

EDUCATIONAL EFFECT RELATIONSHIP BETWEEN TEACHER AND PUPIL MOTIVATION SPORTS PHYSICAL ACTIVITY IN MIDDLE SCHOOL EDUCATION (11 YEARS -14 YEARS). FIELD STUDY IN ALGERIA

Mr. Khiri Jamal, Assistant Professor
Institute of Humanities and Social, University of Bouira, Algeria

Abstract:

The relationship between teacher and student is of extreme importance, especially as the latter is going through a delicate period in his life require planned to meet the requirements of the positive relationship in education and influence the psyche and personality and then impact in the community beyond.

The most important characteristic of human from other organisms other being a social being by nature it affects and is affected at the same time by culture, traditions and customs of the society, and in this context says sociologist (role Chaim): * it when he speaks of human society is the one who speaks.

Key Words: Motivation, sportm middle school education

The learning process has conditions and special factors reflected in turn on the individual per se in its path and performance life where these affect conditions on the school and its role in the formation of the individual and the development level and collected educational and scientific, for example those circumstances and factors framing and material and human resources available there and Moreover, the deal The friction happening between the pupil and his companions or colleagues within the organization may be in the conditions and factors that may reflect either positively or negatively on itself and in particular the behavior and performance and the extent of formation of his personality, and most importantly of all, the relationship of educational facilities between teacher and pupil if we acknowledge that Professor is the mirror of the personality of the student.

There is no doubt that those conditions and factors the school and already talk where are associated as well as the exercise of the pupil of physical activity and sport and there is a relationship between those systems and physical activity sports., And from that wanted us Search link happening between systems of socialization, physical activity and sports, as well as the relationship that combine professor pupil.

The Physical Education and Sport material Academy have effective role in the formation and crystallized personal student of all aspects of physical, psychological, and social and moral and cognitive and in the composition of the individual interest capable of work and production, and to do his duty towards the same and his family and his community and his country has also State will strive to make it a compulsory subject until it became official where students tested at the end of each phase of study in order to keep the list due to the extreme importance and nevertheless found to suffer different constraints affect the students' motivation to do in schools and educational institutions

How can actually see professors of their profession and their relationship with students, and how they perceive as well as the power associated with the system specified for their profession and the need to improve their relationships with their students?

Are allowed the school system applying their theoretical philosophy and attitudes with pedagogical pension act in everyday reality?

- What are the negative obstacles that affect the practice of student motivation for physical activity sports.

And also recognize that the point of view of the majority of teachers are not enough? It must also take the views of students, who are not accustomed to hearing as a group? This necessitated us to

investigate the second accompanied by the first investigation focuses on the way the student thinks about at the moment and the nine Kmtmadr and its relationship generally applicable system, and a particular school.

2 - Assumptions:

Hypothesis: there is a correlation between educational relationship and exercise student physical activity and sports.

Partial hypotheses:

- The lack of pedagogical methods, devices and sports facilities have a negative impact on turnout pupils to practice T.. B. R. and this according to sex

- There is a relationship between size seeking to share physical education and sports and exercise student physical activity and sports

- Pedagogical behaviors breeders affecting the degree of motivation of pupils to practice T.. B. R. and favor more females than males

- There is a linear relationship between the degree of Iqbal buddy group on physical activity and sports, as well as to encourage them and motivate them and practice of student physical activity and sports

3 - Research objectives:

Among the targets that we seek to achieve in this research are:

- Detection of professors look to their status and their relationship with current students.

Know the facts that make the student and his family hide behind medical certificates and exemptions and Alaamarat and partial interruption and kidney T. practice. B. T

- Disclosure of the need to develop power associated professor and upgrading function in its relationship with the class, who works with him

Identify the needs and interests of students through exercise.

Identify the student's feelings toward his teacher and conditions of the organization during class.

Knowledge of the various constraints encountered by TNT. B. T

Show T. fact. B. T on the ground

4 - Identify key reformers:

The concept of motivation: by (Osama full salary 1990)

Motivation: sports are willing to make the effort to achieve a particular goal and in order to understand this definition should be noted to the important elements:

Motivation: is an internal process that a person is forced to act (Edward Murray writing motivation and emotion 1988)

Physical Education and Sport:

Makarem knows Abu Hrhj and others (2002) as a full part of the public education activities conducted via selected on a scientific basis in place under the supervision of qualified in order to achieve comprehensive and balanced growth of the individual.

And known (Isamuddin Metwally Abdullah 2008) as part of the education that result in physical and mental changes and social and psychological in the individual through the exercise of sports activities and acquisition of motor experiences.

Constraints: (according to Ali bin Hadia 1991):

Everything that hinders any thing standing in his way and prevented him and constraints can be defined as the problems and things that impede the normal order of things.

Similar studies related to the topic: addressing the previous studies and is similar to various efforts by former researchers and recognition for them, and fur of opinions and theories and suggestions to researchers in the future.

5 - search procedures:

5.1 - Research Methodology: we use descriptive method which is based on the description of what is the object of analysis and interpretation. And not to forget the scoping study to determine the possibility of measuring the topic search and amenability to study and field visits and interviews to several educational institutions.

5.2 - the research community: represent the research community in physical education professors and sports medium-phase as well as the average education pupils practitioners of Physical Education and Sports.

5.3 - Sample search: Consisted of 62 professor of middle school, in addition to 295 pupils. The sample was chosen randomly, and it is one of the simplest ways to choose to add to the sample and give equal opportunities to most of the original members of society without discrimination or considerations of race or other attributes.

5.4 - Search Tools: The questionnaire contains 57 words spread over 4 axes (personal - educational - socialization - social material (economic))

As for the students has included a questionnaire for students (18) question was divided into two:

The first axis included 10 questions relating to the personal judgment of children around the practice of sport and his teacher, and the way his administration for the regiment, the second axis, ensuring 08 questions revolved around the organization and share the student and professor relationship nature.

The questionnaire also directed for students 11 questions about seeing the student of the conditions for the exercise n b t and roads that organization.

5-5 - reliability and validity of the questionnaire: Account reliability coefficient of Spearman Brown (SPEARMAN) provide forms for a sample of 20 students omitted from the sample and returned after about (15 - 20 days) reliability coefficient equal to 0.86 and that's been very positive.

And sincerity of the questionnaire after presentation to a group of professors of arbitrators for approval and change and deletion.

5-6 - Statistical method:

- Descriptive treatment: duplicates (v) and percentages (%) and aggregates (Σ)
- Researcher also used statistical program belts of Social Sciences Spss

6 - search results are displayed:

1 - The first axis (personal constraints)

P phrase by questionnaire answer

Yes no opinion phrases not

T% c% c%

1 1 - physical weakness of my means 112% 6.32 38% 3; 82 450 8%, 84

2 6 - lack of improvement in my motor skills 157 8%, 85 59% 5 93 384% 7.63

3 11 - Ttabqa chronic diseases 129% 7.27 100% 10.06 371% 7.37

4 16 - Taigueni my injuries suffered by the former 136% 7.66 95% 9.55 369% 7,33

5 21 - I prefer to be always on my own 128% 7.21 67% 6.74 405% 8.04

6 26 - Tnqsna confidence in myself much 139% 7.83 62% 6.23 399% 7.92

7 31 - my previous experience bad for Physical Education 121% 6.82 72

% 7.24 407% 8.08

8 36 - bothered when I try and fail in my motor skills 330% 18.60 50% 5.03 220% 4.37

9 41 - having problems because of Qamte 93% 5.24 64% 6.43 443% 8.80

10 46 - having problems because of my excess weight in front of my colleagues

66% 3.72 101% 10.16 433% 8.60

11 50 - having problems because of the thinnest body in front of my colleagues 64% 119% 11.97 3.60

417% 8.28

12 54 - I feel inferiority in front of my distinguished colleagues mathematically 147% 8.28 95% 9.55

358% 7.11

13 56 - bothers me change my clothes with my friends 152% 8.56 72% 7.24 376% 7.47

Total 1174 100% 994 100% 5032 100%

Table 1: The frequency and percentages for phrases axis your personal constraints

2 - The second axis constraints socialization:

P phrase by questionnaire answer

Yes no opinion phrases not

T% c% c%

1	2 - look at my family negative about physical education	42%	2.5	39%	3.59	519%	10.23	
2	7 - my view of religion does not allow me to practice sports	58%	3.53	72%	6.62	470%	9.26	
3	12 - the media does not support school sports	356%	24.10	87%	8.01	117%	2.30	
4	17 - my friends do not encourage me exercise	157%	9.55	84%	7.73	359%	7.07	
5	22 - Oarafa and Tqalide not allow me to practice sports							
6	27 - my gaze for girls sports negative	76%	4.62	73%	6.72	451%	8.89	
7	32 - my limited 236 sports culture%	14.36	91%	8.37	273%	5.38		
8	37 - The physical education is a waste of time and effort	36%	2.19	54%	4.97	510%	10.05	
9	42 - I'm embarrassed to socialize in the share of Physical Education	203%	12.35	69%	6.35	328%	6.46	
10	47 - تشغلني physical education for my studies and my review of	68%	4.13	59%	5.43	473%	9.32	
11	51 - I feel upset in the share of physical education because I am wearing hijab	118%	7.18	187%	17.21	295%	5.81	
12	55 - having problems because of man my teacher in physical education	71%	4.32	102%	9.39	427%	8.42	
13	57 - bothered of woman my professor in Physical Education	121%	7;	36	103	9.48%	376	7.41%
Total 1643% 100 1087% 100 5071% 100								

Table 2: represents frequencies and percentages for phrases own axis handicaps socialization

3 - The third axis private educational constraints (institutional)

P phrase by questionnaire answer

Yes no opinion phrases not

T% c% c%

1	3 - my teacher tells us much cognitive	70%	1;	96	30%	3.68	240%	7.74
2	4 - bother me treated my teacher authoritarian	70%	1.96	40%	4.91	230%	7.42	
3	8 - bother me chaos in the share of Physical Education	140%	3.92	20%	2.45	180%	5.81	
5	13 - bothered when my teacher does not encourage me	200%	5.60	20%	2.45	120%	3.87	
6	14 - bothers me the threat and always rebuke from my teacher	144%	4.03	30%	3.68	166%	5.36	
7	18 - I feel insecure in the share of physical education	70%	1.96	44%	3.68	226%	7.29	
8	19 - Notes and Gtabat my teacher bother me	80%	2.24	40%	4.91	220%	7.10	
9	23 - Leaders in our organization does not motivate us and encourage us all exercise	226%	6.33	30%	3.68	84%	2.71	
10	24 - our organization does not meet our needs in the provision of sports requirements	210%	5.88	40%	4.91	90%	2.90	
11	28 - bothers me the lack of sports facilities in our	235%	6.58	45%	5.52	60%	1.93	
12	29 - Aredana low rate of physical education often	232%	6.50	38%	4.66	70%	2.26	
13	33 - تتعيني density materials other	235%	6.58	25%	3.07	80%	2, 58	
14	34 - I'm embarrassed to time devoted to physical education in the last day	170%	4,	76	35%	4.29	135%	4.35
15	38 - do not have the pleasure practice of physical education in the cold weather and warm	200%	5.60	30%	3.68	110%	3.55	
16	39 - I'm embarrassed to practice physical education without Hall covered	207%	5.79	35%	4.9	98%	3.16	

17 43 - not يريحني play in the stadium is not valid

For use 284% 7.95 21% 2.57 35% 1.13

18 44 - I do not feel pleasure through the practice of physical education 60% 1.68 46% 5.65 234% 7.55 1948

- Having problems because of the share of physical education which is dominated by nature voltage, power and rush

130% 3.64 60 7.37% 150 % 4.84

20 49 - lack of games and interviews makes me bored and despair 190% 5.32 40% 4.91 101% 3.55

21 52 - bother me exercises routine 180% 5.04 59% 7.24 101% 3.26

22 53 - disturbed by our department overcrowded. 100% 2.80 52% 6.38 188% 6.07

Total 3569% 100 814% 100 3097% 100

Table 3: represents the frequency and percentages for phrases axis private educational constraints (institutional)

4 - The third axis on the social constraints of physical:

P phrase by questionnaire answer

Yes no opinion phrases not

T% c% c%

1 5 - I feel despair when I can not buy sports kits 180% 15.54 38% 10.18 122% 7.97

2 10 - I'm embarrassed to lack of comfort conditions in our home 89% 7.68 27% 7.23 224% 14.65

3 15 - Half-calorie food paragraph 70% 6.04 50% 13.40 220% 14.38

4 20 - bothers me borrow Sportswear each share of 130% 11.22 59% 15.83 151% 9.87

5 25 - clothes that does not help me on the motor performance 44% 3.79 37% 9.91 259% 16.93

6 30 - I'm embarrassed to walk a lot to get to the Bretton 187% 16.14 35% 9.38 118% 7.71

7 35 - tired quickly during my performance sports movements 163% 14.07 38% 10.18 139% 9.09

8 40 - I feel tired at the end of the day 222% 19.17 24% 6.43 64% 6.14

9 45 - my family income is not enough our requirements 73% 6.30 65% 17.42 202% 13.21

Total 1158% 100 373% 100 1529% 100

Table 4: represents the frequency and percentages for phrases axis your social and physical constraints.

After we were to analyze the results of each axis in general and college without separation of males and females of the sample estimated 600 students were able to see obstacles in general.

Marked by the table values iterative high percentage as well as the majority consensus was heading on the following:

For your personal constraints axis was in favor of the phrase No. 36, which was show that the failure in the performance of motor skills make students feel upset, which has negative consequences.

For your axis handicaps socialization majority opinions and frequencies and percentages indicate the phrase No. 12, which was the purpose of the media do not support school sports.

This is what makes students because they do not realize its importance in various fields, which also affects the practice negatively.

For axis private educational constraints majority of duplicates and the high percentage shows on the ferry: 28 Make sure that the lack of sports facilities in the educational institutions from within the first reasons for the lack of desire and appetite for practice.

For axis your constraints social and physical, was for a number: 40 which indicates the general fatigue that affects students at the end of the day due to bad compensation process and retrieval energy and lack of balanced diet rich essentials that make the student bear fatigue and effort, whether intellectual or physical.

Summary analysis of the results:

After we've analyzed gender results when we came to the fact that some common obstacles between males and females.

Which indicates that there are constraints that affect students in general in terms of appetite and aversion and partial withdrawals and perhaps the total of the practice of physical education and sports, including the recall:

Among personal obstacles in both sexes and found:

- Bothered when I try and fail in my skills kinetic, and its relationship psychology student or pupil, and for the constraints that are relevant to socialization, we found that the media of both sexes did not instilling in them the love of practice and the various organs visual and print and audio, and for the constraints educational found in males because they love interviews and sports competitions both internal and external.

The first constraint for them is the lack of games and interviews, which makes them feel bored and despair, and this is what affects Daftém and motivation about the practice of physical education.

> And for females and found to be unfit stadiums and sports equipment which Achaaran uneasy for fear of various injuries.

With regard to socio-physical obstacles were all opinions are in the phrase or disability which alludes to the general fatigue at the end of the day due to lack of compensation and energy recovery.

- The relationship between teacher and pupil as seen by the student:

First: most students recognize that physical activity is considered of great importance (95)%.

Shows through which they signify their desire to conduct such activities 81%.

What proves it is their sense of fun and joy during practice 67% as they do not feel never bored (73%) and increase their love for the teacher (62%), and stationed fear during these shares on the fear of failure and difficulties relating to performance and sporting excellence. This achieves the premise that the student pays great value for the exercise of T. b t and great love for the teacher.

With regard to the form of relationship it has with Prof فنجدها mainly concentrated on the degree of freedom granted to him by the hand and entrepreneurial spirit that allows the other hand, increasing the level of communication between him and his teacher.

We find that (58%) of the students believe that he did not allow them any opportunity to choose what they want to do, and (24%) see often speak with their teacher during class, and (55%) of them think that they can not speak with their colleagues, and the remaining possibility go to the teacher in case you encounter difficulties in understanding or low performance (44%) of system considerations regarding the respect and fear of reprimand and punishment.

They are all indications that the conduct of the share of T. b t keep a list of power and leadership prescriptive, and that do not take into account the child and Te and ignorant tendencies contact with him to increase the curb entrepreneurial spirit with him.

But this conclusion calls reflect on another result clearly, is that in this age of 11-14 years did not notice any link in the form of the relationship imposed by the teachers and the sense shown by the child towards him and towards the practice of T. b t generally., Which hide from Teacher real needs and interests of the child.

Second: shows the controversy preliminary remarkable contradiction between the desire expressed to practice n b t, and the way in which this practice is conducted,

We find that the majority of students agree about the purpose and practice of private gain health and fitness to acquire mathematical skills necessary to specialize in competitive sport.

The desire to practice and value attached by students as well as the decline of the educational stage to another where he finds 51% of average students fun during practice, compared to 44% of the secondary, and this explains the gradual exclusion of activities that do not meet this importance.

The school system is acceptable by the majority, and in less than a party adult compared younger siblings (54% of the average and 48% of the secondary), and what is unacceptable frankly is how to organize the study where rejects that 38% of pupils average compared to 52% of the secondary, although that this is not a rejection of the majority, but rising strongly from the learning phase to the other.

It is more controversy and complaints that were the subject of discussion is foremost on the relationship between teacher and pupil in the sides relating to freedom and initiative and to communicate and exchange, and this form of this relationship is that explains corruption gradual sense pupil towards his teacher as far as growing and advancing in age.

For 68% of primary school students consider this a good relationship and show their love for their teacher to this figure drops to 35% on average and 32% in the secondary.

If some complain about the way the organization of teaching in particular with regard to places of practice and the availability of the necessary means, overcrowding and even choose the nature of the activity practitioner ... The most important terms of the relationship between teacher and pupil, as required by Professor out a little bit about his personality and openness and closer to the students, by making n b t meet their desires away from requiring them to some activities that do not respond to them, and trust them and give them more freedom in organizing during class. This achieves hypothesis which states that the conditions for the organization of the practice remains unconvincing in the eyes of the student.

7 - Conclusion:

Through this discussion we reached that there are personal constraints related to the psychology of the pupil when he tries and fails when learning motor skills, which have a negative perception of his abilities (physical and skill and technical) and negatively affect him.

Educational and there are obstacles (institutional) due to the lack of games, interviews and sports competitions during physical education class and sports, as well as the lack of means and devices, sports facilities and lack of validity, which feels the student disability to practice physical education.