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## THE ROLE OF PHYSICAL EDUCATION AND SPORTS IN INFLUENCING CERTAIN PSYCHOLOGICAL, SOCIAL, AND HEALTH ASPECTS AMONG HIGH SCHOOL STUDENTS - A Field Study on Some High Schools in Central Algiers-

**Touchen Safia<sup>1</sup>, Belal Hocine<sup>2</sup>**

<sup>1</sup>Lecturer, Section “A”; Institute of Physical Education and Sports; University of Algiers 3 (Algeria); Laboratory of Science, Expertise and Technology of Physical Activity and Sports; E-mail: [touchen.safia20@gmail.com](mailto:touchen.safia20@gmail.com)

<sup>2</sup>Lecturer, Section “A”; Institute of Physical Education and Sports; University of Algiers 3 (Algeria); Laboratory of Science, Expertise and Technology of Physical Activity and Sports; E-mail: [Hocine.bilal@yahoo.fr](mailto:Hocine.bilal@yahoo.fr)

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### **Abstract:**

This study aims to know the role of physical education and sports in influencing some psychological, social, and health aspects of secondary school students, as well as knowing the type of impact that occurs on a student, and knowing the effects of this vital subject from psychological and physical aspects on the student.

To achieve the objectives of this study, the descriptive approach was used, and 240 male and female students were selected from the total research population, which represented 960 students, all of them from the second year of secondary school in Algeria’s middle secondary schools.

The questionnaire form was designed and distributed to the students selected for the study, and the sample was random. For all of this, all data and data were prepared in order to count them “quantitatively and qualitatively” and thus answer all the questions raised. To find the results from these data, the tripartite method was used for significant percentages, in addition to using Ka2 in order to clarify the statistically significant differences at the significance level of  $\alpha = 0.05$ , and it was reached through this study that:

- 1-The physical education and sports class has an impact on the psychological aspect.
- 2- The physical education and sports class has an impact on the social aspect.
- 3- The physical education and sports class has an impact on the health spec.

**Keywords:** Physical and sports education, psychosocial and health aspects, adolescence, secondary school students

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### **Introduction:**

Physical education and sports, in their educational form, with their systems, fundamental principles, and various types, represent a rich field of modern physical education. They serve as a strong element in preparing responsible citizens, equipping them with extensive experiences and skills, enabling them to adapt to their society, build their lives, develop their thinking, and enhance

their physical, motor, cognitive, and emotional aspects. This is especially crucial for adolescent students who need such support throughout their academic journey.

Many individuals strive to engage in sports activities that they prefer, and the sports field has witnessed significant development, comparable to other sciences. This is evident in the advancement of sports methods and equipment. Sports have become both a scientific foundation and a cultural expression that adds an aspect of progress and sophistication to society.

The inclusion of physical education and sports within the educational system is not coincidental; rather, it is the result of scientific and logical planning aimed at fulfilling the objectives of educational institutions. Since independence, Algeria has given special attention to this sector, establishing ministries and regulations to oversee and protect it. In this context, several laws have been enacted to align Algeria's general policies with physical education and sports. The 1976 Physical Education and Sports Charter emphasizes that youth are the nation's most valuable asset, and a comprehensive policy for them cannot overlook physical education as a means to mobilize and stimulate social energy. This requires providing necessary facilities, preparing suitable spaces for both recreational and educational sports, and training specialized personnel in this vital field.

Modern physical education and sports, with their diverse forms and principles, play a crucial role in preparing well-rounded citizens, equipping them with experiences and skills that help them integrate into society and shape their lives. They also enable individuals to keep up with the evolving demands of contemporary life. School-based physical education ensures students' physical well-being, enhances their motor, psychological, and cognitive abilities, and should therefore be given an essential place within academic curricula. Providing the necessary resources is crucial to the success of this discipline, as it plays a significant role in child development, shaping general behaviour, and allowing adolescents to express themselves and interact with their peers.

Teaching is a complex process involving multiple activities with cognitive, emotional, and motor dimensions. It includes imparting knowledge, asking questions, explaining, listening, encouraging, discussing, persuading, and engaging in physical activities. Understanding various teaching methods is essential for effective instruction, as it enables teachers to be more flexible, comprehensive, and impactful. Effective teaching aligns intended objectives with actual outcomes, which is only achievable through a solid grasp of modern teaching strategies in physical education and sports. Each teaching method has a unique role in the educational process, and selecting the right approach depends on the teaching context and objectives.

Since physical education and sports are core subjects mandated by the Ministry of Education, they hold equal importance to other academic disciplines. Their primary aim is to train and educate students in physical activities within an organized educational framework. However, physical education also influences various aspects of adolescent development. Among these aspects, the psychological dimension is particularly crucial, as it plays a fundamental role in shaping personality and academic achievement. Physically, sports help students relieve stress and fatigue from studying, rejuvenating their energy for academic tasks. Socially, supervised sports activities in schools promote teamwork, cooperation, enthusiasm, and competitiveness, fostering strong social bonds among students. Health-wise, sports combat laziness and inactivity, as studies show that physically active students are more energetic than their inactive peers.

### Research Focus:

This study examines the role of physical education and sports in influencing certain psychological, social, and health aspects among high school students. It specifically focuses on high schools in Hussein Dye, Central Algiers, and is structured into two main sections:

#### Theoretical Section (Three Chapters):

- Chapter One: Definition of physical education and sports, their types, characteristics, and their influence on adolescent students.
- Chapter Two: The adolescent stage in high school definition, characteristics, challenges, significance, and related theories.
- Chapter Three: The impact of physical education and sports on psychological, social, and health aspects.

#### Practical Section (Two Chapters):

- Chapter Four: Research methodology, including preliminary studies, research methodology, main study, research tools, sample selection, and statistical approach.
- Chapter Five: Presentation of research findings through statistical analysis, discussion, interpretation, and comparison with previous studies.

The study concludes with a summary, recommendations, and future research suggestions for students specializing in sports sciences. Additionally, it provides explanations of key quantitative and qualitative data, either confirming or refuting the study's hypotheses. The research also includes references, appendices, and a final summary to highlight the main findings.

### **1/Research Problem:**

Physical education and sports are essential educational tools that help individuals achieve proper physical development and acquire various physical attributes. Through these activities, individuals become strong and capable of overcoming different challenges in daily life.

This fundamental subject, known as physical education and sports, carries many meaningful and beneficial aspects that significantly contribute to developing an individual's potential. It helps students adapt to their environment, acquire skills and techniques, and develop positive behaviours and healthy habits. The credit for this goes to physical activity, which carries many educational values that students need throughout their educational journey, starting from primary school to middle school and reaching high school, which is a critical stage in their lives, representing a turning point for them.

The psychological aspect is one of the most important areas that physical activity aims to develop. It allows students to acquire positive values and emotions that help shape a balanced personality characterized by completeness and stability. Additionally, physical activity is closely linked to the social aspect, enriching the social climate and fostering educational and social processes. These processes aim to develop sportsmanship, acceptance of others, cooperation, good citizenship, and self-control.

Educational physical activity aims to prepare individuals according to societal needs. As Émile Durkheim stated, “Education is not about what nature gives an individual at birth but what society wants them to become” (Turki Rabah, Algeria, 1990, page 34).

The teacher has always held a significant position throughout history, a status that is well-documented in stories, poetry, and literature. This status is further honoured in Islam, as Prophet Muhammad (peace be upon him) emphasized the importance of learning and teaching. He stated, “I was sent as a teacher” (Sahih Muslim, Hadith No. 1478, narrated by Jabir).

The teacher is one of the most crucial human resources in the educational process, if not the most important. They play a fundamental role in influencing all aspects of the educational system and achieving its objectives efficiently. The physical education teacher, in particular, has a significant role in education due to their close interaction with most students and their direct influence on students’ behaviour. Therefore, they must be socially, personally, and professionally well-adjusted, possessing positive educational and behavioural attitudes that enable them to fulfil their role successfully (Abu Al-Najat Ahmed Ezz El-Din, 2011, p. 17).

The success of the educational process depends on several key factors, such as the proper selection and construction of curricula, the use of appropriate teaching methods and assessment techniques, and the integration of educational tools. However, the most critical factor is the competent teacher who can perform their duties effectively (Mohamed Saber Selim, 1973, p. 251).

The physical education class serves as a fundamental educational pillar. It is not merely about physical exercises but extends far beyond that. It aims to refine students’ behaviour, strengthen bonds of brotherhood and respect, and promote comprehensive health, including physical, mental, psychological, and social well-being (Mohamed Awad Bassiouni & Faisal Yassin Al-Shatti, 1992, p. 94).

Thus, physical education and sports hold immense significance due to their psychological, social, and health-related impacts. This research aims to examine the effects of physical education and sports on these aspects. Accordingly, the research problem can be formulated into the following main question:

Does physical education and sports influence the psychological, social, and health aspects of high school students?

## **2/Sub-questions:**

- A. Does physical education and sports affect the psychological aspects of high school students?
- B. Does physical education and sports impact the social aspects of high school students?
- C. Does physical education and sports influence certain health aspects of high school students?

## **3/General Hypothesis:**

Physical education and sports influence the psychological, social, and health aspects of high school students.

## **4/Specific Hypotheses:**

- A. Physical education and sports impact the psychological aspects of high school students.

B. Physical education and sports affect the social aspects of high school students.

C. Physical education and sports influence certain health aspects of high school students.

### **5/Research Objectives:**

Highlighting the role of physical education and sports in influencing the psychological, social, and health aspects of high school students.

Identifying the nature of these influences on students.

Raising awareness among various groups about the significance of physical education and sports in high schools.

### **6/Research Importance:**

Understanding the psychological and physical effects of this vital subject on students.

Emphasizing the role of physical education and sports in correcting the misconception that it is merely about playing games.

Contributing to the development of students' personalities, fostering enthusiasm and competitiveness, and reinforcing the status of physical education as a mandatory subject in the educational system.

### **7/Definition of Terms**

#### **7-1/Physical Education and Sports**

#### **Linguistic Definition:**

The word "education" is widely used in everyday life, carrying multiple meanings depending on context. In the Arabic language, "Raba" means to grow and increase, as mentioned in the Quran: "Allah will increase the charity" (Ibn Manzur, Lisan Al-Arab). The term "Tarbiya" (education) derives from the root "Raba," which means to nourish and develop, referring to growth, refinement, and enhancement (Turki Rabah, 1990, p. 34).

The word "education" is derived from the verb "Raba"(Usury), which means to grow and increase. It is said, "Rabbi Tarbiya"(My Lord, raise me), meaning to nurture and raise. "Tarbiya" (تربية) a child refers to feeding, raising, and developing their physical, mental, and moral abilities. Thus, the Arabic linguistic meaning of education encompasses upbringing, strengthening, and refinement (Dr. Salah Eddine Cherroukh, 2004, p.18).

There are numerous definitions of education, including:

&Education is the development of an individual in all their physical, mental, emotional, and social aspects.

&Education is life in its rich and multifaceted sense," a definition by John Dewey.

&Education is the collective efforts made by others to provide an individual with the opportunity to achieve and shape their identity" (Hadhaya Sedki & Mounsef Fellouh, p.14).

One of the most widely recognized definitions is that of "Gates," who states that "education is the modification of behaviour through experience and practice" (Arthur Gates et al., 1964, p.5).

**Terminological Definition:**

Physical education and sports form a fundamental pillar in the educational system. They primarily focus on teaching and contribute to maintaining and enhancing students' psychological and motor skills within educational environments (Order 95-09, p. 8). Physical education refers to organized human movement, either in an educational setting (physical education) or in competitive sports. It also includes applying acquired motor skills in a structured competitive context (sports education).

**Operational Definition:**

In the Algerian educational system, physical education is a mandatory subject where students learn sports rules, principles, and ethics. It aims to cultivate a student with a well-balanced physique, intellect, and social skills.

**7-2/Psychological State:**

**Terminological Definition:**

The psychological state refers to the balance between an individual's psychological functions, their sense of satisfaction and happiness with themselves and others, their self-awareness, and their ability to interact with society without internal or external conflict (Ahmed Abdel Latif Abu Asaad, Mental Health, 2015, p. 29).

**Operational Definition:**

It is the complete harmony between different psychological functions.

**7-3/ Social State:**

**Linguistic Definition:**

"It is said: 'A man loved a woman with deep attachment (‘allaqan or ‘ilāqatan), became attached to her, and loved her.' It refers to a love that firmly takes hold of the heart." (Ibrahim Anis, Abdel Halim Montasser, Atiya Al-Sawalhi, Mohamed Khalaf Ahmed, 2004, p. 417).

Sociology: It is the science that studies the emergence, development, nature, laws, and systems of human societies.

**Terminological Definition:**

It is "the bonds and mutual influences between individuals in society, which arise as a result of their gathering, exchanging emotions, interacting with one another, and engaging in the dynamics of society." (Hussein bin Abdullah Al-Qaisi Abu Ali, 1987, p. 135).

**Operational Definition:**

It is "a complex set of relationships that connect members of society to one another. These relationships include principles, values, customs, traditions, and rituals, in addition to shared civilization, heritage, history, common language, and unified goals. Society is composed of groups of individuals bound together by these mentioned relationships."

**7-4/Health State**

**Linguistic Definition:**

Health is the opposite of illness. In a hadith, the Prophet (PBUH) said, "Two blessings many people lose: health and free time" (Sahih Bukhari). Health in its broadest sense refers to well-being and the absence of factors that impair it (Ali bin Hadiya et al., 1991, p. 550).

### **Terminological Definition:**

The World Health Organization defines health as "a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity" (Ahmed Mohamed Abdel Khaleq, 2003, p. 28).

### **7-5/Secondary Education:**

#### **Terminological Definition:**

"Secondary education is a stage where students are admitted after completing basic education. Students transition to secondary education based on legally defined conditions." (Amin Anwar Al-Khouli, Mohamed Hammadi, 1990, pp. 17-18).

According to Decree No. 78-33, dated April 16, related to education and training, "Secondary education is designed to receive students after the completion of basic education based on conditions determined by the Minister of Education. Its role, in addition to continuing the general educational mission assigned to primary education, is to further develop students' knowledge and skills." (Abdel Rahman Salem, Algeria, 2000, p. 54).

#### **Operational Definition:**

It is a stage in a student's academic journey that follows basic education, allowing them to acquire new knowledge that benefits their educational path. It serves as a gateway and key to entering university and pursuing higher studies.

### **7-6/Adolescence:**

#### **Linguistic Definition:**

In Arabic, adolescence ,means approaching or nearing puberty. The verb ("rahqa"Exhausted) refers to covering, following, or drawing close. It is said, "Rāhiq al-ghulām"(The boy was exhausted), meaning the boy is an adolescent when he approaches puberty. According to Ibn Faris, the adolescent is the boy who is close to reaching puberty. Al-Asma'i stated that "a man in whom there is 'rahq'" refers to someone engaging in forbidden acts, such as drinking alcohol. In Arabic, the term "rahq" is used in expressions like "Rāhiq al-ghulām," indicating that the boy is nearing maturity. The root verb "rāhiq"(Exhausted) means "to approach," and "Rāhiqt al-shay' rahqan" means "I came close to it," which in this context refers to nearing physical and intellectual maturity.

There is a distinction between adolescence and puberty. The term puberty refers to a single aspect of development, specifically sexual maturation. According to Harriman, puberty is a physiological and biological stage that precedes adolescence and marks the beginning of its onset, focusing solely on physical and sexual growth (Fouad Al-Bahi Al-Sayed, 1985, p. 272). It refers to the maturation of reproductive glands and the acquisition of secondary sexual characteristics, transitioning a child from childhood to adulthood. Some define puberty as a developmental phase characterized by rapid bone and organ maturation and the full development of sexual functions.

In general, adolescence refers to approaching physical, mental, and social maturity, while puberty specifically indicates the ability to reproduce after the complete development of sexual organs.

**Terminological Definition:**

Adolescence is a stage in a person's life characterized by specific and distinctive traits. It is a descriptive term for an extended period during which an individual is emotionally immature, has limited life experience, and is approaching mental and physical maturity. The word "Adolescence" is derived from the Latin verb "Adolescere", meaning "to grow into maturity". This phase occurs between the end of childhood and the beginning of adulthood. Thus, an adolescent is neither a child nor an adult, but rather positioned in an overlapping period of influences, expectations, and forces between childhood and adulthood. In its precise sense, adolescence is the phase that precedes and leads to full maturity, encompassing both boys and girls, and extends from puberty to adulthood.

**Operational Definition:**

Adolescence is a life stage that every individual experiences, typically ranging from 12 to 21 years old. It is characterized by various physical and intellectual changes and is considered a critical and sensitive period. This stage is marked by unstable behaviours, as individuals strive to assert their identity. It is also a phase where adolescents seek to form relationships with the opposite sex and establish their position within the family and society. The personality and decision-making instability observed in adolescents stems from their desire to demonstrate their ability to make choices and take responsibility. As a result, their actions often appear random and uncontrolled.

**Chapter Two: Field Study Procedures****1- Adopted Methodology:**

The descriptive method was adopted in this study.

**2- Defining the Main Research Variables:**

Independent variable: Physical education and sports.

Dependent variables: Psychological, social, and health aspects.

**3- Exploratory Study:**

The exploratory study aims to identify the obstacles that the researcher may face during the main experiment and to determine requirements such as time, cost, assisting staff, and the validity of equipment. It also seeks to confirm the presence of the selected sample and the suitability of the tool used for data collection.

**3-1/ Objectives of the Exploratory Study:**

In this section, the student researcher attempts to present the key objectives that can be derived from the exploratory study: preparing and testing research tools, identifying their characteristics and ability to measure research variables, training the assisting staff, determining the average time required for applying the research tools, identifying the optimal conditions for conducting the main study, practicing how to record cases in the form, and ensuring clarity in interpreting the recorded cases.

### 3-2/ Exploratory Study Sample:

The sample consisted of 15 students from three high schools in Hussein Dey Municipality, Algiers-Centres:

Number of teachers surveyed	High School Name
1	Ben Youssef Nasir High School
1	Fadhel Al-Wartilani High School
1	Rouchai Boualem High School

**Table No. (01) represents the exploratory study sample**

### 3-3/ Exploratory Study Tools:

#### 3-3-1/ Questionnaire:

#### 3-3-2/ Phases of Questionnaire Development:

**First:** The initial step involved conducting a comprehensive review and a desk survey of all concepts related to our research. We also examined all studies that addressed our research variables and utilized the tools, scales, and questionnaires found in those studies.

**Second:** The two initial versions of the questionnaires included a large number of statements. Therefore, we consulted a group of specialized experts to refine the questionnaires by removing statements that were deemed inconsistent with our study's subject. The experts also reviewed the statements for linguistic accuracy and ease of comprehension, ensuring that both students and teachers could understand them properly.

**Third:** We conducted all statistical procedures related to the validity, reliability, and objectivity of the two questionnaires. Ultimately, we obtained the final versions of the tools. It is important to note that our questionnaire evaluation was based on a three-point Likert scale, which included the following response options: (Yes, Sometimes, No) and (High Degree, Good Degree, Moderate Degree).

The questionnaire was structured as follows:

**Teacher Questionnaire:** Consisted of three main sections with the following titles:

**Section 1:** The role of physical education and sports in influencing psychological aspects.

**Section 2:** The role of physical education and sports in influencing social aspects.

**Section 3:** The role of physical education and sports in influencing health aspects.

3-3-3/ Scientific Conditions of the Tool (Validity, Reliability, Objectivity):

Reliability Calculation: Reliability refers to the "degree of trust," meaning that the test does not change its result (i.e., it has a constant value) during repetition or reapplication. In other words, it provides consistent results when the experiment is repeated on the same group, meaning it will yield almost the same results if reapplied multiple times under the same conditions and with the same individuals, thus showing a kind of stability.

The test-retest method is one of the most effective ways to find the reliability coefficient. The researcher calculated the reliability coefficient for each questionnaire using the test-retest method by conducting it on 15 students outside the research sample but within the same population. To eliminate any external factors, the time gap between the test and retest was one week. The researcher ensured that the questionnaire was distributed under the same conditions and at the same time. After recording the results obtained by the assistant research team, the researcher performed statistical analysis and extracted the results using the Pearson correlation coefficient.

Validity of the Tool: Validity is an important condition for the tool, as it indicates how well the questionnaire achieves its intended objectives. Validity differs according to the purposes to be measured and the test conducted to prove it, meaning it measures exactly what it is intended to measure and does not measure anything else or introduce new factors. To ensure the validity of the tool used, the researcher employed the test's internal validity, which refers to the experimental scores of the test relative to the true scores, free of measurement errors. Internal validity is measured by calculating the square root of the reliability coefficient: **Validity =  $\sqrt{\text{Reliability Coefficient}}$** .

**Objectivity:** Table No. (02) shows the scientific conditions for the tool:

Statistical Methods	Sample	Reliability Coefficient	Internal Validity	Significance Level	Statistical Significance
Specific to students	15	0,86	0,92	0,05	Significant

According to Wajih Mahboub, 1993, objectivity is one of the important conditions for a good test, meaning "the absence of subjective judgments by the researcher, or the presence of objectivity without distinction and intervention from the tester." The greater the lack of subjective influence, the higher the value of objectivity.

As Abdel-Yamine Boudawoud, 2010, states, an objective test is a neutral, unbiased test that gives the same results regardless of the examiners, meaning the results are not affected by the examiner's subjectivity or personality.

**3-4/ Results of the Exploratory Study**

1/ **Exploratory Study:** Before starting our main study, we conducted an exploratory study to inventory the available physical resources at secondary schools in central Algiers, with a total of 14 schools. We also posed some specific questions about the secondary schools to teachers or principals (or their representatives) in each institution. Additionally, we aimed to assess the teachers' proficiency in handling technology and modern resources, focusing on 03 physical education and sports teachers.

2/ **Research Population:** The research population consists of all secondary schools in the Hussein Dye district under the Algiers Central Inspectorate, with the total number of secondary schools in this district being 05.

3/ **Sample Size:** The study sample was chosen randomly through a simple lottery, and five high schools were selected from the fourteen high schools that represent the study population. They were represented by 960 male and female students, all of them from the second year of secondary school.

Secondary schools	
Hussein Dye district	
Schools	Number of Students
S/ Ali Bessouf High	42
S/ Saad Dhalab High	44
S/ The Two Brothers Moukbi High	52
S/ Aisha Umm al-Mu'minin High	55
S/ Malek Ibn Nabi High	47
Total	240

**Table N° (3) represents the secondary schools in the Hussein Dye district.**

**4/ Study Boundaries:**

4-1/ **Location:** The field study was conducted in secondary schools in central Algiers.

4-2/ **Time:** The theoretical part of the study began in the second week of October 2022 and continued until the end of January 2023.

5/ **Statistical Processing:** Percentage, and X-square test

Analysis of descriptive data for the questionnaire directed to students.

**5-1/First Question:** Does physical education and sports have a positive effect on your psychological state?

**Purpose of the Question:** To determine the effect of physical education and sports on students' psychological state.

Table No. (4) Shows the effect of physical education and sports on the psychological state:

Response Options	Observed Frequency	Percentage	Expected Frequency	Difference Between Observed and Expected Frequency	Degree of Freedom	Calculated $\chi^2$	Tabulated $\chi^2$	Significance Level	Statistical Decision
Yes	230	95.83%	80	150	2	421.97	5,99	0,05	Significant
No	03	1.25%	80	-77					
Sometimes	07	2.92%	80	-73					
Total	240	100%							

**Analysis of Table (04):**

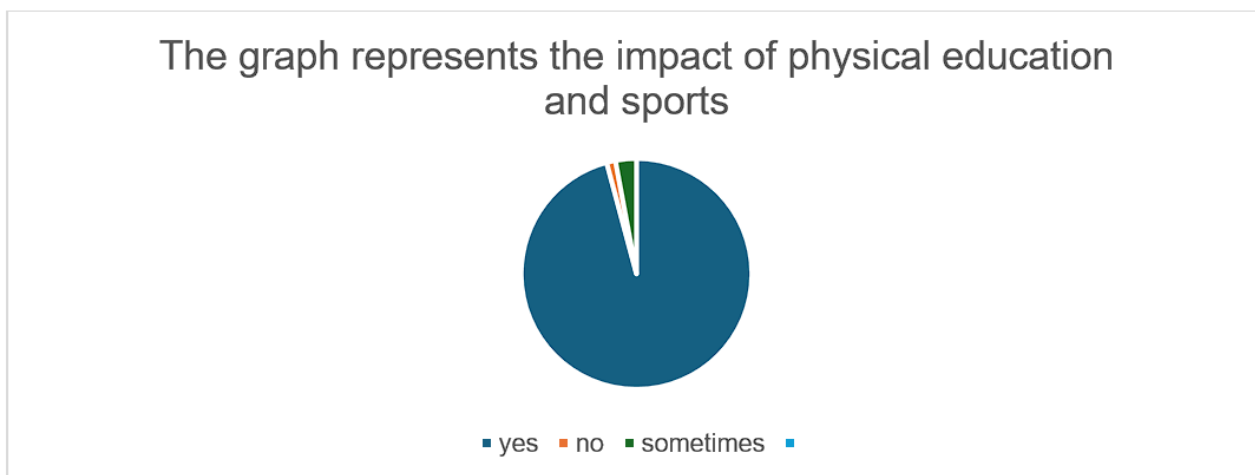
From Table No. (04), we observe the responses of the study sample consisting of 240 students selected for the study. The responses were divided into three groups as follows:

**Group 1:** The individuals who answered "Yes" to the first question, totalling 230 individuals, which represents 95.83% of the sample.

**Group 2:** The individuals who answered "No," totalling 3 individuals, which represents 1.25% of the sample.

**Group 3:** The individuals who answered "Sometimes," totalling 7 individuals, which represents 2.92% of the sample.

To verify the significance of the differences in frequencies and percentages, we applied the Chi-square test ( $X^2$ ). From the table, we observe that the calculated  $X^2$  value with 2 degrees of freedom is 421.97, which is statistically significant at the alpha level of 0.05.



**5-2/Second Question:** Do you believe that physical education and sports classes create...?

**Objective of the Question:** To understand the types of relationships students develop through their participation in physical education and sports classes.

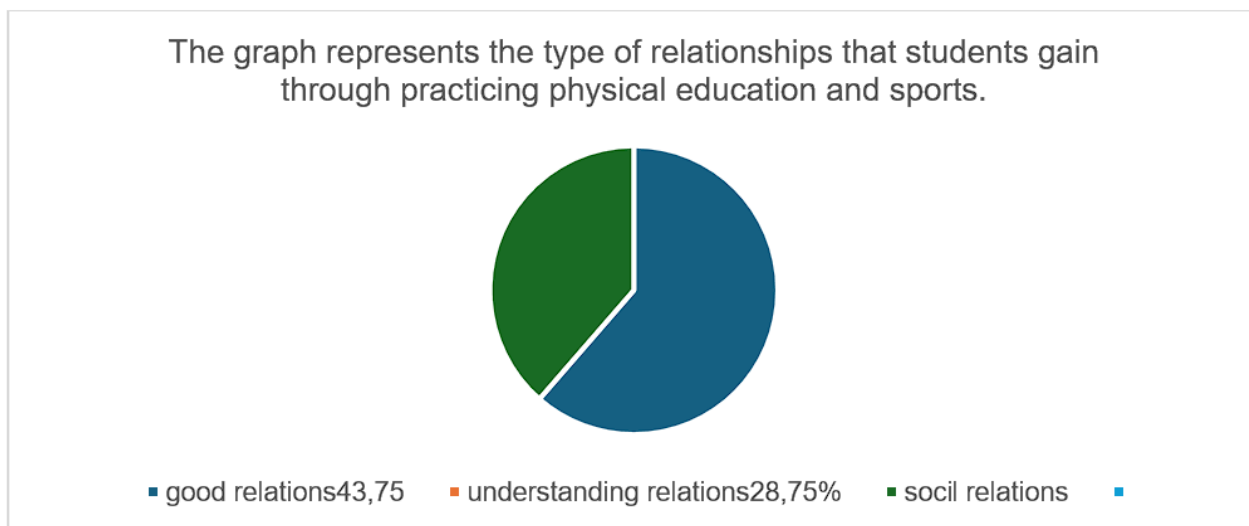
Table No. (5) shows the types of relationships students develop through their physical education and sports sessions.

Response to Question No(1)	Observed Frequency	Percentage	Expected Frequency	Degree of Freedom	Calculated $X^2$ Value	$X^2$ Table Value	Significance Level	Statistical Decision
Good Relations	105	43.75%	80	2	11,77	5,99	0,05	Significant
Understanding	69	28.75%	80					

ng Relations								
Social Relations	66	27.5%	80					
Total	240	100%						

Table Analysis (05):

From Table (05), we can observe that the responses from the study sample, which includes 240 students, are divided into three groups. The first group consists of individuals who answered Question (02) with the option “I know,” with 105 respondents, representing 43.75%. The second group includes those who chose the option “I understand,” with 69 individuals, representing 28.75%. The third group, accounting for 27.5%, represents those who answered “I socialize” with 66 individuals. To confirm the significance of these differences in frequencies and percentages, we resorted to the Chi-square test ( $\chi^2$ ). From the table, we can see that the calculated value of  $\chi^2$  at 2 degrees of freedom is 11.77, which is statistically significant at an alpha level of 0.05.



**5-3/Question 3:** Does physical education have an effect on your health?

Objective of the question: To investigate the effect of physical education on the health aspect of students.

Table (6) shows the effect of physical education on students’ health.

Response to Question No. (1)	Observed Frequency	Percentage	Expected Frequency	Degrees of Freedom	Calculated $\chi^2$ Value	Table Value $\chi^2$	Significance Level	Statistical Decision
Yes	238	99,16%	05	2	0,05	464,12	5,99	Significant
No	01	0,41%	05					
Sometim	03	1,25%	05					

es								
Total	240	100%						

Analysis of Table (06):

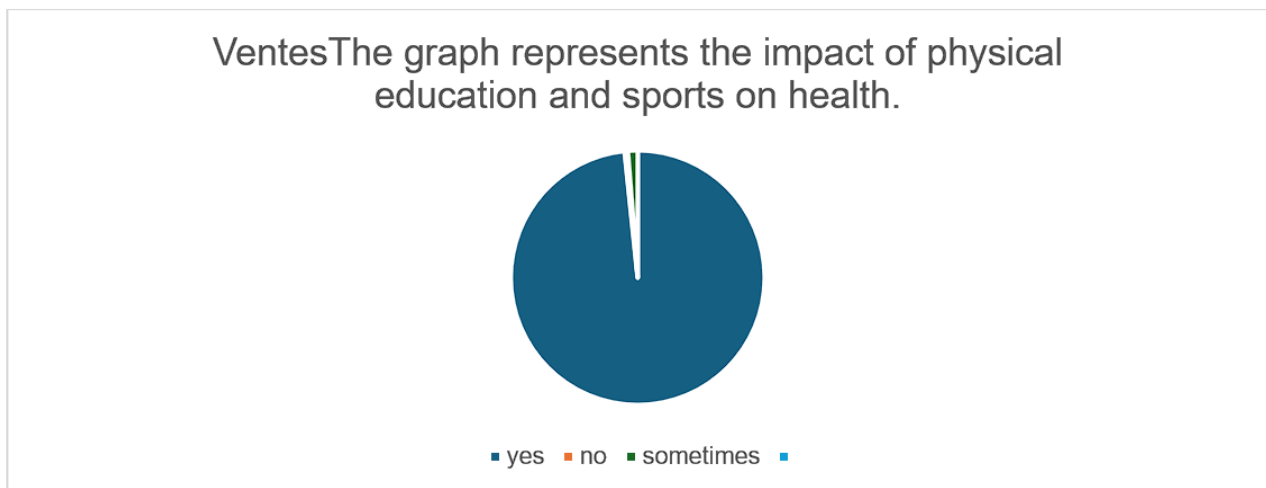
From Table No. (06), we observe the responses of the study sample consisting of **240 students** selected for the study. The responses were divided into three groups:

**Group 1:** Students who answered "Yes" to question (03), totalling **238 individuals**, representing **99.16%** of the sample.

**Group 2:** Students who answered "No," totalling **1 individual**, representing **0.41%** of the sample.

**Group 3:** Students who answered "Sometimes," totalling **3 individuals**, representing **1.25%** of the sample.

To verify the significance of the differences in frequencies and percentages, the **X-square test (X<sup>2</sup>)** was applied. From the table above, the **calculated X<sup>2</sup> value** with **2 degrees of freedom** is **464.12**, which is **statistically significant at the alpha level of 0.05**.



### 6 /General Conclusions of the Study:

Based on the analysis of the data from the tables and the numerical and statistical results related to the study hypotheses, which revolved around the issue: “Does the use of modern teaching methods affect physical education?” The main conclusions are:

1. Physical education has an effect on the psychological aspect.
2. Physical education has an effect on the social aspect.
3. Physical education has an effect on the health aspect.

Finally, we hope that the responsible authorities and professionals use these results to serve students, specifically, and society in general.

### 7/Conclusion:

Based on the theoretical and practical study above, and the results obtained from the questionnaire, we conclude that physical education is an essential and highly important subject, not

less significant than other theoretical subjects. It provides a relief for students from the burdens of studying and aims to develop mental, social, and physical skills in general, and motor skills in various sports activities in particular.

It is also an essential subject that seeks to improve and shape the character of the high school student, fostering enthusiasm and competitiveness. Moreover, it has positive effects on students; it offers them a way to relieve pressure and routine from their studies, allowing them to engage freely and forget the constraints of theoretical studies. It also provides a space for students to discover their athletic abilities and get to know each other better, creating an environment of brotherhood and cooperation. It significantly contributes to the development of their intellectual, mental, and physical capabilities, allowing students to express themselves freely.

From the results, we found that students' love for this subject is greater than other subjects because it is dynamic, and they feel happiness and comfort when practicing it. They see it as helping them reduce anxiety and psychological stress, as well as helping them assert their personalities and status among peers through showcasing their athletic talents. Students consider it an essential subject, no less important than other subjects.

Based on the findings, physical education is of great importance in the life of a student; it is not merely a time for play or filling in time, but an essential subject that follows practical principles beneficial to students, as reflected in its impact on their psychological, social, and health aspects. However, society still perceives it as just play and time-filling, unaware of its health objectives and impacts. This misunderstanding is due to a lack of infrastructure and resources.

We conclude that physical education has positive effects on the psychological, social, and health aspects of secondary school students, helping them in their daily academic life.

### **8/Suggestions and Recommendations:**

In light of the results obtained, supported by theoretical information, we propose some points that could serve as gateways for future research, capable of proving or disproving their validity. These suggestions include:

**A/**Developing school sports through organizing internal and external sports competitions for more cooperation and integration into society.

**B/**Providing the necessary means to facilitate students' participation in physical education to achieve its goals and have a greater positive impact.

**C/**The educational system should genuinely prioritize physical education by increasing its class hours, as two hours per week are insufficient for effective practice.

**D/**Physical education teachers in educational institutions should provide an accurate image of the subject by raising awareness among students about its goals and role in society and in their lives, encouraging them to practice it outside school.

**E/**Reinforcing students' awareness of the importance of this subject through theory-based sessions on physical education.

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