

The role of Physical and sport education class in achieving psychosocial compatibility
among final class of high school students

دور حصة التربية البدنية والرياضية في تحقيق التوافق النفسي الاجتماعي لدى تلاميذ القسم النهائي
من التعليم الثانوي

Dr/Hachemane Mohamed Elmokhtar

University of Algiers 03 ,Institute of Physical Education and Sports / Sciences and Practices of Physical, sports
and rhythmic Systems Lab / hachemane.medelmokhtar@univ-alger3.dz

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Abstract: This research aims to identify the levels of compatibility in the psychological and social dimensions of students in the final class of secondary school and to study the differences between those levels taking into account the gender variable. In order to achieve the objectives, the researcher adopted the descriptive approach to study the differences using two independent sample t-test. The research community represented (666) students in both genders in the municipality of Birkhadem in Algiers, Where (60) practitioners and (45) non-practitioners of physical and sport education session were randomly selected. A referred questionnaire was distributed to measure the psychological and social compatibility, the results showed the existence of statistically significant differences between practicing students and those who are not practicing.

Keywords: physical and sport education, social compatibility, psychological compatibility.

المخلص: يهدف هذا البحث إلى التعرف على مستويات التوافق في البعدين النفسي والاجتماعي لدى تلاميذ القسم النهائي في التعليم الثانوي ودراسة الفروقات ما بين التلاميذ الممارسين والغير ممارسين لحصة التربية البدنية والرياضية مع الأخذ بعين الاعتبار متغير الجنس. ومن أجل تحقيق أهداف البحث اعتمد الباحث المنهج الوصفي لدراسة الفروقات باستخدام اختبار ت لعينتين مستقلتين، تمثل مجتمع البحث في (666) تلميذ وتلميذة موزعين على 3 ثانويات في بلدية بئر خادام بالجزائر العاصمة، حيث تم اختيار (60) ممارسين و (45) غير ممارسين لحصة التربية البدنية والرياضية بطريقة عشوائية. حيث تم توزيع استبيان محكم لقياس التوافق النفسي والاجتماعي وأسفرت النتائج على وجود فروق ذات دلالة إحصائية بين التلاميذ الممارسين والغير ممارسين للأنشطة البدنية والرياضية وعدم وجود فروقات بين الإناث والذكور الممارسين. الكلمات المفتاحية: حصة التربية البدنية والرياضية، التوافق النفسي، التوافق الاجتماعي.

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Introduction and problematic of the study:

Physical and educational sports activity is an essential element in the Algerian educational system. In addition, the attention of researchers has increased in this field in order to develop it, so we find that the idea that prevailed in the Algerian society about the physical education and sports class was only a means of entertainment or just games to empty the student's energy has begun to disappear. As it work to develop the student's personality from many aspects (physical, cognitive, psychological, social, sensory and kinesthetic. It has even became considered one of the most important means that work to gain compatibility between the individual and his social environment. As the student in adolescence "faces the problem of compatibility with the school environment and the peer group, which requires him to modify his behavior in order to succeed and satisfy psychological and social needs" (Daraji Abbas and others, 2020, p130). Moreover, according to (Jablin) compatibility is "the relationship of a person's harmony with the physical and social environment" and according to (Landgreen) it is "the process by which a person modifies their surrounding environment" (Saleh Hassan Al-Dahri, 2008, p15).

The school stage in secondary education is considered a determinant of the student's future as he is about to pass the baccalaureate exam. Therefore, the student often experiences states of anxiety, disorder and fear of failure as the exams approach (Hayat Lamushi, 2016, p143).

According to Maslow, a compatible person is "the one who can satisfy his needs according to her priorities" (Saleh Hassan Al-Dahri,2008, p16), as the person from his birth to his death is in constant movement and activity and continuous thinking to achieve his goals, prove himself and satisfy his biological, psychological and social needs. "When he achieves a specific goal, other goals arise and when he is satisfies a certain need, other needs emerge. Hence, life

includes carrying out the process of compatibility on an ongoing basis" (Aliwa Sumaya, Boushaba Muhammad, 2017, p337). The practice of physical education and sports also contributes in "increasing the level of self-esteem of individuals and giving them confidence" (Amrouch Mustafa and others, 2016, p145) and helps the student to satisfy his psychological and social needs towards his environment and his peer group.

As we find from the results of Ben Jaafar Ramadan's study that "the student feels psychological and social comfort during sports" (Ben Jaafar Ramadan, 2016, p25), which was the starting point of the research by asking the following questions:

Main question:

- Are there statistically significant differences in the level of psychosocial compatibility between students of the final section of secondary education who are practicing and not practicing the physical education and sports class?

Partial questions:

- Are there any statistically significant differences between practicing and non-practicing students of physical education and sports class in the psychological compatibility levels?

- Are there any statistically significant differences between practicing and non-practicing students of physical education and sports class in the social compatibility levels?

- Are there any statistically significant differences in the levels of psychosocial compatibility between males and females practicing the physical education and sports class?

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Main hypothesis:

- There are statistically significant differences in the level of psychosocial compatibility between students in the final class of secondary education who are practicing and not practicing the physical education and sports class.

Partial hypotheses:

- There are statistically significant differences between practicing and non-practicing students of physical education and sports in the psychological compatibility levels.

- There are statistically significant differences between practicing and non-practicing students of physical education and sports in the social compatibility levels.

- There are statistically significant differences in the levels of psychosocial compatibility between males and females practicing the physical education and sports class.

Objectives of the study:

The study aimed to find out the levels of compatibility in the psychological and social dimensions of students in the final class of secondary education who are practicing physical education and sports and those who don't, and determine whether there are differences between males and females.

Importance of the study:

The importance of this study lies in clarifying the importance of physical education and sports in achieving psychological and social harmony for students, especially those who are going to pass the baccalaureate exam, as they are going through a stage of constant stress and anxiety.

Terms and concepts:

Physical Education and Sports:

West Butcher (1990) defines physical education as the “educational process that aims to improve human performance through physical activities”. (Ahmad Imad al-Din Yunus, 2019, p172).

Procedural definition: It is a group of methods aimed at developing various aspects of an individual's personality (physical fitness, motor skills, cognitive, psychological and social) through physical and sports activities.

Physical education and sports class:

Physical education and sports lesson is the template in which all school educational and sports experiences are gathered in addition to that it works on developing the abilities, attitudes and tendencies of the students, as it is the small unit in the academic program and is the basis of all physical education and sports curricula (Dishiyeh Amin, Lakwi, 2019, p128).

Procedural definition: That part of the weekly school program, which lasts for two hours per week, in which the student learns various movement and sports activities, individual and group, at a rate of one hour for each activity

Psychological compatibility: It is the interaction of the individual with the surrounding environment according to his abilities to satisfy his needs and desires in accordance with the external conditions dictated by that environment (Ali Abdul-Hasan Hussein, Hussein Abdul-Zahra Abdul-Yamah, 2011, p 181).

Compatibility is the modification of the individual's behavior to suit the circumstances or modification in the environment to suit the behavior of the individual or some of the two. Psychological compatibility deals with modifying the perception and defining his emotion (Soheir Kamel Ahmed, 2002, p 09).

Social compatibility: It is the ability of the individual to change his behavior in order to harmonize with other individuals, and when the individual faces a moral

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problem or suffers from psychological conflicts that require treatment, he must change his habits and trends in order to accommodate the group in which he lives. (Jarir Salima, 2017, p.52)

Previous studies:

The first study:

Study of Semsom Ali (2011) under the title “The effect of educational physical and sports activities on achieving psychosocial harmony for high school students (15-18 years),” where the study aimed to highlight the importance of educational sporting activities in the development of the adolescent in terms of physical and psychological aspects and their integration into society. In which the researcher used the descriptive approach, and the research sample consisted of secondary school teachers and students. The researcher used the Psychosocial Compatibility Scale prepared by (Dr. Attia Hana) and relied on a statistical method for the significance of differences.

The researcher concluded that the practice of educational physical and sports activities plays an important role in achieving the psychosocial compatibility of the adolescent because there is a difference in the degrees of the scale between practicing students and those who are not practicing physical activities and educational sports for the benefit of practitioners.

The second study:

Ahmed Imad al-Din Yunus’s (2019) study under the title “The effect of practicing the physical education and sports class on the psychosocial adaptation of intermediate education students, a comparison between practitioners and non-practitioners.” The study aimed to reveal the effect of physical education practice on the psychological and social adjustment and compatibility of school students, and to reveal the differences between the two sexes in the psychosocial compatibility between students practicing the physical education and sports

class. In which the researcher used the descriptive method, and the research sample was (165) A student of intermediate school in Biskra, the researcher used the personality test scale translated and adapted by (Dr. Attia Hana) and he used the T-test.

The researcher found that the practice of the physical education and sports class affects the psychosocial adaptation of the students and that the students practicing the class enjoy better psychosocial adaptation than the non-practitioners do.

The third study:

Study by Dr. Muhammad Ahmad Boyaya (2016) under the title "Individual and group sports activities and achieving psychosocial compatibility among the practitioner", where the study aimed to highlight the role of physical education and sports in achieving psychosocial harmony. through knowing the relationship of the type of sports activity practiced with the characteristics of individuals in terms of social skills and the ability to interact in situations. In which the researcher used the descriptive approach and the research sample was represented by middle and high school students in Iraq. The researcher used the questionnaire that was prepared, judged, and relied on the chi-squared test to test the significance.

The researcher found that there are differences in the psychological characteristics of practitioners of individual mathematics compared to practitioners of group mathematics, and found a relationship between practicing group sport and the presence of characteristics that express self-confidence.

The fourth study:

The study of Muhammad Fayeze Al-Dababseh and others (2017) under the title "The relationship between psychological compatibility and academic achievement in swimming," where the study aimed to determine the relationship

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between psychosocial compatibility and academic achievement in the swimming section, in which the researcher used the descriptive approach. And the research sample was 72 physical education students at the University of Jordan. The researcher used the questionnaire as a tool to collect data, which he prepared and judged and used the Pearson correlation test as a statistical method.

The researcher found that there is a correlation between psychosocial compatibility and academic achievement in swimming.

Followed Methodologies:

The adopted method:

The researcher adopted the descriptive approach and this suitability nature of the study.

Exploratory research:

According to (Matthew Gieder), the exploratory research is “a scientific and exploratory study aimed at identifying the problem” (Amna Bin Qubei, Idris Bin Rajm, 2015, p. 21). Its purpose was to find out the suitability of data collection tools for the sample members, as the researcher distributed the questionnaire to sample members, which numbered 20 students (10 practitioners of the physical education and sports class and 10 non-practitioners) .

Research society:

It included students of the final section of secondary education belonging to the municipality of Birkhadem, Algiers.

The sample:

A sample totaling (105) Students in a random manner, and it was divided into students practicing the physical education and sports class and non-practicing students, as the gender factor was taken into account.

Application procedures on the ground:

Time domain: This research lasted nearly seven months, and it was launched in November 2019 to May 2020.

Spatial domain: The questionnaire was distributed to a sample of students in the final class of secondary education in three secondary schools affiliated to the Directorate of Education of the Wilayat of Algiers West, as follows :

- Sherif Sabahi High School in Ain Al-Na'ja.
- Al-Seddik Abdullah High School - Zink - Bir Khadem.
- Zahwal Omar High School in Bir Khadem.

Collection tools:

It is considered "the means by which the information necessary to answer research questions and test hypotheses is gathered" (Abbas Amira et al.,2015, p.380)

The researcher used a questionnaire that was based on the personality test for middle and high school of doctor "Mahmoud Attia Hana".

Personality test for middle and high school: It is a test taken from the California Children's Test, and adapted by "Mahmoud Attia Hana" in 1986 to suit the Arab environment. And it consists of 180 questions divided into two parts (psychological compatibility, social compatibility) and each section consists of 06 parts in each part 15 questions that include a yes or no answer.

Tool Truthfulness: In order to achieve the validity of the questionnaire and make it measure what was actually prepared for. The researcher distributed it to a group of doctors from the Institute of Sciences and Techniques of Physical and Sports Activities in Daly Ibrahim in order to express their opinions and suggestions about it in terms of its suitability for the study.

Tool stability: This was through application and re-application on the same individuals after a period, where the researcher distributed the questionnaire to a

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sample of 20 students (10 practitioners for the physical education and sports class, and 10 non-practitioners). and after two weeks the same process was repeated on the same sample, then the results were treated using the correlation coefficient "Pearson" and its value for practitioners was $r = 0.79$. As for non-practitioners, its value was $r = 0.84$ which indicates the stability of the questionnaire.

Statistical methods:

The data obtained by applying the research tool to the sample was unpacked, and the obtained data were processed automatically with the statistical program (SPSS) Statistical Packages for Social Sciences on windows.

Test T for two independent samples:

It is used to compare two experimental averages, and its goal is to make sure that the difference between the two averages resulting from two samples is a constant difference, meaning it has significance, or is it a difference resulting from chance and the conditions for selecting the sample, meaning that if the search is repeated several times, this difference will not appear again. (Mahmoud Al-Sayed Abu Al-Sail, 1987, p231)

Standard deviation:

Standard deviation is one of the most used measures, and is defined as the square root of the variance of X , or it is the square root of the average value of $(X - \mu)^2$. (Galato Gilali, 2001, p74)

Arithmetic mean (SMA):

It is the simplest and most used types of averages, and it can be defined mathematically that "It equal to the sum of the numerical values of each and every observation, divided by the total number of observations" (Ahmed Abdel Samie Tabieh, 2008, p44).

Exposure, analyses and result exam:

Results of practicing students:

Table 1. Results of students who are practicing physical education and sports class

Levels \ Axes	Compatible	Incompatible
Psychological compatibility	57	03
Social compatibility	56	04
Sample Volume	60	

The table (1) shows that most of the sample, which numbered (60) students, were at a good level of compatibility, while very few were at the incompatible level. As we see in the psychological compatibility dimension that (57) students have psychological compatibility, while (03) students were at the incompatible level, while we see that (56) students in the social compatibility dimension are socially compatible and (04) students are socially incompatible.

Results for non-practicing students:

The Table (2) shows that the (45) non-practicing students sample members were divided into two parts. In the psychological compatibility dimension, we find that (36) psychologically compatible students and (09) psychologically incompatible students, while in the social compatibility dimension we find (34) socially compatible students while (11) were students are socially incompatible.

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Table 2. Results of students who are not practicing physical education and sports class

Axes \ Levels	Compatible	Incompatible
Psychological compatibility	36	09
Social compatibility	34	11
Sample Volume	45	

Presentation and discussion of the results of the research hypotheses:

First hypothesis:

It is evident from the data of Table (3) that the average scores of psychological compatibility for practicing students reached a value of (0.78) with a standard deviation of (0.136), which is higher than the average scores of psychological compatibility for non-practicing students that reached (0.57) with a standard deviation of (0.084). In addition, the result of the T-test was (9,759) with a probability value of (0.003) less than the level of significance, which is (0.05). Accordingly, we say that there are statistically significant differences between the average scores of the practicing students and the average scores of the non-practicing students in the dimension of psychological compatibility in favor of the practicing students.

Table 3. Results of t-test for the difference between the averages of practicing and non-practicing students in the psychological compatibility dimension.

Variables Measurs	Practicing students	Non-practicing students
Sample volume	60	45
Arithmetic mean	0.78	0.54
Standard deviation	0.136	0.084
T-test value	9.759	
Sig Value	0.003	
Statistical score	statically significant	

What explains these differences is the important role of physical education and sports in achieving psychological compatibility through the development and development of the psychological skills acquired for the student, as they affect all mental and psychological functions. So the teenage student can show a state of compatibility and a sense of inner security, through achieving self-esteem, self-reliance and the sense of personal freedom, and this is consistent with the study of (Dr. Mohamed Ahmad Buyaya) under the title "Individual and group sports activities and achieving psychosocial harmony among the practitioner", which emphasized the existence of the self-confidence characteristic of those who practice physical and sports activities. In addition, Physical education and sports contribute to the elimination of anxiety and tension experienced by the student to achieve psychological satisfaction, and this is consistent with the study of (Professor Amrouch) and others (2016) under the title "The importance of physical education and sports in reducing psychological pressure among

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students who are going to pass the baccalaureate exam.” As they consider physical education and sports as an important way to reduce psychological anxiety for baccalaureate students.

Second hypothesis:

We notice through the results of Table (4) that the average score of social compatibility for practicing students reached a value of (0.79) with a standard deviation of (0.143), which is higher than the average scores of psychological compatibility for non-practicing students, which reached (0.57) with a standard deviation of (0.085). In addition, the result of the T-test result of 9,544 with a probability value of (0.002) was smaller than the significance level of (0.05). And therefore it can be said that there are statistically significant differences at the level of significance (0,05) between the average scores of the practicing students and the average scores of the non-practicing students in the dimension of social compatibility in favor of practicing students.

Table 4. Results of t-test for the difference between the averages of practicing and non-practicing students in the social compatibility dimension.

Variables \ Measurs	Practicing students	Non-practicing students
Sample volume	60	45
Arithmetic mean	0.79	0.57
Standard deviation	0.143	0.085
T-test value	9.544	
Sig Value	0.002	
Statistical score	statically significant	

What explains the existence of differences between practitioners and non-practitioners of physical education and sports, is that it plays a major role in social compatibility through achieving social needs, sense of belonging to the group, social security and compliance with the rules of the surrounding environment through various collective physical activities that achieve harmony and balance in The relationship of the adolescent student with his friends and his social environment. Which is consistent with the study of (Daraji Abbas) and others (2020) entitled "The effect of recreational sports activity on the psychosocial compatibility and the maximum aerobic speed of adolescent students 14-16 years". In which the researchers concluded that physical activity plays a role in the adolescent student's acquisition of the ability to adapt himself and the society in which he lives, which gives him greater opportunities to express his personality, satisfy his motives and help him to have reassurance and psychological stability.

Third hypothesis:

We notice through the results shown in Table (5) that the mean scores of psychosocial compatibility for males reached a value of (0.81) with a standard deviation of (0.066), which is greater than the average of scores for females which reached (0.77) with a standard deviation of (0.093). And the value of calculated T-test was (2,024) with a probability value of (0.232) greater than The level of significance (0.05), and therefore it can be said that there are no statistically significant differences between the mean scores of psychosocial compatibility for males and females.

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Table 5. Results of t-test between males and females practitioners in the scores of psychosocial compatibility.

Gender	Males	Females
Measurs		
Sample volume	30	30
Arithmetic mean	0.81	0.77
Standard deviation	0.066	0.093
T-test value	2.024	
Sig Value	0.232	
Statistical score	statically not significant	

The absence of statistically significant differences between males and females in terms of psychosocial compatibility can be explained by the fact that both samples are practicing the physical education and sports class. Thus, each of them have a high level of psychosocial compatibility, which is the result of the previous hypotheses. Which is consistent with the study of (Ahmed Emad El-Din Yunus) (2019) under the title "The Impact of practicing Physical Education and Sports on Psychosocial Adaptation," where the researcher concluded that the students who practice the Physical Education and Sports class have a higher level of psychosocial adaptation, but there are no significant differences between the sexes. Therefore, we say that practicing the physical education and sports class contributes in increasing the level of psychosocial adaptation of students.

Finding and propositions results:

The presence of statistically significant differences between practicing and non-practicing students of physical education and sports in the dimension of psychological compatibility, where the differences were in favor of practitioners,

which means that physical education and sports contribute to improving the level of psychological compatibility of students.

The presence of statistically significant differences between practicing and non-practicing students of physical education and sports in the dimension of social compatibility, which indicates that physical education and sports have a positive effect on the level of social compatibility of students.

There are no differences between males and females who are practicing physical education and sports class in the psychological and social levels. We also noticed that physical education and sports have a major role in developing the psychological and social side of the student through physical and sports activities that achieve a psychological harmony for him. In addition, it protects him from anxiety and pressure resulting from his fear of academic failure. It can also help him to achieve a social compatibility that enable him to change so he can suit his social environment from the peer group.

Finally we suggest adopting the physical education and sports class, whether group or individual activities, as a means to achieve educational and therapeutic goals that contribute to the upbringing and modification of the adolescent student's behavior for the better, and not only as a recreational means. We also invite researchers to pay attention to the psychological and social aspect during the physical education and sports class because of its impact on human behavior.

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