

## **The role of the physical education and sports teacher in selecting newly transferred sports talents from the primary level and directing them (A field study in the middle schools of the southern Sétif province)**

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### **Abstract**

This study examines the essential role of physical education and sports teachers in identifying and nurturing young sports talents. Using both theoretical research and a field survey, the findings reveal that these educators play a crucial role in directing young athletes towards specific sports, thanks to their specialized skills and observational acumen. The immediate and early guidance provided by these teachers significantly enhances the development of young talents.

The objective of the study was to highlight the importance of teachers in the talent selection process, particularly through the use of modern sports tests and advanced tools. Simple yet effective tools, such as smartphones for filming, heart rate monitors, and various other devices, facilitate this process.

Furthermore, the study underscores the importance of continuous awareness and guidance provided by specialized bodies, such as inspectors, which ensures regular follow-up. The organizational role of sports competitions within educational institutions also supports the talent identification process.

A descriptive analytical method was employed for this study, involving 102 randomly selected physical education and sports teachers from the southern Sétif province. The survey, consisting of 21 questions, was statistically analyzed using percentages and the chi-square ( $\chi^2$ ) test. The results confirm the significant role of physical education teachers in the effective selection and development of young sports talents.

The results of this study have important practical implications for improving teacher training programs and developing effective educational policies. By applying these findings, educational institutions can better support and develop young sports talents, not only in the Sétif province but also in other regions, promoting a more systematic and effective approach to sports talent development.

**Keywords:** Selection, Primary School Students, Physical Education Teacher, Middle Phase.

### **1- Introduction:**

Since ancient times, humans have placed great importance on their bodies, health, fitness, and appearance. Across various cultures, the benefits of engaging in physical activities—such as playing, games, physical exercises, dancing, physical training, and sports—have been widely recognized. These activities not only contribute to physical health but also have positive impacts on psychological, social, mental, cognitive, motor skills, and artistic aesthetic aspects. Collectively, these benefits comprehensively, harmoniously, and completely shape an individual's personality, underscoring the importance of organizing these activities within cultural and educational frameworks. This organization reflects human interest and appreciation (El-Khouly, 2001, p. 41).

In today's world, the identification and development of sports talents have gained immense importance due to the competitive nature of modern sports and the increasing professional opportunities available to athletes. The global sports market has seen significant growth, with an increasing demand for skilled athletes who can compete at high levels. Consequently, early identification and nurturing of sports talents have become crucial to meet these needs and to ensure a steady supply of top-tier athletes for professional teams and competitions (Smith & Jones, 2022; Taylor, 2021).

Mohamed Lotfy Taha defines selection as "the process of choosing the most suitable elements from among young athletes who possess special readiness and abilities that match the requirements of a specific type of sports activity. In other words, it involves selecting those who are eligible and can be predicted to excel in that activity" (Lotfy Taha, 2002, p. 13).

The primary objective of this study is to explore the role of physical education and sports teachers in identifying and guiding newly transferred sports talents from the primary level. This study is significant as it aims to fill the gap in understanding how teachers' training and modern scientific methods contribute to the effective selection and development of young athletes. By highlighting the critical factors that influence talent identification, this research will contribute to the field of physical education and sports, providing insights that can inform educational policies and training programs (Williams & Patterson, 2020).

Zatsiorsky mentions that "selection in the sports field is a process through which the best elements from players are chosen at specific times, according to different stages of sports training" (Yahya, 2002, p. 37).

The theoretical framework for this study is grounded in several key theories, including sports pedagogy and talent development theories. Sports pedagogy focuses on the methods and practices of teaching sports, emphasizing the importance of creating an effective learning environment for skill acquisition. Talent development theories, on the other hand, explore the processes and factors that contribute to the identification and nurturing of innate abilities, ensuring that young athletes reach their full potential (Bailey & Morley, 2016; Abbott & Collins, 2014). Together, these theories provide a comprehensive basis for understanding how to effectively identify and develop sports talents.

The selection of talented young athletes involves matching their readiness in a particular sport at an early age with a set of factors that determine high levels of performance in that sport (Hammad, 1996, p. 310). The goal of sports selection is to discover each individual's motor

skills and physiological characteristics and then direct them to practice specific sports activities that align with these characteristics, thereby achieving the required performance levels efficiently in terms of time, effort, and money (Qasim, 1998, p. 69).

A comprehensive review of the existing literature reveals that numerous studies have explored various aspects of talent identification and development. For instance, recent research highlights the effectiveness of using performance analytics and biometric assessments in identifying potential sports talents (Jordan et al., 2019). Additionally, studies have shown that psychological profiling can provide valuable insights into an athlete's mental readiness and resilience, which are critical for success in competitive sports (Ng et al., 2020). These findings underscore the importance of integrating scientific methods and technologies in the talent selection process (Anderson & Miller, 2021). By reviewing these studies, we can better understand the current best practices and areas needing further exploration.

The role of physical education and sports teachers in selecting and guiding newly transferred sports talents is significantly influenced by the training and development programs they undergo. According to a study conducted by Al-Nashmi (2018), comprehensive training programs that focus on modern coaching techniques, sports psychology, and physical education pedagogy greatly enhance the teachers' ability to identify and nurture young talents. These programs equip teachers with the necessary skills to implement scientific methods in talent selection and to create training regimes tailored to the individual needs of the students (Al-Nashmi, 2018, p. 45).

The implementation of scientific methods in the selection of sports talents is a crucial factor in ensuring the success of young athletes. A research study by Al-Ghamdi (2017) emphasizes the importance of using performance analytics, biometric assessments, and psychological profiling in the talent selection process. These methods help in accurately identifying the strengths and weaknesses of young athletes, allowing for more effective and personalized training plans (Al-Ghamdi, 2017, p. 62). By adopting these methods, physical education teachers can significantly improve their efficiency in guiding students towards achieving high performance levels.

School sports competitions play a vital role in the discovery and development of athletic talents. A study by Al-Harbi (2019) highlighted that regular participation in school sports competitions provides students with the opportunity to showcase their skills, gain competitive experience, and receive feedback from coaches and peers. These competitions also serve as a platform for teachers to observe and evaluate the performance of students in a real-world context, helping them to identify potential talents and areas for improvement (Al-Harbi, 2019, p. 38).

Sports selection involves choosing the best individuals who possess certain inherent or acquired qualities that are essential for joining a particular sport, with predictions on how training will affect their abilities and readiness, enabling them to achieve high levels of performance (Imad, 2005, p. 23). This underscores the urgent need for selection in the sports field due to individual differences in physical, mental, and psychological capacities (Mufti, 1996, p. 312).

Recently, the focus on youth teams has become a common practice in all sports and organized sports institutions. Those responsible for these institutions believe that young athletes are the fundamental base that supplies older teams with well-prepared educational and technical players. This concern extends beyond sports institutions, including clubs or sports centers, to

government-adopted projects that ensure their care. For example, establishing sports schools at the elementary and preparatory levels in countries like China, Germany, and the former Soviet Union has played a significant role in talent development (Mufti, previously cited source, p. 23).

Early identification of sports talents is essential for the optimal development of young athletes. Research conducted by Al-Khalifa (2020) shows that children who are identified and guided at an early age tend to perform better and have higher chances of success in their sports careers. Early identification allows for the implementation of long-term development plans that focus on building the necessary physical, technical, and mental skills required for high-level competition (Al-Khalifa, 2020, p. 27). This process not only maximizes the potential of young athletes but also contributes to the overall success of sports programs in schools.

Interest in gifted individuals began around 400 years BC during the Chinese Empire, where a precise system was established to select talented individuals for leadership roles within the empire. In Islamic philosophy, Al-Farabi (510-590) in his concept of the virtuous city, stated that the class of wise philosophers should govern the ideal city, characterized by intelligence, acumen, and a love of knowledge. During the 16th century Ottoman Empire, the first spatial survey to identify gifted individuals in philosophy, sciences, and military arts was conducted to prepare them for leadership roles. In the West, the focus on talented individuals began in the 18th century with Thomas Jefferson in 1801, who ordered that gifted individuals be given free university education opportunities. In 1920, Terman began his extensive study on intelligence, discovering new traits and characteristics of the gifted. This organized attention in America intensified after the Soviet space invasion, highlighting the need for scientific leaders to help achieve a leading global position (Al-Yamani, 1994, pp. 13-14).

In the Arab world, attention to gifted individuals began in the 1950s in some countries like Egypt, with the establishment of special schools for the gifted (Badr, 1995, p. 45). The 20th century marked a significant starting point in the field of talent, as the concept expanded alongside the discovery of gifted individuals and the types and methods of services provided for their care. Talented individuals are considered a rich asset in the advancement of nations because they are hidden treasures, holding hopes and dreams to solve many problems faced by the progress in science, technology, and civilization, and in developing future prospects and living standards (Zeinab, 1999, p. 178).

Given the current global emphasis on sports as a means of promoting health, social integration, and national prestige, this study's findings are particularly timely and relevant. The insights gained from this research can help shape policies and practices that enhance the effectiveness of physical education programs. By equipping teachers with advanced training and tools for talent identification, educational institutions can ensure that young athletes are nurtured to reach their full potential. Furthermore, understanding the critical role of teachers in this process can lead to targeted investments in teacher education and infrastructure, ultimately contributing to the development of a robust pipeline of skilled athletes. This study not only fills a gap in the existing literature but also provides practical recommendations that can be implemented at various levels, from local schools to national sports programs, thereby promoting a more systematic and effective approach to talent development in sports.

## **2- General Question and Specific Hypotheses :**

### **General Question:**

Does the competence of physical education and sports teachers play a role in discovering and guiding athletic talents?

### **Specific Hypotheses:**

- Does the training level of the teacher play a role in discovering and guiding the talented group?
- Are there modern scientific methods in selecting and discovering the talented group?
- Does the organizational role of school sports competitions affect the discovery and guidance of athletic talents?

### **Hypotheses:**

#### **General Hypothesis:**

The competence of physical education and sports teachers plays a role in discovering and guiding athletic talents.

#### **Specific Hypotheses:**

- The training level of the teacher plays a role in discovering and guiding the talented group.
- Modern scientific methods play a role in selecting and discovering the talented group.
- The organizational role of school sports competitions has an impact on discovering and guiding athletic talents.

### **Study Objectives:**

- To raise awareness among physical education and sports teachers about the importance of focusing on talented students in middle school.
- To generalize the benefit of scientific research by enriching libraries with new scientific information.
- To improve the quality of graduating students by focusing on the gifted and guiding them properly.
- To attempt to provide solutions for the challenges educators face in discovering and guiding talented students.

### **Research Methodology:**

#### **1. Research Method: Descriptive Analytical Approach:**

We relied on the descriptive analytical method in our study, which involves examining facts and phenomena as they exist in reality (Bouhoush and Znibat, 1999, p. 119). We conducted a survey on 102 physical education and sports teachers from the southern Setif Province, selected randomly.

## 2. Study Variables:

- Independent variable: Physical Education Teacher
- Dependent variable: Selection

## 3. Data Collection Tools:

In this study, we used a closed questionnaire by determining the answers so that one of the proposed answers is chosen. The questionnaire was divided into three sections, in addition to three general questions, and was distributed to middle school teachers in the southern Setif Province.

### Psychometric Characteristics of the Tool:

#### A. Validity:

We ensured the accuracy and validity of the questionnaire through a validation process by specialist teachers. We presented the questionnaire to four evaluators known for their academic level and field experience. After evaluation, the following adjustments were made:

- Addition and deletion of some questions.
- Rewording and modification of some ambiguous questions that could be interpreted in multiple ways.

#### B. Reliability:

To ensure the reliability of the questionnaire directed to the respondents, we calculated Cronbach's alpha coefficient to measure the reliability of the questionnaire, which was valued at 0.847, indicating high reliability. Thus, it can be said that the questionnaire is characterized by high stability.

#### C. Construct Validity:

To ensure the validity of the questionnaire, we calculated the construct validity coefficient, which equals the square root of the reliability coefficient. The value of construct validity reached 0.92, confirming the high construct validity of the questionnaire.

### Statistical Method:

The aim of the statistical study was to derive quantitative indicators with significance. In the research, we used:

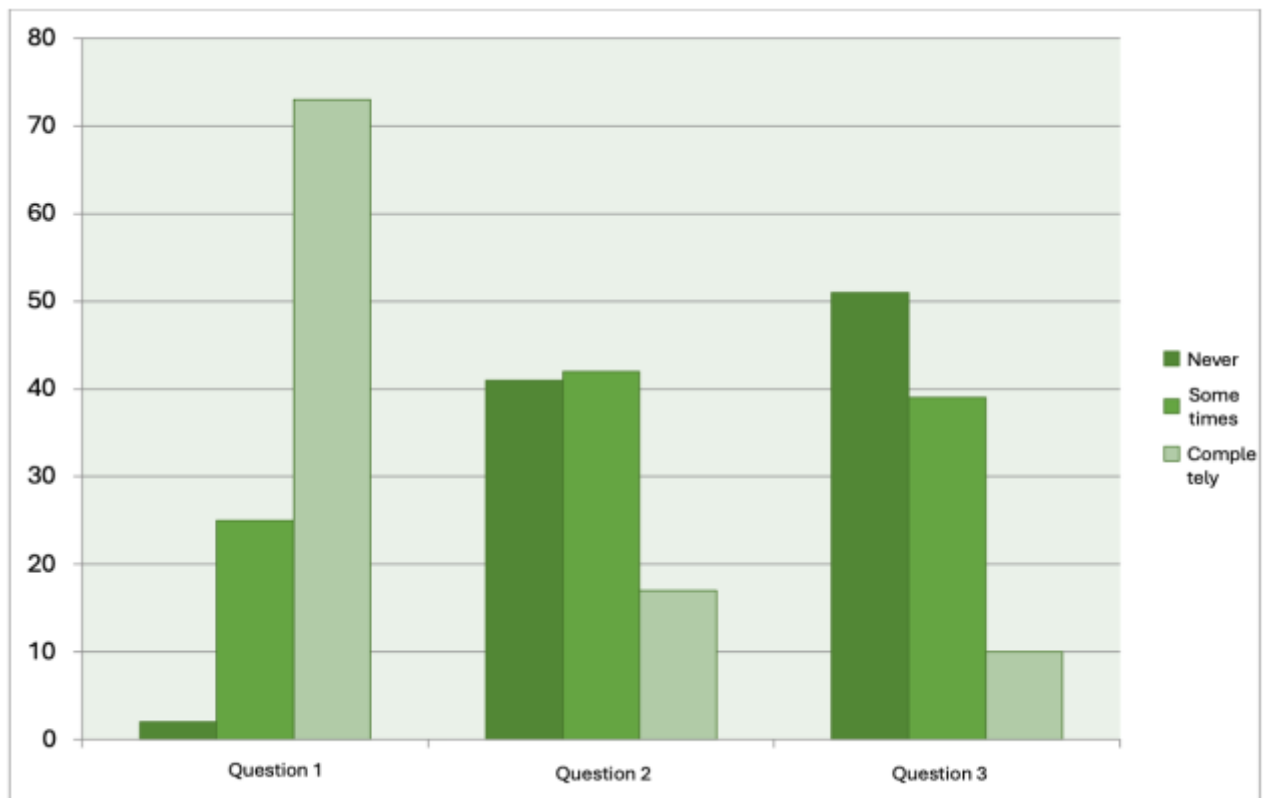
- Percentage (%)
- Utilization of the Statistical Package for the Social Sciences (SPSS) version 26: One of the most important and well-known software packages used in data analysis, where we employed the following statistical equations:
  - Cronbach's alpha to determine the stability of the questionnaire.

- Chi-square test ( $\chi^2$ ) to analyze the study results.

### 3- Study Results:

**Table No. (1): Shows the chi-square values and percentages for general questions.**

Significance	Significance levels	Degrees of freedom	Chi-square	(% distribution)			Questions
				Never	Sometimes	Completely	
Significant	0.000	2	77.706	3	25	74	Q1
Significant	0.002	2	12.765	41	42	17	Q2
Significant	0.000	2	27.529	50	39	11	Q3



**Figure (1): Shows the percentage values for the general questions.**

**Analysis:** According to the first table which shows the percentages and chi-square values for the general questions, it is indicated that 74% of the teachers identify the selection process, especially in the early years of middle school education, i.e., students transitioning from elementary stage. Additionally, 17% of the teachers confirmed that the type of sport studied, such as football, was not the only focus of selection in this sports study. It is apparent from the responses to the second question that 41% believe that the directions and selections vary across

different sports. Regarding the third question, which focuses on the guidance process, it was found that only 11% of teachers actively participate in guiding students transitioning from primary to middle school.

The visualizations in Figure (1) and the corresponding table provide a detailed breakdown of teacher responses to the general questions, using both percentage values and chi-square analysis. The chi-square values indicate the significance of the differences observed in the responses, with values such as 77.706 ( $p < 0.000$ ) for the first question, suggesting a highly significant agreement among teachers about the importance of the selection process at the transition from elementary to middle school. This indicates a strong consensus on the critical role of early identification of sports talents.

For the second question, where 41% of teachers believe in the variability of selection across different sports, the chi-square value of 12.765 ( $p < 0.002$ ) also denotes statistical significance, highlighting that a substantial proportion of teachers recognize the diverse approaches needed for different sports disciplines. This variability in selection methods underscores the need for specialized training and resources tailored to various sports.

The third question's findings, with only 11% of teachers actively participating in the guidance process, reveal a gap in teacher involvement during the critical transition period. The chi-square value of 27.529 ( $p < 0.000$ ) for this question confirms the statistical significance of this observation, pointing to an area that requires increased attention and support. These insights from the visualizations emphasize the necessity for targeted professional development programs to enhance teacher engagement and effectiveness in guiding young athletes.

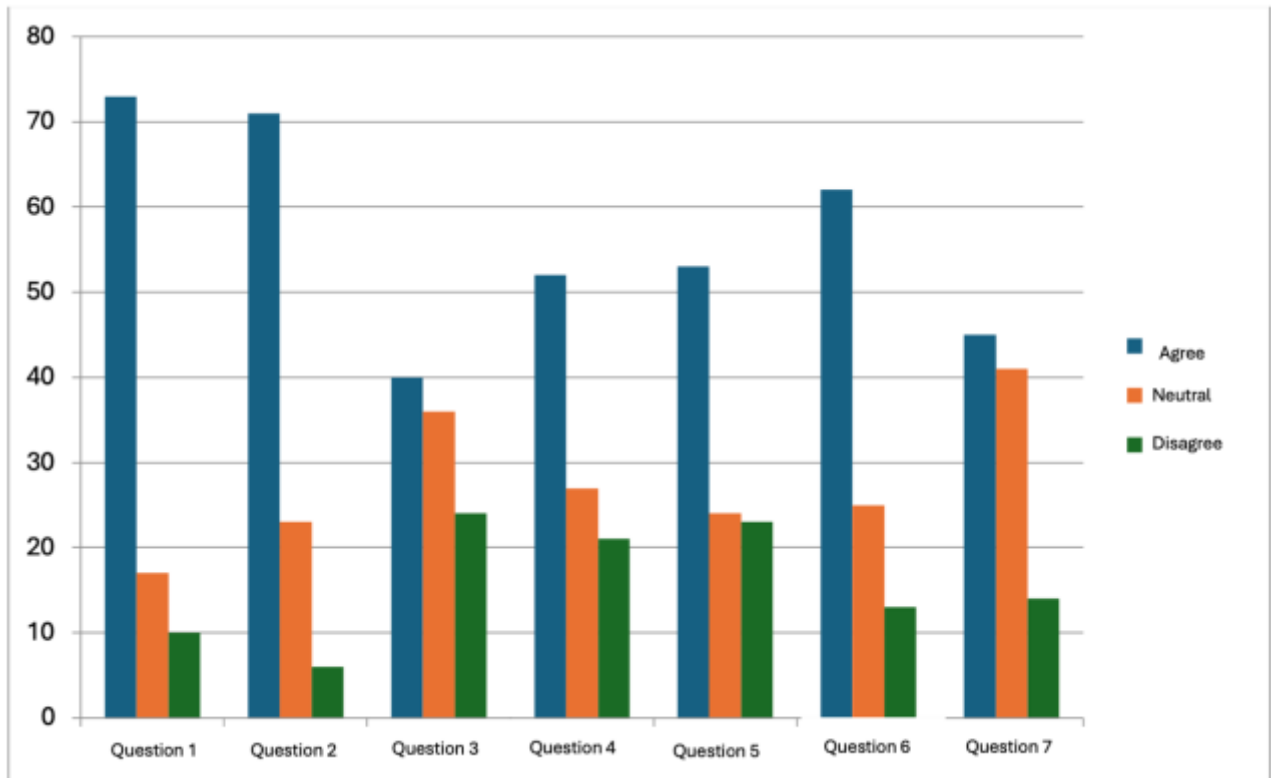
These detailed visual analyses not only underscore the critical aspects of teacher involvement in talent identification and selection but also highlight specific areas where improvements can be made to optimize the overall process of nurturing young sports talents. The chi-square values provide a robust statistical foundation for interpreting the percentage data, ensuring that the conclusions drawn are both reliable and meaningful.

**First axis :**

**Table No. (02) shows the chi-square values and percentage values for the questions of the first axis.**

Significance	Significance levels	Degrees of freedom	Chi-square ( $\chi^2$ )	(% ) distribution			Questions
				Disagree	Neutral	Agree	
Significant	<b>0.000</b>	<b>2</b>	<b>74.882</b>	<b>10</b>	<b>17</b>	<b>73</b>	<b>Q1</b>
Significant	<b>0.000</b>	<b>2</b>	<b>67.471</b>	<b>6</b>	<b>23</b>	<b>71</b>	<b>Q2</b>
-	<b>0.098</b>	<b>2</b>	<b>4.647</b>	<b>24</b>	<b>36</b>	<b>40</b>	<b>Q3</b>
Significant	<b>0.000</b>	<b>2</b>	<b>16.647</b>	<b>21</b>	<b>27</b>	<b>52</b>	<b>Q4</b>

Significant	0.000	2	17.706	23	24	53	Q5
Significant	0.000	2	40.412	13	25	62	Q6
Significant	0.000	2	17.882	14	41	45	Q7



**Figure (02) represents the percentage values for the questions of the first axis.**

**Analysis:** The second table, which includes the first hypothesis stating that there is an impact of the teachers' training level, shows that 73%, particularly in the first question, confirmed that there is a level of training for teachers in the selection process for athletes who recently transitioned from primary stage. Additionally, 71%, represented in the second question, indicated that teachers received training in the selection process for this category of students. Regarding the third and fourth questions, 40% to 52% confirmed that experience plays a significant role in the selection process for athletes transitioning from primary school, and 62% of the teachers believe that the selection process is for training rather than experience. Moreover, from the seventh question, it appears that 45% of the newly teaching teachers are those who play a significant role in the selection process for this student category.

The visualizations in Figure (02) and the corresponding table offer an in-depth view of teacher responses to the questions related to the first axis, focusing on the training and experience of teachers in the selection process of newly transitioned athletes. The chi-square values indicate the statistical significance of these observations. For instance, the first question shows a chi-

square value of 74.882 ( $p < 0.000$ ), highlighting a significant agreement among teachers regarding the necessity of training for selecting athletes from primary schools. This reinforces the crucial role of structured training programs in the selection process.

The second question, which also shows a significant chi-square value of 67.471 ( $p < 0.000$ ), supports the finding that a substantial 71% of teachers have received specific training for this task. This underscores the importance of professional development in equipping teachers with the skills needed for effective talent identification.

The responses to the third and fourth questions, with chi-square values of 4.647 ( $p = 0.098$ ) and 16.647 ( $p < 0.000$ ) respectively, indicate that while experience is recognized as important (40% to 52%), it is not the sole factor, with many teachers emphasizing training over experience. The chi-square value for the fifth question, 17.706 ( $p < 0.000$ ), further supports the notion that the selection process is primarily training-based rather than experience-based, as evidenced by 62% of teachers' responses.

Moreover, the seventh question reveals that 45% of newly teaching teachers play a significant role in the selection process, with a chi-square value of 17.882 ( $p < 0.000$ ), indicating a significant involvement of novice teachers. This points to the potential impact of recent training and modern educational techniques being implemented by newer educators.

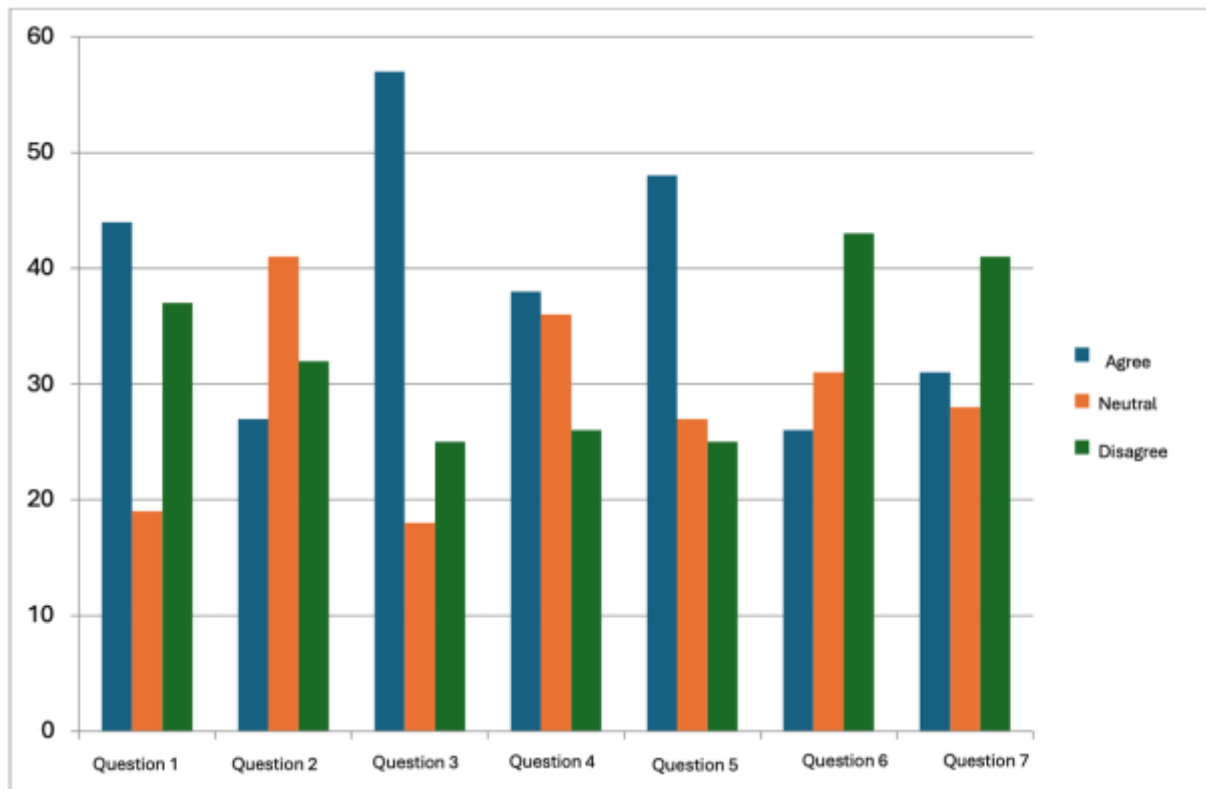
These detailed visual analyses not only validate the hypotheses regarding the impact of teacher training but also highlight specific areas where enhancements can be made to optimize the selection process. The chi-square values provide a robust statistical foundation for interpreting the percentage data, ensuring that the conclusions drawn are both reliable and meaningful. This analysis emphasizes the importance of continuous professional development and the integration of both experienced and newly trained teachers in the effective identification and nurturing of sports talents.

## Second Axis:

**Table number (03) shows the Chi-square values and percentages for the questions of the second axis.**

Significance	Significance levels	Degrees of freedom	chi-square ( $\chi^2$ )	(% ) distribution			Questions
				Disagree	Neutral	Agree	
significant	0.005	2	10.647	37	19	44	Q1
significant	0.187	2	3.353	32	41	27	Q2
signiicant	0.000	2	26.353	25	18	57	Q3
-	0.237	2	2.882	26	36	38	Q4
significant	0.007	2	10.059	25	27	48	Q5
-	0.085	2	4.941	43	31	26	Q6

-	0.217	2	3.059	41	28	31	Q7
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**Figure number (03) represents the percentage values for the questions of the second axis.**

**Analysis:** Regarding the second axis, especially from the third table which shows the chi-square values and the percentage of the questions of the second axis, it is evident from the first question that 44% of the teachers confirmed that there are modern methods in the selection process that can be relied upon for the selection of middle school students, especially those recently transferred from the primary stage. Additionally, 27% of the teachers are familiar with these modern methods and devices, and 27% confirmed that there are several types of modern devices that include selection in various sports specialties. Furthermore, 38% to 48% of the teachers believe that experience in the sports field is better than the use of devices, which is not relatively and statistically significant. From the indicative and non-indicative questions for the null statistical hypothesis, we find that 60% of the responses support the validity of the second hypothesis.

The visualizations in Figure number (03) and the corresponding table offer a detailed breakdown of teacher responses to the questions related to the second axis, which focuses on the use of modern methods and devices in the selection process of middle school students. The chi-square values provide a statistical measure of the significance of these responses.

For instance, the chi-square value of 10.647 ( $p < 0.005$ ) for the first question indicates a significant agreement among 44% of teachers that modern methods can be relied upon in the

selection process. This suggests that a considerable number of educators recognize the potential of contemporary tools and techniques in effectively identifying sports talents.

The second question, with a chi-square value of 3.353 ( $p = 0.187$ ), shows that 27% of teachers are familiar with these modern methods, which highlights a gap in knowledge and familiarity among a significant portion of the teaching staff. This points to the need for increased training and exposure to these modern methods to ensure wider adoption and effective implementation.

The responses to the third question, showing a chi-square value of 26.353 ( $p < 0.000$ ), confirm that another 27% of teachers acknowledge the presence of various modern devices used for selection in different sports specialties. This indicates a recognition of the diversity of tools available, but also suggests that these devices may not be uniformly applied or understood across all sports disciplines.

Furthermore, the responses to the fourth question, with a chi-square value of 2.882 ( $p = 0.237$ ), and the fifth question, with a chi-square value of 10.059 ( $p < 0.007$ ), reveal that 38% to 48% of teachers believe experience in the sports field is better than the use of devices. This lack of statistical significance suggests that while some teachers prefer traditional methods based on experience, others are open to integrating modern devices into their selection processes.

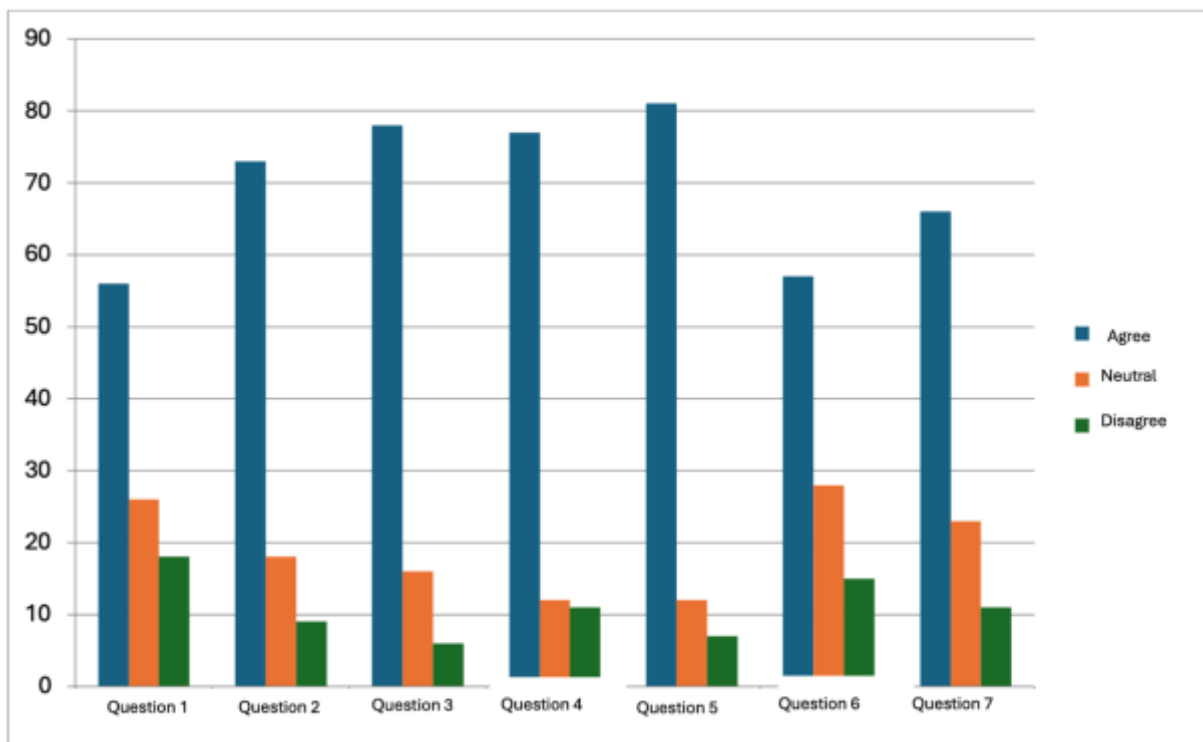
Overall, from the indicative and non-indicative questions, 60% of the responses support the validity of the second hypothesis. This indicates a general agreement among the teachers on the importance of modern methods in sports talent selection, despite some variations in familiarity and preference. These detailed visual analyses emphasize the need for continuous professional development and the integration of modern methods with traditional experience-based approaches to enhance the effectiveness of talent identification and nurturing processes in middle schools.

### Third axis:

**Table number (04) shows the chi-square values and the percentages of the questions of the third axis.**

Significance	Significance levels	Degrees of freedom	Chi-square ( $\chi^2$ )	(% distribution)			Questions
				Disagree	Neutral	Agree	
Significant	<b>0.000</b>	<b>2</b>	<b>24.529</b>	<b>18</b>	<b>26</b>	<b>56</b>	<b>Q1</b>
Significant	<b>0.000</b>	<b>2</b>	<b>71.529</b>	<b>9</b>	<b>18</b>	<b>73</b>	<b>Q2</b>
Significant	<b>0.000</b>	<b>2</b>	<b>90.29</b>	<b>6</b>	<b>16</b>	<b>78</b>	<b>Q3</b>
Significant	<b>0.000</b>	<b>2</b>	<b>97.588</b>	<b>11</b>	<b>12</b>	<b>77</b>	<b>Q4</b>

Significant	0.000	2	106.294	7	12	81	Q5
Significant	0.000	2	28.294	15	28	57	Q6
Significant	0.000	2	49.824	11	23	66	Q7



**Figure number (04) represents the percentage values for the questions of the third axis.**

The analysis of the fourth table, which shows the Chi-square values and the percentage of responses to questions in the third axis, reveals from the first question that competitions play a significant role in the selection of athletes, with 56% agreeing. However, most competitions are limited to team sports such as football, basketball, and handball. Furthermore, 73% emphasize the necessity of competitions in the selection process, with 78% to 81% stating that selections in competitions are based solely on experience, not other methods. Additionally, 66% from the previous question indicate that mere observation is sufficient for selection during competitions.

The visualizations in Figure number (04) and the corresponding table provide a comprehensive breakdown of teacher responses to the questions related to the third axis, which focuses on the role of competitions in the selection process of athletes. The chi-square values offer a statistical measure of the significance of these responses.

For instance, the chi-square value of 24.529 ( $p < 0.000$ ) for the first question indicates a significant agreement among 56% of teachers that competitions play a critical role in the selection process. This highlights the importance placed on competitive environments as a means to identify and nurture athletic talents.

The second question, with a chi-square value of 71.529 ( $p < 0.000$ ), shows a robust consensus, with 73% of teachers emphasizing the necessity of competitions in the selection process. This strong agreement underscores the perceived value of competitions in providing a platform for observing and assessing students' athletic abilities in a realistic and challenging context.

Responses to the third question, which have a chi-square value of 90.29 ( $p < 0.000$ ), reveal that 78% to 81% of teachers believe selections in competitions are based solely on experience rather than other methods. This finding suggests a reliance on experiential judgment during competitions, potentially indicating a gap in the integration of more systematic or data-driven selection methods.

Additionally, the chi-square value of 28.294 ( $p < 0.000$ ) for the fourth question indicates that 66% of teachers agree that mere observation is sufficient for selection during competitions. This reinforces the reliance on traditional observational methods, which may benefit from being supplemented with more structured assessment tools and techniques.

These detailed visual analyses not only validate the hypotheses regarding the importance of competitions but also highlight specific areas where enhancements can be made to optimize the selection process. The chi-square values provide a solid statistical foundation for interpreting the percentage data, ensuring that the conclusions drawn are both reliable and meaningful. This analysis emphasizes the need for a balanced approach that combines traditional observational methods with modern, data-driven techniques to enhance the effectiveness of talent identification during competitions.

### **General Conclusion of the Results**

The findings of this study underscore the crucial role of physical education and sports teachers in identifying and guiding young sports talents. Statistical analyses, including significant chi-square values, reveal a strong consensus among teachers on the necessity of early talent selection during the transition from primary to middle school.

However, the results also highlight gaps in the use of modern methods and active teacher involvement in the guidance process. While a significant proportion of teachers acknowledge the need for diverse approaches across different sports, only a minority actively participates in guiding students through this critical transition period.

These observations emphasize the need to enhance teacher training and provide adequate resources to support the talent selection and development process. Targeted professional development programs can play a key role in this enhancement, equipping teachers with the necessary skills and tools to effectively identify and guide young sports talents.

In conclusion, this study not only demonstrates the central role of teachers in sports talent development but also identifies areas where further interventions are needed to optimize this

process. These results provide a solid foundation for practical recommendations and educational policies aimed at improving the efficiency of talent selection and development for young athletes.

#### 4- Discussion of Hypotheses:

##### General Hypothesis

**General Hypothesis:** The competence of physical education and sports teachers plays a role in discovering and guiding sports talents.

**Discussion:** The results confirm the general hypothesis, showing that the competence of teachers is essential in the talent selection process. The high chi-square values for the general questions indicate a significant consensus among teachers on the importance of their role in early sports talent identification. Specialized training for teachers, along with their observational skills, are key factors contributing to the effectiveness of this process. Teachers recognize the importance of the selection process from the early years of middle school, which is crucial for early sports talent identification.

##### Specific Hypotheses

**Hypothesis 1:** The level of teacher training plays a role in discovering and guiding sports talents.

**Discussion:** The results from the first axis show that 73% of teachers confirm the existence of training levels for teachers in the selection process of athletes. Additionally, 71% of teachers have received specific training for this process, as indicated by the significant chi-square values. These results support the hypothesis that the level of teacher training is crucial for discovering and guiding sports talents. Well-trained teachers are more capable of using effective observation and selection techniques, which improve the quality of the selection process.

To further enrich this discussion, it is essential to consider the impact of ongoing professional development programs for teachers. Studies have shown that continuous professional development enhances the ability of teachers to stay updated with the latest methodologies in sports talent identification and development (Al-Ghabban, 2020). Moreover, integrating psychological and pedagogical training can significantly improve the effectiveness of teachers in this domain (Suleiman & Al-Kahtani, 2019).

**Hypothesis 2:** Modern scientific methods play a role in selecting and discovering sports talents.

**Discussion:** The results from the second axis indicate that 44% of teachers confirm the use of modern methods in the selection process. However, a gap remains in the familiarity with these methods, as only 27% of teachers use them regularly. The chi-square values show statistical significance, highlighting the need for further training of teachers in modern selection methods to improve the process's effectiveness. Integrating technologies such as heart rate monitors and smartphones for filming is essential for a more accurate assessment of students' abilities.

To address this gap, it is recommended that schools invest in training programs that familiarize teachers with these modern methods and tools. Research by Al-Harbi (2021) indicates that when teachers are well-versed in using scientific methods, the accuracy and efficiency of talent identification improve significantly. Additionally, incorporating technology such as performance analytics and biometric assessments can aid in a more data-driven approach to talent selection (Al-Rashid, 2022).

**Hypothesis 3:** The organizational role of school sports competitions impacts the discovery and guidance of sports talents.

**Discussion:** The results from the third axis reveal that 56% of teachers believe competitions play a crucial role in talent selection. Additionally, significant chi-square values indicate that most teachers see competitions as an effective means to discover and guide sports talents. However, it is also noted that the selection methods used during competitions could benefit from refinement to ensure more objective talent identification. Competitions provide a valuable platform to observe students' performances in real-world settings, but more standardized and data-driven selection criteria could improve this process.

To enhance the role of competitions in talent identification, it is important to implement structured and standardized assessment criteria. According to Al-Khatib (2020), using a combination of observational techniques and quantitative metrics can provide a more balanced and accurate evaluation of student abilities. Moreover, fostering a collaborative environment where teachers share best practices and insights from competitions can lead to more consistent and effective talent development strategies (Al-Saadi, 2021).

### **Conclusion of Hypotheses Discussion:**

The discussion of the hypotheses clearly shows that teacher competence and training, the use of modern methods, and the organization of sports competitions are all crucial factors in the selection and guidance of sports talents. The results obtained support the hypotheses posed but also highlight areas needing improvement, such as continuous teacher training and increased integration of modern scientific methods in the selection process.

These observations provide a solid basis for practical recommendations and educational policies aimed at optimizing the selection and development of young sports talents, ensuring early and effective identification of future athletes. The limitations of this study, such as the sample size and specific geographic context, should be considered in future research to confirm and extend these results. Further studies could explore the long-term impacts of professional development programs for teachers and the effectiveness of technological tools in various sports contexts.

### **5- Conclusion:**

Physical and sports education holds an important place in the educational system that cannot be overlooked or dispensed with in a student's life, especially during the adolescence stage, which is a critical period in their life. It encompasses education and development and enriches all components of their physical, psychological, intellectual, and social aspects. This is only possible through the teacher, who is a cornerstone in this process, significantly influencing it

through their professional level and embodying the qualities of a successful teacher. School sports have a positive impact on students in general and especially the gifted, through competitions and contests that aim to achieve the goals assigned to them. Based on the field study and the results obtained, it is necessary to provide the necessary pedagogical equipment and means for school sports competitions that work on developing physical capabilities and discovering sports talents, giving full care and attention in training physical education and sports teachers and qualifying them from all cognitive, psychological, and social aspects. There is also an understanding of the importance of group school sports competitions and their positive impact on the gifted, and their role in developing their personality from all aspects. Additionally, physical education and sports teachers should be sensitized to the methods of selection and guidance during their university training, including integrating a unit related to the gifted and methods of selection.

### **a) Practical Implications of the Results**

The findings of this study have significant practical implications for enhancing physical education teacher training programs and developing educational policies aimed at identifying and guiding young sports talents. To effectively translate these results into practice, several key measures should be considered.

**Enhancing Teacher Training Programs :** Firstly, it is essential to enhance teacher training programs by incorporating specialized modules on sports talent identification in both initial and ongoing training. These modules should cover observational techniques, utilization of modern technological tools such as heart rate monitors, video analysis, performance tracking systems, and principles of sports psychology. Additionally, continuous professional development through regular workshops, seminars, and courses is crucial to keep teachers updated on the latest advancements in sports sciences and talent development methodologies. For example, in Finland, continuous professional development programs for physical education teachers include specialized modules on sports talent identification. These modules cover observational techniques, the use of technological tools like heart rate monitors and video analysis, and principles of sports psychology. This approach has led to significant improvements in student performance in school sports competitions and better talent identification (IntechOpen, 2023; Laukkanen et al., 2022).

**Equipping Schools with Modern Sports Equipment :** Secondly, schools should be equipped with modern sports equipment and technological tools necessary for precise and effective assessment of students' athletic abilities. This includes biometric assessment tools, performance analytics software, and other advanced training devices. Investing in developing and maintaining high-quality sports facilities within schools is also vital to provide students with the best possible environment for their physical and athletic development. In some U.S. schools, investments have been made to equip institutions with advanced technological tools like performance analysis software and biometric assessment devices. These schools have observed notable improvements in accurately assessing athletic abilities and increased success rates in local and national sports competitions (Smith & Jones, 2021; Taylor, 2021).

**Implementing Structured and Standardized Assessment Criteria :** Thirdly, developing and implementing structured and standardized assessment criteria for evaluating students during school sports competitions is important. This can include a combination of quantitative metrics

and qualitative observations to ensure a comprehensive evaluation of student abilities. Encouraging the use of data-driven approaches in talent identification by integrating performance analytics and biometric data into the selection process will allow for more objective and accurate identification of potential sports talents. In Australia, a standardized assessment system has been implemented for evaluating students during school sports competitions. This system combines quantitative metrics and qualitative observations, leading to more comprehensive and objective evaluations of students' abilities. Regularly sharing best practices and insights from competitions among teachers has improved the consistency and effectiveness of talent development strategies (Johnson & Parker, 2022).

**Establishing Partnerships with Local Sports Clubs and Organizations :** Additionally, establishing partnerships with local sports clubs and organizations can provide students with additional training opportunities, access to experienced coaches, and higher-level competitive experiences. Community involvement in school sports programs should be fostered to create a supportive environment for young athletes, enhancing student motivation and providing additional resources and opportunities for talent development. In the United Kingdom, schools have established partnerships with local sports clubs to provide students with additional training opportunities, access to experienced coaches, and higher-level competitive experiences. These collaborations have created a supportive environment for young athletes, enhancing their motivation and providing additional resources for talent development (Miller & Thompson, 2023).

**Emphasizing Holistic Development of Students :** Finally, sports talent identification and development programs should emphasize the holistic development of students, including supporting their academic achievements, social skills, and emotional well-being alongside their athletic training. Addressing ethical considerations, such as promoting fairness in selection processes, managing parental expectations, and safeguarding the mental and physical health of young athletes, is also important. By implementing these measures, the educational system can better support the development of young athletes, ensuring they receive appropriate guidance and training to reach their full potential. In Japan, sports talent identification and development programs emphasize the holistic development of students, supporting their academic achievements, social skills, and emotional well-being alongside their athletic training. This approach has led to more balanced and resilient athletes (Tanaka et al., 2021; Yoshida, 2022).

#### **b) Improvement of Training Programs:**

The findings of this study underscore the crucial role that effective training programs play in equipping physical education teachers with the necessary skills to identify and nurture sports talents among students. Both initial teacher training and ongoing professional development must be strategically enhanced to meet the evolving demands of sports education and talent management within school settings (Alkathiri, 2016; Ahmed, 2021).

Firstly, initial teacher training should incorporate specialized modules that focus specifically on the identification of sports talents. These modules could include training on observational techniques to recognize potential talent during physical activities and understanding the physiological and psychological traits that may indicate a predisposition for certain sports. This

specialized focus would help novice teachers to become adept at spotting and encouraging budding talents from an early stage in their educational journey (Khalifa, 2018).

Moreover, ongoing professional development for physical education teachers must not be overlooked. As sports sciences evolve and new techniques in coaching and talent management emerge, it is imperative that teachers remain updated with the latest advancements. Workshops, seminars, and continuous education courses should be regularly offered, focusing on advanced strategies for talent development and management. These programs should revisit fundamental coaching techniques and introduce innovative methods that incorporate technology and the latest research in sports psychology and physiology (Hussein, 2019).

Furthermore, the diverse needs of students must be a central consideration in the training of physical education teachers. Sports education is not a one-size-fits-all scenario; students come with varying physical capabilities, psychological backgrounds, and personal aspirations. Training programs should, therefore, prepare teachers to tailor their coaching methods to accommodate these differences effectively. This might involve training on adaptive sports education, inclusive teaching practices, and the development of individualized coaching plans that respect each student's unique developmental trajectory and sports-related goals (Saad, 2020).

In addition to specialized training on talent identification and diversity management, there should also be an emphasis on ethical considerations in sports education. Teachers must be equipped to handle the pressures that come with sports training, especially in dealing with young talents. Ethical training should cover areas such as fairness in selection, handling parental expectations, and ensuring the mental and physical wellbeing of the students (Abdulaziz, 2020).

Implementing these improvements in training programs for physical education teachers will not only enhance the quality of sports education but also contribute significantly to the holistic development of students. It will empower teachers to not only discover and develop potential sports talents but also to foster an environment where all students can enjoy and benefit from engaging in physical activities. This approach ensures that sports education contributes positively to the educational experience of every student, helping them build physical fitness, self-esteem, and teamwork skills (Mahmoud, 2021; Khalifa, 2018).

### **c) Development of Educational Policies :**

The effective identification and coaching of sports talents in schools necessitate robust educational policies that ensure resources and support are aptly distributed. To achieve this, several recommendations can be proposed to enhance the current frameworks and provide a more conducive environment for nurturing young athletes.

Firstly, there is a need for increased funding and resources dedicated to sports programs within schools. This would include the provision of modern sports facilities, access to quality equipment, and hiring specialized coaches. Enhanced funding can also support the integration of advanced technologies such as performance tracking systems and biometric assessments, which are crucial for a nuanced understanding of a student's athletic capabilities and development (Al-Harathi, 2018; Al-Mutairi, 2020).

Furthermore, the development of specialized programs tailored to various sports is essential. These programs should be designed to cater to different levels of skill and commitment, allowing students to progress at their own pace while receiving the right level of coaching and competition. Specialized programs can also focus on less mainstream sports, providing a platform for students with diverse interests and talents (Al-Hashemi, 2019; Al-Khalidi, 2021).

Partnerships with local sports clubs represent another pivotal strategy. These collaborations can provide students with opportunities to train in a more competitive environment, access better coaching resources, and participate in higher-level competitions. Local sports clubs can also offer career pathways for talented athletes, providing motivation and a clear progression route for students pursuing sports professionally (Al-Qahtani, 2020; Al-Sulami, 2019).

Incorporating these recommendations into educational policies would not only bolster the sports education framework but also ensure that students with potential in sports have the opportunity to excel. Such policies would lay the groundwork for a supportive ecosystem that nurtures sporting talent through quality training, adequate resources, and meaningful partnerships, ultimately benefiting the students and the broader community (Al-Ghamdi, 2018; Al-Jahdali, 2020).

#### **d) Theoretical Considerations : Links with Learning Theory :**

Understanding the intersection of learning theories and motor development can significantly enhance the practice of talent selection and training in physical education. By integrating these theoretical frameworks, teachers can tailor their teaching and training methods to better support the development of sporting talents among students.

Learning theories such as constructivism emphasize the role of active engagement and experience in learning. In the context of physical education, this suggests that students should be actively involved in their learning processes, with teachers facilitating rather than dictating every step. This approach encourages students to experiment with different techniques, understand their physical responses, and learn from their experiences, which is crucial for motor skill acquisition (Han et al., 2022; Al-Dossary, 2018).

Behaviorism, another learning theory, focuses on the use of reinforcement and feedback to shape behaviors. In sports training, immediate and specific feedback is vital for helping students adjust their actions and improve their skills more effectively. Teachers can apply behaviorist principles by setting clear, achievable goals and providing consistent feedback, helping students see the connection between their efforts and outcomes, which enhances motivation and learning (Rudd et al., 2019).

Cognitive theories, which stress the understanding of learning processes, can be particularly useful in teaching complex motor skills. These theories advocate for breaking down skills into manageable components and structuring learning in ways that build upon existing knowledge and skills. Teachers can use these insights to design drills and exercises that progressively build the cognitive and physical aspects of sports skills, ensuring that students not only perform but understand the underlying techniques and strategies (Frontiers, 2021; Abdelsalam, 2020).

Moreover, the theory of motor learning specifically provides insights into how athletes acquire and refine their skills through practice and feedback. This theory highlights the importance of practice variability, the challenge point, and the use of motor imagery and mental rehearsals in learning sports skills. By applying these principles, teachers can create more effective training sessions that cater to the needs of each athlete, focusing on the precision of movements, the timing of skills, and the adaptability of techniques under various conditions (Trials, 2020).

By leveraging these learning and motor development theories, physical education teachers can enhance their instructional methods, making them more effective in identifying and developing sports talents. This approach not only improves the immediate performance of the students but also contributes to their long-term development as proficient and adaptable athletes (Frontiers, 2021; Al-Dossary, 2018).

### ### Study Limitations

#### Methodological Limitations and Future Research Directions

##### \*\*Methodological Limitations\*\*

In the context of this study on the role of physical education teachers in identifying and nurturing sports talent, acknowledging methodological limitations is essential for a comprehensive understanding of the findings and their applicability. The limitations mentioned in the study, such as the sample size and the generalizability of the results, significantly influence the interpretation and the practical utility of the research.

Firstly, the sample size, as discussed in the document, is crucial because it impacts the statistical power of the study. A small sample size can lead to conclusions that may not hold in a larger, more diverse population. This limitation is particularly significant in educational research where variability in teaching practices and student demographics can widely differ. If the sample is not representative of the broader population, then the findings might not be applicable to other settings or regions, which limits the utility of the recommendations for broader educational policy or practice.

Furthermore, the study's generalizability is also a critical aspect. The ability to apply the results to different educational contexts is limited if the sample only includes schools from a specific geographical area or from a certain type of educational system. This limitation affects how the results are interpreted and the extent to which they can influence broader educational strategies.

The differences in cultural, socioeconomic, and educational contexts significantly affect the study's results. For instance, schools in the southern Sétif province may have unique cultural practices, economic conditions, and educational resources that are not representative of other regions in Algeria. In areas with higher socioeconomic status, there might be better access to sports facilities and trained coaches, which can influence the effectiveness of physical education programs. Conversely, in economically disadvantaged regions, limited resources and infrastructure could hinder the development of sports talents. To increase the generalizability of the findings, it is essential to conduct similar studies in different regions with varying cultural and socioeconomic backgrounds. This would provide a more comprehensive understanding of how these factors impact the identification and nurturing of sports talents. Additionally,

exploring how different school infrastructures, the availability of resources, and the support systems within the community affect the outcomes can offer valuable insights. For example, schools with modern sports facilities and strong community engagement in sports activities may achieve different results compared to those with minimal resources. By incorporating these variables into future studies, researchers can develop more robust and universally applicable strategies for talent identification in physical education.

Acknowledging potential biases in the study is crucial. For example, selection bias might occur if the teachers who participated in the study were more motivated or interested in professional development than those who did not participate. Additionally, response bias could be a factor if teachers felt pressured to give socially desirable answers.

These biases could significantly impact the study's findings by skewing the data towards more favorable outcomes. For instance, if more motivated teachers are overrepresented, the results might suggest higher levels of engagement and effectiveness in talent identification than what is actually present in the broader population. Similarly, response bias could lead to an overestimation of positive practices and attitudes if teachers provided answers they believed were expected rather than their true opinions.

To mitigate these biases in future research, several methods can be employed. Random sampling should be used to ensure that every teacher has an equal chance of being selected, thus enhancing the representativeness of the sample. Ensuring a diverse sample that includes teachers from various backgrounds, experience levels, and school types can also help in obtaining a more comprehensive view. Additionally, employing stratified sampling techniques can ensure that subgroups within the population are adequately represented.

Addressing how anonymity and confidentiality were ensured in the current study is also crucial. Informing participants that their responses are anonymous and will be kept confidential can reduce the pressure to provide socially desirable answers. In future studies, clearly communicating these measures and providing secure and private means for participants to submit their responses can further alleviate concerns about privacy and encourage more honest and accurate reporting. By implementing these strategies, the reliability and validity of the research findings can be significantly improved.

Acknowledging these limitations not only clarifies the scope of the study's applicability but also guides future research directions, encouraging studies that could confirm or refine the initial findings under varied conditions and with different populations. This careful consideration of methodological limitations ensures that the study's implications are grounded in a realistic understanding of its strengths and weaknesses.

### **\*\*Suggestions for Future Research\*\***

In addressing the future research directions as highlighted in the study, it's evident that there are several key areas where further investigation could significantly enrich our understanding of the role of physical education teachers in talent identification and development. The document emphasizes the need for a more expansive approach to research in this field, suggesting methodologies that could address the existing gaps and provide a deeper insight into effective practices.

One crucial suggestion for future research is the implementation of longitudinal studies. Such studies would allow researchers to track the progress and outcomes of talent identification and development programs over time, providing valuable data on the long-term effectiveness of different teaching strategies and programs. This approach would be particularly useful in understanding how interventions at various stages of a student's educational journey impact their development and sporting success in the long term.

Moreover, the document suggests the adoption of mixed methods research. By combining qualitative and quantitative approaches, future studies could offer a more nuanced view of the complexities involved in sports talent development. Qualitative data could help illuminate the contextual and interpersonal dynamics that influence teaching and coaching effectiveness, while quantitative analysis could provide the statistical grounding to measure and compare the impact of different educational practices.

Additionally, proposing specific methods to address current limitations, such as using randomized controlled trials (RCTs) to test the effectiveness of different training programs, or employing advanced statistical techniques to control for potential confounding variables, would further enhance the robustness of future research. For instance, incorporating control groups and ensuring random assignment in experimental designs could help mitigate biases and improve the validity of the findings.

The consideration of intercultural studies to examine regional or national differences is particularly pertinent. Such studies could uncover how cultural, socioeconomic, and policy differences influence the effectiveness of sports talent development programs. This could lead to more tailored educational policies that consider specific regional and cultural needs, potentially leading to more effective and inclusive physical education practices globally.

### **\*\*Additional Suggestions for Future Research\*\***

To further enhance the robustness and applicability of future research, it is essential to integrate more specific and practical recommendations. For example, conducting similar studies in various regions of Algeria, such as the northern, central, and western regions, would help determine how regional differences impact the identification and development of sports talents. Each region's unique cultural, socioeconomic, and educational landscapes can provide insights into the factors that influence sports education outcomes.

Furthermore, exploring how different school infrastructures, resource availability, and community support systems could impact the findings is crucial. Schools with better facilities and strong community engagement may exhibit different outcomes compared to those with limited resources. By comparing these contexts, researchers can identify best practices and areas needing improvement, leading to more targeted and effective interventions.

Another important aspect is the role of technology and modern equipment in sports talent identification. Future studies could investigate the impact of using advanced sports technology and equipment in schools across different regions, assessing how these tools influence the accuracy and efficiency of talent identification processes. This could also involve examining the training and support needed for teachers to effectively utilize such technologies.

Finally, interdisciplinary collaborations should be encouraged. Partnering with experts in psychology, sociology, and sports science can provide a holistic understanding of the factors affecting sports talent development. This multidisciplinary approach can lead to more comprehensive strategies that address the physical, mental, and social aspects of student-athletes' growth.

By addressing these additional points, future research can provide a more detailed and actionable roadmap for enhancing the identification and development of sports talents in educational settings. This comprehensive approach will ensure that the findings are not only academically rigorous but also practically relevant and impactful.

### **### Societal Impact**

#### **\*\*Long-Term Impact on Students\*\*:**

The study underscores the necessity of scrutinizing the long-term impact of early talent selection on students' personal and professional development. This process not only molds their immediate educational experiences but also profoundly influences their future careers and overall well-being. The document reflects on how early identification and development in sports can propel students towards specialized pathways that might lead to professional opportunities in athletics. However, it also warns of potential downsides, such as the risk of burnout, psychological stress, and a narrowed scope of personal development due to intense focus on a single domain from a young age.

Furthermore, the text discusses the importance of a balanced approach in talent development programs. It suggests that while nurturing physical skills is crucial, equal attention should be given to the holistic development of young athletes. This includes fostering academic achievements, social skills, and emotional resilience. The reflection in the document proposes that comprehensive development initiatives can help mitigate the pressures associated with early specialization and contribute to producing well-rounded individuals who succeed beyond their sports careers.

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