	8
٨	18	60%	9	30%	3	10%	2.50	83%	11.40	6
٩	15	50%	9	30%	6	20%	2.30	77%	٨.٢٠	9

“Chi2” value at the level of significance (0.05 = 5.99)

- Table (14) shows the results of the research sample responses statistical treatment on the first axis phrases in the questionnaire on the school sports activities reality. It is noted that the calculated Chi2 values ranged between (7.4 - 48.6), thus, is greater than its tabular value, and this means that all the values are statistically significant at a significance level of 0.05, which indicates the acceptance of all phrases as indicators and determinants of the (educational administration) axis. It is also noted that the probable degree values for the first axis phrases ranged between (2.3 - 2.9), indicating the research sample agreement to respond (with approval) to all the first axis phrases. Therefore, the relative weight values ranged between (77% - 97%), which indicates the variance of the research sample about the degree of approval of the first axis phrases.

It obvious here that the educational administration's is truly keen to implement, improve and develop school sports activities and focus more on intramural and extramural activities. This is agreement with the study of Mohamed Abd El Wahab (2016), which indicates the interest in the intramural and extramural sports activity.

Also, the percentage of phrases (3, 5, 7, 9) increased (this does not agree with the study of Kusry Mohamed (2017), that emphasizes on the lack of material

and moral incentives, that might be due to the fact that some educational administrations are interested in providing encouragement and material incentives to the physical education teachers while others ignore it.

Table (15) The significance level of the research sample responses (the supervisors) to the questionnaire (school sports activities reality) on the second axis (n = 30)

Phrases	Agreeing		To A Certain Degree		Disagreeing		The Probable Degree	The Relative Weight	Chi2	Order
	Rep	%	Rep	%	Rep	%				
10	20	67%	9	30%	1	3%	2.63	88%	18.20	4
11	19	63%	9	30%	2	7%	2.57	86%	14.60	6
12	19	63%	10	33%	1	3%	2.60	87%	16.20	5
13	15	50%	11	37%	4	13%	2.37	79%	6.20	14
14	16	53%	7	23%	7	23%	2.30	77%	7.40	20
15	19	63%	6	20%	5	17%	2.47	82%	12.20	8
16	19	63%	3	10%	8	27%	2.37	79%	13.40	14
17	14	47%	9	30%	7	23%	2.23	74%	2.60	22
18	19	63%	6	20%	5	17%	2.47	82%	12.20	8
19	16	53%	7	23%	7	23%	2.30	77%	7.40	20
20	18	60%	8	27%	4	13%	2.47	82%	10.40	8
21	19	63%	9	30%	2	7%	2.57	86%	14.60	6
22	19	63%	6	20%	5	17%	2.47	82%	12.20	8
23	16	53%	9	30%	5	17%	2.37	79%	6.20	14
24	16	53%	10	33%	4	13%	2.40	80%	7.20	12
25	14	47%	12	40%	4	13%	2.33	78%	7.60	18
26	21	70%	8	27%	1	3%	2.67	89%	20.60	2
27	20	67%	10	33%	0	0%	2.67	89%	20.00	2
28	18	60%	4	13%	8	27%	2.33	78%	10.40	18
29	22	73%	7	23%	1	3%	2.70	90%	23.40	1
30	17	57%	7	23%	6	20%	2.37	79%	7.40	14
31	17	57%	8	27%	5	17%	2.40	80%	7.80	12

“Chi2” value at the level of significance (0.05 = 5.99)

- Table (15) shows the results of the statistical treatment of the research sample responses on the second axis phrases in the questionnaire on the school sports activities reality. It is noted that the calculated chi values ranged between (2.6 - 23.4), thus is greater than its tabular value, and this means that all the values are statistically significant at a significance level of 0.05, which indicates the acceptance of all phrases as indicators and determinants of the (Physical Education teacher) axis.

It is also noted that the probable degree values for the second axis phrases ranged between (2.23 - 2.7), indicating the research sample agreement to respond (with approval) to all the second axis phrases. Therefore, the relative weight values ranged between (88% - 90%), which indicates the variance of the research sample about the degree of approval of the second axis phrases, except for phrase (14-17 -19), which came in favor of the response (to some extent).

- This is in agreement with the Mohamed Abd El Wahab Attia (2016) study, where the teacher's ability to lead, bear responsibility and the ability to communicate well with students are evident.
- Axis (14, 17, and 19) phrases refer to some of the difficulties facing the extramural activity implementation, and this is in agreement with the Shaza Ismail (2010) study that revealed there is a lack of providing of sports equipment and tools and few teachers specialized in physical education.

Table (16) The significance level of the research sample responses (the supervisors) to the questionnaire (school sports activities reality) on the third axis (n = 30)

Phrases	Agreeing		To A Certain Degree		Disagreeing		The Probable Degree	The Relative Weight	Chi2	Order Phrases
	Rep	%	Re	%	Rep	%				
32	22	73%	7	23%	1	3%	2.70	90%	23.40	20
33	22	73%	8	27%	0	0%	2.73	91%	24.80	14
34	21	70%	8	27%	1	3%	2.67	89%	20.60	28
35	21	70%	8	27%	1	3%	2.67	89%	20.60	28
36	18	60%	10	33%	2	7%	2.53	84%	12.80	35
37	20	67%	8	27%	2	7%	2.60	87%	16.80	33
38	22	73%	7	23%	1	3%	2.70	90%	23.40	20
39	19	63%	10	33%	1	3%	2.60	87%	16.20	33
40	23	77%	7	23%	0	0%	2.77	92%	27.80	9
41	24	80%	6	20%	0	0%	2.80	93%	31.20	5
42	21	70%	8	27%	1	3%	2.67	89%	20.60	28
43	24	80%	5	17%	1	3%	2.77	92%	30.20	9
44	24	80%	6	20%	0	0%	2.80	93%	31.20	5
45	21	70%	9	30%	0	0%	2.70	90%	22.20	20
46	21	70%	9	30%	0	0%	2.70	90%	22.20	20
47	25	83%	5	17%	0	0%	2.83	94%	35.00	1
48	21	70%	9	30%	0	0%	2.70	90%	22.20	20
49	21	70%	9	30%	0	0%	2.70	90%	22.20	20

50	24	80%	6	20%	0	0%	2.80	93%	31.20	5
51	25	83%	5	17%	0	0%	2.83	94%	35.00	1
52	25	83%	4	13%	1	3%	2.80	93%	34.20	5
53	22	73%	7	23%	1	3%	2.70	90%	23.40	20
54	23	77%	7	23%	0	0%	2.77	92%	27.80	9
55	23	77%	7	23%	0	0%	2.77	92%	27.80	9
56	22	73%	7	23%	1	3%	2.70	90%	23.40	20
57	20	67%	9	30%	1	3%	2.63	88%	18.20	31
58	23	77%	7	23%	0	0%	2.77	92%	27.80	9
59	22	73%	8	27%	0	0%	2.73	91%	24.80	14
60	25	83%	5	17%	0	0%	2.83	94%	35.00	1
61	22	73%	8	27%	0	0%	2.73	91%	24.80	14
62	17	57%	10	33%	3	10%	2.47	82%	9.80	36
63	22	73%	8	27%	0	0%	2.73	91%	24.80	14
64	22	73%	8	27%	0	0%	2.73	91%	24.80	14
65	25	83%	5	17%	0	0%	2.83	94%	35.00	1
66	22	73%	8	27%	0	0%	2.73	91%	24.80	14
67	20	67%	9	30%	1	3%	2.63	88%	18.20	31

“Chi²” value at the level of significance (0.05 = 5.99)

- Table (16) shows the results of the research sample responses statistical treatment on the third axis phrases in the questionnaire on the school sports activities reality. It is noted that the calculated Chi² values ranged between (9.8 - 35), thus, is greater than its tabular value, and this means that all the values are statistically significant at a significance level of 0.05, which indicates the acceptance of all phrases as indicators and determinants of the (intramural and extramural) axis. It is also noted that the probable degree values for the third axis phrases ranged between (2.74 - 2.83), indicating the research sample agreement to respond (with approval) to all the third axis phrases. Therefore, the relative weight values ranged between (82% - 94%) which indicates the variance of the research sample about the degree of approval of the third axis phrases.
- From the above it is clear the importance of (Encourage learners' to actively participate in sports activities) and (The teacher is obliged responsible for the transportation of the participants (to and from) the venue in the extramural activities) which came in the first place with a percentage of 95%, and in the second place came the phrases (The teacher works on the exciting preparation of the school sports activity) (Focusing on sports team formation and encourage them) (Focus on

instilling moral values and positive vibes)(Activating sports events and extramural activities)(Organize learners according to the nature of the school sports activity) (The teacher follows the school rules, regulations, and systems concerning the learners' organization) with a percentage of 94%.

- This is consistent with the Tarek Abd El Azim Abd El Alim Al Shamikh (2016) study which agrees that high-achieving and athletically talented students are encouraged to participate in intramural and extramural sports activities.

Table (17)The significance level of the research sample responses (the supervisors)to the questionnaire (school sports activities reality)on the fourth axis (n = 30)

Phrases	Agreeing		To A Certain Degree		Disagreeing		The Probable Degree	The Relative Weight	Chi2	Order
	Rep	%	Rep	%	Rep	%				
68	22	73%	8	27%	0	0%	2.73	91%	24.80	7
69	20	67%	9	30%	1	3%	2.63	88%	18.20	15
70	20	67%	8	27%	2	7%	2.60	87%	16.80	17
71	23	77%	7	23%	0	0%	2.77	92%	27.80	2
72	22	73%	8	27%	0	0%	2.73	91%	24.80	7
73	24	80%	6	20%	0	0%	2.80	93%	31.20	1
74	22	73%	8	27%	0	0%	2.73	91%	24.80	7
75	23	77%	6	20%	1	3%	2.73	91%	26.60	7
76	23	77%	7	23%	0	0%	2.77	92%	27.80	2
77	22	73%	8	27%	0	0%	2.73	91%	24.80	7
78	18	60%	11	37%	1	3%	2.57	86%	14.60	21
79	20	67%	9	30%	1	3%	2.63	88%	18.20	15
80	18	60%	10	33%	2	7%	2.53	84%	12.80	23
81	17	57%	10	33%	3	10%	2.47	82%	9.80	26
82	22	73%	7	23%	1	3%	2.70	90%	23.40	12
83	23	77%	7	23%	0	0%	2.77	92%	27.80	2
84	10	33%	20	67%	0	0%	2.33	78%	20.00	29
85	22	73%	7	23%	1	3%	2.70	90%	23.40	12
86	17	57%	8	27%	5	17%	2.40	80%	7.80	28
87	17	57%	11	37%	2	7%	2.50	83%	11.40	25
88	21	70%	6	20%	3	10%	2.60	87%	18.60	17
89	20	67%	7	23%	3	10%	2.57	86%	15.80	21
90	20	67%	8	27%	2	7%	2.60	87%	16.80	17
91	23	77%	7	23%	0	0%	2.77	92%	27.80	2
92	23	77%	7	23%	0	0%	2.77	92%	27.80	2

93	20	67%	6	20%	4	13%	2.53	84%	15.20	23
94	22	73%	7	23%	1	3%	2.70	90%	23.40	12
95	17	57%	9	30%	4	13%	2.43	81%	8.60	27
96	20	67%	8	27%	2	7%	2.60	87%	16.80	17

“Chi2” value at the level of significance (0.05 = 5.99)

- Table (17) shows the results of the research sample responses statistical treatment on the fourth axis phrases in the questionnaire on the school sports activities reality. It is noted that the calculated Chi2 values ranged between (7.8 - 31.2), thus, is greater than its tabular value, and this means that all the values are statistically significant at a significance level of 0.05, which indicates the acceptance of all phrases as indicators and determinants of the (Capabilities: play fields - tools and equipment - financing) axis. It is also noted that the probable degree values for the fourth axis phrases ranged between (2.33 - 2.8), indicating the research sample agreement to respond (with approval) to all the fourth axis phrases. Therefore, the relative weight values ranged between (78% - 93%) which indicates the variance of the research sample about the degree of approval of the fourth axis phrases.
- From the above it is clear the importance of (Parents allow their children to participate in extramural sports activities) and (Activating the intramural and extramural school sports activities shows the importance of school sports) which came in the first place with a percentage of 94%. In the second place came the phrases (The intramural sports activity works on teaching learners motor skills by practicing the chosen sports activity) (b-Extramural sports activity: The extramural activity nurtures the school's sports talents in terms of refining and developing them) (The extramural activity contributes to achieving the comprehensive sports personality in terms of physical, skill, moral, health and social aspects.) and (Extramural school sports activities increase learners' motivation towards practicing sports activities in general) with a percentage of 93%.
- This is in agreement with the Mohamed Abd El Wahab Attia (2016) study which agreed that the development of physical fitness is strongly related to physical sports activities, and that focusing on physical activities in the neighborhoods playgrounds increases challenge and excitement tendencies.

Table (18) The significance level of the research sample responses (the supervisors) to the questionnaire (school sports activities reality) on the fifth axis (n = 30)

Phrases	Agreeing		To A Certain Degree		Disagreeing		the probable degree	the relative weight	Chi2	Order
	Rep	%	Rep	%	Rep	%				
97	14	47%	13	43%	3	10%	2.37	79%	7.40	20
98	17	57%	12	40%	1	3%	2.53	84%	13.40	19
99	19	63%	10	33%	1	3%	2.60	87%	16.20	16
100	21	70%	9	30%	0	0%	2.70	90%	22.20	6
101	20	67%	10	33%	0	0%	2.67	89%	20.00	11
102	23	77%	7	23%	0	0%	2.77	92%	27.80	4
103	24	80%	6	20%	0	0%	2.80	93%	31.20	1
104	21	70%	9	30%	0	0%	2.70	90%	22.20	6
105	21	70%	9	30%	0	0%	2.70	90%	22.20	6
106	22	73%	8	27%	0	0%	2.73	91%	24.80	5
107	21	70%	7	23%	2	7%	2.63	88%	19.40	15
108	22	73%	6	20%	2	7%	2.67	89%	22.40	11
109	24	80%	6	20%	0	0%	2.80	93%	31.20	1
110	21	70%	9	30%	0	0%	2.70	90%	22.20	6
111	21	70%	9	30%	0	0%	2.70	90%	22.20	6
112	20	67%	10	33%	0	0%	2.67	89%	20.00	11
113	24	80%	6	20%	0	0%	2.80	93%	31.20	1
114	21	70%	6	20%	3	10%	2.60	87%	18.60	16
115	20	67%	10	33%	0	0%	2.67	89%	20.00	11
116	19	63%	10	33%	1	3%	2.60	87%	16.20	16

“Chi2” value at the level of significance (0.05 = 5.99)

- Table (18) shows the results of the research sample responses statistical treatment on the fifth axis phrases in the questionnaire on the school sports activities reality. It is noted that the calculated Chi2 values ranged between (7.4 - 31.2), thus, is greater than its tabular value, and this means that all the values are statistically significant at a significance level of 0.05, which indicates the acceptance of all phrases as indicators and determinants of the (technical supervision) axis. It is also noted that the probable degree values for the fifth axis phrases ranged between (2.37 - 2.8), indicating the research sample agreement to respond (with approval) to all the fifth axis phrases. Therefore, the relative weight values ranged between (79% - 93) which indicates the

variance of the research sample about the degree of approval of the fifth axis phrases.

- From the above it is clear the importance of (Technical supervision follows up on the teacher to implement the intramural sports activity) and (Technical supervision follows up the teacher to implement the extramural sports activity) which came in the first place with a percentage of 94%. In the second place came the phrase (Technical supervision is concerned with the school's extramural sports activity and sports teams) with 93% and in the third place came the phrase (Technical supervision obliges the physical education teacher to necessarily make and prepare records of intramural and extramural sports activity) with a percentage of 92%.
- This is consistent with the Shaza Ismail (2010)(5) study, which agreed that there is a lack in teaching calibers, so teachers depend on the technical supervisor directly in knowing how to manage sports and intramural activities.

Table (19) The significance level of the research sample responses (the supervisors) to the questionnaire (school sports activities reality) on the sixth axis (n = 30)

Phrases	Agreeing		To A Certain Degree		Disagreeing		The Probable Degree	The Relative Weight	Chi2	Order
	Rep	%	Rep	%	Rep	%				
117	19	63%	11	37%	0	0%	2.63	88%	18.20	2
118	15	50%	15	50%	0	0%	2.50	83%	15.00	6
119	15	50%	13	43%	2	7%	2.43	81%	9.80	9
120	18	60%	12	40%	0	0%	2.60	87%	16.80	4
121	21	70%	9	30%	0	0%	2.70	90%	22.20	1
122	20	67%	9	30%	1	3%	2.63	88%	18.20	2
123	17	57%	11	37%	2	7%	2.50	83%	11.40	6
124	17	57%	8	27%	5	17%	2.40	80%	7.80	10
125	16	53%	13	43%	1	3%	2.50	83%	12.60	6
126	19	63%	10	33%	1	3%	2.60	87%	16.20	4
127	16	53%	9	30%	5	17%	2.37	79%	6.20	12
128	14	47%	14	47%	2	7%	2.40	80%	9.60	10

“Chi2” value at the level of significance (0.05 = 5.99)

- Table (19) shows the results of the research sample responses statistical treatment on the sixth axis phrases in the questionnaire on the school

sports activities reality. It is noted that the calculated Chi² values ranged between (6.2 - 22.2), thus, is greater than its tabular value, and this means that all the values are statistically significant at a significance level of 0.05, which indicates the acceptance of all phrases as indicators and determinants of the (school administration) axis. It is also noted that the probable degree values for the sixth axis phrases ranged between (2.37 - 2.7), indicating the research sample agreement to respond (with approval) to all the sixth axis phrases. Therefore, the relative weight values ranged between (79% - 90%) which indicates the variance of the research sample about the degree of approval of the sixth axis phrases.

- From the above it is clear the importance of (The teacher's failure to implement intramural and extramural sports activities subject the teacher to accountability and accusation of negligence at work) which came in the first place with a percentage of 89.48%. In the second place the phrase (Supports the learners' participation in the school sports activity) with a percentage of 77.19%, this is consistent with the Mohamed Abd El Wahab Attia (2018) study that indicates that students must be encouraged to participate in intramural and extramural sports activities. In the third place came the phrase (a successful teacher in the intramural and extramural school sports activities is evaluated as an efficient teacher regardless of his performance in the physical education class) with percentage of 60.01%.
- This is consistent with the Emad Saleh Abd El Haq (2005) study that agreed on the school principals' important role in following up on the progress of intramural and extramural activities and encourage the participation of students in sports activities.

Thus, the research question is answered, which states; what is the reality of intramural and extramural sports activities in the basic education stage from the physical educational supervisors' perspective?

Results and Recommendations:

First Results:

1. The teacher, school administration and technical supervisor have an important role in encouraging high-achieved and athletically talented students to participate in intramural and extramural activities.
2. Intramural and extramural sports activities have become of great importance in spreading sports, whether inside or outside schools.

3. The teacher's negligence in executing intramural and extramural sports activities tasks subjects them to legal accountability.
4. The supervisor is directly responsible for guiding the teacher in executing intramural and extramural sports activities tasks.
5. Following-up the implementation of the intramural and extramural sports activities tasks more than following-up the physical education class.
6. Lack of teaching technical calibers that provide professional competence to execute the tasks of intramural and extramural sports activities.
7. The lack of benefits and moral incentives for teachers implementing the intramural and extramural sports activities, which is considered insufficiency, especially for the hard effort the teacher is doing during the performance of his job duties.

Second Recommendations

1. Focusing on the continuity of teachers' professional development, especially with training that's concerned with the intramural and extramural sports activities.
2. The necessity of providing Sports apparatus. that facilitate the implementation of intramural and extramural sports activities to the fullest.
3. Providing incentives for teachers to give them the motive to endure the difficulties of the profession.

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