

( A comparative study of some health dimensions for middle school students through practicing the physical and physical education class )

(دراسة مقارنة لبعض الأبعاد الصحية لدى تلاميذ المرحلة المتوسطة من خلال ممارسة حصة التربية البدنية والرياضية)

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**Abstract:** The purpose of this research is to compare some of the health dimensions of middle school students through practicing the physical education and sports class .Where the researcher used the descriptive comparative approach, and the study sample consisted of (100) students, then it was chosen by the random method, and the researcher used the mental health scale in the test of persistence, endurance, flexibility, strength, and body composition and T-test. Moreover, the study found: There are statistically significant differences in the level of dimensions, according to the age variable and in favor of the older group, by gender and in favor of males, according to the type of activity and in favor of individual activities.

**Key words:** healthy dimensions; Intermediate phase; physical education and sports class.

**المخلص:** الغرض من هذا البحث هو مقارنة لبعض الأبعاد الصحية لدى تلاميذ المرحلة المتوسطة من خلال ممارسة حصة التربية البدنية و الرياضية. حيث استخدم الباحث المنهج الوصفي المقارن، و تكونت عينة الدراسة من (100) تلميذ ثم اختيارها بالطريقة العشوائية، و استعمل الباحث مقياس الصحة النفسية لاختبار المداومة و التحمل، و المرونة، قوة، و تركيب الجسم و اختبارات' سديودنت وقد توصلت الدراسة الى: وجود فروق في مستوى الأبعاد، حسب متغير السن و لصالح الفئة الأكبر، حسب الجنس و لصالح الذكور، حسب نوع النشاط و لصالح الأنشطة الفردية.

**الكلمات المفتاحية:** الأبعاد الصحية؛ الطور المتوسط؛ حصة التربية البدنية و الرياضية ..

## **The theoretical Chapter:**

### **Introduction and problematic of the study:**

The diseases are no longer linked to a specific age, and are no longer limited to one country without another, as the development the world has seen and witnessing by the technological field, especially in the field of smart phones and the games they contain, which we often do not know their source and main purpose, and in light of the ease with which our children own smart devices regardless of the living conditions of each child. (Mahjoub Mohamed Ali, Esiddiq, 2008, p. 28). Studies have proved that the rate of one student out of every four students does not have a smart phone; through it, they live in a virtual world that they prefer most of the time to the reality in which they live because they find in it everything that matches their desires.

The permanent and long sitting in front of these devices may lead to a change in the psychological state and mood of the teenager from one moment to the next, he may live between sadness and joy, fear and safety, self-satisfaction and dissatisfaction, self-confidence and distrust, love and hate ... etc., and this fluctuation in the psychological state leads to instability in the mental health of the teenager, and long sitting leads to the emergence of many diseases decreased mobility, and the low of physical and functional efficiency of the various functional systems in the human body (Haroun Jamil, Al-Mounir, 2003, p. 14).

And through our review of the opinions of specialists in the psychological field, we found that they have put in place many proposals to get out of this crisis, the most important of which is to give great importance to sports practice by providing neighborhood playgrounds, as well as providing multi-sports halls in educational institutions, and their argument in that was that the practice of sports Effective for both sexes leads to the comfortable work of various body

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systems (cardiovascular system, respiratory system, nervous-muscular system) that reflects positively on the mental health of adolescents, and an American study conducted on middle school students showed that students who exercise in clubs less use electronic devices Of their peers who do not practice sports, they spend most of their time in training, as they are committed to positive rest after training in the type of food and early sleep, and this is what contributed to the high level of mental health they have.

Nashwan Abdullah notes that health-related physical fitness consists of three components: cardiorespiratory fitness, musculoskeletal fitness, and includes muscle strength, abdominal muscle strength and endurance, muscle flexibility, and body composition. (Tariq Abd al-Latif, bin Dahham, 2020, p. 358)

As for mental health, "Abdul Aziz Al-kousi" defines it as being the perfect compatibility between different psychological functions with the ability to face the normal difficulties surrounding the individual with a positive sense of activity, strength and vitality (Asma Bousak, 2015, p. 574).

As indicated in the study of Beaufort and Vanden Berg-Omnes and Van Welgen-Hampel and Stamm and Roebroek (2008): Evaluation of the elements of physical fitness linked to health in 50 teenagers and young men With spinal cord injury, it aimed to assess the health-related physical fitness components, and to study the relationship between aerobic capacity and other health-related fitness components in a sample of (50) adolescents and young adults with disabilities with a (spina bifida) aged (aged) 16-30) years, including (25) females, the study found that adolescents and young adults with spina bifida have a decrease in the level of physical fitness elements related to health, as well as gender One of the important determinants of maximum oxygen consumption. The student, Saouli Iman, conducted a study (2014) entitled School Climate and

its Relationship to Mental Health, and concluded that there is a close relationship between both the School Climate and the Public Health of High School Students, and the student Bachiri Ben Attia conducted The study (2019) urges the title of the relationship of physical, sports, and educational activity with the level of psychological security of high school students. The aim of the study was to identify the relationship of physical, sportive and educational activity with the psychological security of secondary school students and to identify the differences between them according to the variable of sex and the variable of academic level and reached The study showed that there is a correlation between physical activity, and education, and that there are differences between students in the level of school security due to the variable of sex and the variable of school level (Bachiri Ben Attia, 2019, p. 37)

Here, the importance of the study is evident, both in theory and represented in the generalization of interest in scientific research and the stimulation of future research through this work. As for the practical aspect, the importance of this study lies in guiding students to practice sports activities in or outside educational institutions.

From the foregoing, it becomes clear the extent of the close relationship between the level of mental health and physical health, as they both have several elements that can be measured and developed, and their elements fall into two groups, one of which is related to the psychological aspect and the other group is related to the physical aspect (Mufti Ibrahim, 2004, p.77)

Due to the importance of health dimensions for middle school students, the idea of this study was embodied on the ground, which is one of the attempts in this field, and in light of the above, the problem of this research emerged in the following question: Are there statistically significant differences in the health

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dimensions of intermediate stage students according to a variable The age group, gender and type of activity practiced, which in turn made us ask several sub-questions, the most important of which is: Is there a statistically significant difference between students in the dimensions of health-related physical fitness according to the variable of the age group, gender and the type of sports activity practiced, and are there really significant differences Among students in the mental health dimension, by practicing the physical education and sports class in the Middle school.

And the researcher assumed tentative answers to the study's questions that came as follows: There are statistically significant differences between students in some health dimensions through the practice of the physical education and sports class in the middle stage, and the general hypothesis branched out to include two important partial hypotheses, the first of which is the existence of statistically significant differences between students in Elements of health fitness according to the variable of the age group, gender and type of activity practiced, and the second hypothesis came to acknowledge the existence of statistically significant differences between students in mental health according to the three variables, and the purpose behind answering these hypotheses is the supreme goal of this study. To identify the differences between students in some dimensions of physical health according to the variable of the age group, gender and type of activity practiced.

The importance of the study lies in spreading the benefit in scientific research and stimulating future research through this work, directing physical education and sports teachers on how to prepare and apply classes aimed at improving the health dimensions (physical, psychological and mental) of pupils, directing students and pushing them to practice sports in clubs, and finally

highlighting the importance of physical education and sports teachers taking into account individual differences according to the practice variable and the type of activity practiced, as well as according to the age group variable and Sex when dividing the teams and choosing the type of exercises.

### **The practical Chapter:**

#### **1- Methodological methods used:**

**Exploratory study:** Since we are conducting a field study, an exploratory study should be conducted, the beginning of which was:

- Knowing the location and extent of the possibility of conducting this study.
- Knowing what could hinder our work and the various difficulties that may be encountered.
- Determining the sample and knowing the surrounding atmosphere and its various conditions.
- Get close to the sample members.

Our exploratory study included a set of averages belonging to Ain Al-Arbaa district, Ain Temouchent Province, where we conducted several interviews with institution officials where they provided us with information about the number of students affiliated to it, the internal system and the organizational structure of these institutions. These institutions have them, and the exploratory study included the following areas:

**The human field:** (60) students from the study population outside the main sample.

**The temporal field:** the period between Sunday (02-03-2019) until Thursday (02-07-2019).

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**The spatial field:** Then distribute the mental health scale and apply the tests in the relevant institutions.

**Study Approach:** The researcher relied on the descriptive comparative approach, which is "an investigation that focuses on a phenomenon, as it exists in the present, with the aim of diagnosing it, revealing its aspects, and determining the relationships between its elements.

**Study Population and Sample:** The study population represents the social group on which we want to conduct the applied study according to the chosen and appropriate curriculum for this study, where the study population consists of all students (second and fourth intermediate grades) and the estimated number is (467 students), (223) males and (244) Females, and they are distributed among five averages.

As for the study sample, it consisted of (100) students, which make up 21% of the study population, and then randomly selected according to the following conditions:

- The study sample is divided into males and females
- The sample members were free from disabilities and any associated diseases.

### **Data and information collection tools:**

- **Mental Health Scale:** prepared by Kamel Al-Zubaidi and Sanaa Majool Al-Hazaa, (1997), the scale aims to identify the extent to which the individual possesses some positive characteristics that help him to get along well with himself and his environment, as well as liberating him from negative traits. It consists of (24) paragraphs and (3) alternatives to answer, divided into six areas:

A- The social field: The field consists of (4) paragraphs.

B- The psychological field: The field consists of (4) paragraphs.

C- The physical sphere: The physical sphere consists of (4) items.

D- The spiritual domain: The field consists of (4) paragraphs.

E- The health field: The field consists of (4) paragraphs.

F - The mental field: It consists of (4) paragraphs.

- The key to the correction of the scale is from (1-3) for positive paragraphs and from (1-3) for negative paragraphs, and the highest score is (72) and the lowest possible overall score is (24), and the default average for the scale is (48) degrees. (Abu-ELAlaa Boutros, Al-Hafidh, 2008, p. 42)

**The health-related fitness test battery** consists of four physical tests,

A - Cardiorespiratory fitness test./ B- Musculoskeletal fitness test (muscular strength, joint flexibility)./ C- Body composition (percentage of body fat) (Al-Hazaa and others, 2001, p. 21)

**Scientific conditions for the tool:**

**Validity and reliability:** Checking the apparent validity by presenting them to a group of experts.

- And increase in accuracy and to ensure that the mental health scale and the test battery are stable, the researcher re-applied them by re-testing a sample of (15) students, as the stability factor reached (0.79) for the mental health scale, while the stability factor was for physical fitness tests. Associated health (0.80).

**Objectivity:** Objectivity means describing the individual's capabilities as they really exist and not as we want them to be. (Marwan Abdel-Majid Ibrahim, 1999, p. 13).

**Field application procedures:** The field application procedures were carried out according to four steps, as follows:

**The first step:** the members of the measurement team are divided into:



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- Group 01: Weight measurement. / Group 02: measuring height. / Group 03: measure the thickness of the skin folds.

**The second step:** the general warm-up of the pupils.

**The third step:** measuring the strength of the grip, the sitting test from lying down, and the flexibility test, and that is after the pupils are divided into three stations evenly.

**Fourth step:** take a cardiorespiratory fitness test.

**Statistical methods used in the study:**

- Skewness coefficient in addition to (SPSS) and Microsoft (EXCEL).
- T-test (T-Test).
- Arithmetic average.

**2- Presentation, interpretation and discussion of results:**

**Presenting, discussing and interpreting the results related to the first hypothesis, which states that:** "There are statistically significant differences between students in the health dimensions (mental health, physical health) according to the age group variable and in favor of the larger group."

**Table 1: It shows mathematical averages, standard deviations and t-testing ings for health-related fitness tests by age variable (second year/ Fourth year) male.**

Health-related fitness tests		School level				T-Test Calculate d	Level of significance
		Second year male		Fourth-year male			
		A.R	S.D	A.R	S.D		
Physical composition	F.M.T.H.H	00.64	02.17	07.17	02.64	00.64	Non-function
	F.M.U.C.B	08.41	03.29	08.20	06.13	00.28	Non-function
	F.M.M.L.L	09.14	02.29	09.01	02.38	00.35	Non-function
	Total.T.S.F	24.49	07.75	24.38	11.15	00.07	Non-function
The power of the fist		16.05	03.85	22.45	06.16	24.61	function
Muscular endurance		05.49	02.82	06.96	03.43	07.35	function
Flexibility		07.30	02.97	11.20	04.31	19.04	function
Persistence		04.31	02.27	05.92	01.99	10.06	function

**Table 2: It shows mathematical averages, standard deviations and t-testing ings for health-related fitness tests by age variable (second year/ Fourth year) Female.**

Health-related fitness tests		School level				T-Test Calculate d	Level of significance
		Second year		Fourth-year			
		Female		female			
		A.R	S.D	A.R	S.D		
Physical composition	F.M.T.H.H	08.12	02.38	08.32	02.82	00.47	Non-function
	F.M.U.C.B	09.04	02.27	08.99	02.32	00.13	Non-function
	F.M.M.L.L	09.61	02.33	10.20	02.50	00.38	Non-function
	Total.T.S.F	27.11	06.98	27.41	07.64	00.25	Non-function
The power of the fist		14.69	05.75	19.58	04.15	18.58	function
Muscular endurance		03.23	02.17	05.00	02.56	10.41	function
Flexibility		06.20	02.82	09.50	03.91	15.71	function
Persistence		07.01	02.53	05.71	01.96	07.67	function

And to verify the validity of the hypothesis, then calculate the arithmetic means and standard deviations, and the (T Test) for the two groups of health-related physical fitness tests among the sample members, and the results of Table (1) and (2) illustrate that.

It is evident from Table (1) that the value of (t) the calculated value for health-related physical fitness tests (cardiorespiratory fitness - musculoskeletal fitness) is greater than (t) the tabular  $t = (1.96)$  at the level of significance ( $\alpha \leq 0.05$ ) and the degree of Freedom (62), which indicates the existence of statistically significant differences between the mean scores of second-grade males and fourth-grade males for health-related physical fitness elements in favor of fourth grade males.

Whereas, the value of (t) calculated at the anthropomorphic variable is less than (t) the tabular  $t = (1.96)$  at the level of significance ( $\alpha \leq 0.05$ ) and the degree of freedom (62), which indicates that there are no statistically significant

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differences between the mean scores of males of the second grade and males of the fourth grade in the body composition component.

It is evident from Table (2) that the value of (t) the calculated value for health-related physical fitness tests is greater than the tabular (t)  $t = (1.96)$  at the level of significance ( $\alpha \leq 0.05$ ) and the degree of Freedom (62), which indicates the existence of statistically significant differences between the mean scores of fourth-grade females and second-grade females for health-related physical fitness elements in favor of fourth grade females

Whereas, the value of (t) calculated at the anthropomorphic variable is less than (t) the tabular  $t = (1.96)$  at the level of significance ( $\alpha \leq 0.05$ ) and the degree of freedom (62), which indicates that there were no statistically significant differences between the mean scores of males of the second grade and males of the fourth grade in the body composition component. The researcher attributes that to the fact that the age factor played an important role in determining the difference in terms of (health-related physical fitness elements) for intermediate fourth-grade students.

As for the mental health variable, it has been shown that fourth-grade students enjoy better mental health than second-grade pupils, by controlling the ability to self-control and interact with the environment on the basis of the integration of complete psychological functions that lead to confronting the crises facing the individual. «Hormuz and Youssef» confirm the study due to their lack of social and academic adaptation or compatibility with this reality, and this. Some students are not well prepared to enroll in high school and thus they may be exposed to academic problems and difficulties and may drop out or drop out of school. Because of their incompatibility and adaptation to it. All of the above imposes on the student during the first year new demands, and in order to meet

and successfully overcome them, he must perform many adaptive responses appropriate to the atmosphere that he will face in the new stage... (Sharqawi, Khalil, 1983, p.63)

Through the results of the statistical study, the first hypothesis states that there are statistically significant differences between students in the dimensions of health according to the variable of the age group and the benefit of the larger group has been met.

- **Presenting, discussing and interpreting the results related to the second hypothesis**, which states that: "There are statistically significant differences between students in the health dimensions according to the gender variable and in favor of males.

**Table 3: It shows mathematical averages, standard deviations and t-testing for health-related fitness tests by gender variable (male/female) for the second year.**

Health-related fitness tests		School level				T-Test Calculated	Level of significance
		Second year male		Second year female			
		A.R	S.D	A.R	S.D		
Physical composition	F.M.T.H.H	06.92	02.17	08.12	02.38	03.88	function
	F.M.U.C.B	08.41	03.29	09.04	02.27	03.00	function
	F.M.M.L.L	09.14	02.29	09.61	02.33	01.27	Non-function
	Total.T.S.F	24.49	07.75	27.11	06.98	02.20	function
The power of the fist		16.05	03.85	14.69	05.75	07.55	function
M.E (sait outsiders the seats)		05.49	02.82	03.23	02.17	12.55	function
Flexibility		07.30	02.97	06.20	02.82	05.78	function
Persistence		05.92	02.27	07.01	02.53	06.41	function

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**Table 4: It shows mathematical averages, standard deviations and t-testing for health-related fitness tests by gender variable (male/female) fourth year.**

Health-related fitness tests		School level				T-Test Calculated	Level of significance
		Fourth-year male		Fourth-year female			
		A.R	S.D	A.R	S.D		
Physical composition	F.M.T.H.H	07.17	02.64	08.32	02.82	02.61	function
	F.M.U.C.B	08.20	06.13	08.99	02.32	01.05	function
	F.M.M.L.L	09.01	02.38	10.20	02.50	03.05	Non- function
	Total.T.S.F	24.38	11.15	27.41	07.64	02.02	function
The power of the fist		22.45	06.16	19.58	04.15	11.03	function
Muscular endurance		06.96	03.43	05.00	02.56	04.00	function
Flexibility		11.20	04.31	09.50	03.91	07.39	function
Persistence		04.31	01.99	05.71	01.96	08.75	function

Moreover, to verify the validity of the hypothesis, then calculate the arithmetic means and standard deviations, and the "T" test for the two groups of health-related physical fitness tests among the sample members, and the results of Table (3) and (4) illustrate that.

It is evident from Table (4) that the calculated value of (t) for all health-related physical fitness tests is greater than the tabular  $t = (1.96)$ , which indicates the existence of statistically significant differences between the mean scores of students' scores in favor of second-year males.

It is evident from Table (5) that the value of (t) the calculated value for health-related physical fitness tests is greater than (t) the tabular  $t = (1.96)$  at the level of significance ( $\alpha \leq 0.05$ ) and the degree of Freedom (62), which indicates the existence of statistically significant differences between the mean scores according to the gender variable and in favor of third-year males.

The researcher attributes that to the fact that the sex factor played an important role in developing the elements of male physical fitness, so that the constant movement of running distinguishes males, walking, unlike females who are characterized by lack of movement. (Muhammad al-Hamahmi, 1996, p.84)

Through the results of the statistical study, the second hypothesis states that there are statistically significant differences between students in the dimensions of health according to the gender variable and in favor of Males have verified.

- **Presentation and discussion of the results of the third hypothesis.** The third hypothesis stated that: “There are statistically significant differences according to the type of physical activity and in favor of individual activities.

**Table 5: Shows the computational averages, standard deviations and t-testing for health-related fitness tests by the variable type of activity (individual/group) of the second grade.**

Health-related fitness tests		School level				T-Test Calculated	Level of significance
		Second year individual activity		Second year group activity.			
		A.R	S.D	A.R	S.D		
Physical composition	F.M.T.H.H	6.19	1.54	6.65	1.31	4.6	function
	F.M.U.C.B	7.29	1.01	7.73	1.42	5.5	function
	F.M.M.L.L	7.57	1.97	9.13	1.48	3.9	function
	Total.T.S.F	21.05	4.52	23.51	4.21	2.49	function
The power of the fist		17.62	2.94	15.52	2.75	7.77	function
Muscular endurance		6.27	0.87	5.53	0.56	2.74	function
Flexibility		9.85	0.98	8.23	0.99	10.12	function
Persistence		5.55	1.63	6.40	1.98	4.70	function

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**Table 6: Shows the computational averages, standard deviations and t-testing for health-related fitness tests by the variable type of activity (individual/group) of the Fourth grade.**

Health-related fitness tests		School level				T-Test Calculated	Level of significance
		4 Year I.A		4 Year G.A			
		A.R	S.D	A.R	S.D		
Physical composition	F.M.T.H.H	5.53	0.87	6.18	0.9	3.25	function
	F.M.U.C.B	6.31	0.88	7.73	1.14	6.17	function
	F.M.M.L.L	7.62	1.24	8.90	1.35	4.41	function
	Total.T.S.F	19.46	2.99	22.81	3.39	4.58	function
The power of the fist		23.38	3.69	20.55	3.17	9.43	function
Muscular endurance		7.66	2.71	6.57	2.35	3.30	function
Flexibility		13.75	4.20	11.81	3.54	6.06	function
Persistence		3.38	1.26	5.23	1.89	5.13	function

It is clear from Table (5) and the existence of statistically significant differences between the mean scores of second-grade students who practice individual activities and second-grade students who practice group activities for the benefit of the pupils. Practitioners of individual activities.

It is also evident from Table (6) that there are statistically significant differences between the mean scores of fourth-grade students who practice individual activities and fourth-grade students who practice group activities in favor of fourth-grade students who practice individual activities. The researcher attributes that to the type of sports physical activity that played an important role in the development of pupils' physical fitness elements, so that students practicing individual activities mostly they train individually, which The coach is allowed to stand at the true level of the athlete, (Abdel Fattah El-Sayed, 1995, p.102). The researcher believes that the improvement in the cardiorespiratory fitness of students practicing individual activities is due to the approved sports

program and its effect on the rates of pulmonary ventilation, cardiac impulse and the level of hemoglobin in the blood (Mufti Ibrahim, 2000, p.57), as well as the result of adaptation. General Physiologist (Abu Al-Alaa Abdel-Fattah, 2005, p. 33), as Al-Hazaa and others (2001) point out that aerobic physical activity must be practiced for a period ranging from (20 to 60 minutes) depending on the age group each time, (Al-Hazaa and others, 2001, pp. 27-26).

- **Presentation, interpretation and discussion of the results of the fourth hypothesis.** The fourth hypothesis stated that there are statistically significant differences between students in mental health through practicing the physical education and sports class.

Through the Mental Health Scale, which indicated that there are statistically significant differences between students in the mental health dimension through practicing the physical education and sports class in the middle school. and this is what was confirmed Hormuz and Youssef, "Some students are not well prepared to join the group, and thus they may face academic problems and difficulties and they may quit or drop out of study, due to their incompatibility and adaptation to it, all the above. New demands are imposed on the pupil in the middle stage of education during the first year, and in order to meet them and successfully pass them, he must perform many adaptive responses appropriate to the atmosphere, for which physical education and sports are available in the middle stage on the large part of them. And mental health is one of the basic influences that reflect the good academic adaptation of the student in the first year of the intermediate stage, and it also reflects on his academic achievement and his new study materials, (Sharifi Muhammad al-Amin, Sharifi, 2012, p. 106) so the physical and sports classes contribute to Achieving the mental health of



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intermediate stage pupils in a manner that varies according to gender, age group and type of activity practiced.

### **Conclusions and suggestions:**

Through the theoretical and practical study, the researcher concluded to the following conclusions:

- There are statistically significant differences between students in the health dimensions (mental health, physical health) according to the variable of the age group and in favor of the larger group.
- There are statistically significant differences between students in the health dimensions (mental health, physical health) according to the gender variable and in favor of males.

Within the limits of the study and based on the conclusions reached, the researcher recommends the following:

- Working to develop health-related physical fitness development programs for secondary school students to serve as the basic building blocks in maintaining health and crystallizing various sports skills, as well as a space for a sense of value and ability to communicate and face the various requirements of life.
- Working to increase the formation of teachers in the aspect of healthy sports to work with middle school pupils and make them aware of the responsibility entrusted to them, due to the sensitivity of this stage.
- Providing basic information on the appropriate health education that makes community members avoid everything that might be the cause of the disease resulting from the lack of proper practice or practice of sport.

In light of the results of the current study, we decided to present some future horizons in terms of expanding the topic of this research because scientific research is a continuation of the research that preceded it, and among these horizons:

- An analytical study of the curricula of some educational subjects, to determine the extent of their interest in the educational psychological aspect, regardless of the educational aspect.
- Formative seminars for teachers of the three phases and their impact on students' educational achievement.
- Communication skills of a teacher and their relationship to the future of study for primary school students.

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