



## From physical and sports education to school sport. role of the pe teacher: Case of secondary establishments in the city of Porto Novo

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### Abstract

The practice of sport in school is one of the components in the service of academic success. It is offered to volunteer students outside of compulsory Physical Education and Sports classes. Objective: the present study has set itself the objective of analyzing the action of pedagogical practices during PE in the adhesion of pupils to sports associations. Methods: This cross-sectional study carried out through documentary analysis and questionnaire focused on sports students in the city of Porto Novo. Results: On this, the results obtained reveal that when the PE courses are successful, the students voluntarily engage in school sport through membership in the AS of their establishments in order to deepen the notions discovered during learning at the PE lessons.

**Keywords:** orientation, physical education and sports, school sports

### Introduction

The period of modern sport began with industrialization. Modern sport was therefore born in England around the 1850s, because industrialization began in this country. It was a practice based on aesthetics, education and morals (Amrous & Zaoui, 2007) <sup>[2]</sup>. Very quickly spread throughout the world, sport became in the 20th century a mass social phenomenon involving billions of people around the world (Chappelet, 2005) <sup>[6]</sup>.

The sports sector represents a set of varied activities and exercises that cover competition organized within associative clubs as well as a means of training and education (Vocasport, 2004) <sup>[28]</sup>. It therefore includes competitive physical activities, with alternating training and institutional meetings governed by sports federations. The consecration and influence of these practices are achieved in competitions on a planetary scale such as the Football World Cup or the Olympic Games (Dugas, 2012) <sup>[14]</sup>.

At school, sport is only one means among many others to achieve educational and not exclusively competitive ends (Dugas, 2012) <sup>[14]</sup>. Sport and Physical and Sports Education are two sectors closely linked to social, cultural and politico-economic data. Physical and Sports Education (EPS) as a teaching subject in its own right has adopted Physical Sports and Artistic Activities (APSA) as the consecration of its objectives (Amrous & Zaoui, 2007) <sup>[2]</sup>. The teaching of physical education and sports (EPS), the subject of recent programs for vocational colleges and high schools, aims to delimit and define the body culture from which the curricula are developed. Thus, despite the nature of the physical activities retained and the methods of practice valued both by its intrinsic characteristics and the practices it authorizes, each sporting discipline leads to well-defined social uses of the body. As Pociello (1981) <sup>[22]</sup> has shown very well, the qualities required and valued by their practice refer not only to socially differentiated bodily investments but also to meanings which, culturally, cannot be apprehended as equivalent.

Moreover, the same physical activity can give rise to fairly diversified practice methods. Orientations can be: competitive, hygienic, etc. (Combaz & Hoibian, 2009). If the school is first perceived as a place of academic learning and rarely as a place of life, it is partly because our society sees children as beings to be educated and in the process of becoming. It inherits what Émile Durkheim wrote in 1911 in Ferdinand Buisson's New Dictionary of Pedagogy: children "are not yet mature for social life" (Delalande, 2010). The teaching content produced by PE teachers is oriented with the aim of socializing and training in citizenship. The dimension of the social-historical actor affects both biographical and professional aspects: age, initial and continuous training, status, professional career, sports and educational specialties, type of investment in and outside the team and the 'establishment. During a school year, during PE sessions, the student is forced to practice several APSAs under the direction of the PE teacher. As a result, tastes and desires are aroused in children (Dugas, 2012) <sup>[14]</sup>. He may have a penchant for one of the APSAs and thus decide to increase his practice time or in order to know him a little more. But the very limited time that the child has per APSA in compulsory PE course cannot allow him to satisfy his wishes. On the other hand, during training sessions, these can become reality. School sport therefore designates all the APSA programmed and practiced in the school space as optional activities within the framework of the establishment sports association (Amrous & Zaoui, 2007) <sup>[2]</sup>.

The optional character thus gives a very important stake on how the pupils are directed towards the school sports associations. The objective of school sport being to propose and develop for voluntary pupils, the practice of physical activities in addition to PE lessons as well as the learning of associative life (Clément, 1994), our work comes to timely to assess the impact of teaching practices during physical education in the orientation of students within school sports associations.

Four sections organize this article. In addition to the introductory note, the first part presents the objective and the theoretical framework of the study. A second part addresses the problem, the research question and the hypothesis. The methodology constitutes the essence of the third part. The results of this article are presented in the fourth part. Finally, a concluding note will complete this production.

### 1. Objective of the study and theoretical framework

The objective of the study is to analyze the action of pedagogical practices in EPS in the adhesion of pupils to school sports associations. Specifically, it is a question of identifying the various actions implemented by PE teachers in order to interest students in sports practice outside of regular class hours and from a comparative perspective, to highlight the impact of these actions in student membership of school sports associations.

The most significant theoretical framework that makes it possible to problematize questions relating to the impact of pedagogical practices during PE on the orientation of students within school sports associations is the Vallerand analysis model (1997) [26]. The choice of this model is linked to the fact that the motivational goals are influenced by the individual's perceptions of competence and autonomy: in other words, the more the individual has the feeling of being competent in the proposed activity and free in his actions, the more he will tend to pursue self-determined goals. The model indicates that these perceptions of competence and autonomy are themselves influenced by the social context in which the individual finds himself. This model therefore makes it possible to interpret the perceptions of competence and autonomy of the student influenced by the pedagogical climate established by the teacher. Thus, it has been shown that when the teacher behaves in a way that supports autonomy (provides the student with options, promotes taking responsibility, participation in decisions, and uses rewards to reflect competence) rather than in a coercive way (uses different punitive techniques, pressure tactics or rewards to control behavior), students display high levels of self-determination. In addition, studies by Vallerand (1997) [26] and Nicholls (1989) [21] have shown that the most self-determined forms of motivation decrease in response to three types of teacher feedback:

- those which are essentially intended to control the student's behavior such as coercive and constraining feedback;
- those which undermine the learning itself, that is to say those which do not reinforce the effort or the progress made, such as untimely promises of reward or punishment, frequent recourse to inter-individual comparison;
- those who are negative. Controlling feedback that implies that the student must engage in the activity to satisfy the teacher's request tends to diminish the student's sense of self-determination and therefore his motivation to practice.

Too frequent negative feedback can lead the student to perceptions of incompetence, and does not generate intrinsic motivation towards school (Deci & Ryan, 1985) [11]. Therefore, when students receive this type of treatment, their interest in school tends to decrease. Conversely,

intrinsic motivation tends to increase when teachers are less concerned with controlling them. Positive feedback relating to effort and performance promotes an increase in the student's sense of competence and increased motivation to practice. This is what justifies the relevance of a reflection on the issue of student guidance within school sports associations.

Our problem is part of this logic of conception of the practice of the activity; which leads us to show the effect that the action of pedagogical practices during PE could have in the adhesion of pupils to sports associations in the colleges and high schools of the city of Porto-Novo.

### 2. The problem, the research question and the hypothesis

During a school year, the student is forced to practice several APSA following a well-defined program during PE sessions (Amrous & Zaoui, 2007) [2]. Participation in these physical activities provides them with knowledge and an idea of principles and concepts such as the rules of the game, fair play and respect, tactical and physical awareness as well as social awareness related to the game. personal interaction and team effort in many sports. Then, several authors agree on the benefits of sports practice (Lindner, 2002; Nelson & Gordon-Larsen, 2006; Coe, Pivarnik, Womark, Reeves & Malina, 2006; Guertin, 2007; Delorme, 2007; Trudau & Shephard, 2008; Carlos, Fulton, Lee, Maynard, Brown, Kohl & al., 2008; Kuehn, 2021; Bennis Bennani and Lotfy, 2021) [18, 20, 8, 15, 25.5, 17, 3]. Consequently, maintaining the pupil in the practice of physical and sporting activities outside PE sessions at school cannot remain without challenging the reflection of teachers. The sports associations relay in addition to the lessons of PE, thus offering physical and sports activities or organizing internships for students whose needs have been identified beforehand (Blanquet, 2010) [4]. As a result, school sport must be much more a mass sport than an elite sport, without totally neglecting the latter aspect (Dikoumé, 1986).

However, studies have shown that the more the individual has the feeling of being competent in the proposed activity and free in his actions, the more he will tend to pursue self-determined goals (Vallerand, 1997) [26]. In addition, other studies have shown that the most self-determined forms of motivation are influenced by teacher feedback (Vallerand, 1997; Nicholls, 1989) [21, 26]. It therefore emerges that the actions implemented by the PE teacher during learning cannot remain unnoticed. In addition, school sport is mostly managed by the same PE teachers responsible for PE classes at school (Law No. 91-008 of February 25th, 1991). As a result, they are key players in guiding students towards school sports associations. For this, what should the PE teacher do to help maintain the large mass of students in sports outside of PE lessons?

#### 2.1 Hypothesis

Learning in a playful form, bonuses and the recommendation of AS disciplines to students during learning are parameters on which the PE teacher can act to maintain the large mass of students in sports practice outside school hours. PE courses.

In order to verify the hypothesis, put forward, the following chapter emphasizes the methodological approach used. It develops sampling, which is the framework for defining the

subjects of the study (sample) and their characteristics, the tools for investigation and data analysis.

**3. Methodological approach**

**3.1. Choosing the context and subjects of the study**

This study proposes to study the involvement of the PE teacher in the mobilization of students towards AS through PE lessons. The subjects of study are PE teachers PE teachers, supervisors of sports associations and students who have participated in the sports associations of their establishment in the secondary establishments of the city of Porto-Novo, more precisely in the CEGs. Coconut trees, Djègan- Kpèvi and Dowa. The choice of these establishments is justified by the fact that they have a minimum of sports infrastructure and equipment as well as AS sessions in several sports disciplines.

Logically, the environment is in fact favorable for observing the impact of PE sessions on the orientation of students towards AS sessions. It is a question of highlighting the various factors on which the PE teacher insists in order to maintain the large mass of students in the practice of sport outside of PE lessons.

**3.2. Survey population and sampling**

**3.2.1. Survey population**

In order to collect various information necessary for our study, we chose the actors immediately involved in the teaching of physical education and the supervision of school sports associations. It's about:

- PE teachers working in the establishments concerned;
- supervisors of sports associations;
- students who participated in the sports associations of their establishment during the 2015-2016 academic year.

**3.2.2. Sampling method**

In our study, we used the so-called reasoned choice method. The reasons for this choice include:

- the teachers are the first actors who introduce the different physical and sporting activities to the pupils in the compulsory course of EPS;
- the AS supervisors are responsible for the AS and responsible for training student athletes;
- the students participating in the AS are those who have experienced the transition from PE lessons to school sport.

**3.2.3. Sample size**

Our survey sample covered the twenty-three (23) AS supervisors, the eighty-six PE teachers working in the CEG les Cocotiers, the CEG Djègan-Kpèvi and the CEG Dowa and one hundred (100) students who participated in the AS in these three establishments during the 2015-2016 school year. Fifteen (15) AS supervisors, twenty-seven (27) PE teachers and sixty (60) sports students participated because of the unavailability of the other survey subjects.

- Physical education teachers: These are mainly physical education teachers involved in the three (03) colleges taken into account by the study.
- AS supervisors: These are all AS managers in the establishments concerned.
- Student athletes: These are students enrolled in the establishments concerned and who have participated in a sports association in their establishment.

**3.3. Investigative tools**

To collect the data necessary for our study, the documentary analysis and the survey by questionnaire were used.

**3.3.1. Documentary analysis**

It consisted in analyzing on the one hand the recommendations of the PE teacher guides and on the other hand the texts and statutes of the UASES.

**3.3.2. Survey by questionnaire**

Three types of questionnaires were developed. A first questionnaire was sent to PE teachers working in the general education colleges of 'Les Cocotiers', Djegan kpevi and Dowa, a second questionnaire was sent to AS supervisors and a third was sent to students. athletes from the colleges concerned.

- For PE teachers, the questionnaire focused on: the framework and the atmosphere of the course of PE courses, the application of the programs in force, the level of student involvement in the construction of knowledge, raising student awareness of AS, the relationship between EPS and school sport, the role of physical education courses in popularizing school sport and the role of the teacher in the mobilization of pupils in the AS.
- For AS supervisors, the questionnaire focused on: the types of students who participate in the AS, the method of selecting sports students, the role of EPS in encouraging students to move on to AS, bonuses and other means of encouraging student athletes.
- For the students, the questionnaire focused on: the practice framework for physical education classes in class, their involvement in the construction of knowledge in class by the PE teacher, the reasons for their participation in the SA, the moment of discovery of the activity practiced at the AS.

**3.4. Data processing tools**

The information collected was subject to computer processing. The software used is EXCEL 2013 and WORD 2013. Thus, for the analysis of the questionnaires, we will group by item and by modality the answers of the subjects invested in relation to the variables retained. These data are presented in the form of tables and graphs in the following chapter.

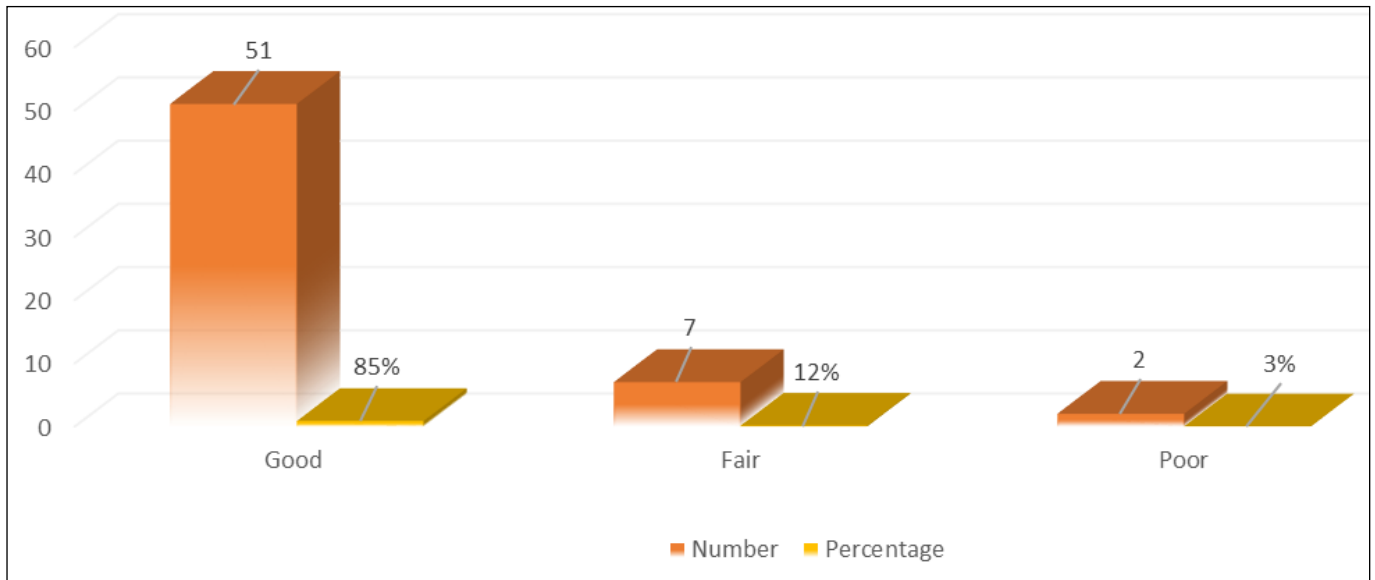
**4. Presentation and interpretation of results**

To better understand the action of pedagogical practices in PE in the adhesion of pupils to school sports associations, questionnaires were proposed to the subjects of the study. With this in mind, the most significant results are retained and presented through the tables and graphs below:

**Table 1:** Discovery of the AS discipline

	<b>Effective</b>	<b>Percentages</b>
During PE course	54	90%
Somewhere else	6	10%
Total	60	100

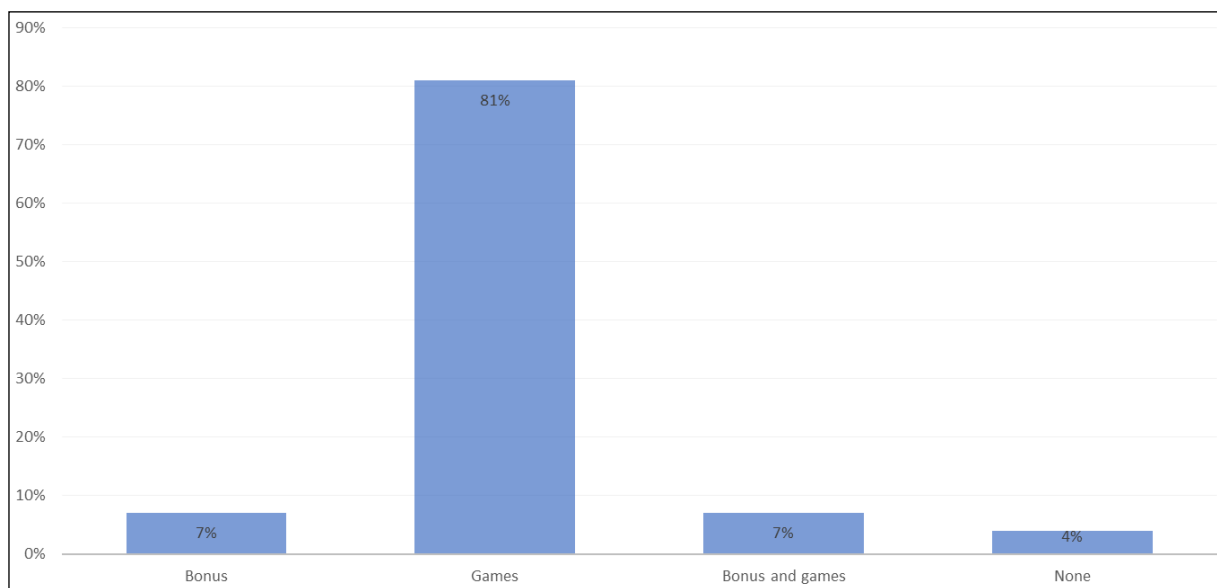
Table 1 presents the first practice of AS disciplines by the sports students concerned. The results of this table indicate that 90% of the students questioned discovered their AS discipline during PE and 10% discovered their AS discipline elsewhere. The analysis of this table reveals that the APSA practiced in AS are mostly discovered during PE lessons.



**Fig 1:** Atmosphere of physical education courses

The impressions of the students who were the subject of our research in relation to the atmosphere that prevails during the course of PE lessons are presented in Figure 1. It indicates that 85% of the students have a good impression,

12% of students have a fair impression and 3% of students have a poor impression. Analysis of this figure reveals that the majority of students have a good impression.



**Fig 2:** Motivation methods used during PE sessions

Figure 2 presents the motivation methods used during learning. The results of this figure indicate that 81% of teachers use the game, 07% use the bonus, 07% use the bonus and 04% do not use any motivation method during learning. The analysis of these results indicates that it is through play that teachers motivate students during learning.

**Table 2:** Criteria for participation in AS

	Effective	Percentages
Best	10	37%
All the students	17	63%
Total	27	100%

Table 2 presents the criteria for student participation in AS. The results of this table indicate in 63% of cases, all students participate in AS and in 37% of cases, the best

students participate. The analysis of these results indicates that in the three establishments concerned, that all can participate in AS.

**Table 3:** Reason for students' participation in AS

	Effective	Percentages
Pleasure	8	13%
Health	4	7%
Sporting career	47	78%
Awards	1	2%
Other	0	0%
Total	60	

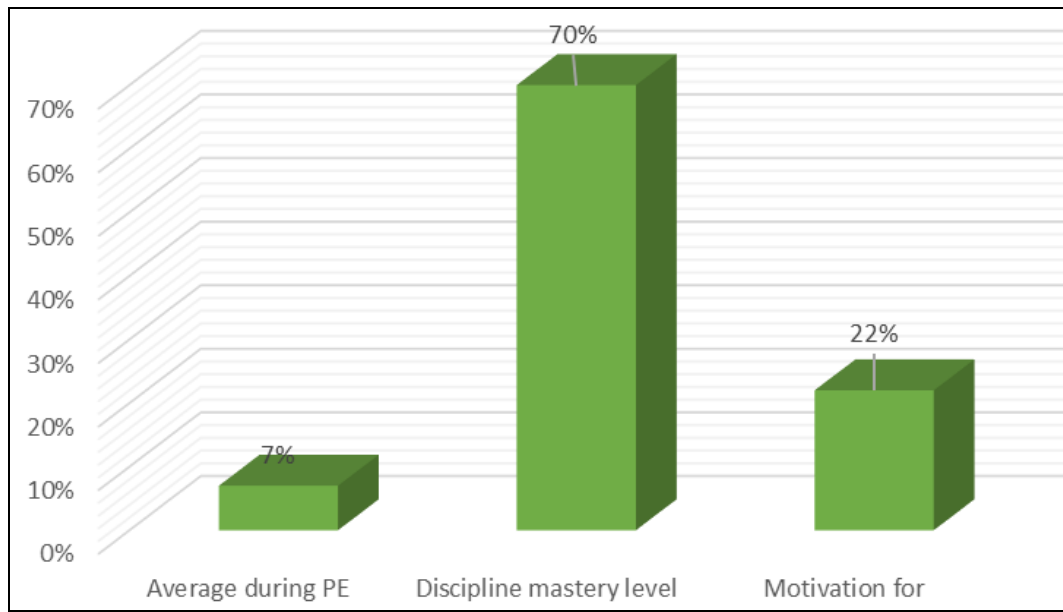
The reasons for pupils' participation in AS are presented in Table 3. The results of this table indicate that 78% of students participate in AS in a sports career, 13% for pleasure, 07% for health and 02% for rewards. The analysis

of these results reveals that the majority of the students questioned participate in AS with a view to a sporting career in the future.

**Table 4:** Sources of AS recommendations and AS disciplines

	AS		Discipline	
	Effective	Percentages	Effective	Percentages
<b>PE teacher</b>	23	38%	16	27%
<b>Myself</b>	37	62%	44	73%
<b>Other</b>	0	0%	0	0%
<b>Total</b>	60	100	60	100

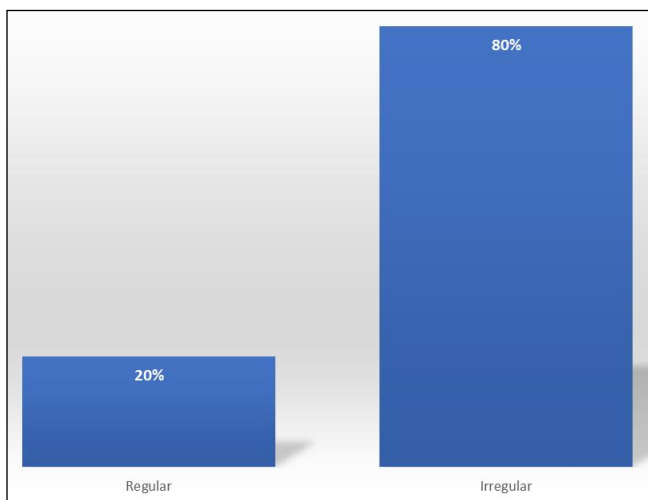
Table 4 presents the sources of recommendation of SA and the discipline of SA. The results of this table indicate that 62% of the pupils chose to join an AS themselves and 38% did so on the recommendation of the PE teacher. Similarly, 73% chose their AS disciplines themselves and 27% did so on the recommendation of the PE teacher. The analysis of these results reveals that the majority of sports students questioned engage and choose their AS discipline themselves. Negligibly, some are actually oriented by PE teachers.



**Fig 3:** Recommendation criteria

Figure 3 presents the criteria on which PE teachers base themselves when recommending an AS subject to their students. The results of this figure indicate that 70% of the teachers are based on the level of mastery of the discipline, 22% are based on the motivation of the pupil for the discipline and 7% are based on the average during PE of the pupil. The analysis of these results reveals that the level of mastery of the discipline constitutes the main criterion on which the teachers base themselves to recommend AS to their pupils.

Figure 4 presents the regularity of students at AS. The results of this figure indicate that 80% of students are irregular in AS and 20% are regular. The analysis of these results reveals that the students questioned are not regular at AS. In addition, according to our surveys, tutorials (TD) and remedial courses are the main causes of the absence of sports students in training. However, there are texts that set AS hours and prohibit tutorials and remedial work at certain times.



**Fig 4:** Regularity of students at AS

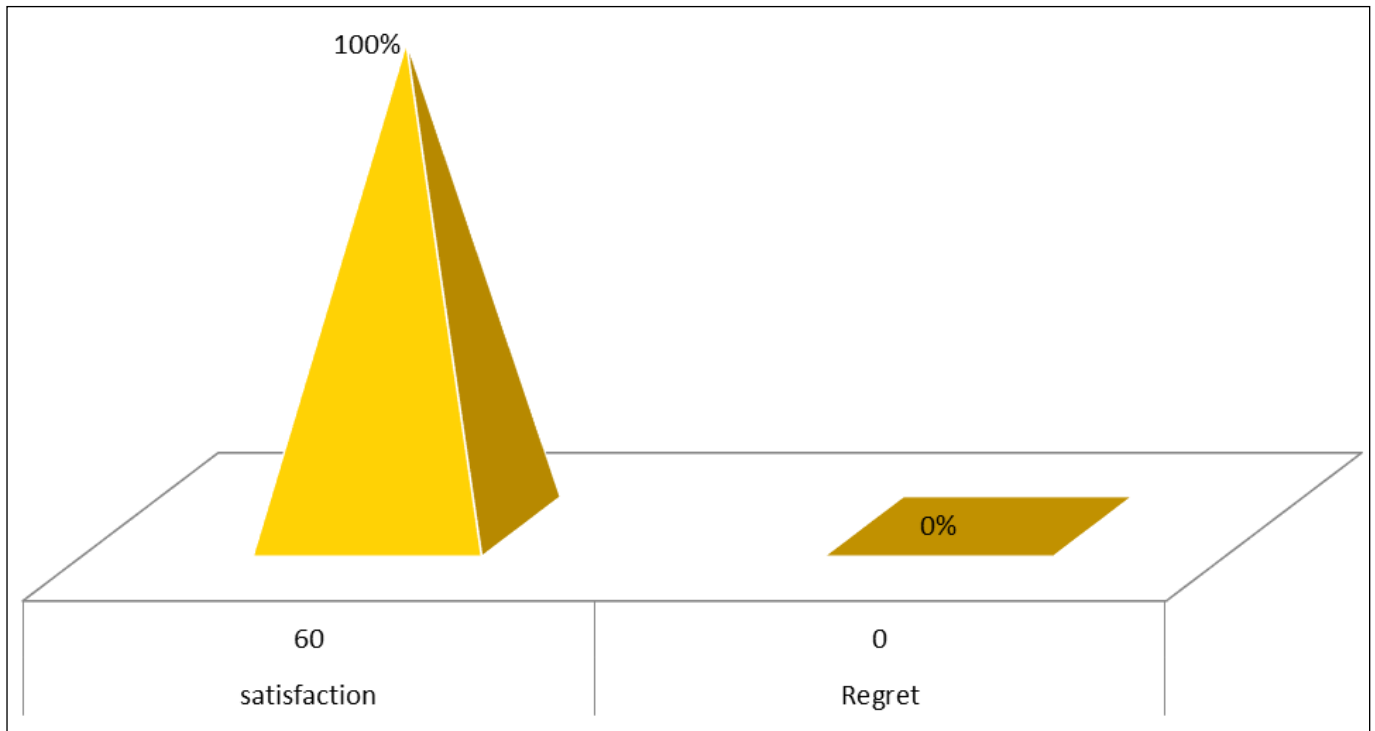
**Table 5:** Reward after matches

	Effectifs	Pourcentages
Administration Reward	44	73%
Lack of reward	16	27%
Total	60	100%

Table 6: Academic Benefits	Effective	Percentages
Avantages académiques	39	65%
Lack of academic advantage	21	35%
Total	60	100%

Tables 5 and 6 present the academic rewards and advantages of sports students after games. The results in Table 6 indicate that 73% of students receive rewards from the administration and 27% of students do not receive rewards from the administration. Similarly, the results in Table 7 indicate that 65% of students receive academic benefits and 35% of students do not receive academic benefits. Analysis of the results in Tables 6 and 7 reveals that some students are rewarded and enjoy academic advantages while others have nothing.



**Fig 5: Student satisfaction with AS**

Figure 5 presents the students' impression of their participation in AS. The results of this figure indicate that 100% of the sports students questioned are satisfied with their participation in AS. Analysis of these results reveals that none of the students questioned regret having taken part in the AS.

**Discussion**

The results in Table I confirm that students discover their AS subjects in PE lessons. This is explained by the fact that during PE, students explore their bodily possibilities and build their first motor skills (Eurydice, 2013; Pontais, 2013). This is demonstrated by Thomas (2014). Indeed, according to this author, the practice of physical education helps all college students to acquire new bearings on themselves, on others and on the environment. Faced with the diversity of the APSA cultural field, they evolve, gain in efficiency, resolve, stabilize their bodily responses and develop their physical potential. College students understand and assimilate the rules, learn to integrate into a project logic. In addition, the results of Figure 1 of our study indicate that the majority of sports students questioned have a good impression of the atmosphere that prevails during the course of PE lessons. Referring to the concept of motivation (Vallerand & Thill, 1993; Nicholls (1989) [21], the good atmosphere during PE learning greatly influenced their perception of the discipline. This is one of the reasons that determined in these students the desire to want to surpass themselves. The teacher as guarantor or even maker of this atmosphere (Soos, 2012) [23] is thus very much in demand. The majority of teachers questioned during the study believe that they achieve learning under form of fun situations (figure 2) in order to further motivate the pupils, but very few of them associate bonuses with it.

In addition, most of the sports students questioned prefer bonuses in addition to these playful situations. This is demonstrated by the study by Dickson & Leblanc (1999). Indeed, according to this study, children judge their own

abilities very badly. They must therefore call on others to find out if they have improved and where they stand in relation to others. Because children are unable to assess their own abilities, they must interpret their experiences based on the words and actions of adults. The cries of encouragement or, on the contrary, the disapproving glances of adults constitute a judgment on the aptitudes and performances of the children (Déci and Ryan, 1985) [11]. Teacher feedback therefore influences student motivation during learning. Also, the perceptions of competence and autonomy of the student are oriented according to the pedagogical climate established by the teacher. This was demonstrated by the studies of Vallerand (1997) [26] and Nicholls (1989) [21]. For this, the curricula oblige the PE teacher to be a facilitator, a leader who poses concrete problems, who observes, helps, encourages (Agbodjogbé, 2013) [1]. Indeed, one of the objectives of the APC being to show the student what is the use of everything he learns, the teachers believe that they sensitize the students during the implementation of the feedback and projection. According to the EPS guide for the fourth grade, feedback and projection is a matter of metacognition and consists of feedback on the production and learning path (product and process) and on the result and the approach used. This feedback on his production allows the learner to become aware of the knowledge he has built. As such, it is used throughout the teaching/learning/assessment process. This is the perfect time for the teacher to invite the student to review the film of his learning and say or show what he learned, how he learned it, the difficulties encountered, what he liked or disliked before collecting their appreciation for a formative self-assessment.

And from the assessment of the achievements (products, approach, strategies), the teacher leads the students to make a projection in everyday life to identify situations of short-term reinvestment. It is therefore the moment more than ever for the teacher to draw the attention of his learners to the benefits of physical education and especially those

related to the practice of AS. It is in this logic that the results in Figure 2 reveal that the majority of teachers make pupils aware of the end of AS, in a negligible way at the end of each session, contrary to the recommendations of the guide. In addition, most of the teachers who were the subject of our study complain of the difficulties encountered in the implementation of the APC. Indeed, teachers believe that in the implementation of APC, there is too much theory than practice. However, for students, PE classes are the best times to assert themselves and engage in the practice of activities.

In our investigation environment, AS is open to all students (Table II). The main thing is to be willing. But nevertheless, interclass matches are organized at the CEG 'les Cocotiers' for a selection. Then, the results in Table IV relating to the sources of student recommendations in AS and the choice of their AS subjects indicate that the majority of the students questioned chose their AS subjects themselves. This is revealed by the results of the study carried out by Déci and Ryan (1985) <sup>[11]</sup>. Indeed, compared to the results of this study, the voluntary adherence observed among the students' questioned results from the phenomenon of self-determination. The students, during the learning in EPS, have acquired the autonomy necessary to become the causal agent of their own behavior. It is in this logic that Hossaini (2010), Kuehn (2021) and Bennis Bennani and Lotfy (2021) have shown that school sport is only an extension of PE. This implies that when all the parameters are brought together in EPS, the student comes out with tastes, desires that he can only satisfy by engaging in AS through the sporting discipline that he likes or that caught his attention during learning (Amrous & Zaoui, 2007) <sup>[2]</sup>. This can range from the pleasure that the activity gives him to a definitive commitment to make it a sporting career. This is the case for the sports students taken into account in our study (Table 4). To this end, the research of Alderman & Wood (1976) and Gill, Gross & Huddleston (1983) also led to the same results. But when students do not engage on their own, teachers take responsibility for recommending ASes. They are mainly based on their level of mastery in the discipline they recommend (figure 3) because in addition to the educational nature that school sport reverses, it must also take into account the aspect of elite sport (Dikoumé, 1986). As far as benefits and rewards are concerned, some students benefit from them while others do not (Table V & VI). Similarly, match bonuses are not harmonized in the establishments. Better, only the CEG Dowa organizes sporting events and presentation sessions of the best sports students of the establishment to the flag. In reference to the concept of extrinsic motivation (Déci, 1975), this action is likely to encourage the students and at the same time arouse new adhesions.

### Conclusion

This study was initiated and conducted with the aim of studying the action of pedagogical practices in EPS in the adhesion of pupils to school sports associations. Vallerand's model (1997) <sup>[26]</sup> allowed us on the one hand to identify the different actions implemented by PE teachers in order to interest students in sports practice outside of regular class hours on the one hand but also to highlight the impact of these actions in the adhesion of pupils to school sports associations on the other hand.

To achieve our objectives, we used two investigative tools: the documentary analysis and the questionnaire survey addressed to PE teachers, AS supervisors and sports students. From the analysis of the results obtained, we have come to certain conclusions.

PE classes are the places where students discover APSAs. This is the place where their conceptions of sports practice are shaped. A good or bad impression can therefore affect the rest of their sports courses. The atmosphere of the progress of PE lessons depends on the methods of motivation and awareness used by the teacher. Teachers complain about the difficulties they encounter when applying competency-based curricula. This constitutes a major problem in relation to the personal relationship of teachers to the object of knowledge and to the mastery of the approach recommended by the guide and the study program. Then the return and projection is the ideal moment to draw the attention of its learners to the benefits of sports practice. But this stage of the session is often omitted during learning.

When the PE courses are successful, the student engages himself in the AS of his choice to benefit from a more in-depth knowledge of the APSA in order to specialize. Therefore, the purpose of the EPS is to allow the student to access a critical culture of the APSA (Thomas, 2014). But when he does not commit himself, the teacher helps him to choose the sporting discipline that he masters the most, while also taking into account his affection for the discipline.

Once engaged in the AS, motivational factors such as rewards, academic benefits, the presentation of the establishment's best athletes to the flag as well as the organization of sporting events during cultural days help to avoid dropping out. of the student athlete and at the same time encourage new members.

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