

The Role of the Guided Discovery Method in Developing Certain Life Skills during the Physical Education and Sports Class in Light of the Second-Generation Curriculum

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Abstract:

This study aims to identify the role of the guided discovery method in developing certain life skills during the practice of physical and sports activities in light of the second-generation curricula. For this purpose, we used the experimental method on a sample of 63 students selected randomly. To collect data, we used the life skills scale as a measurement tool. After collecting the results and processing them statistically, it was found that the guided discovery method applied to the experimental group contributes effectively to developing life skills among learners. On this basis, the study recommends building life skills programs that are grounded in meeting students' aspirations, responding to the realities of society, and keeping pace with the transformations of the era.

Keywords: Guided Discovery Method, Life Skills, Physical Education and Sports Class.

1. Introduction:

Researchers and specialists agree that the progress and prosperity of societies are closely linked to the extent of their attention to the educational system and its development, as education is the fundamental driver of contemporary scientific and technological progress. In this context, Physical Education and Sports emerges as one of the fundamental educational pillars that contributes to building the student's personality in an integrated manner. Indeed, the physical education class is no longer merely a physical activity, but has become a fundamental building block that seeks, according to well-studied scientific foundations, to develop the health-related, moral, cognitive, and psychological aspects of the learner, so that they become an active element in their society. Proceeding from this comprehensive importance, this research sheds light on the role of physical education in developing certain life skills among students. The World Health Organization defines life skills as a set of abilities that enable individuals to adopt adaptive and positive behavior, granting them the capacity to deal flexibly with the demands and

challenges of daily life. These skills are of great importance in helping learners face different situations effectively and participate positively in a contemporary world full of changes, through reinforcing positive personal behaviors, achieving social adaptation and citizenship, and developing the individual's performance in their future environment (UNICEF, 2017, p. 9).

To ensure the success of the educational process and achieve its pedagogical aims, the teacher must select the teaching method that corresponds to the requirements and objectives of the class session, while at the same time meeting the needs and abilities of learners according to the available resources taken into account during the planning process. The teaching method represents the network of interactive relationships between the teacher, student performance, the instructional content, and the teaching aids; it embodies the practical procedures adopted by the teacher to implement the teaching approach and achieve the set objectives. Hence, educators agree on the necessity of carefully selecting the teaching method in the Physical Education and Sports class, in a manner that takes into account the age characteristics and the physical and psychological capacities of students (Mohamed Fedaa, 2005, p. 59). The Guided Discovery Method is considered one of the effective instructional methods that grant the learner a degree of freedom to explore knowledge, organize their stored information structures, and adapt them in a way that enables them to perceive new relationships and concepts that were not previously clear to them. The essence of this method is based on the nature of the interactive relationship between the teacher and the learner, whereby the teacher poses a successive series of guided and deliberately designed questions that lead the student to progressively discover the correct answers. Each question posed by the teacher stimulates a specific, correct response that the learner discovers on their own, so that the cumulative effect of this methodical sequence ultimately leads the student toward discovering the targeted idea or skill (Mosston, 1991, p. 210).

The Guided Discovery Method has received extensive research attention. A study by (Ben Chemissa, 2021), entitled *The Effect of Guided Discovery and Reciprocal Methods on the Cognitive and Emotional Aspects among Secondary School Students*, showed the superiority of the guided discovery method in developing the cognitive aspect, and the reciprocal method in the emotional aspect, with no statistically significant differences between the two methods in the post-test measurement (Ben Chemissa, 2021, pp. 232-245). On the other hand, a study by (Mahoubi and Doudou, 2017), entitled *The Effect of the Guided Discovery Method on Developing Reflective Thinking during Physical Education and Sports Classes among Secondary School Students in Light of the External Practice of Sports Activities (An Experimental Study in the City of Ouargla)*, found that the guided discovery method is an effective tool for developing reflective thinking among secondary school students, independently of their sports practices outside the walls of the educational institution (Mahoubi, 2017, pp. 144-174).

Those working in the educational field are well aware of the multiplicity and diversity of modern teaching methods. Despite this development, the educational reality still shows considerable reliance on the traditional method, particularly in the Physical Education and Sports class, which is predominantly practical and applied in nature. This method is characterized by the teacher's dominance and complete control over the course of the lesson, placing the learner in a passive, ineffective position. The teaching method adopted is a fundamental driver of the student's motivation, or conversely, a cause of their

disengagement and sense of boredom. Through our field experience in educational institutions in the city of Béchar, and based on ongoing interviews with subject teachers and inspectors, as well as our practical experience in the field as a teacher, we observed a lack of attention to modern teaching methods, and a disregard for the extent of growth or decline in students' life skills. From this standpoint, the importance of the present research emerges in attempting to investigate the extent to which the guided discovery method, as a modern educational alternative, is effective in developing certain life skills among middle school students during physical and sports activity classes, in light of the second-generation curriculum. Hence arose the idea of this research, posing the following question: Does the guided discovery method lead to the development of certain life skills during the practice of physical and sports activities in light of the second-generation curriculum? From this, the following sub-questions were posed:

- Are there statistically significant differences between the pre-tests and post-tests of the experimental group using the guided discovery method?
- Are there statistically significant differences between the post-tests of the experimental group using the guided discovery method and the post-tests of the control group?

1. Research Hypotheses: Based on the aforementioned questions, the following research hypotheses were proposed:

1.2. General Hypothesis:

- The guided discovery method leads to the development of certain life skills during the practice of physical and sports activities in light of the second-generation curriculum.

2.2. Sub-Hypotheses:

- There are statistically significant differences between the pre-tests and post-tests of the experimental group using the guided discovery method.
- There are statistically significant differences between the post-tests of the experimental group using the guided discovery method and the post-tests of the control group.

1. Research Objectives:

1.3. General Objective:

- To determine the extent to which the guided discovery method develops certain life skills during the practice of physical and sports activities in light of the second-generation curriculum.

2.3. Sub-Objectives:

- To identify the statistically significant differences between the pre-tests and post-tests of the experimental group using the guided discovery method.
- To identify the statistically significant differences between the post-tests of the experimental group using the guided discovery method and the post-tests of the control group.

1. Research Terms:

- **Guided Discovery Method:** Mufti Ibrahim defined the guided discovery method "as the method through which the teacher poses a number of questions and challenges that enable students to move freely within learning situations by reviewing movement competency and its elements" (Mufti Ibrahim Hammad, 2000, p. 50).

- **Operational Definition:** This is an instructional strategy based on providing learners with specific guidance that ensures their engagement in successful scientific experiences. This method relies on activating the learner's mental capacities to independently derive scientific concepts and principles, provided that the learner is fully aware of the purpose of each step taken. It also allows students to construct and develop their knowledge independently through direct practical experiences and experimentation.

- **Life Skills:** Life skills are defined as the abilities that enable individuals to deal positively with the demands and challenges of daily life (World Health Organization, 1997, p. 1).

- **Operational Definition:** This is a system of human behaviors acquired through learning and direct experiences, which the individual employs responsibly and effectively to manage their personal affairs and confront daily challenges and problems. The classification of these skills is characterized by flexibility and dynamism, as it varies according to societal norms and expectations, in addition to the demographic and individual characteristics of the learner, such as age, gender, and educational level, as well as individual differences in levels of mastery among persons.

- **Physical Education and Sports Class:** The physical education class is the building block or micro-unit constructed through the sequential and coherent progression of curriculum content. Delivering the physical education class is one of the teacher's most important duties, and each lesson has its instructional objectives from a behavioral perspective (psychomotor, cognitive, and affective) (Abdelbassir, 2010, p. 45).

- **Operational Definition:** This is an integrated system of aims (cognitive, behavioral, psychological, and social) that the teacher translates procedurally through standardized motor activities and exercises, aiming through them to build the comprehensive personality of the learner, with an emphasis on instilling the values of sportsmanship as a supreme educational priority and the ultimate goal of the subject.

5. Research Methodology and Field Procedures:

5.1. Method: Based on the nature of the problem addressed in this research, and its position within the field of psychological studies grounded in measurement and observation, the experimental method emerges as the most appropriate methodological tool for treating the variables and testing the hypotheses.

5.2. Research Population: The research population represents the middle school education stage, consisting of students from middle school education in the wilaya of Béchar. We drew a sample from this population, as we were unable to study the entire research population.

5.3. Research Sample: The sample comprised 63 students distributed as follows:

- **Experimental Group:** 32 students, the group to which the guided discovery method was applied.

- **Control Group:** 31 students, the group to which the teacher's usual method was applied.

- **Normality of Distribution of the Sample Data**

Table (01): Illustrates the Normality of Distribution of the Sample Data.

Statistical Coefficients	Results	Remarks
Mean	3.807	/
Standard Deviation	0.27	/

Median	3.878	/
Skewness Coefficient	0.53	Less than 1, i.e., acceptable
Kurtosis Coefficient	0.98	Less than 3, i.e., acceptable
Kolmogorov-Smirnov Test	0.114	/
Significance	0.160	Greater than 0.05, therefore we accept the null hypothesis, i.e., the experimental data follow a normal distribution.

It is evident from the table that the skewness coefficient is equal to (0.53), a value less than ± 1 , and is therefore acceptable, and that the kurtosis coefficient is equal to (0.98), a value less than ± 3 , and is therefore acceptable. On the other hand, the value of the Kolmogorov-Smirnov test indicates (0.114), and since the significance level value is equal to (0.160), which is greater than (0.05), we accept the null hypothesis stating that the experimental data follow a normal distribution. From this, we conclude that the data distribution follows the normal distribution.

5.4. Research Domains:

- **Human Domain:** The human domain of the research is represented by the students of the third-year middle school classes at Malek Ben Zohr Middle School in Béchar El-Jadida, whose number was estimated at 63 students.
- **Spatial Domain:** The scale was distributed and the program was applied at Abdelmalek Ben Zohr Middle School in Béchar.
- **Temporal Domain:** The questionnaire was distributed electronically during the period extending from April 5 to April 25, with the results tabulated and analyzed in late April.

5.5. Research Tools:

- **The Scale:** The researchers adopted the life skills scale constructed by a group of doctors (Prof. Dr. Attallah Ahmed, Dr. Bachlaghem Yahia, Dr. Adel Abdelhalim Ibrahim Haidar, Dr. Touati Hayat), which comprises eight dimensions. The researchers selected only four dimensions, namely (communication skills, social skills and teamwork, thinking and problem-solving skills, and time planning and management skills) (Touati, 2020, pp. 176-180).

- Psychometric Properties of the Instrument:

- **Face Validity:** This relies on the logical coherence of the test content and the extent of its relevance to the phenomenon being measured, representing the general form of the test or its external appearance in terms of its items, their arrangement, and the clarity of their instructions. To achieve face validity, previous and similar studies related to the research variables were relied upon. These studies represent an important source for the questionnaire material, particularly those concerned with life skills, and they helped us proceed correctly in establishing a general framework for the research suited to the sample under study, as well as in surveying books concerned with life skills and methods.

- **Self-Validity:** By test validity we mean "the extent to which it fulfills the purpose for which it was designed" (Sobhi, 1995, p. 185). For the validity of this study's test, self-validity was employed, and the

validity of the scale was verified by applying it to a pilot sample of (12) students from the study population. The square root of the reliability coefficient was calculated as shown in the following table:

Table (02): Illustrates the Results of the Pearson Correlation Coefficient for Calculating the Validity of the Scale's Dimensions.

No.	Dimensions	Validity	N	Level	df	r (table)	Type of Significance
01	Communication Skills	0.94	12	0.05	11	0.53	Statistically Significant
02	Social Skills and Teamwork	0.95					
03	Thinking and Problem-Solving Skills	0.96					
04	Time Planning and Management Skills	0.93					

It is observed from the table above that the validity coefficient values for the scale's dimensions were high, which reflects the validity of the questionnaire in measuring what it was designed to measure.

- Test Reliability:

- Presentation of Reliability Using the Test-Retest Method: Pearson Correlation Coefficient:

The Test-Retest Method: This method is considered one of the simplest and easiest methods for determining the test's reliability coefficient. This method is summarized in applying the scale to a group of individuals, then reapplying it again to the same group, and calculating the correlation coefficient between the two applications to obtain the reliability coefficient of the test scores.

Table (03): Illustrates the Results of Reliability Using the Pearson Correlation Coefficient Test-Retest Method for the Scale's Dimensions.

No.	Dimensions	Reliability	N	Level	df	r (table)	Type of Significance
01	Communication Skills	0.90	12	0.05	11	0.53	Statistically Significant
02	Social Skills and Teamwork	0.92					
03	Thinking and Problem-Solving Skills	0.94					
04	Time Planning and Management Skills	0.88					

It is observed from the table above that the correlation coefficient values for all the scale's dimensions were significant and of high magnitude, reaching (0.90, 0.92, 0.94, 0.88), which are greater than the tabulated (r) value of (0.53) at a significance level of (0.05) and degrees of freedom (11), indicating a strong positive correlation reflecting the reliability of the scale.

- **Presentation of Reliability Using the Split-Half Method:** The split-half method of calculating reliability relies on dividing the scale's items into two parts, or halves, then correlating the scores in both halves. The items are often divided into two groups: the first containing the odd-numbered items and the second containing the even-numbered items.

Table (04): Illustrates the Correlation Coefficient Values Using the Split-Half Method for the Scale.

No.	Statistical Measures / Dimensions	Reliability	Number of Items	Degrees of Freedom	Tabulated r	Level	Significance
01	Communication Skills	0.88	12	11	0.50	0.05	Statistically Significant
02	Social Skills and Teamwork	0.91	11	10	0.53		
03	Thinking and Problem-Solving Skills	0.95	12	11	0.50		
04	Time Planning and Management Skills	0.85	12	11	0.50		

It is observed from the table above that the correlation values obtained were very high and statistically significant, confirming the strong reliability of the scale. This was calculated using the split-half method, which relies on dividing the item results into even and odd numbers, then calculating the correlation coefficient for each, followed by applying the Spearman-Brown formula.

5.6. Statistical Methods Used:

- Arithmetic Mean
- Standard Deviation
- Pearson Correlation Coefficient for Reliability
- Spearman-Brown Correlation Coefficient
- Student's t-test

6. Presentation and Discussion of Results:

6.1. Presentation and Discussion of the Results of the Experimental Group for the Guided Discovery Method:

Table (05): Illustrates the Presentation and Discussion of the Results of the Experimental Group for the Guided Discovery Method.

Skill	Rating	Observed Post-test Frequency (Control	Observed Post-test Frequency (Experimental Group –	Degrees of Freedom (df)	Significance Level (α)	Critical t-value	Calculated t-value	Significance
Communication	Good	2	6	3	0	2	1	S

	Fairly Good	5	12					
	Average	11	8					
	Weak	10	5					
	Very Weak	4	1					
Social Skills and Teamwork	Good	3	8	31	0.01	2.423	9.016	Statistically significant
	Fairly Good	4	15					
	Average	14	5					
	Weak	9	4					
	Very Weak	2	0					
Thinking and Problem-Solving	Good	4	9	31	0.01	2.423	8.938	Statistically significant
	Fairly Good	5	9					
	Average	7	6					
	Weak	12	7					
	Very Weak	4	1					
Planning and Time Management	Good	3	4	31	0.01	2.423	10.496	Statistically significant
	Fairly Good	4	12					
	Average	9	8					
	Weak	9	6					
	Very Weak	7	2					
Total		32	32					

Based on the results recorded in the table above, after tabulating the questionnaire administered to the students, who numbered 32, we found that 2 students had good communication skills at the beginning of the program, whereas at its end we found 6 students. As for the students whose communication skills were found to be fairly good, their number was 5 students at the beginning of the program, whereas at its end we found 12 students. As for the students whose communication skills were found to be average, their number was 11 students at the beginning of the program, whereas at its end we found 8 students. As for the students whose communication skills were found to be weak, their number was 10 students at the beginning of the program, whereas at its end we found 5 students. As for the students whose communication skills were found to be very weak, their number was 4 students at the beginning of the program, whereas at its end we found 1 student. To determine the significance of the differences between the responses, the student researcher used Student's t-test, where the calculated t-value reached 11.650, which is greater than the tabulated t-value of 2.423 at a significance level of 0.01 (confidence level of 99% and error margin of 1%). From this, the student researcher concludes that there are statistically significant differences between the students' responses at the beginning and at the end of the program. As for social skills and teamwork, we found that 3 students had good social skills and teamwork at the beginning of the program, whereas at its end we found 8 students. As for the students whose social skills and teamwork were found to be fairly good, their number was 4 students at the beginning of the program, whereas at its end we found 15 students. As for the students whose social skills and teamwork were found

to be average, their number was 14 students at the beginning of the program, whereas at its end we found 5 students. As for the students whose social skills and teamwork were found to be weak, their number was 9 students at the beginning of the program, whereas at its end we found 4 students. As for the students whose social skills and teamwork were found to be very weak, their number was 4 students at the beginning of the program, whereas at its end we found 0 students. To determine the significance of the differences between the responses, the student researcher used Student's t-test, where the calculated t-value reached 09.016, which is greater than the tabulated t-value of 2.423 at a significance level of 0.01 (confidence level of 99% and error margin of 1%). From this, the student researcher concludes that there are statistically significant differences between the students' responses at the beginning and at the end of the program.

As for thinking and problem-solving skills, we found that 4 students had good thinking and problem-solving skills at the beginning of the program, whereas at its end we found 9 students. As for the students whose thinking and problem-solving skills were found to be fairly good, their number was 5 students at the beginning of the program, whereas at its end we found 9 students. As for the students whose thinking and problem-solving skills were found to be average, their number was 7 students at the beginning of the program, whereas at its end we found 9 students. As for the students whose thinking and problem-solving skills were found to be weak, their number was 12 students at the beginning of the program, whereas at its end we found 7 students. As for the students whose thinking and problem-solving skills were found to be very weak, their number was 4 students at the beginning of the program, whereas at its end we found 1 student. To determine the significance of the differences between the responses, the student researcher used Student's t-test, where the calculated t-value reached 8.931, which is greater than the tabulated t-value of 2.423 at a significance level of 0.01 (confidence level of 99% and error margin of 1%). From this, the student researcher concludes that there are statistically significant differences between the students' responses at the beginning and at the end of the program.

As for time planning and management skills, we found that 3 students had good time planning and management skills at the beginning of the program, whereas at its end we found 4 students. As for the students whose time planning and management skills were found to be fairly good, their number was 4 students at the beginning of the program, whereas at its end we found 12 students. As for the students whose time planning and management skills were found to be average, their number was 9 students at the beginning of the program, whereas at its end we found 8 students. As for the students whose time planning and management skills were found to be weak, their number was 9 students at the beginning of the program, whereas at its end we found 6 students. As for the students whose time planning and management skills were found to be very weak, their number was 7 students at the beginning of the program, whereas at its end we found 2 students. To determine the significance of the differences between the responses, the student researcher used Student's t-test, where the calculated t-value reached 10.496, which is greater than the tabulated t-value of 2.423 at a significance level of 0.01 (confidence level of 99% and error margin of 1%). From this, the student researcher concludes that there are statistically significant differences between the students' responses at the beginning and at the end of the program.

From this, we conclude that the guided discovery method used with the experimental group develops communication skills, social skills and teamwork, thinking and problem-solving skills, and time planning and management skills among students.

6.2. Presentation and Discussion of the Results of the Experimental Group for the Guided Discovery Method and the Control Group:

Table (06): Illustrates the Presentation and Discussion of the Results of the Experimental Group for the Guided Discovery Method and the Control Group.

Skill	Response (Score)	Post-Test Observed Frequencies of the Control Group	Post-Test Observed Frequencies of the Experimental Group (Guided Discovery Method)	Degrees of Freedom	Level of Significance	Tabulated T	Calculated T	Significance
Communication and Interaction	Good	04	06	61	0.01	2.390	9.058	Statistically Significant
	Fairly Good	04	12					
	Average	10	08					
	Weak	09	05					
	Very Weak	04	01					
Social Skills and Teamwork	Good	02	08	61	0.01	2.390	8.168	Statistically Significant
	Fairly Good	07	15					
	Average	12	05					
	Weak	07	04					
	Very Weak	03	00					
Thinking and Problem-Solving	Good	06	09	61	0.01	2.390	7.056	Statistically Significant
	Fairly Good	08	09					
	Average	06	06					
	Weak	09	07					
	Very Weak	02	01					
Time Planning and Management	Good	05	04	61	0.01	2.390	8.041	Statistically Significant
	Fairly Good	04	12					
	Average	09	08					
	Weak	09	06					
	Very Weak	04	02					
Total		31	32					

Based on the results recorded in the table above, after tabulating the questionnaire administered to the students, who numbered 32 students in the experimental group and 31 students in the control group, we found that 6 students had good communication skills at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 4 students. As for the students whose communication skills were found to be fairly good, their number was 12 students at the end of the program in the experimental group using the guided discovery method, while we found 4 students in the control group. As for the students whose communication skills were found to be average, their number was 8 students at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 10 students. As for the students whose communication skills were found to be weak, their number was 5 students at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 9 students. As for the students whose communication skills were found to be very weak, their number was 1 student at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 4 students. To determine the significance of the differences between the responses, the student researcher used Student's t-test, where the calculated t-value reached 9.058, which is greater than the tabulated t-value of 2.390 at a significance level of 0.01 (confidence level of 99% and error margin of 1%). From this, the student researcher concludes that there are statistically significant differences between the students' responses at the end of the program between the experimental group using the guided discovery method and the control group.

As for social skills and teamwork, we found that 8 students had good social skills and teamwork at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 2 students. As for the students whose social skills and teamwork were found to be fairly good, their number was 15 students at the end of the program in the experimental group using the guided discovery method, while we found 7 students in the control group. As for the students whose social skills and teamwork were found to be average, their number was 5 students at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 12 students. As for the students whose social skills and teamwork were found to be weak, their number was 4 students at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 7 students. As for the students whose social skills and teamwork were found to be very weak, we did not find any student at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 3 students. To determine the significance of the differences between the responses, the student researcher used Student's t-test, where the calculated t-value reached 8.168, which is greater than the tabulated t-value of 2.390 at a significance level of 0.01 (confidence level of 99% and error margin of 1%). From this, the student researcher concludes that there are statistically significant differences between the students' responses at the end of the program between the experimental group using the guided discovery method and the control group.

As for thinking and problem-solving skills, we found that 9 students had good thinking and problem-solving skills at the end of the program in the experimental group using the guided discovery method,

whereas in the control group we found 6 students. As for the students whose thinking and problem-solving skills were found to be fairly good, their number was 9 students at the end of the program in the experimental group using the guided discovery method, while we found 8 students in the control group. As for the students whose thinking and problem-solving skills were found to be average, their number was 6 students at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 6 students. As for the students whose thinking and problem-solving skills were found to be weak, their number was 7 students at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 9 students. As for the students whose thinking and problem-solving skills were found to be very weak, their number was 1 student at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 2 students. To determine the significance of the differences between the responses, the student researcher used Student's t-test, where the calculated t-value reached 7.056, which is greater than the tabulated t-value of 2.390 at a significance level of 0.01 (confidence level of 99% and error margin of 1%). From this, the student researcher concludes that there are statistically significant differences between the students' responses at the end of the program between the experimental group using the guided discovery method and the control group.

As for time planning and management skills, we found that 4 students had good time planning and management skills at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 5 students. As for the students whose time planning and management skills were found to be fairly good, their number was 12 students at the end of the program in the experimental group using the guided discovery method, while we found 4 students in the control group. As for the students whose time planning and management skills were found to be average, their number was 8 students at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 9 students. As for the students whose time planning and management skills were found to be weak, their number was 6 students at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 9 students. As for the students whose time planning and management skills were found to be very weak, their number was 2 students at the end of the program in the experimental group using the guided discovery method, whereas in the control group we found 4 students. To determine the significance of the differences between the responses, the student researcher used Student's t-test, where the calculated t-value reached 8.041, which is greater than the tabulated t-value of 2.390 at a significance level of 0.01 (confidence level of 99% and error margin of 1%). From this, the student researcher concludes that there are statistically significant differences between the students' responses at the end of the program between the experimental group using the guided discovery method and the control group.

From this, we conclude that the guided discovery method used with the experimental group develops communication skills, social skills and teamwork, thinking and problem-solving skills, and time planning and management skills among students.

- Discussion of the Hypotheses:

- Discussion of the First Hypothesis: Through the analysis of the results of Table (05), we observe that the hypothesis stating that there are statistically significant differences between the pre-tests and post-tests of the experimental group using the guided discovery method was confirmed. This is attributed to the instructional program followed with the experimental group and applied using the guided discovery method, which is consistent with the study by El-Aid Ben Chemissa (2021), entitled "The Effect of Guided Discovery and Reciprocal Methods on the Cognitive and Emotional Aspects among Secondary School Students," where the results confirmed the necessity of using these methods to strengthen the instructional links between the elements of the teaching-learning process, as well as urging educational supervisors to provide continuous and objective follow-up of subject teachers in order to achieve and apply modern teaching methods across all educational stages. Mufti Ibrahim views the guided discovery method "as the method through which the teacher poses a number of questions and challenges that enable students to move freely within learning situations by reviewing movement competency and its elements" (Mufti Ibrahim Hammad, 2000, p. 50), which is confirmed by the study of "Ammour Omar" (2008/2009), entitled "Contributions of Certain Modern Physical Education and Sports Teaching Methods to the Development of Certain Life Skills among University-Level Students." This is also confirmed by researchers, in that the teacher-learner relationship, in which the succession of questions leads the learner to discover a set of responses to these questions, functions such that each question from the teacher elicits a single correct response discovered by the learner, as the cumulative effect of this succession is a process of approximation that leads the learner to discover the required idea.

- Discussion of the Second Hypothesis: Through the analysis of the results of Table (06), we observe that the hypothesis stating that there are statistically significant differences between the post-tests of the experimental group using the guided discovery method and the post-tests of the control group was confirmed. This is attributed to the instructional program followed with the experimental group and applied using the guided discovery method, which is consistent with the study by Mahoubi Mustapha and BelkacemDoudou (2017), entitled "The Effect of the Guided Discovery Method on Developing Reflective Thinking during Physical Education and Sports Lessons among Secondary School Students in Light of the External Practice of Sports Activities (An Experimental Study in the City of Ouargla)," where the research findings confirmed that teaching using the guided discovery method led to the development of reflective thinking, and that the conventional teaching method did not interact with the factor of external practice of sports activities in developing reflective thinking among the control group sample.

- Conclusion:

Based on the findings of this field study, the pivotal and positive effect exercised by the guided discovery method in the Physical Education and Sports class is clearly evident, as it constitutes a pedagogical strategy that goes beyond the mere instruction of motor performance to build the learner's comprehensive competencies. The results have demonstrated the high effectiveness of this method, within the framework of the second-generation curricula, in developing an integrated set of life skills essential for students; these included social skills, the spirit of teamwork, communication competencies, in addition to thinking,

problem-solving, planning, and time management skills, thereby granting the learner a behavioral and mental balance that qualifies them for positive interaction with their environment and their future.

Based on these conclusions, the study puts forward an applied vision recommending the necessity of activating the guided discovery method as a fundamental instructional pillar in sports classes, while avoiding rigidity through continuous methodological diversification to accommodate individual differences and the specificity of targeted skills, provided that full attention is given to the psychological and emotional dimension of learners, considering it a key driver of learning. To translate these recommendations into tangible reality, there emerges a pressing need for the Ministry of National Education to adopt serious training and procedural policies; beginning with issuing official directives requiring teachers to diversify pedagogical methods, followed by designing life skills instructional programs and curricula matrices that take into account students' needs and the challenges of the era, and extending to organizing periodic workshops and training sessions for the benefit of inspectors and teachers, along with incorporating these modern teaching competencies as a mandatory component in the qualification of new teachers. Finally, this study opens promising avenues for scientific research, calling on researchers and specialists to conduct further similar experimental studies, and to investigate the effect of other instructional strategies in this fertile sporting field, in order to bridge the knowledge gap and meet the pressing educational need.

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