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School sports and ways to promote them as a reservoir for elite athletes

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Abstract:

This study aims to identify the reality of school sports in Algeria and ways to promote them to become a reservoir for elite athletes. Researchers used the descriptive method, as the study sample consisted of 400 physical education and sports teachers from different educational levels. To collect data, an electronic questionnaire consisting of two axes was conducted, each axis containing seven questions.

Concerning statistical data processing, Cronbach's alpha coefficient was used to verify stability, in addition to frequencies, percentages, and the Chi-squared test. Finally, the researchers reached results that confirmed that most teachers do not rely on scientific methods when selecting students, as the process is often done through observation only, without taking clear measures such as directing them to sports clubs, which reflects the weak level of coordination between the school and sport clubs.

The results also confirmed the necessity of establishing private sports schools to exploit talented people and develop their abilities. It also showed that most teachers are willing to link school sports with elite sports, by enhancing their ability to create athletic talents that can support elite athletes in the future.

Keywords: School sports, selection, mentoring, elite athletes.

Introduction:

School sports are considered to be essential components of both educational and sport systems, given their pivotal role in developing students' physical, skill, and psychological abilities, in addition to their contribution to instilling educational and social values such as discipline, teamwork, and a competitive spirit. Scientific literature confirms that the school represents the first hierarchical base in sports construction, as it constitutes the most comprehensive and widespread environment for discovering talents in the early stages of growth (Bailey, 2006).

In the context of high-performance sports, athlete development models indicate that reaching elite levels does not come by chance, but rather by a long-term path based on early

selection, phased training, and ongoing scientific supervision (Balyi & Hamilton, 2004). It highlights the long-term development model of the athlete the importance of gradual preparation according to the biological and psychological characteristics of each age category, with the necessity of integration between educational and sports institutions to ensure the continuity of the training path, (Istvan , Richard , & Colin , 2013)

Successful international experiences in the field of elite athlete development have shown that effective sports systems depend on integrating school sports into a comprehensive national strategy, based on partnership between ministries of education and sports, providing sports–study programs, and developing scientific mechanisms to discover talents (De Bosscher, De Knop, Van Bottenburg, & Shibli, 2006). As he points out (Green, 2005) **.**The success of elite sport is associated with the existence of an integrated system that links the school base with the infrastructure of sports clubs and federations.

Despite this strategic importance, school sports in many countries face a number of challenges, including limited financial resources, a lack of specialized supervision, the absence of accurate selection and evaluation systems, and weak institutional coordination, which reduces their capacity to fulfill their role as a genuine reservoir for elite athletes (Barrie & Green, 2008). Accordingly, promoting school sports requires structural reform based on strategic planning, adopting scientific principles in selection and training, and strengthening partnerships between various stakeholders in the educational and sports fields.

Based on the above, there is a need to reconsider the current state of school sports and the mechanisms for their development, allowing them to be transformed from a complementary activity to the educational process into a strategic pillar in building elite athletes and ensuring the sustainability of sports excellence at both national and international levels.

Study questions:

- What is the current state of school sports and methods for talent identification?
- What are the means to develop school sports to be a reservoir for elite athletes?

Study hypotheses:

- School sports suffer from some deficiencies organizational and pedagogical efforts in the field of talent detection and selection.
- Improving sports supervision and providing appropriate resources contribute in enhancing the effectiveness of school sports in producing elite athlete

Study objectives:

- Identifying current state of school sports and methods for talent selection.
- Identifying how school sports contribute to the development of elite athletes.

Theoretical aspect of the study:

Definition of school sports:

School sports are considered the main source that develops sporting talents and supports clubs with players across various sporting activities, as well as supports national teams across all age categories. Therefore, paying attention to school sports is an important matter that must be ensured in order to discover talents (Iman, 2015, p. 81).

School sports in Algeria are also considered one of the fundamental pillars relied upon to take care of the largest possible number of students, with the aim of achieving educational, cultural, social, and sporting objectives. They consist of

organized and diverse activities conducted in the form of individual or team competitions at all levels.

School sports objectives:

Objectives of School Sports:

School sports activities constitute a formative activity and a complement to the physical education and sports subject. They represent a form of culmination and partial maturation through which the practicing student can strengthen their physical, emotional, and social abilities, and relatively, acquire important motor and technical skills that develop their sense of appreciation, as well as their ability for mastery, coordination, and organization. Their objectives can be summarized as follows:

1. Activating and engaging the largest possible number of students.
2. Introducing, disseminating, and generalizing various sports specializations.
3. Fostering the spirit of brotherhood and solidarity, and strengthening the bonds between students and educational institutions (Fatiha, 2014).
4. Discovering a sporting elite capable of representing Algeria in the future in national and international competitions.
5. Consolidating the values of citizenship and national belonging.
6. Contributing to the dissemination of sports culture within society.

Elite Athlete:

Elite athletes are defined as those who achieve the best sporting results in their respective sports disciplines. In Algerian sports legislation, the concept of an elite athlete was defined in Executive Decree No. 2000-278, which indicates the basic statute of elite and high-level athletes. In Article Two, it defines them as follows: an elite and high-level athlete refers to any athlete or group of athletes who have achieved sporting performance at a global or international level (ben al-Ayib & ben al-Dine, 2021) (Ben Al-Ayeb & Ben Eddine, 2021, p. 539).

The relationship between School Sports and Elite Sports:

The relationship between school sports and elite sports is complementary, as school sports represent the broad base upon which the pyramid of high performance is built. School sports are not limited only to the development of physical fitness and basic motor skills; but also contribute to the discovery of talents at an early age and guide them toward specialized training pathways (Bailey, 2006) . Long-term athlete development models also confirm that organized sports practice in the early age stages constitutes an essential foundation for reaching elite levels, as sporting excellence depends on gradual preparation and stage-based development (Balyi & Hamilton, 2004) .From a sociological and educational perspective, school represents the first environment for selecting athletes and refining their abilities before their transition to clubs and training centers, where the progression moves from the stage of sports diversification to specialization and then to professionalism (Côté, 1999) .Therefore, the strength of elite sports system is directly linked to the breadth and quality of the school sports participation base, which makes integration between the two institutions an essential condition for achieving sustainable sporting achievements at both the national and international levels.

Previous Studies:

1. The researchers "**Salami Sid Ali"** and "**Bektash Bahia"** (2020) conducted a study

entitled *"The Importance of School Sports in the Educational Environment and the Application of Its Main Regulations."* The study aimed to identify the extent of the success of school sports in the Algerian educational environment and how it has developed since the beginning of independence. The researchers also presented a historical overview of school sports and referred to its practical application compared with the specific laws governing it, as well as the legislative and regulatory texts in force. The researchers reached several results indicating that school sports are not implemented in the educational environment as stipulated, and that they have not been expanded among the federations and leagues dedicated to them due to the lack of facilities and specialists, as well as the existence of a misunderstanding of their role (Sid Ali & Bahia , 2020).

2. The researcher "**Fenouch Nassi"** (2011) conducted a study entitled *"The Role of School Sports in the Selection and Orientation of Students with Sporting Talents Toward Elite Practices."* The study aimed to highlight school sports as an activity concerned with elite students who possess abilities and talents in sports field, as well as to attempt to identify the most effective methods for selecting and guiding talented students. In this study, the researcher used the descriptive method. The study sample consisted of 25 teachers, and a questionnaire was used as a tool for collecting information. The results revealed poor management and insufficient financial support. Moreover, school sports previously contributed, and still contribute in the selection of talented students and directing them toward sports clubs (Fanoush, 2011).

Study Methodology:

The descriptive method was used due to its suitability for the nature of the study.

Study Sample:

The study sample consisted of 400 male and female teachers of Physical Education and Sports across different educational levels.

Study Instruments:

An electronic questionnaire was designed consisting of two axes. The first axis was devoted to examine the reality and methods of selecting talented individuals through school sports, while the second axis was devoted to explore the ways of promoting school sports so that they become a reservoir for elite athletes.

Reliability of the Study Instrument:

In this part of the study, the reliability of the study instrument will be tested for each section as well as the overall reliability, as follows:

Table No. (1): Cronbach's alpha coefficient to measure the reliability of each axis of the questionnaire.

The numb	Axes	Number of paragraphs	Cronbach's alpha coefficient
01	The first axis	07	0.929
02	The second axis	07	0.887
03	**Total reliability**	**14**	**0.956**

From the results presented in the table above, it can be observed that the Cronbach's Alpha coefficient for the first axis reached (0.929), which is close to (1), indicating a high level of reliability. As for the Cronbach's Alpha coefficient of the second axis, it reached (0.887), which is also high and greater than 0.60, indicating that it has a high degree of reliability.The overall reliability coefficient of the instrument reached (0.956) for the total 14 questionnaire items, which indicates that the instrument possesses a high degree of reliability.

Statistical methods:

Statistical data was processed using software SPSS Version 27.

Presenting, analyzing and discussing the results of the first hypothesis

*** School sports suffer from certain organizational and pedagogical shortcomings in the field of detecting and selecting talented individuals**.

Question 01: How would you describe the organization's interest in sports activities?

Table No. (2) "represents The professor described the institution's interest in sports activities."

Answers	Repetitions	Percentage	χ^2 Calculate	χ^2 Schedule	df	Significance level	Significance
High	52	13%	107.10	7.82	3	0.05	significant
Average	174	43.5%					
weak	123	30.8%					
Non-existent	51	12.7%					
Total	100	100%					

From the table above, it is evident that 52 teachers responded "high", representing 13% of the sample. 174 teachers responded "moderate", representing 43.5%, which is the highest percentage of teachers' responses. Meanwhile, 123 teachers responded "low", representing 30.8%, and 51 teachers responded "none", representing 12.7%, which is the lowest percentage of teachers' responses.

Based on the calculated Chi-square value (χ^2) of 107.10, which is greater than the tabulated χ^2 value of 7.82, this indicates that the result is statistically significant at 3 degrees of freedom and a significance level of 0.05.

Question 02: The rate of organizing school sports competitions is:

Table No. (3) "Represents the knowledge of the rate of organizing school sports competitions."

Responses	Frequency	Percentage	χ^2 calculated	χ^2 tabulated	df	Significance level	Significance
Monthly	20	5%	116.88	7.82	3	0.05	Significant
Quarterly	82	20.5%					
Annually	158	39.5%					
No competitior	140	35%					
Total	400	100%					

Analysis and discussion: From the table above, it is evident that 20 teachers responded "monthly," representing 5%, which is the lowest percentage of teachers' responses. 82 teachers responded "seasonal," representing 20.5%, while 158 teachers responded "annually," representing 39.5%, which is the highest percentage of teachers' responses. In addition, 140 teachers responded "no competitions are organized," representing 35%.

Based on the calculated value (χ^2) of 116.88, which is greater than the tabulated χ^2 value of 7.82, this indicates that the result is statistically significant at 3 degrees of freedom and a significance level of 0.05.

Question 03: The number of students participating in sports activities compared to the total number is:

Table No. (4) "Represents knowledge of the Number of students participating in sports activities compared to the total number."

Responses	Frequency	Percentage	χ^2 calculated	χ^2 tabulated	df	Significance level	Significance
Less than 30%	206	51.5%	59.42	5.99	2	0.05	Significant
Between 30% and 60%	96	24%					
More than 60%	98	24.5%					
Total	400	100%					

Analysis and discussion:

From the table above, it is evident that 206 teachers responded "less than 30%," representing 51.5%, which is the highest percentage of teachers' responses. 96 teachers responded "between 30% and 60%," representing 24%, which is the lowest percentage of teachers' responses. Meanwhile, 98 teachers responded "more than 60%," representing 24.5%.

Based on the calculated value of $\chi^2 = 59.42$, which is greater than the tabulated value $\chi^2 = 5.99$, this indicates that the result is statistically significant at 2 degrees of freedom and a significance level of 0.05.

Question 04: "Does the institution adopt selection methods to identify talented students?"

Table (5): "**represents the extent to which the institution adopts selection methods for identifying talented students.**

Responses	Frequency	Percentage	χ^2 calculated	χ^2 tabulated	df	Significance level	Significance
Yes	103	25.8%	94.09	3.84	1	0.05	Significant
No	297	74.2%					
Total	400	100%					

Analysis and discussion: From the table above, it is evident that 103 teachers responded "yes," representing 25.8%, which is the lowest percentage of teachers' responses. Meanwhile, 297 teachers responded "no," representing 74.2%, which is the highest percentage of teachers' responses.

From the calculated value of $\chi^2 = 94.09$, which is greater than the tabulated value $\chi^2 = 3.84$, this indicates that the result is statistically significant at 1 degree of freedom and a significance level of 0.05.

Question 05: The process of talent identification is often carried out through:

Table No. (6) " Represents the knowledge of the method of talent identification."

Responses	Frequency	Percentage	χ^2 calculated	χ^2 tabulated	df	Significance level	Significance
Teacher observation	251	62.7%	334.26	7.82	3	0.05	Significant
School competiti	76	19%					
Special physical tests	5	1.3%					
No specific mechanism	68	17%					
Total	400	100%					

From the table above, it is evident that 251 teachers responded "teacher observation," representing 62.7%, which is the highest percentage of teachers' responses. 76 teachers responded "school competitions," representing 19%. Meanwhile, 5 teachers responded "special physical tests," representing 1.3%, which is the lowest percentage of teachers' responses. In addition, 68 teachers responded "there is no specific mechanism," representing 17%.

From the calculated value of $\chi^2 = 334.26$, which is greater than the tabulated value $\chi^2 = 7.82$, this indicates that the result is statistically significant at 3 degrees of freedom and a significance level of 0.05.

Question 06: After talent identification, the talent is directed to:

Table No. (7) "Represents the knowledge of where talents are directed after being identified."

Responses	Frequency	Percentage	χ^2 calculated	χ^2 tabulated	df	Significance level	Significance
Direct referra sports club	90	22.5%	90.48	5.99	2	0.05	Significant
Follow-up w school only	87	21.8%					
No clear acti taken	223	55.8%					
Total	400	100%					

From the table above, it is evident that 90 teachers responded "directly directing them to a sports club," representing 22.5%. 87 teachers responded "following them only within the institution," representing 21.8%, which is the lowest percentage of teachers' responses.

Meanwhile, 233 teachers responded "no clear action has been taken," representing 55.8%, which is the highest percentage of teachers' responses.

From the calculated value of $\chi^2 = 90.48$, which is greater than the tabulated value $\chi^2 = 5.99$, this indicates that the result is statistically significant at 2 degrees of freedom and a significance level of 0.05.

Question 07: The level of coordination between the educational institution and sports clubs in the process of selecting talented individuals:

Table No. (8) "Represents the knowledge of the level of coordination between educational institutions and sports clubs in the process of selecting talented individuals."

Responses	Frequency	Percentage	χ^2 calculate	χ^2 tabulated	df	Significance level	Significance
Strong	9	2.3%	388.11	5.99	2	0.05	Significant
Moderate	76	19%					
Weak	315	78.8%					
Total	400	100%					

From the table above, it is evident that 9 teachers responded "strong," representing 2.3%, which is the lowest percentage of teachers' responses. 76 teachers responded "moderate," representing 19%. Meanwhile, 315 teachers responded "weak," representing 78.8%, which is the highest percentage of teachers' responses.

From the calculated value of $\chi^2 = 388.11$, which is greater than the tabulated value $\chi^2 = 5.99$, this indicates that the result is statistically significant at 2 degrees of freedom and a significance level of 0.05.

Based on the results of Tables (08, 07, 06, 05, 04, 03, 02), and according to the responses of the study sample, it appears that school sports receive a moderate level of attention. Most of the competitions that are organized are annual, and less than 30% of students participate in school sports competitions. In addition, most teachers do not rely on scientific methods when selecting students, as the process is often carried out only through teacher observation. Moreover, no clear action is taken afterward, such as directing the talented students to sports clubs, which reflects the weak level of coordination between schools and sports clubs.

The researchers attribute these results to the fact that some obstacles faced by teachers may hinder them from performing their tasks effectively in a way that would allow them to discover talents that could, in the future, serve as a reservoir supporting clubs and sports teams in various individual and team sports disciplines, given the large human potential available in schools. As stated, "selection is the process of choosing a part from the whole; that is, selecting the best elements among students practicing sports activities" (Tamishbash & Nakhl , 2020).This is followed by directing the athletes involved in school sports who have been selected, each according to their specific abilities, toward the different types of sports activities available in sports clubs (Mahdi, 2019) . The results of the current study are consistent with the study conducted by (Ghazali & Salimi, 2022), which confirmed the existence of certain shortcomings in the training of teachers to carry out the selection process in an optimal manner, and emphasized the need to pay greater attention

to their training in order to keep pace with all developments related to the process of sports talent selection.

The Second Hypothesis:

*** Improving sports supervision and providing appropriate resources contribute to enhancing the effectiveness of school sports in producing elite athletes**.

Question 08: The establishment of specialized sports schools or sections within educational institutions is:

Table No. (9) "Represents the knowledge of the necessity of establishing specialized sports schools or sections within educational institutions."

Responses	Frequency	Percentage	χ^2 calculated	χ^2 tabulated	df	Significance level	Significance
Very necessary	225	56.2%	109.41	5.99	2	0.05	Significant
Necessary	119	29.8%					
Not necessary	56	14%					
Total	400	100%					

Analysis and Discussion: From the table above, it is evident that 225 teachers responded "very necessary," representing 56.2%, which is the highest percentage of teachers' responses. 119 teachers responded "necessary," representing 29.8%. Meanwhile, 56 teachers responded "not necessary," representing 14%, which is the lowest percentage of teachers' responses.

From the calculated value of $\chi^2 = 109.41$, which is greater than the tabulated value $\chi^2 = 5.99$, this indicates that the result is statistically significant at 2 degrees of freedom and a significance level of 0.05.

Question 09: The extent of your willingness to support a project aimed at linking school sports with elite sports:

Table No. (10) "Represents the knowledge of the extent of the teacher's willingness to support a project aimed at linking school sports with elite sports."

Responses	Frequency	Percentage	χ^2 calculate	χ^2 tabulated	df	Significance level	Significance
Willing	337	84.3%	187.69	3.84	1	0.05	Significant
Not willing	63	15.7%					
Total	400	100%					

Analysis and discussion: From the table above, it is evident that 337 teachers responded "willing," representing 84.3%, which is the highest percentage of teachers' responses. Meanwhile, 63 teachers responded "no," representing 15.7%, which is the lowest percentage of teachers' responses.

From the calculated value of $\chi^2 = 187.69$, which is greater than the tabulated value $\chi^2 = 3.84$, this indicates that the result is statistically significant at 1 degree of freedom and a significance level of 0.05.

Question 10: Does school sports have the ability to develop elite athletes?

Table No. (11) "Represents the knowledge of the ability of school sports in developing elite athletes."

Responses	Frequency	Percentage	χ^2 calculated	χ^2 tabulated	df	Significance level	Significance
Yes	334	83.5%	179.56	3.84	1	0.05	Significant
No	66	16.5%					
Total	400	100%					

Analysis and Discussion:

From the table above, it is evident that 334 teachers responded "yes," representing 83.5%, which is the highest percentage of teachers' responses. Meanwhile, 66 teachers responded "no," representing 16.5%, which is the lowest percentage of teachers' responses.

From the calculated value of $\chi^2 = 179.56$, which is greater than the tabulated value $\chi^2 = 3.84$, this indicates that the result is statistically significant at 1 degree of freedom and a significance level of 0.05.

Question 11: An effective partnership between the school and the sports club should be:

Table No. (12) "Represents the knowledge of how the partnership between the school and the sports club can be effective."

Responses	Frequency	Percentage	χ^2 calculated	χ^2 tabulated	df	Significance level	Significance
Annual official agreements	148	37%	132.56	7.82	3	0.05	Significant
Periodic visits by coaches	50	12.5%					
Joint selection committee	166	41.5%					
Not necessary	36	9%					
Total	400	100%					

Analysis and Discussion:

From the table above, it is evident that 148 teachers responded "annual formal agreements," representing 37%. Meanwhile, 50 teachers responded "through periodic visits by coaches," representing 12.5%. In addition, 166 teachers responded "through a joint selection committee," representing 41.5%, which is the highest percentage of teachers' responses. Meanwhile, 36 teachers responded "not necessary," representing 9%, which is the lowest percentage of teachers' responses.

From the calculated value of $\chi^2 = 132.56$, which is greater than the tabulated value $\chi^2 = 7.82$, this indicates that the result is statistically significant at 3 degrees of freedom and a significance level of 0.05.

Question 12: The adoption of specialized sports sections within schools leads to:

Table No. (13) "Represents the knowledge of outcomes when adopt specialized sports sections within schools.

Responses	Frequency	Percentage	χ^2 calculated	χ^2 tabulated	df	Significance level	Significance

Increase chances of reaching elite level	328	82%	430.16	5.99	2	0.05	Significant
Improve general level only	52	13%					
No clear impact	20	5%					
Total	400	100%					

Analysis and Discussion: From the table above, it is evident that 328 teachers responded "increasing the chances of reaching elite levels," representing 82%, which is the highest percentage of teachers' responses. 152 teachers responded "improving the general level only," representing 13%. Meanwhile, 20 teachers responded "no clear effect," representing 5%, which is the lowest percentage of teachers' responses.

From the calculated value of $\chi^2 = 430.16$, which is greater than the tabulated value $\chi^2 = 5.99$, this indicates that the result is statistically significant at 2 degrees of freedom and a significance level of 0.05.

Question 13: Long-term follow-up of talents should be continued for a period of:

Table No. (14) "Represents the knowledge of the duration that should be followed for talents."

Responses	Frequency	Percentage	χ^2 calculated	χ^2 tabulated	df	Significance level	Significance
Less than one year	23	5.8%	162.78	5.99	2	0.05	Significant
One to three years	147	36.8%					
More than three years	230	57.4%					
Total	400	100%					

Analysis and Discussion: From the table above, it is evident that 23 teachers responded "less than one year," representing 5.8%, which is the lowest percentage of teachers' responses. 147 teachers responded "from one to three years," representing 36.8%. Meanwhile, 230 teachers responded "more than three years," representing 57.4%, which is the highest percentage of teachers' responses.

From the calculated value of $\chi^2 = 162.78$, which is greater than the tabulated value $\chi^2 = 5.99$, this indicates that the result is statistically significant at 2 degrees of freedom and a significance level of 0.05.

Question 14: Transforming school sports into a semi-professional pathway requires:

Table No. (15) "Represents the knowledge of the requirements for transforming school sports into a semi-professional pathway."

Responses	Frequency	Percentage	χ^2 calculated	χ^2 tabulated	df	Significance level	Significance
Modify curricula	99	24.8%					

Increase budget	41	10.2%	269.14	7.82	3	0.05	Significant
Train specialists	26	6.5%					
All of the above	234	58.5%					
Total	400	100%					

Analysis and Discussion:

From the table above, it is evident that 99 teachers responded "modifying the curricula," representing 24.8%. Meanwhile, 41 teachers responded "increasing the budget," representing 10.2%. In addition, 26 teachers responded "training specialists," representing 6.5%, which is the lowest percentage of teachers' responses. Meanwhile, 234 teachers responded "all of the above," representing 58.5%, which is the highest percentage of teachers' responses.

From the calculated value of $\chi^2 = 269.14$, which is greater than the tabulated value $\chi^2 = 7.82$, this indicates that the result is statistically significant at 3 degrees of freedom and a significance level of 0.05.

Based on the results of Tables (15, 14, 13, 12, 11, 10, 09), it appears that most teachers consider the establishment of specialized sports schools to be very necessary in order to exploit talented students and develop their abilities. Most teachers also expressed their willingness to link school sports with elite sports, given the ability of school sports to develop sporting talents that may support elite sports in the future.

Furthermore, most teachers emphasized the necessity of coordination between schools and sports clubs through the establishment of a joint selection committee between them. They also stressed the importance of following up students for at least three years in order to provide an opportunity to identify the most talented students in the various sports activities practiced within educational institutions.

In order to transform school sports into a semi-professional pathway, teachers believe that modifying the curricula, increasing the budget, and training specialists are among the most important points that should be emphasized. The researchers attribute these results to the teachers' desire to promote school sports and make them a reservoir for elite sports. As stated, "the school is considered a real reservoir of champions and has a significant role if it receives the necessary attention and care, as is the case in some countries" (Brahimi, Ayad , & Ben Si , 2021).

Accordingly, attention should be given to school sports from all aspects, starting with the training of teachers and the provision of material resources such as building sports halls and playgrounds, establishing specialized sections, and involving sports clubs in this process. The results of the current study are consistent with the study conducted by (Khadir , 2022), whose results confirmed that school sports have great importance in contributing to and supporting competitive sports, as they supply sporting talents. This can only be achieved through proper attention to school sports, the provision of sports facilities and equipment, and the proper guidance of these talents.

Conclusion:

The researchers reached results indicating that most Physical Education and Sports teachers do not rely on standardized scientific methods in the process of selecting talented students. Instead, this process is often carried out based only on personal observation, without activating clear

mechanisms for directing these talents toward sports clubs. This reflects a weak level of coordination and integration between educational institutions and sports clubs, which limits the opportunities for investing in promising talents and developing them within an organized pathway.

The results also highlighted the importance of establishing specialized sports schools dedicated to identifying talented students and developing their abilities according to scientific and methodological training programs. Furthermore, the findings revealed that most teachers are willing to support the idea of linking school sports with elite sports, based on their belief in its role in building a broad base of sporting talents capable of supporting elite athletes in the future.

Suggestions:

Based on the results obtained by the researchers, and with the aim of promoting school sports so that they become a reservoir for elite sports, the following suggestions are proposed:

- ✓ Rehabilitating sports fields and halls within educational institutions.
- ✓ Providing schools at all educational levels (primary, middle, and secondary) with the necessary sports equipment.
- ✓ Utilizing sports facilities belonging to the youth and sports sector through the establishment of formal agreements.
- ✓ Organizing training sessions for Physical Education and Sports teachers according to the teacher's specialization.
- ✓ Involving specialized coaches in school sports teams to support school sports activities.
- ✓ Providing both financial and moral incentives for teachers in return for their participation in school sports competitions.
- ✓ Establishing an annual schedule for various competitions, starting from district-level competitions to national competitions.
- ✓ Ensuring media coverage of school championships in order to motivate teachers and students.
- ✓ Creating specialized sports study sections for talented students.
- ✓ Strengthening coordination between the Ministry of National Education, the Ministry of Sports, and sports federations to ensure the monitoring and development of talents.
- ✓ Creating digital platforms to monitor school sports activities and competitions across different education directorates by documenting championship results and identifying talented students.

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