

## The Role of Physical Education Classes in the Mental Health of Adolescent

- Students A Field Study at Bourakba Laifa High School, Bougaa -

دور قواعد التربية الرياضية في الصحة النفسية للطلبة المراهقين  
- دراسة ميدانية في ثانوية بورقبة لعيفة بوقاعة -

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**Abstract :** it In light of the importance of physical education and sports within the educational system, as well as the motor, cognitive, and psychological benefits they provide to students, this study was conducted to examine the role of physical education and sports classes in promoting the mental health of secondary school students. This study responds to the pressures students face in school and their social environment, which often hinder their pursuit of academic success and excellence. The findings highlight that participation in physical education and sports exerts a significant positive influence on students' psychological well-being, notably by alleviating psychological challenges such as anxiety, fear, and aggression during adolescence. These findings were explored in depth in the applied section of the study. The following recommendations were formulated:

- Raising awareness among teachers about the importance of organizing diverse activities within educational institutions.
- Informing parents, educators, and the community about the benefits of physical education and sports and their impact on students.
- Strengthening and fostering relationships between students and faculty members, making them based on mutual respect and affection.

Therefore, physical education and sports classes have a significant role for adolescents or middle school students, helping them reduce the psychological challenges they face at this stage.

**Keywords:** Physical education class, mental health.

**الملخص :** نظرا لأهمية التربية البدنية والرياضية في المنظومة التربوية وما تقدمه للتلاميذ من نشاط حركي و معرفي ونفسي، تم القيام بهذه الدراسة لمعرفة ماهو دور حصة التربية البدنية والرياضية على الصحة النفسية لتلاميذ مرحلة الثانوي، نتيجة الضغوطات التي يعيشها في المدرسة والمحيط الاجتماعي، ويشكل له حاجز كبير نحو النجاح والتفوق الدراسي أو التعليم، وقد تم التوصل إلى معرفة مدى انعكاس ممارسة التلاميذ لحصة التربية البدنية والرياضية على صحتهم النفسية إيجابيا، حيث لها دور كبير في التقليل من المشاكل النفسية للمراهق كالقلق والخوف والسلوك الإنحرافي، والتي تطرقت إليه هذه الدراسة في الجانب التطبيقي، ولهذا تم صياغة بعض التوصيات كالآتي:

- توعية الأساتذة بأهمية تنظيم الأنشطة المختلفة داخل المؤسسات التربوية
- توعية المحيط والأولياء والمربين إلى أهمية ممارسة التربية البدنية والرياضية وأثرها على التلميذ.
- خلق وتقوية العلاقة بين التلاميذ وأعضاء هيئة التدريس وجعلها مبنية على الاحترام والمودة.

لهذا تعد حصة التربية البدنية والرياضية دور كبير للمراهق أو تلاميذ المرحلة المتوسطة، والتي تساعده في التقليل من مشاكله النفسية التي يعاني منها في هذه المرحلة.

- الكلمات المفتاحية : حصة التربية البدنية والرياضية، الصحة النفسية

## 1. Introduction and Problem Statement:

Sport holds immense importance in the lives of individuals. Amin Anwar Al-Khouli says, "It is the process through which an individual acquires the best mental, physical, and psychological skills, as well as fitness, through physical activities" (Al-Khouli, 1998, p. 36).

Additionally, it fosters virtuous qualities, builds positive relationships, and serves as a remedy for psychological issues such as stress, anxiety, fear, and even aggression.

Therefore, physical education and sports are among the most important subjects at the secondary level, making it difficult for ministers to eliminate them. Students especially need them after theoretical lessons, calculations, psychological pressures, and authoritarian teachers' rules. Since physical education and sports fall within the educational sector, they are a part of general education, and their practice requires highly competent and specialized teachers to achieve the educational system's goals. Although physical education and sports are programmed by the Ministry of Education to

physically, athletically, and morally nurture students, they have additional benefits for high school students, particularly in the psychological domain, as they relieve mental fatigue and psychological stress, rejuvenating the student to work harder. Socially, physical education fosters respect, cooperation, love, and affection, while promoting healthy competition, which positively impacts their lives outside the institution. Health-wise, it strengthens their bodies and muscles, protects them from diseases, renews their vitality, and trains them to work and strive harder while reducing laziness. A physically active student is always more dynamic.

This understanding led us to select our study on the role of physical education and sports classes in the mental health of secondary school students.

The concept of physical education and sports is often misunderstood by the general public. Some think it encompasses various types of sports; others perceive it as muscles and movements. Some even consider it to be merely about strong muscles and legs or goodwill.

However, physical education and sports are essentially a mandatory educational subject and an integral part of general education. Through its physical and sports activities, it contributes to the learner's overall development, imparting additional physical skills and knowledge related to mental well-being and psychological strength. Its role in nurturing, educating, and preparing children should always accompany their learning at all levels, shaping them into tomorrow's leaders and responsible individuals (Al-Khouli, p. 166).

For this reason, integrating physical education and sports classes at educational stages, including middle school, is a highly sensitive and significant step, especially for those supervising exam preparations. These

classes help shape students' personalities, making them more cohesive and balanced physically and mentally.

Mental health is described as a relatively stable state where an individual is moderately compatible with themselves, feels happy with themselves and others, is capable of self-fulfilment, meets life's demands, and possesses a well-rounded, normal, and morally upright personality, living in peace (Ghanem, 2009, p. 13).

There is a relationship between physical and sports exercises and adolescents' mental and social abilities. Physical activities assist individuals, especially adolescents, in realizing and achieving their potential through practice and performance. This interaction with groups forms the foundation of physical and mental well-being (Châles Mthiebanlt, 1998, p. 50).

Consequently, individuals can engage in practice, harmonize with themselves, and coexist with their society, influencing and being influenced by it. This is the most significant indicator of high mental health (Mustafa Bahi et al., 2008, p. 92).

For these reasons, we conducted this study to investigate the effect of physical education and sports classes on the mental health of middle school students, raising the primary research question:

**Do physical education and sports classes play a role in the mental health of secondary school students?**

**Sub-Questions:**

- Do physical education and sports classes reduce aggressiveness?
- Do physical education and sports classes reduce anxiety?
- Do physical education and sports classes reduce fear?

## **2. Study Hypotheses:**

### **2.1 General Hypothesis:**

Physical education and sports classes play a role in the mental health of secondary school students.

### **2.2 Specific Hypotheses:**

- Physical education and sports classes play a role in reducing aggressiveness.
- Physical education and sports classes play a role in reducing anxiety.
- Physical education and sports classes play a role in reducing fear.

## **3. Importance of the Study:**

Physical education and sports classes hold significant importance on several levels, both individual and societal. These classes contribute to achieving mental health by:

- Reducing aggressiveness and controlling emotions.
- Alleviating fear and anxiety.

## **4. Objectives of the Study:**

This study aims to:

- Determine the extent to which physical education and sports classes contribute to building a balanced and stable personality among high school students.
- Assess whether physical education and sports classes reduce aggressiveness.
- Examine the extent to which physical education and sports classes mitigate anxiety.
- Investigate whether physical education and sports classes alleviate fear.

## **5. Definitions of Study Concepts and Terms:**

**5.1 Definition of Education:** Education refers to the processes concerning every living being, including plants, animals, and humans. Each has unique methods of education. For humans, education begins before birth and ends

with death. It involves creating circumstances that provide opportunities for nurturing all developmental elements to raise individuals---young and old---on a sound moral, physical, and spiritual foundation (Turki, 1990, p. 20).

**5.2 Definition of Physical Education and Sports:** Physical education is an educational system with specific objectives aimed at improving overall human performance through selected physical activities as an educational tool, characterized by pedagogical and instructional features (Al-Khouli, 2001, p. 29).

**5.3 Definition of the Physical Education and Sports Class:** It is an educational session within the school's sports program, where students adopt various movement principles and address multiple psychological and social aspects. The session spans two hours weekly under the supervision of a specialized instructor (Ibn Manzur, 1988, p. 154).

**5.4 Operational Definition of the Physical Education and Sports Class:** A physical education and sports class is a form of academic subject that differs from others because it provides a wealth of knowledge and information covering health, psychological, and social dimensions, in addition to cognitive knowledge about human anatomy. This is achieved through physical activities such as exercises, group, and individual games conducted under the educational supervision of specialized instructors.

## **6. Previous and Related Studies:**

### **First Study:**

**Title:** The Importance of Physical and Sports Activity in Reducing Psychological Stress Among Secondary School Students.

**Researcher:** Boulahia Adlane.

**Objective:** To assess the importance of physical and sports activities in reducing psychological stress among secondary school students and examine the psychological challenges faced by these students.

**Findings:**

- Recreational physical and sports activities reduce psychological stress in secondary school students.
- Group sports play a role in alleviating psychological stress among these students.

**Second Study:**

**Title:** The Role of Physical Education and Sports Classes in Reducing Anxiety Among Students Preparing for the Secondary Education Certificate Exam.

**Objective:** This research aims to highlight the role of physical education and sports classes in reducing anxiety among students preparing for the secondary education certificate exam. It also seeks to explore the role of physical education and sports classes in improving students' moods, understanding their importance, and how they contribute to psychological comfort among students.

**Findings:**

- Students do not experience psychological stress during physical education and sports classes.
- These classes help students integrate with their peers.
- They relieve students of psychological stress.
- They provide students with psychological comfort.

**Objective of the Study:** To attempt to determine the importance of physical and sports activities at the secondary level and their contribution to preparing well-rounded individuals, particularly in behavioural aspects. Additionally, the study aims to identify the problems faced by students during adolescence and highlight the most common aggressive behaviours among adolescents.

**Results of the Study:**

- Emphasizing the importance of sports activities and providing the necessary conditions for them to fulfil their intended role.
- Encouraging students to engage in sports activities both during and outside of class.
- Reintegrating students who do not participate in physical education and sports.

**Third Study:**

**Title:** The Role of Educational Sports Activities in Reducing Anxiety and Psychological Stress Among High School Students (Magister's (senior university degree) Thesis in Physical Education and Sports Theory and Methodology).

**Researcher:** Boulhabib Mabrouk, 2012/2013.

**Objective:** To identify the role of educational sports activities in reducing anxiety and psychological stress among students preparing for the baccalaureate.

**Findings:** Educational sports activities significantly reduce anxiety and psychological stress among secondary school students, particularly those in their final year.

**6.4 Fourth Study:**

**Title:** The Role of Physical Education and Sports in Reducing Certain Psychological Disorders Among Secondary School Students.

**Researcher:** Madani Djamel Eddine (2013/2014 Magister's Thesis in Educational Sports Activities).

**Objectives:**

- To determine the impact of physical education and sports on the level of psychological anxiety among baccalaureate students.

- To determine the impact of physical education and sports on the level of physical anxiety among baccalaureate students.
- To determine the impact of physical education and sports on the level of cognitive anxiety among baccalaureate students.
- To determine the level of anxiety among baccalaureate students who practice physical education and sports compared to those who do not.

### **Key Findings:**

- There are statistically significant differences in psychological anxiety between baccalaureate students who practice and those who do not practice educational sports activities, in favour of the former group.
- There are statistically significant differences in cognitive anxiety between baccalaureate students who practice and those who do not practice educational sports activities, in favour of the former group.
- There are statistically significant differences in physical anxiety between baccalaureate students who practice and those who do not practice educational sports activities, in favour of the former group.

### **6.1 Comments on Previous and Related Studies:**

Upon analysing previous studies related to the research topic---focusing on the impact of physical education and sports classes on the mental health of secondary school students---we observed that most studies examined specific aspects of mental health. Based on their results, it became evident that physical education and sports classes positively affect students, reducing psychological stress and fostering a positive attitude toward other academic subjects.

By relying on these previous and related studies, we were able to save time and effort in gathering information and structuring our research approach.

**Note:** Most of the studies were conducted on secondary school students as a whole. However, our study specifically focused on high school students experiencing psychological issues, given that they are in adolescence.

## **6.2 Features of the Current Study:**

This research explores the role of physical education and sports classes in the mental health of secondary school students, particularly those in their final year of high school. This age group is significant as it represents a period of adolescence characterized by numerous psychological problems, including disorders and lack of psychological harmony.

Previous studies, which we referenced, addressed these issues in depth and detail.

In contrast, our study takes a different perspective, providing a more comprehensive and detailed exploration of the role of physical education and sports classes, mental health, and adolescence. Specifically, it focuses on:

- The concept of physical education and sports classes.
- The objectives of physical education and sports classes.
- The importance of physical education and sports classes.

## **7. Methodology of the field Study:**

After reviewing the theoretical aspects, this chapter delves into the practical application. It includes the methodology, exploratory study, the sample and its objectives, as well as the primary study, the tools utilized, and the statistical methods employed.

### **7.1 Study Methodology:**

The descriptive method is defined as "a method based on studying, analysing, and interpreting a phenomenon by identifying its characteristics and dimensions, and describing the relationship between them to achieve a comprehensive scientific understanding. It does not merely identify the

features and causes of the phenomenon but also includes data analysis, measurement, interpretation, and achieving an accurate description of the phenomenon and its results" (Hamed, 2000, p. 43).

Given that this study seeks to understand the role of physical education and sports classes in the mental health of secondary school students, the descriptive method was deemed appropriate.

The methodology used in the study comprised two main phases:

#### **7.1.1 Exploratory Study Phase:**

This phase allowed the researcher to refine the study tools and verify their psychometric properties.

#### **7.1.2 Primary Study Phase:**

This phase involved collecting and organizing the data for the study.

#### **7.2 Exploratory Study:**

The exploratory study serves as an initial or preparatory phase preceding the primary study. Its goals include gathering as much information as possible on the research topic and testing and refining the study tools (Achoui, 2003, p. 110).

In this phase, a questionnaire was distributed to 20 students who regularly participated in physical education and sports classes. The researcher explained any ambiguous terms to the participants and guided them on how to answer the questions. The students expressed comfort and cooperation, and the researcher encouraged them to respond objectively and honestly to contribute to the scientific research.

Through this exploratory study, the questionnaire was refined, and insights into the study field were gained, including the clarity and relevance of the questionnaire's statements. It also allowed for the verification of

hypotheses and an understanding of potential challenges in conducting the field study.

### 7.2.2 Description of the Measurement Tool Used:

To achieve the study's objectives, the researcher designed a questionnaire after reviewing theoretical literature and previous studies on the topic. The final questionnaire comprised 23 statements.

### 7.2.3 Structure of the Measurement Tool:

The questionnaire included 23 statements divided into three axes, as shown below:

**Table No. (1): Shows the distribution of the questionnaire statements according to their numbers across its three axes.**

Axis Number	Axes of the Questionnaire	Statement Numbers	Total
01	Role of physical education and sports in reducing aggression	1--7	07
02	Role of physical education and sports in reducing anxiety	1--8	08
03	Role of physical education and sports in reducing fear	1--8	08
<b>Total</b>	<b>23 statements</b>		

### 7.2.4 Psychometric Properties of the Measurement Tool:

#### A. Validity:

- **Internal Consistency Validity:**

The validity of the questionnaire was tested by calculating the internal consistency of the statements, which relies on Pearson's correlation coefficient between each statement and the total score of the axis it belongs to. The table below shows the obtained results:

**Table No. (02): Correlation coefficients between each statement and the  
total score of the axis it belongs to.**

Statement	Correlation	Statement	Correlation	Statement	Correlation
01	0.66**	01	0.55**	01	0.73**
02	0.82**	02	0.52**	02	0.49**
03	0.54**	03	0.74**	03	0.54**
04	0.76**	04	0.80**	04	0.71**
05	0.62**	05	0.55**	05	0.62**
06	0.71**	06	0.71**	06	0.69**
07	0.73**	07	0.72**	07	0.69**
		08	0.71**	08	0.66**

**Significance Level: ( $\alpha = 0.01$ ) for (\*\*) and ( $\alpha = 0.05$ ) for \***

From the table above, it is evident that all correlation coefficients between the statements and the total score of their respective axis are statistically significant at the 0.01 and 0.05 levels. This indicates the internal consistency validity of the questionnaire.

### **B. Reliability:**

Reliability refers to the consistency of the questionnaire, meaning it yields the same results each time it is applied, regardless of who administers it. The reliability of the questionnaire was verified using Cronbach's alpha coefficient. The results are presented in the following table:

Table No. (03): Cronbach's Alpha Coefficient for the Questionnaire

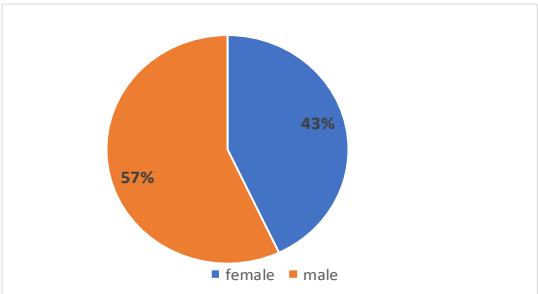
Axis	Number of Statements	Cronbach's Alpha Coefficient
Role of physical education in reducing aggression	07	0.83
Role of physical education in reducing anxiety	08	0.93
Role of physical education in reducing fear	08	0.77
Overall Score	23	0.81

From the table, it is evident that Cronbach's alpha coefficients for all axes of the questionnaire range from 0.77 (lowest) to 0.93 (highest), confirming that the questionnaire is highly reliable and suitable for use with the final study sample.

**7.3 Study Sample:** The study sample consisted of 30 individuals, selected using simple random sampling. A random sample is defined as one chosen without specific order or intent, giving all members of the population an equal chance of selection, ensuring no bias. The table below illustrates the distribution of the sample by gender:

Table No. (04): Distribution of the Study Sample Individuals by Gender

Gender	Frequency	Percentage
Male	13	43.3%



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Female	17	56.7%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Source:** Prepared by the student based on SPSS outputs.

**The chart no. 01: represents the percentage distribution of the study sample by gender**

From the table and chart above, it can be observed that the total sample size was 30 individuals. The number of males was 13, accounting for 43.3%, while the number of females was 17, making up 56.7%. Females thus represented a larger proportion of the sample.

### 7.4 Presentation and Analysis of Field Study Results:

#### 7.4.1 Presentation and Analysis of Results for the First Hypothesis:

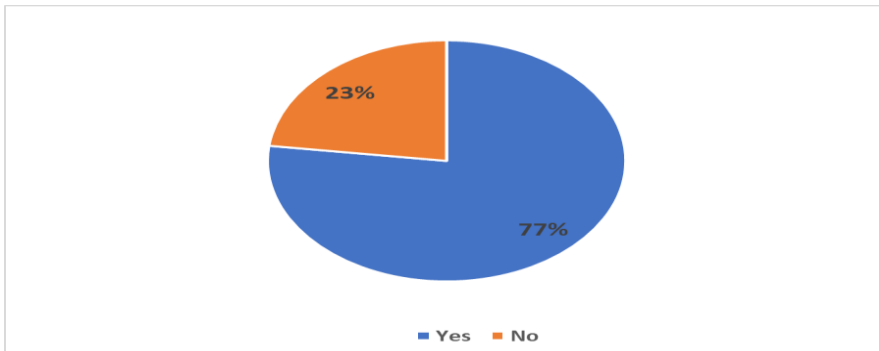
- **Axis One:** The role of physical education and sports classes in reducing aggressiveness.
- **Question One:** In your opinion, do physical education and sports classes reduce aggressiveness among students?

#### **Purpose of the Question:**

To determine the extent to which physical education and sports classes reduce aggressiveness among students.

**Table No. (05): Percentages of the Impact of Physical Education and Sports Classes in Reducing Aggressiveness Among Students.**

Response Options for Question 1	Observed Frequency	Percentage	Degrees of Freedom	Chi-Square Value	Significance Level	Decision
Yes	23	76.7%	1	8.53	0.00	Significant at 0.05
No	7	23.3%				
<b>Total</b>	<b>30</b>	<b>100%</b>				



**The chart no. 02: The percentage of students who believe physical education classes reduce aggressiveness.**

**Commentary and Analysis:** From the table above, which shows the role of physical education and sports classes in reducing aggressiveness among students, it is observed that 76.7% of students answered "Yes," while 23.3% answered "No."

From the high percentage of positive responses, we conclude that physical education and sports classes play a significant role in reducing aggressiveness among students.

To confirm the statistical significance of these differences in frequencies and percentages, a Chi-Square test was applied. The table above shows that the Chi-Square value for 1 degree of freedom was 8.53, which is statistically significant at a significance level of 0.05. This indicates a statistically significant difference between the response groups in favour of "Yes," with a confidence level of 95% and a 5% margin of error.

#### **7.4.2 Presentation and Analysis of Results for the Second Hypothesis:**

- **Question Eight:** During physical education and sports classes, how do you feel?

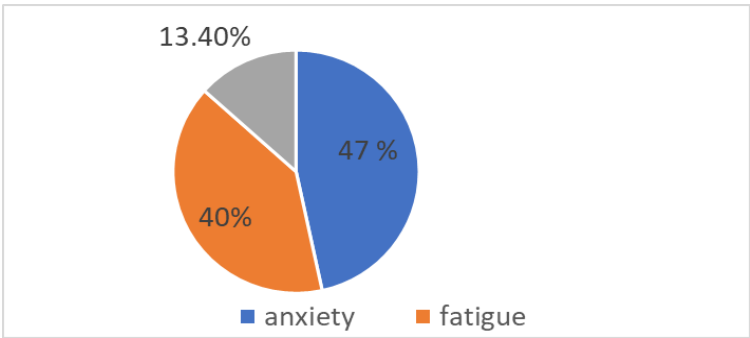
##### **Purpose of the Question:**

To assess students' feelings during physical education and sports classes.

Table No. (06): Percentages of Students' Feelings During Physical

Response Options for Question 8	Observed Frequency	Percentage	Degrees of Freedom	Chi-Square Value	Significance Level	Decision
Comfort	14	46.6%	2	5.60	0.04	Significant at 0.05
Fatigue	12	40%				
Anxiety	4	13.4%				
Total	30	100%				

Education and Sports Classes.



The chart no. 03: Students' feelings during physical education and sports classes.

**Commentary and Analysis:** From the table above, which shows students' feelings during physical education and sports classes, it is observed that 46.6% of students reported feeling "Comfort," while 40% reported feeling "Fatigue," and 13.4% reported feeling "Anxiety."

From the high percentage of comfort responses, it is concluded that students generally feel at ease during physical education and sports classes.

To confirm the statistical significance of these differences in frequencies and percentages, a Chi-Square test was applied. The table above shows that the Chi-Square value for 2 degrees of freedom was 5.60, which is statistically significant at a significance level of 0.05. This indicates a statistically significant difference between the response groups in favour of "Comfort," with a confidence level of 95% and a 5% margin of error.

#### 7.4.3 Presentation and Analysis of Results for the Third Hypothesis:

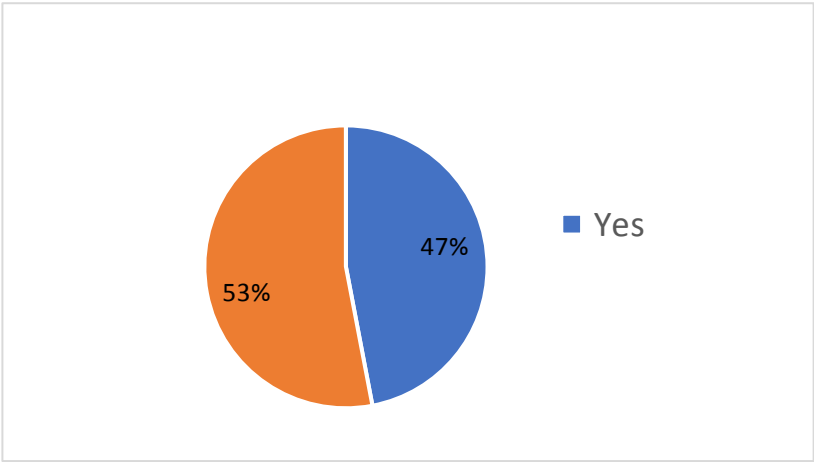
- **Question Sixteen:** Do you feel fear when practicing certain physical skills?

##### Purpose of the Question:

To understand the extent to which students experience fear when performing certain physical skills.

**Table No. (07): Percentages of Students' Feelings of Fear When Practicing Certain Sports Skills.**

Response Options for Question 16	Observed Frequency	Percentage	Degrees of Freedom	Chi-Square Value	Significance Level	Decision
Yes	14	46.7%	01	0.13	0.71	Not significant at 0.05
No	16	53.3%				
<b>Total</b>	<b>30</b>	<b>100%</b>				



**The chart no. 04:** Percentage of students who feel fear when practicing certain physical skills.

**Commentary and Analysis:** From the table no. 21, which illustrates the extent to which students experience fear when performing certain physical skills, it is observed that 53.3% of students answered "No," while 46.7% answered "Yes."

Based on the higher percentage of "No" responses, it can be concluded that most students do not feel fear when practicing certain physical skills.

To confirm the statistical significance of these differences in frequencies and percentages, a Chi-Square test was applied. The table above shows that the Chi-Square value for 1 degree of freedom was 0.13, which is not statistically significant at a significance level of 0.05. This indicates no statistically significant difference between the response groups, with a confidence level of 95% and a 5% margin of error.

**7.5 Discussion and Interpretation of Field Study Results:**

**7.5.1 Discussion and Interpretation of the First Hypothesis Results:**

The first hypothesis posited that physical education and sports classes play a role in reducing aggressive behaviours. Based on the review of related literature, theoretical frameworks, and the statistically analysed results

presented in the tables above, most percentages supported the study hypothesis.

This result can be interpreted by acknowledging the vital role of physical education and sports classes in achieving educational objectives. These objectives make sports an effective pedagogical tool for nurturing adolescents, equipping them with diverse skills and knowledge while reducing aggressive behaviours during this critical developmental stage.

The findings of this study align with those of Boutouizgha Hanane and Abdelali Hamza (2011/2012), who examined the role of sports activities in reducing aggressiveness among high school students. Their study aimed to assess the importance of sports activities during the secondary stage and their contribution to shaping well-rounded individuals, especially in behavioural aspects. It also sought to identify adolescent challenges and highlight common aggressive behaviours. They concluded that attention to sports activities and the provision of necessary conditions are crucial for achieving these objectives, emphasizing their effectiveness in mitigating aggressive tendencies.

#### **7.5.2 Discussion and Interpretation of the Second Hypothesis Results:**

The second hypothesis suggested that physical education and sports classes help reduce anxiety. As with the first hypothesis, the review of previous research, theoretical insights, and the statistically validated results supported this hypothesis.

The previous result can be explained by the fact that physical education is a part of general education or one of its manifestations, as it focuses on caring for the body and its health, leading individuals to achieve overall psychological well-being and harmony. Additionally, physical education contributes to preparing well-rounded citizens who are mentally, emotionally, and socially balanced.

The findings of this study are consistent with those of Boulehbib Mabrouk (2012/2013), who explored the role of educational sports activities in reducing anxiety and psychological stress among students preparing for the baccalaureate. His study found that these activities significantly reduced anxiety and stress levels among secondary school students, particularly those in their final year.

### **7.5.3 Discussion and Interpretation of the Third Hypothesis Results:**

The third hypothesis posited that physical education and sports classes play a role in reducing fear. Based on the review of previous studies, theoretical frameworks, and the statistically analysed results presented in the tables above, most percentages supported the study hypothesis.

This result can be interpreted by recognizing that sports are an effective means of alleviating nervousness and psychological tension individuals may face in their daily lives. Sports activities help release hormones that promote relaxation and happiness, thereby reducing feelings of fear. The benefits of physical education and sports extend beyond physical well-being to include significant psychological advantages.

The findings of this study **partially** align with those of Madani Djamel Eddine (2013/2014), in his study to obtain the Magister's degree in the theory and methodology of physical education and sports, specializing in Educational Physical and Sports Activities, titled "The Role of Physical Education and Sports in Reducing Some Psychological Disorders Among Secondary School Students," and which aimed to examine the impact of physical education and sports on the level of psychological anxiety among baccalaureate students, as well as the impact on their level of physical anxiety. The study concluded that there are statistically significant differences in cognitive and physical anxiety

between baccalaureate students who practice educational sports activities and those who do not.

**Conclusion:**

Through this study, we sought to explore the role of physical education and sports classes in the mental health of high school students. After gathering theoretical data, developing and validating the research tools, and applying them to a sample of 30 individuals, the results were processed statistically and interpreted. The key findings of the study were as follows:

- Physical education and sports classes contribute to reducing aggressive behaviours among high school students.
- Physical education and sports classes help alleviate anxiety among high school students.
- Physical education and sports classes have a moderate impact on reducing fear among high school students.

**General Findings:**

Through the study conducted in this research, we sought to highlight the positive impact of physical education and sports classes on the mental health of secondary school students. The main idea we derived, based on the applied study we carried out using questionnaire questions, is that adolescents go through one of the most challenging stages of their lives, experiencing psychological changes and disturbances. This is primarily due to the physiological changes they undergo during this phase, which sometimes lead to internal conflicts. Therefore, it is essential for them to engage in sports activities that help them achieve psychological balance while simultaneously developing their physical abilities.

Regular and consistent participation in sports activities during physical education and sports classes has a significant impact on students because

there is a harmony between the psychological and physical aspects. Viewing the individual as a psychological unit, specialists and psychologists recommend engaging in sports activities and strongly incorporating them into educational institutions. These activities energize the body, calm the mind, help individuals break out of isolation, and build self-confidence. In other words, they play a major role in shaping one's personality.

The results of the study can be summarized as follows:

- Physical education and sports classes help reduce aggressiveness in secondary school students.
- Physical education and sports classes help reduce anxiety in secondary school students.
- Physical education and sports classes moderately affect fear among secondary school students.

Engaging in physical activities enables students to set an example within their communities. However, it is important to note that the study's findings are relative, as certain variables influencing the mental health of secondary school students were not accounted for.

Finally, we hope that officials and all professionals will utilize these results to implement measures that benefit students.

#### **Future Suggestions and Recommendations:**

Our study, titled "The Role of Physical Education and Sports Classes on the Mental Health of Secondary School Students," concluded, based on the surveyed sample, that physical education and sports classes indeed play a significant role in the mental health of students. This has led us to propose the following future recommendations:

- Providing the necessary sports equipment and safety measures to create a suitable working environment.

- Increasing the weekly allocated time for physical education and sports classes.
- Granting students a degree of freedom during physical education classes to alleviate psychological pressures.
- Enhancing the development of physical education classes within secondary schools, in line with the state's official guidelines.
- Instilling a love for physical education and sports among students.

**Conclusion:**

Through the completed study on the impact of physical education and sports on the psychological well-being of students, we have concluded that physical education classes and activities are among the most important activities students receive in educational institutions. This is due to their positive and effective impact on students' mental health, as they help release negative energy and alleviate psychological pressures that students may experience due to the physiological changes they undergo during this stage. These activities also assist students in achieving psychological balance and reducing the effects of fear and anxiety.

Therefore, the physical education teacher serves as a bridge between sports activities and the student by teaching them various selected sports activities. Additionally, physical education and sports classes are considered one of the most effective educational tools for comprehensive development, both physically and socially, within the educational framework.

Finally, we can regard physical education and sports as an art within the broader field of education, aimed at shaping individuals who are physically, psychologically, morally, and even mentally competent, enabling them to become active and contributing members of society.

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