

The Impact of Stimulating Community Participation on the Development of Physical Education Activities in Educational Institutions

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Abstract The study aimed to identify the impact of stimulating community participation on the development of sports activities in educational institutions. In addition, it sought to provide educational leaders, those in charge of sports activities programs in schools, and the Saudi Ministry of Education with sufficient information to benefit the ideas and resources of community participation in student's development generally and in physical education especially. We use the descriptive analytical approach to answer the research questions. The study sample consisted of school principals, parents, institutions and sports clubs representatives in Al-Ahsa Governorate, Kingdom of Saudi Arabia. The results of the study showed that there is an insufficiency of sport activities in the educational institutions and the targets of the ministry plans may not be achieved. Results also showed, despite the importance of the role of community participation in the educational development through many shreds of research evidence in previous studies, there is a weakness in the application of community participation in Saudi Arabia environment. Moreover, there are no plans involving community participation to improve and develop physical education activities in schools. In the light of these results, the main implications of the study were: 1. Developing plans and ways of cooperation between the

schools, institutions, sports clubs and the concerned authorities to activate community participation and provide financial and physical support to sports activities; 2. School principals have a greater role in promoting and activating community participation through public communication and social media; 3. Activating the role of the parent's council committee to be involved and understanding the problems and obstacles that the school suffers from, and how to find out ways to improve the sports activities.

Keywords Partnership with the Family, Community Participation, Physical Education Activities

1. Introduction

The process of developing and improving the quality of education is one of the national aspirations of any society. Many countries seek and plan to develop their educational systems and policies, considering that distinguished education is a main tool of the development of society and its life quality standard. Community participation is one of the recent development tools necessary for education.

Participation between the school and the local community individuals and institutions become a global concept, and it found wide interest in many developed countries. This interest resulted in a number of experiences and procedures aimed at activating this partnership, for example, the American experience of establishing advisory councils in order to enhance communication between schools and the local community [1].

The educational process is a societal process that requires strengthening from the various public and private sectors and the collaboration of other local institutions to achieve the desired goals. It also helps to create a successful educational environment to enhance the students' educational level, as the educational institutions can benefit from the ideas and the available resources of other community individuals and institutions in partnership.

In this context, many educational organizations should have strategic plans that involve and integrate stakeholders in formulating and achieving the school's strategic goals. Most of these goals focus on highlighting the distinct personality of students. Schools usually resort to a set of strategies that is based on the achievement of these goals. One of the most important and most prominent of them at the present time, is community participation, which refers to the organized and planned efforts characterized by cooperation between the school, the family and local community institutions. These cooperative efforts aim to form interactive relationships in two directions, so that this relationship leads to the optimum investment of the common resources, in order to achieve common benefits, the most important of which is the support and improvement of student learning in various aspects of education [2].

Schools are a place to introduce children and young people to sports, establish basic motor skills and encourage sports participation, which can give children and young people the confidence to explore and join community sports clubs. School and community club-based sport do not exist, and the development of school-community sports links has been widely advocated to reduce the public health burden of chronic diseases associated with sedentary lifestyles [3].

1.1. Statement of the Problem

When the partnership between educational institutions and community partners becomes critical to the achieve success, we should mention and calculate the benefits that derive from that partnership. The collaborative initiatives between universities, schools and community agencies have been existing for a long time and they have been fruitful and full of positive results, which provide insights and approaches associated with sports activities, through establishing a network of social interaction that enhances the spirit of cooperation and mutual support.

According to the importance of community partnership,

it is mentioned strongly in the framework of the Kingdom of Saudi Arabia vision 2030 as a key factor for economic, social and educational development. One of the most prominent commitments of the Kingdom's vision 2030 was to strengthen community participation through "contracting partnerships with agencies that provide training opportunities for graduates locally and internationally" and increasing the partnership between the public and private sector" in addition to "working to plant a culture of volunteerism among members of society."

Physical education in Ireland is carried out by most of the children between the ages of 4 and 18 years engaging in physical activities, where the focus is on the body and physical development. The National Council (NCCA) prepares curricula for evaluating physical education in educational institutions. The physical education curriculum was based on a holistic concept of physical activity (physical, mental, emotional and social dimensions of human movement), and stresses the contribution of physical activity to enhancing individual and group participation. Physical education should have enough share of table time in educational institutions. The Irish Department of Education and Skills (DES) recommends that primary school children should get at least 60 minutes of physical education classes per week and post-primary should allocate 120 minutes, research indicates that students rarely receive this portion from physical education classes [4].

To solve this problem, participation in sports programs and physical activity outside the regular school curricula is a strong requirement to develop the physical abilities and sports skills of students. This could happen through participation in the planned sports events in partnership with local sports institutions, such as neighborhood clubs, youth centers, well-known clubs, the Sports Authority and others. The students' sharing in these sports events has many positive benefits due to the opportunity for them to participate in a wide variety of organized sports and different physical activities within the school and sponsored by the school itself, but outside the framework of the curriculum. School administration in cooperation with the local sports institutions can develop plans and study programs regularly to develop students' sports skills according to the schedule of sports events in which they participate. It requires that the school environment provide qualified and appropriate leadership, equipment and appropriate facilities for physical activity programs for students, and sets standards for safety and emergency procedures in line with quality standards of school care, (NSACA, 1998). As recommended, it adheres to the principles of providing a safe environment for physical activity [5].

1.2. The Significance of the Research

This study tries to shed light on the community participation practices and partnerships between the school,

parents and authorities concerned with sports activity and ways to activate community participation to develop sports activities in the educational institutions. It also helps officials and planners in the Ministry of Education to identify the most important sports activities required to improve the students' physical skills. It is expected that the results of the research will contribute to increasing the role of community participation by focusing on strengths and trying to treat the weaknesses points showing in the research results. In addition, it highlights the role of educational institutions in stimulating community participation and stakeholders involved in order to achieve the objectives of the physical education curricula, where participation in sports activities is an integral and supportive part of the curricula.

1.3. Research Objectives

This study aims to achieve the following objectives:

- 1- Identify the community participation practices in Saudi environment between the school, parents and the parties concerned with sports activity.
- 2- Investigate the Initiatives to stimulate community participation in educational institutions to achieve the desired benefits of sports activities (strengths or opportunities).
- 3- Identify the Obstacles to community participation in the development of sports activities in educational institutions (Weakness points).

1.4. Study Questions

The main questions of the current research can be represented in:

- Is there any practices of community participation or partnership between the school, parents and the parties concerned with sports activity in Saudi environment?
- What are the initiatives to stimulate community partnership with educational institutions to achieve the desired benefits at the level of sports activities?
- What are the obstacles to community participation practices concerning sports activities in educational institutions?

1.5. Definitions of the Main Concepts

Partnership with the family: It means the participation of parents in educational decision-making and their effective contribution to drawing future visions for the school [6].

Community participation: real development based on a community of hope, not aspirations, which is a community based on cooperative learning and interaction among students and others, and based on respecting the rights and needs of others, because wishing does not lead to results, while the community of hope is based on ideas that

need methods and actions. Positive change occurs [7].

Sports activity: an educational activity that works on raising young people with a balanced and integrated education in terms of: emotional, social, physical and mental, through various sports programs. Under the supervision of a specialized leadership that works to achieve the goals of sports activity [8].

2. Literature Review

The objectives of the community partnership in education are based on shaping the student's personality in all its mental, emotional and skill aspects, and participating in solving some problems that students suffer from and negatively affect their academic performance. It also increases the value of social participation and belonging to the homeland, and a positive outlook toward school and education. Achieving comprehensive quality standards of education by improving the quality of the educational product, and integrating the ideas of institutions and individuals in practices.

There have been numerous studies that address the school administration, community participation and its role in developing the academic level of the students and their personal capabilities. For physical education domain, there is a scarcity of studies, which conducted the impact of stimulating community participation on the development of sports and physical activities in educational institutions [9][10].

Comprehensive School Physical Activity Program (CSPAP) consists of five main activities to help students achieve 60 minutes of physical activity each day. The implementation of the CSPAP plan requires planning, coordination and continuous monitoring by the school administration, which is the variable still being studied, in other words, how the school administration affects the implementation of the CSPAP program, as well as the impact of community participation on the implementation of the program. The study was implied on a sample of physical education teachers from 42 schools. The results of the study indicated that the weakness of the family's involvement in supporting the implementation of the program, as well as the lack of the school administration support fail to activate the program with its five components, and is confined with the implementation of school activities only. This finding shows the importance of the impact of family participation and support of the school administration on the development of the school students' physical skills [11].

There is a noticeable decrease in the participation of young people aged (12-25 years) in sports and physical activity. Also, indicated that school sports programs that are supported by external sports institutions are a major strategy to enhance participation in sports and physical activity. Their study aimed to analyze structural links between participation programs that are conducted in

schools and community sports clubs. It was concluded that (59.1%) of the sample agreed that although there are school sports programs, the structure of formulating these programs does not represent an effective way to develop sports participation in clubs. Based on the discussion of opportunities and obstacles that prevent the conversion of participation in school sports programs to continuous participation and membership in community club sports, the study concluded that school sports programs should be designed using recognized health planning and promotion principles (including community participation) rather than continuing with its current "one size fits all" approach. Which will help educational institutions and Sports institutions to develop sustainable participation programs and increase sports membership in clubs [12].

It is well known that the benefits of physical activity are general to all children, including schoolchildren and adolescents with disabilities, and that the participation of children of determination in physical activity promotes inclusion, reduces maladaptation, improves physical performance, improves mental health as well as academic achievement, and enhances general well-being. Despite these benefits, disabled children face many barriers to participating in physical activities, and are thus characterized by poor levels of physical fitness, and a higher prevalence of overweight and obesity compared to usually healthy peers indicated that pediatricians and caregivers might overestimate the risks of practicing sports for disabled people or ignore the benefits of physical activity for them in addition to other many factors to assess the ability to participate in sports activities such as assessment of health status, functional ability, individual activity preferences, availability of appropriate programs, safety precautions and others. These factors increase the complexities and obstacles to the participation of disabled children in sports activities, overall the study indicated that the community may be very useful in integrating disabled children in sports activities and improving their level of physical fitness [13].

Communication and information exchange are very important to activate community participation. Many studies focused on the importance of advertising and promotion in enhancing community participation in school sports programs using various online platforms and community bulletin boards, to develop student sports activities by improving community sports awareness. As well as sports activities for parents through the school sports activities, and then spread sports awareness in the community. The study suggests that the school medical staff or community health security representative conducts programs to teach parents how to maintain a good lifestyle, as well as help parents to acquire the correct educational concepts and scientific methods for physical education of children activities are implemented by School sports programs, that suit them according to their available conditions and capabilities. Moreover, the study indicated an important fact that we agree with, which is that schools

are built in the community. By activating communication and advertising on social media networks, the school administration can make better use of the public resources of the community, at the same time enhance community participation in sports activities and encourage others to participate in sports [14].

There is a set of requirements that contribute to the success of a partnership in education, such as defining the roles and tasks of all parties to the partnership, giving mutual respect, having enough time for the partners to get to know each other. Creating a common interest and meeting periodically and encouraging participants to express themselves fluently and communicate with them constantly [15].

Despite the results of previous studies that supported the positive effects of community participation on the development of physical activity and its benefits for school students, we noticed through our work in supervising our undergraduate students in the field application at King Faisal University. That there are shortcomings and differences in activating and stimulating community participation in sports activities in schools, which motivates the researchers to conduct this study. Therefore, we can address the problem of the study as we try to evaluate the practices of stakeholder's engagement and its role in achieving the sports activities' goals in schools. In addition, to define ways of stimulating community participation to develop sports activities in educational institutions in the Saudi environment

3. Materials and Methods

3.1. Study Methodology

This study used the quantitative descriptive analytical method for its relevance to the nature of this study.

3.2. Study Population

The study population consisted of principals of public, private and international schools in the Ministry of Education in Al-Ahsa Governorate, parents, sports institutions and clubs, by referring to the records of the Ministry of Education in Al-Ahsa Governorate.

3.3. The Study Sample

This study was conducted in the second semester of the academic year 2020 - 2021 and the first semester of the academic year 2021-2022. This study followed the descriptive analytical approach. We used the following model to identify the sample size, considering that we will apply the study on two different samples, the school principals and the parents.

$$n = \frac{p(1-p)(Z_{\alpha/2})^2}{(E)^2}$$

where:

n = sample size for the group

p = expected proportion

E = margin error, by default equals 0.05

$Z_{\alpha/2}$ = corresponds to two-tailed significance level (1.96 for $\alpha = .05$)

Where p = 12.9 % therefore, n= 175

If p = 11 % therefore, n = 155

The number of correct responses to the questionnaire back from school principals of pre-university education in Al-Ahsa Governorate (123) out of (155) forms that were sent to schools at a rate of (79%), and the number of correct responses to the questionnaire addressed to parents (153) from (175) of forms by (87%) were chosen randomly, and Table 1 shows the distribution of the study sample members from school principal according to the variables: (gender, age, educational qualification).

3.4. Research Tool

We designed two questionnaires as the main tool for data collection in this study, and the main objective of the questionnaire was determined to know the role of the school principal, parents and representatives of sports institutions and clubs in activating community participation in development of sports activities in educational institutions for school students.

Going with most of the studies in our literature review [16], we used a questionnaire to collect data. We used two different questionnaires, the first one designed for school principals and included (21) questions, while the other one targeting parents and sports institutions representatives included (19) questions with five-point Likert scale was used to estimate the answers scores of the study sample members.

The questionnaire was divided into two areas: community participation practices from the point of view of school principals and parents, and initiatives to stimulate community partnership from the point of view of school principals and parents.

Table 1. Distribution of the study sample members from school principals according to the study variables

| variable | category | frequency | percentage |
|---------------|--------------|-----------|------------|
| gender | male | 78 | % 63.00 |
| | female | 45 | % 37.00 |
| age | less than 40 | 23 | % 18.00 |
| | 50-41 | 66 | % 55.00 |
| | more than 50 | 34 | % 27.00 |
| qualification | High school | 26 | % 21.00 |
| | bachelor | 89 | % 72.00 |
| | Post studies | 8 | % 7.00 |
| Total | | 123 | % 100 |

Table 2. Distribution of study sample members from parents and representatives of sports institutions and clubs in Al-Ahsa Governorate according to study variables

| variable | category | frequency | percentage |
|---------------|--------------|-----------|------------|
| gender | male | 101 | % 63.00 |
| | female | 52 | % 37.00 |
| age | less than 30 | 38 | % 18.00 |
| | 40- 30 | 91 | % 55.00 |
| | more than 40 | 24 | % 27.00 |
| qualification | High school | 47 | % 21.00 |
| | bachelor | 93 | % 72.00 |
| | Post studies | 13 | % 7.00 |
| Total | | 153 | % 100 |

3.5. Limitations

This study is limited to the opinions and answers of the responded sample of school principals in Al-Ahsa Governorate, parents of school students and representatives of sports institutions and clubs

4. Results

The mean and standard deviations were used, according to the study variables.

Results in Table 3 show that the community participation practices in Saudi environment from the point of view of school principals are weak according to the items (1,2,3,5,8,6 and 9), where the mean of the responses to it ranged from 1.05 to 2.57 and the degree of participation was medium. In paragraphs (4, 7, 10), where the arithmetic mean on them was between (3.15, 3.25), and with regard to the general average of the axis, the arithmetic average reached (2.05), and such an average reflects the degree of weak practice.

Table 3. Mean and standard deviations of community participation practices in the educational institutions in the domain of sports activities from the point of view of school principals (n = 123)

| serial | questions | Mean | Std. Deviation | degree |
|----------------|---|------|----------------|--------|
| 1 | Can you achieve the required goals of the plan of sports activities prepared by the Ministry of Education? | 1.74 | 0.51 | weak |
| 2 | Do you prepare an annual plan for sports activity in cooperation with external sports institutions | 2.57 | 0.87 | weak |
| 3 | Are there any common events between your school and external parties scheduled with timetables in the annual plan | 1.14 | 0.63 | weak |
| 4 | Is the content of the sports activity program evaluated according to specific goals? | 3.18 | 1.21 | medium |
| 5 | Are sports activities and competitions activated inside or outside the school? | 1.11 | 1.03 | weak |
| 6 | Do parents and sports institutions participate in financing and providing the necessary resources to activate sports activities? | 1.23 | 1.09 | weak |
| 7 | Is there an appropriate preparation for each sporting activity by external institutions and parties such as visits, workshops etc.? | 3.15 | 0.95 | medium |
| 8 | Do you involve students and parents in planning sports activities | 1.05 | 0.13 | weak |
| 9 | Are you sure that students participate in all sports activities without exceptions and according to their abilities | 2.07 | 0.09 | weak |
| 10 | Do you evaluate and modify the plan according to the results of student participation | 3.25 | 1.18 | medium |
| The total mean | | 2.05 | 0.62 | weak |

Table 4. Mean and standard deviations of community participation practices in the educational institutions from the point of view of parents, representatives of sports institutions, clubs and stakeholders (n = 153)

| serial | questions | Mean | Std. Deviation | degree |
|----------------|---|------|----------------|--------|
| 1 | How convinced are you of the importance and benefits of exercising for your son or daughter? | 3.32 | 1.09 | medium |
| 2 | Is there an annual plan for sports activities prepared by the Ministry of Education announced? | 3.27 | 0.58 | medium |
| 3 | Do you agree that your son or daughter participate in joint sports events and competitions between the school and external parties | 2.14 | 0.81 | weak |
| 4 | Are you involved as a parent in the planning process for sports activities? | 1.04 | 0.21 | weak |
| 5 | Have you been informed of the results of participation in sports activities and student centers in sports competitions during school parent meetings? | 2.19 | 1.13 | weak |
| 6 | Do you share ideas or initiatives to develop sports practices? | 2.01 | 0.67 | weak |
| 7 | Do you agree with your son or daughter participating in a sports activity outside the school day? | 1.73 | 0.95 | weak |
| 8 | Do you provide the school with any resources or donations for its sports activity? | 3.76 | 1.19 | medium |
| 9 | Is it possible for a parent to participate in the sports activities held by the school in coordination with external parties for parents? | 2.52 | 1.18 | weak |
| The total mean | | 2.44 | 0.62 | weak |

Results in Table 4 show also that community participation practices are weak according to items (9,7,6,5,4,3), where the mean ranged between (1.04 - 1.73), and the degree of participation was moderate according to items (8,2,1), where the mean of the responses was between (3,27 - 3.76). With regard to the total mean of the variable, it is (2.44), which reflects the weak practice of community participation from the stockholders' point of view.

Results in Table 5 indicate to the level of motivation to

activate community partnership from the point of view of school principals was weak regarding their answers to questions (11.10.8.7.6.4.3.2.1), where the mean ranged between (1.03 - 1.84), and the degree of practice was medium. In the paragraphs (5, 9) where the arithmetic mean was respectively (3.15 - 3.17) with regard to the total mean of the variable which is (1.68), that means there are no significant initiatives to stimulate community participation from the school principals to develop sports activities in the educational institutions.

Table 5. Mean and standard deviations of the initiatives to stimulate community partnership from the point of view of school principals (n = 123)

| serial | questions | Mean | Std. Deviation | degree |
|----------------|---|------|----------------|--------|
| 1 | Do you have any programs to select talented students in sports through the partnership with sports clubs in the region? | 1.23 | 1.05 | weak |
| 2 | Are there co-planned sports activities between the school and external destinations? | 1.04 | 0.31 | weak |
| 3 | Do you visit some sports clubs to discuss ways of cooperation and see the sports programs implemented by them? | 1.64 | 0.11 | weak |
| 4 | Are outdoor sports activities hosted at the school | 1.42 | 1.31 | weak |
| 5 | Is there any attention given to motivating students to participate in sports activities? | 3.15 | 0.84 | medium |
| 6 | Have the students of the school participated in outdoor activities and sports competitions outside the school? | 1.84 | 1.49 | weak |
| 7 | Are you satisfied with the level of participation of school students in outdoor sports activities? | 1.83 | 0.84 | weak |
| 8 | Do winner students in sports competitions grant a special academic appreciation for their outstanding participation in sports activities? | 1.06 | 1.03 | weak |
| 9 | Are there appreciation certificates or material prizes given to students participating in sports activities? | 3.17 | 1.11 | medium |
| 10 | Is there any contact with parents to raise their awareness of the importance of sports activities? | 1.03 | 0.11 | weak |
| 11 | Are there sports programs targeting parents' participation at nominal prices? | 1.12 | 0.22 | weak |
| The total mean | | 1.68 | 0.81 | weak |

Table 6. Mean and standard deviations of the community partnership stimulus initiatives from the point of view of parents, representatives of sports institutions, clubs and stakeholders. (n = 153)

| serial | questions | Mean | Std. Deviation | degree |
|----------------|---|------|----------------|--------|
| 1 | Does the school administration provide the necessary sports equipment for the internal activity? | 4.34 | 1.01 | big |
| 2 | Does the school administration provide the necessary first aid? | 4.33 | 0.96 | big |
| 3 | Are there various sports programs classified according to the abilities and interests of the students? | 1.72 | 0.99 | weak |
| 4 | Are the necessary facilities and equipment available for practicing sports activities in the school? | 4.15 | 1.19 | big |
| 5 | Does the school principal make an effort to benefit from the resources of the local sports institutions through partnerships? | 3.89 | 1.10 | medium |
| 6 | Do you take the initiative to present ideas and initiatives that serve sports activities in the school? | 1.74 | 0.65 | weak |
| 7 | Are all students encouraged to use the school facilities after school day? | 4.10 | 1.21 | big |
| 8 | Do you agree to contribute with material donations to develop sports activities at the schools? | 1.54 | 1.31 | weak |
| 9 | Does the schools administration motivate you as a parent to get involved in developing sports activities? | 1.30 | 0.51 | weak |
| 10 | Is the academic level of your son or daughter considered a condition for your consent to engage him in sports activities? | 2.76 | 1.03 | weak |
| The total mean | | 2.97 | 0.74 | weak |

Results in Table 6 show that community partnership initiatives from the parent's point of view were weak according to their responses of questions (10.9.8.6.3.), where the mean ranged between (1.30 - 2.76), and it was medium on the question (5), where the mean of its responses was (3.89), and with regard to the total mean to variable is (2.97), which means that there are no significant initiatives to stimulate community participation from the parents and other stakeholders to develop sports activities in the educational institutions.

As shown in the analysis of variance of the school principals sample ages, there are no significance differences between different ages of the samples on community participation practices in the educational institutions for school principal sample and parents and sports institution sample as well.

Results in Table 8 show that there are significant differences between the ages of school principals and families, sports institutions representatives ages as well, as we noticed that the younger category of the school principals and families are more interactive with the

concept of the community participation and show their interest to activate and stimulate it through many initiatives.

Results in Table 9 indicate that there is significant difference between the two samples of the study, which means that the communication participation practice and its role in developing the sports activities in the education institutions differs from the school principals and parents, sports institutions, and we can conclude that parents have more ability and interest in their role as community participation as they recognize the benefits of it to their children.

We could expect that families and other local sports institutions may have more ideas and capabilities to participate with schools to achieve the desired goals, which is supported by the results in Table 10, as it showed that there is a significant difference between the two samples of the study, families and other sports institutions have the awareness of the community participation role, and they can develop more idea and initiatives to activate it than the school principals.

Table 7. ANOVA (One-Way Analysis of Variance) of the variable of community participation practices in the educational institutions from the point of view of parents, representatives of sports institutions, clubs and stakeholders

| Source | Age | Mean | Std. Deviation | P-Value |
|---|---------------------|-------------|----------------|-------------|
| School principals (n = 123) | Less than 40 | 4.05 | 0.63 | 0.76 |
| | 50-41 | 4.12 | 0.64 | |
| | More than 50 | 4.10 | 0.59 | |
| Parents, representatives of sports institutions, clubs and stakeholders (n = 153) | Less than 30 | 4.08 | 0.77 | 0.64 |
| | 40- 30 | 4.09 | 0.67 | |
| | More than 40 | 4.07 | 0.76 | |

Table 8. ANOVA (One-Way Analysis of Variance) of the variable of the initiatives to stimulate community partnership from the point of view of school principals

| Source | Age | Mean | Std. Deviation | P-Value |
|---|---------------------|-------------|----------------|---------|
| School principals (n = 123) | Less than 40 | 4.13 | 0.66 | 0.00 |
| | 50-41 | 2.86 | 0.52 | |
| | More than 50 | 2.23 | 0.49 | |
| Parents, representatives of sports institutions, clubs and stakeholders (n = 153) | Less than 30 | 4.07 | 0.78 | 0.01 |
| | 40- 30 | 3.32 | 0.72 | |
| | More than 40 | 2.87 | 0.69 | |

Table 9. T- test of community participation practices in the educational institutions from the point of view of parents, representatives of sports institutions, clubs and stakeholders

| | N | Mean | Std. Deviation | t | df | p value |
|------------|---------|-------|----------------|-------|-----|---------|
| Parents | 153.000 | 2.440 | 0.620 | 5.194 | 274 | 0.0001 |
| Principles | 123.000 | 2.050 | 0.620 | | | |

Table 10. T- test of the initiatives to stimulate community partnership from the point of view of school principals

| | N | Mean | Std. Deviation | t | df | p-value |
|------------|---------|-------|----------------|--------|-----|---------|
| Parents | 153.000 | 2.970 | 0.740 | 13.799 | 274 | 0.0001 |
| Principles | 123.000 | 1.680 | 0.810 | | | |

5. Discussion

Results in Table 3 indicate that the plan of sports activities prepared by the Ministry of Education is weakly activated and the desired goals are not fully achieved. Otherwise, many references have proven that community participation can provide a fair opportunity for every student to participate in sports activities and effectively manage sports programs outside the scope and the plan of the Ministry of Education. Therefore, if there are no effective sports programs running in the schools, this needs to find other ways to activate sports programs in schools and achieve the desired goals of them. One of the important ways to do so is to activate community participation, but unfortunately, results in Table 3 showed that there are no likely community participation practices and the school principals in Saudi educational institutions do not interest in involving the stakeholders in school plans.

In fact, there are many reasons for the weak practices of community participation, which should be identified to help in formulating initiatives and ways to improve community participation.

The researchers attributed the reason to the fact that the school administration does not provide the opportunity for students to participate in the planning of school sports activities [17] as they stated that the school sports activity must receive attention and desire in planning, implementation and evaluation of the school principal, parents and students. This finding is supported also by many studies [18][19]. There is a great tendency of students to practice The sports activities that they want to practice and plan for, and that the physical education lesson is positively affected when taking into account the interests and desires of students when choosing sports activities.

The results shown in Table 4 indicate that laws and instructions govern the relationship between the school principal, parents and students. This relationship aims to organize the work between the school administration, parents and students. Students learn how to deal with each other on one hand and with the school administration on the other hand according to the laws and they do not have any other roles in managing the school. Otherwise, involving students in planning and managing the sports activity for example teach them a kind of responsibility. Many studies stated that there is a positive attitude in the school administration's perception of effectiveness by reorganizing students and encouraging them to achieve the targeted goals of physical education, but school's administration needs to involve students in planning and managing sports programs to achieve them more efficiently [20][21].

It is clear from the results of Table 5 that the initiatives to stimulate community partnership, which might made by school principals were so weak.

These results may be attributed to the fact that the school administration must encourage active participation by taking actions to motivate families and other sport

institutions to participate in their plans and programs [22][23]. Physical education has a direct impact on students' abilities and skills, to improve the level of their participation in sports activities, students and their families who are involved in sports practices have higher attitudes towards physical education lessons and external organization than other students.

Motivation is an internal feeling that motivates the behavior of individuals to satisfy a need, stimuli are one of the most important reasons that move students to participate in sports activities and it is noted that the school administration has a great role in honoring students and announcing their names on the school assemble. In addition, the school administration should accept their opinions and views in the fields of sports activities, raise their spirits, provide various sports programs according to their capabilities to motivate students. Moreover, they should involve parents by inviting them to present ideas and initiatives to develop sports activities for the students, and motivate their children to participate in sports activities. Also, this result goes with other findings which stated that parents have a key role in activating sports activities [24].

We refer the results in Table 6 to the school administration's interest in providing security and safety cautions for students during practicing sports, as well as providing the required equipment, in addition to encouraging them to participate in these activities, and these are the most important factors affect the achievement of the objectives of sports activities.

Overall, the results in Table 6 show weak to moderate stimuli initiatives taken by the parents, stakeholders and sport institutions in the Saudi community to support school's sport programs, or to encourage students to join sport programs in any of the sport clubs. There are not common plans between the schools and other concerning parties in sports to improve students' practices of sports, also parents have a weak role to encourage their children to join and practice sports, especially outside the schools after the school day. This may be referred to many reasons we will discuss in the following section.

One of our main research questions is about the obstacles to community participation to develop sports activities in educational institutions,

Students and their parents prefer to engage in various sports activities in the school more than the club and sports centers. This may create a challenge facing the local sports institutions as they have an incorrect or distorted concept of community participation or partnership. As they work to attract talented students only in sports to join their institution. They do not work in cooperation with the school principals to plan the sports programs and events to be executed inside and outside the school; we argue that the concepts of stimulation initiatives may need to be changed to the right direction to gain the benefits of developing student's practices of sports. Administrative challenges and organizational procedures represent another obstacle that includes the weakness of public communications between

the school's administration and the sports parties in the community and how to use these communications to develop the school overall performance and sport activities in particular. We argue that school principals should have more effort to make communication links with community institutions and convince them of the common benefits of the efficient use of the commonly available resources [25].

There are many obstacles related to stakeholders such as parents, sports institutions and clubs. Most of the stakeholders in Saudi community may still not be aware of the importance of community participation in many fields because it does not benefit profitably. Some other institutions see the community participation is limited in certain cases or circumstances, and they always think that the government is responsible for everything. In addition, among the obstacles to community participation is the refusal of some individuals to participate in community service, and their lack of conviction of the importance of the concept.

Some parents still are not enough aware about the importance of their children practicing sports and having enough portion of exercise weekly. They do not encourage their children to maintain healthy lifestyle from their childhood by helping schools to execute their sports programs in an efficient way. Moreover, they do not encourage their children to join the sports programs, as they focus only on the academic performance of the students, which may represent another obstacle to student's practices of sports.

Results in Table 7 of the variance of the school principals sample ages stated that there is no significance difference between different ages on community participation practices in the educational institutions for school principal sample and parents and sports institution sample as well.

Results in Table 8 show that there are significant differences between ages of school principals and families, sports institutions representative ages as well, as we noticed that the younger category of the school principals and families are more interactive with the concept of the community participation and show their interest to activate and stimulate it through many initiatives.

There are significant differences between the two samples of the study as shown in Table 9. It stated that the communication participation practices and its role in developing the sport activities in the education institutions differs from the school principals in one hand, and parents and sports institutions in the other hand, and we can conclude that parents have more ability and interest in their role as community participation as they recognize the benefits of it to their children.

Results in Table 10 showed that there is a significant difference between the two samples of the study, families and other sport institutions have fair awareness of the community participation role, and they have the ability and interest to develop more ideas and initiatives to activate it than the school principals.

6. Conclusions

- The results of the study showed that the practices of community participation represented in parents and the other parties concerned with sports activity in Saudi educational intuitions are weak.
- The initiatives to stimulate community participation in educational institutions to achieve the desired benefits in sports activities are still modest
- There are no effect of variance in age of school principals or parents and other sport institutions on the practices of community participation to develop the sport activities in schools, while there is a significant difference between different ages of the two samples in the second variable regarding the initiatives to stimulate community participation to develop sports activities in the schools, younger ages of school principals and parents showed more ability and interest to activate it.
- There are many challenges and obstacles in the community participation in the field of sport activities in the Saudi schools, they should be reconsidered to activate the community participation in sports activities, especially from the side of the school principals, as parents have the ability to interact with the school administration and share their ideas and capabilities as the main stakeholders.
- Development of student practices of sport can be taken place with the effective community participation. If stakeholders contribute in formulating the policies and plans of sports activities in the educational institutions, and support the schools' administrations in different ways, the desired targets would be achieved efficiently.

7. Recommendations

In light of the study results, the researchers recommend the following:

1. Sports institutions and clubs, concerned parties and parents are responsible for supporting the school to improve and develop sports activities of students and achieving the desired goals of the sports curricula.
2. School principals to have a greater role in promoting and activating the community participation through the public communications with stakeholders through the formal ways such as visits, meetings and cooperation and through social media and personal relations.
3. The media has a significant role in rising the awareness of community participation, stakeholders should understand the problems and obstacles that the school suffers from, and learn that the government cannot work alone, and community participation can help a lot in achieving the desired goals

4. Submitting a recommendation to the Saudi Ministry of Education to consider supervising school sports activity as an additional work of the physical education teacher, or finding specialized supervisors to supervise school sports activity.

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