

The impact of physical education and sports classes on reducing negative health behaviors (early smoking, laziness, eating fast food) among middle school students.

A field study at Ibn Al-Khatib rouiba Middle School

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Abstract ;

The study aimed to reveal the impact of physical education and sports classes on reducing negative health behaviors prevalent among middle school students, such as early smoking, laziness, and fast food consumption. An experimental approach was adopted, and a targeted test tool was used on a sample of 620 students at Ibn Al-Khatib rouiba Middle School to monitor the impact of physical education classes on changing these behaviors. The results showed that regular physical education and sports classes effectively contribute to reducing adolescent susceptibility to negative health behaviors, such as early smoking, laziness, and fast food consumption.

- Reducing adolescent students' susceptibility to early smoking by developing health awareness and self-confidence.
- Reducing laziness and lethargy by motivating students to participate in physical education and sports, thus developing physical fitness.
- Reducing dependence on fast food due to the positive correlation between physical education and sports and proper nutrition.

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Introduction

Middle school is one of the most critical stages in a student's life. It is a time of physical, psychological, and behavioral changes that affect health choices and decisions. Due to the acceleration of modern lifestyles, screen addiction, the popularity of fast food, and exposure to psychological stress, many students engage in negative health behaviors such as smoking at an early age, lack of physical activity, and poor nutrition. These behaviors negatively affect their physical and mental development. (Khawy Afaf, 2022)

In light of these challenges, physical education and sports have become important preventive measures because they promote not only physical fitness but also psychological balance, health awareness, and positive values. (Bashir Lobazid, 2020)

Regular participation in physical education classes reduces harmful behaviors by strengthening self-discipline, enhancing self-image, and engaging students in enjoyable, productive activities that counteract negative practices. (Bailey, 2006)

Multiple 2018 studies by the World Health Organization have shown a relationship between regular physical activity and lower rates of obesity, inactivity, electronic addiction, and addictive behaviors, such as smoking, especially among adolescents .

One study Al-Anzi, 2020 indicates that physical education classes can effectively reduce inactivity, withdrawal behaviors, and unhealthy habits, particularly when integrated into a systematic educational framework.

Another study Hizam & Al-Junaidi, 2023 showed that integrating health awareness programs into physical education classes raises students' awareness of prevalent harmful behaviors.

Physical education and sports classes effectively promote health awareness and reduce unhealthy behaviors through guided physical activities, educational content, and psychological and social support (Bailey, 2006). Studies in the Arab world also confirm that regular physical activity prevents health and behavioral issues among adolescents. (Khawy Afaf, 2022; Bashir Lobazid, 2020)

Today, educational institutions face mounting challenges related to the prevalence of negative health behaviors among students, including early smoking, lack of physical activity, and consumption of fast food. These behaviors are directly linked to a decline in the quality of life and mental and physical health of this vulnerable population. Much of this behavior can be attributed to social changes, fast-paced lifestyles, and poor health guidance within the school environment. (Story et al., 2002)

In contrast, physical education and sports classes stand out as educational tools with preventive and therapeutic dimensions. They are capable of influencing learners' behaviors by providing an environment that encourages activity, develops healthy values, and builds positive behavioral patterns. The World Health Organization has confirmed that regular exercise reduces adolescents' susceptibility to behaviors such as smoking, inactivity, and poor nutrition. (WHO, 2020)

Despite the educational and health benefits of physical education, it is necessary to analyze its effectiveness in reducing negative behaviors within the school environment. This is especially important given the decline in physical activity in many educational systems. (Hallal et al., 2012)

Physical education and sports are an integral part of the educational system because they contribute not only to the development of physical and motor skills but also to modifying negative health behaviors among students and adolescents, such as early smoking, laziness, and excessive consumption of fast food. Numerous studies confirm that regular physical activity contributes to mental and physical health, teaching learners healthy behavioral patterns that help them avoid harmful practices. (Mohamed Saad et al., 2021)

Early smoking, a growing phenomenon among adolescents, is often associated with poor health awareness and a lack of involvement in sports. A World Health Organization. (WHO, 2019) study showed that exercise reduces adolescent smoking by promoting self-esteem and positive engagement.

Laziness and physical inactivity are major contributing factors to early obesity and poor academic and psychological performance. Studies have shown that physical education increases mental and emotional activity and reduces inactivity in students. (Hallal et al., 2012)

Regarding fast food consumption, regular participation in sports promotes awareness of proper nutrition and helps develop a positive body image, reducing dependence on unhealthy foods. (Story et al., 2002)

Based on this, the aim of this study is to examine how physical education and sports classes impact negative health behaviors, such as early smoking, physical inactivity, and fast food consumption, which are among the most prevalent and dangerous health phenomena at this age.

The following question can be posed: Is there a statistically significant relationship between physical education and sports classes and the reduction of these behaviors?

Study Hypothesis: There is a statistically significant relationship between physical

education and sports classes and the reduction of certain negative health behaviors (early smoking, physical inactivity, and fast food consumption) among middle school students.

1. Importance of the Study:

This study is important for several scientific, educational, and health reasons, especially given the growing prevalence of unhealthy behaviors among middle school adolescents, such as early smoking, lack of physical activity, and poor eating habits. These behaviors pose a direct threat to their physical and psychological development, as well as their overall health in the future.

This study is important for the following reasons:

Middle school students undergo biological and psychological changes that make them susceptible to negative behaviors. Therefore, intervention at this stage is effective and impactful.

The study demonstrates how physical education classes can reduce certain harmful health behaviors by promoting health awareness and encouraging students to adopt active, healthy lifestyles.

The study offers a practical vision for utilizing physical education in health prevention, promoting integration between the physical, educational, and psychological aspects of the educational system.

The study opens the door for researchers and individuals interested in health education to develop programs for students that are based on physical activity as a foundation for awareness and prevention.

The results of this study support the effectiveness of physical education in promoting public health among students and can guide school educational programs.

2. Study Objectives:

This study aims to highlight the role of physical education and sports classes in promoting positive health behaviors and reducing negative practices that affect students' health and lifestyles.

The objectives are as follows:

- To clarify the importance of regular physical education and sports classes in preventing negative health behaviors.
- To identify the role of physical education in reducing early smoking by enhancing respiratory efficiency and fostering negative attitudes toward smoking.

Highlight the impact of sports activities in combating laziness and inactivity, and encourage students to adopt an active lifestyle.

- Explain the relationship between sports and proper nutrition to reduce students' consumption of fast food.

3. Study terms:

• *Physical and Sports Education:* Physical and sports education can be viewed as both an academic system and an educational profession. It employs theories, principles, and rules through technical methods and approaches to achieve values, ideals, and experiences that align with the system's goals. (Amin Al-Khouli et al., 2000: 19–20)

Physical activity and sports are groups of athletic activities that align with one's physical, social, and mental abilities. They are educational activities that provide young people with a well-rounded education. In our study, we focus on physical and athletic activities practiced in educational institutions. (Tahir Yasmine, 2019: 240).

• *Early adolescence:* Hussein Abu Riyash et al. describe adolescence as a stage that students go through. This stage is represented by early adolescence and is characterized by rapid change and transformation. It is a transition stage from childhood to maturity in all aspects of personality. This stage is critical in an individual's life and therefore affects the student's entire personality. To help adolescent students achieve self-satisfaction, develop effective social interactions, and encourage self-actualization, teachers must understand their students' behavior. Teachers should be aware of methods to boost self-confidence

and provide opportunities for healthy growth. (Hussein Abu Riyash et al., 2007: 108)

According to Hatem Adam, adolescence begins with the onset of sexual maturity and ends with the completion of bone growth. This period usually occurs between the ages of 12 and 18, though individual differences must be taken into account. (Adam, 2005: 14)

• *Middle school:* Middle school is a bridge between elementary school and high school. Elementary school qualifies students to enroll in middle school, and high school requires students to have completed middle school. Ali Al-Subhiin described it as a general cultural stage whose goal is to provide young people with a comprehensive Islamic education that encompasses their beliefs, minds, bodies, and character while taking into account their growth and developmental characteristics. Like other stages, it shares the goal of achieving the general objectives of education. He defined it as the stage that includes middle school students. During this period, childish behavior diminishes, and the physical, physiological, mental, emotional, and social characteristics of adolescence begin to emerge. The most prominent manifestation of growth at this stage is physical growth. (Ali Al-Subaieen, 2013: 127)

• *Early smoking:* Smoking among children or adolescents usually begins before adulthood, often before the age of 18.

Individuals are influenced by environmental, psychological, and social factors that push them to adopt this behavior at an early age. This increases the risk of addiction and the development of chronic diseases later on. (Slimani, & Kidan, 2022), Mona Abdel Aziz defines it as any use of tobacco products before the age of 18, which is considered an indicator of early exposure to negative social and health influences. (Ahmed Abdel Aziz, 2020)

- *Laziness*: A state of slackness or unwillingness to exert physical or mental effort despite the ability to do so. It is often accompanied by a lack of internal motivation or weak self-motivation to perform required tasks, whether they are academic, professional, or physical. (Abdullah, Muhammad Hassan, 2017), Samira Al-Ghamdi also views laziness as negative behavior that manifests as a lack of initiative and unwillingness to engage in physical and mental activities. It is often associated with reduced physical activity and an increased tendency toward sedentary behaviors, such as spending excessive time in front of screens. (Al-Ghamdi, 2020)

- *Fast food*: These are foods that are quickly prepared and served in restaurants or kiosks. They are often high in calories, fat, salt, and sugar and low in essential nutrients, such as fiber and vitamins. They are widely consumed by children and adolescents because of their quick

preparation time, taste, and affordable price. However, they are associated with weight gain and chronic health problems. (Lma Deb nemr al Zabon, 2024), Fast food is also defined as "any food that is prepared quickly, served ready-to-eat without waiting, and often contains high levels of fat, calories, and artificial flavorings" (Abu Al-Nour, 2021).

4. Previous and Similar Studies:

- A study by Pate, R. R., et al. (2006): "Promoting Physical Activity in Children and Youth." A Leadership Role for Schools." *Circulation*, 114(11), 1214–1224.

Results: The study focused on the importance of schools in shaping an active lifestyle for students and showed that regular physical education programs prevent bad habits and support long-term healthy behaviors.

- A study by Bailey, R. (2006): Physical Education and Sport in Schools: A review of benefits and outcomes. *Journal of school Health*, 76(8), 397–401.

Results: The analytical study showed that physical education contributes to promoting healthy lifestyles, reducing harmful behaviors, and increasing self-discipline among learners.

- A study by Trost, S. G. & van der Mars, H. (2009). "Why We Should Not Cut P.E."

Educational Leadership. Educational leadership, 67(04), 60–65.

Results: The study underscores the importance of physical education for children's health, as a measure to reduce physical inactivity, and shows that cutting P.E. does not improve academic performance; rather, supporting P.E. is compatible with both academic and public health goals.

- A study by Janssen, I., & Leblanc, A. G. (2010). "Systematic Review of the Health Benefits of Physical Activity and Fitness in School-Aged Children and Youth." International Journal of Behavioral Nutrition and Physical Activity.

Results: The study confirmed that physical activity improves children's physical and mental health and reduces bad habits associated with a lack of exercise and an unhealthy diet.

- A study by Abdel Gawad (2016) titled "Health and Physical Education as a Mechanism for Preventing Harmful Habits in Adolescence" and published in the Journal of Educational and Psychological Studies at Cairo University showed that physical education plays an educational role through group interaction and behavioral guidance that accompanies classes. This leads to a gradual modification of some harmful habits.

- Study by Bougazala, Hussein (2017): "The Effect of Guided Physical Activity on

Modifying Certain Negative Health Behaviors Among Middle School Students," Journal of Sports Science and Physical Education, University of Algiers

3. The study confirmed that guided physical activities have a positive effect on reducing behaviors such as eating fast food and smoking when included in a regular school program.

- Study by Al-Anzi, Ahmed (2020): "The Role of Physical Education in Reducing Negative Behaviors Among Middle School Students." Journal of Physical Education Studies, Saudi Arabia. The study confirmed a direct relationship between regular attendance in physical education classes and moderate behavior, particularly regarding inactivity, isolation, and weak social relationships.

- A study by vaquero-solis, et al. (2020). School-based physical activity interventions in children and adolescents A systematic review. International Journal of environmental research and public Health, 17(3).

Findings: The study concluded that school-based interventions that include regular physical activity lead to reductions in behaviors such as early smoking, lack of sleep, and increased sugar consumption.

5. Field Study:

Research Methodology: The problem and hypotheses can only be addressed through a rigorous scientific approach. Due to the

nature of the subject matter, an experimental approach was deemed the most suitable method for examining the impact of physical education and sports on negative behavioral patterns such as smoking, laziness, and malnutrition. This approach allows us to describe the phenomenon as it actually is and analyze the changes resulting from the experimental intervention.

This study is part of an experimental research project that aims to reveal the impact of organized physical activity on unhealthy behaviors and verify its effectiveness in reducing their prevalence among students.

A single-group pre-post design was used, in which pre- and post-measurements were taken of the same sample after it underwent physical education and sports classes in educational institutions. This was done to determine the extent to which physical and sports activities can reduce the targeted negative behaviors.

Research Population: In order to study any problem, we need to collect all the information related to the subject of the study. This set of elements is called the "statistical population." Our research community consists of 697 students enrolled at Ibn Al-Khatib Rouiba Middle School during the 2024-2025 school year. The school is affiliated with the Directorate of Education of the Wilaya of Algiers East.

Research sample and selection method: The sample was intentionally selected to obtain the best results and consisted of 620 students (310 males and 310 females) at Ibn Al-Khatib Rouiba Middle School, which is affiliated with the Directorate of Education of the Wilaya of Algiers East.

Research tools: We used a questionnaire because it is considered one of the most effective methods for obtaining information and data on our subject.

Research Areas:

Time and place: The field study was conducted at Ibn Al-Khatib Rouiba Middle School, which is affiliated with the Directorate of Education of the Wilaya of Algiers East. The researcher works at this school as a physical education and sports teacher. The study was conducted from September 2024 to May 2025.

Research Variables: In scientific studies, research is typically divided into two main categories: dependent and independent variables. These categories help determine the relationships between elements.

For example, in a study entitled "The Effect of Physical Education and Sports Classes on Reducing Negative Health Behaviors (Early Smoking, Laziness, Eating Fast Food) Among Middle School Students,"

A Field Study at Ibn Al-Khatib Rouiba Middle School," the variables can be defined as follows:

First, the independent variable:

This variable affects the practice of physical education and sports classes in reducing negative health behaviors, such as early smoking, laziness, and eating fast food, among middle school students.

Second, dependent variables are those affected by physical education and sports classes in reducing negative health behaviors.

These are the variables affected by physical education and sports classes in reducing negative health behaviors, such as early smoking, laziness, and eating fast food, among middle school students.

Statistical analysis: It involves determining and calculating statistical measures that allow us to draw preliminary conclusions for analysis.

These include:

We used percentages, the alpha coefficient, and the t-test for related samples.

The researchers downloaded and processed the data statistically using SPSS software.

Study of the Validity and Reliability of the Questionnaire:

Calculation of Cronbach's alpha coefficient: The questionnaire was administered to a sample of 30 students at Ibn Al-Khatib Rouiba Middle School during the 2023-2024 school year to determine Cronbach's alpha, one of the

most important measures of internal consistency. The alpha value was $\alpha = 0.737$, indicating a good stability coefficient that ensures the test's reliability.

- *Test validity study:* We relied on the test's internal validity to calculate its validity.

Internal validity equals the square root of the stability coefficient. In this case, internal validity equals the square root of 0.737, which is 0.858. Therefore, the test's internal validity is 0.858, a good validity coefficient on which we can rely in our research.

6. Presentation and Analysis of Study Results:

Presentation and analysis of the results of the first hypothesis.

A t-test was used to calculate the difference between the pre-test and post-test scores of the experimental group. The following table shows the arithmetic mean, standard deviation, t-value, and sig-value, which were extracted using SPSS software.

Table 1 shows the arithmetic mean, standard deviation, t-value, and sig-value of the physical education and sports variable before and after measurement, as well as its effect on early smoking.

pilot group		variable	number of individuals	type of measurement	arithmetic mean	standard deviation	degrees of freedom	value "t"	value "sig"	level of statistical significance
The Impact of Physical Education and Sports on Early Smoking	620	pre-measurement	0.5710	0.62251	619	7.375	0.000	Statistically significant	0.01	
										Post-Measurement

Presentation and Analysis of Table 1 Results:

After involving students in physical education and sports activities during middle school, the mean score of the experimental group decreased to 0.4871, with a standard deviation of 0.53458, compared to a mean score of 0.5710 and a standard deviation of 0.62251 prior to the activities.

The results show that the "t" value is 7.375 and the "sig" value is 0.000. This is statistically significant at a 0.01 significance level, indicating statistically significant differences in the experimental group's average pre-test and post-test scores, favoring the post-test. Thus, physical education classes are effective in reducing negative health behaviors, such as early smoking, among middle school students.

Discussion of the Results in Table 1:

Our analytical study concluded that physical education and sports classes impact the reduction of negative health behaviors, such as early smoking, among middle school students.

The data from the study showed that regular participation in these classes is associated with a lower percentage of students who consider or attempt to smoke. Physical education classes include not only physical activity but also health and behavioral guidance, especially from

specialized teachers, and contribute to raising students' awareness of the dangers of bad habits, such as smoking.

Qanduz, and Ben, 2023 points out that physical education plays an important role in health education, gradually changing students' attitudes toward healthy behaviors.

Bailey, 2006 shows that regular physical activity promotes a "positive health identity," in which students begin to associate staying fit with avoiding harmful practices, such as smoking.

Students who regularly participate in physical activity also develop a positive self-image associated with rejecting destructive behaviors such as smoking.

In a school setting, the social environment positively influences individual behavior. Physically active students form supportive groups that reject smoking and engage in healthy behaviors, which reduces the likelihood that the habit will spread.

In a recent study, Vaquero-Solis, et al 2020 also pointed out that there is a positive relationship between school physical activity and a decline in risky behaviors in adolescence, including tobacco use and poor nutrition.

The results of the study confirm that physical education and sports are effective in preventing early smoking among middle school students. This is due to the

awareness-raising role of physical education and sports, the promotion of a healthy identity, and the influence of a supportive educational environment.

Presentation and Analysis of the Results of the Second Hypothesis:

A t-test was used to calculate the difference between the pre-test and post-test scores of the experimental group. The following table shows the arithmetic mean and standard deviation for each group, as well as the t-value and sig value, which were extracted using SPSS software.

Table 2 shows the arithmetic mean, standard deviation, t-value, and sig-value of the physical education and sports variable before and after the measurement, as well as its effect on laziness.

pilot group	variable		number of individuals	type of measurement	arithmetic mean	standard deviation	degree of freedom	value "t"	value "sig"	level of statistical significance
The Impact of Physical Education and Sports on Laziness	620		pre-measurement	1.5726	2.7129	0.75719	619	30.378	0.000	0.01
	Post-Measurement									
	Statistically significant									

Presentation and Analysis of Table 2 Results:

After involving students in physical education and sports activities during middle school, we observed the following changes in the experimental group: the arithmetic mean decreased to 1.5726, with a standard deviation of 0.66984, compared

to a mean of 2.7129 and a standard deviation of 0.75719 prior to the activities.

The results in the table show that the value of "t" is 30.378 and the value of "sig" is 0.000. This is a statistically significant value at a significance level of 0.01. It indicates that there are statistically significant differences between the experimental group's average pre-test and post-test scores. The post-test scores are higher, showing that physical education and sports classes reduce negative health behaviors (laziness) among middle school students.

Discussion of the Results in Table 2:

Our analysis concluded that physical education classes reduce negative health behaviors, such as laziness, among middle school students.

Students who regularly attend physical education classes reported feeling active and energetic during and outside of the school day.

Physical activity in class stimulates blood circulation and the nervous system, directly increasing physical activity and reducing feelings of lethargy and laziness.

Mansouri Abdelhak (2017) demonstrated that school-based physical activity stimulates nerve cells and combats mental and physical laziness in adolescents.

Bailey (2006) explained that regular class attendance develops activity habits and

motor performance discipline in students, helping them resist lethargy and encouraging active behavior.

The World Health Organization (2020) also demonstrated that physical activity reduces the stress and boredom associated with inactivity, thereby increasing students' motivation to engage in other daily activities, whether academic or social.

Hizam & Al-Junaidi, 2023 points out that physical education and sports classes play a crucial role in reducing laziness and physical inactivity rates among middle school students by stimulating the body and mind, establishing active behaviors, and promoting mental and social health.

The results of the study confirm that when students participate in physical activities with their peers, they gain positive collective energy that motivates them to break out of isolation and inactivity, fostering a sense of belonging and activity.

Presentation and Analysis of the Results of the Third Hypothesis:

A t-test was used to calculate the difference between the pre-test and post-test scores of the experimental group. The following table shows the mean and standard deviation of the t-value and sig value for each group, as extracted using SPSS software.

Table 3 shows the arithmetic mean, standard deviation, t-value, and sig-value of the physical education and sports variable and its effect on fast food consumption before and after measurement.

pilot group	variable	number of individuals	type of measurement	arithmetic mean	standard deviation	degree of freedom	t-value	"sig" value	level of statistical significance
	The Impact of Physical Education and Sports on Fast Food	620	pre-measurement	2.5806	1.22505	619	15.448	0.000	0.01
			Post-Measurement	1.8758	1.02113			Statistically significant	

Presentation and Analysis of Table 3 Results:

After involving students in physical education and sports activities during middle school, the mean score of the experimental group decreased to 1.8758, with a standard deviation of 1.02113, compared to a mean score of 2.5806 and a standard deviation of 1.22505 prior to the activities.

The results show that the value of "t" is 15.448 and the value of "sig" is 0.000. This is statistically significant at a 0.01 significance level, indicating statistically significant differences in the average scores of the experimental group between the pre-test and post-test. The post-test scores are higher, suggesting that physical education and sports classes reduce negative health behaviors, such as eating fast food, among middle school students.

Discussion of Table 3 Results:

Our analysis shows that physical education classes help reduce unhealthy habits, such as eating fast food, among middle school students.

Students who regularly participate in physical education classes reported becoming more aware of the dangers of eating fast food and reducing their consumption of it.

According to Bziou, S. A, & Lazenk, 2018 physical education classes provide a platform for indirectly conveying health knowledge by integrating concepts of proper nutrition into physical activity.

Gallahue and Ozmun 2006 found that regular physical activity raises students' awareness of the dangers of certain habits, such as eating fast food. Over time, students begin to notice that their performance in class is affected by the quality of their food, leading to a gradual change in their food choices.

The researchers also confirmed that physical activity makes children more aware of their relationship with food and its effect on their energy levels.

A study by Pearson, N., Biddle, S. J., & Gorely, T. 2009 indicates that physically active people often have healthier eating habits than inactive people, and physical activity is usually accompanied by

improved eating habits, especially among adolescents.

Students who interact with an active group find indirect support for adopting more mindful eating behaviors, especially when reinforced by teachers.

The World Health Organization 2020 recommends integrating physical activity with nutrition education to promote healthy lifestyles in children.

The results of the study confirm that physical education and sports classes raise students' awareness of the harms of fast food and gradually encourage them to reduce their consumption, especially when accompanied by guidance and educational activities.

7. General conclusion:

The results of the study showed that physical education and sports classes effectively prevent many negative health behaviors prevalent among middle school students, such as early smoking, physical inactivity, and excessive fast food consumption.

Sample responses showed that students who regularly attend physical education classes have a higher level of health awareness and lead a more balanced lifestyle in terms of physical and psychological health. Participating in sports also boosts self-confidence and self-

discipline, reducing the tendency toward harmful behaviors.

These results confirm previous studies, such as Bailey 2006, which demonstrated that school physical education plays a fundamental role in establishing healthy behaviors. Additionally, a report by the World Health Organization 2020 emphasized the importance of integrating regular physical activity into school programs to mitigate health risk factors at an early age.

Studies by Khawy, Afaf 2022 and Bashir Lobazid, 2020 also showed that physical education can promote nutritional awareness, reduce inactivity, and combat addictive behaviors. This is especially important given the prevalence of negative influences on adolescents.

Therefore, it is urgent to pay real attention to activating physical education classes and developing their content and delivery methods to promote general school health and achieve comprehensive educational goals, especially given the health and behavioral challenges in the school environment.

Furthermore, physical education and sports classes are an effective mechanism for preventing negative health behaviors among students, particularly during childhood and adolescence, when behaviors are most easily formed.

Organized physical activities encourage an active lifestyle. Regular participation in sports is linked to lower rates of early smoking because it provides positive alternatives that boost self-confidence and prevent risky behaviors (WHO, 2018). Participation in sports also reduces laziness and lethargy, positively impacting physical and mental health (Hallal et al., 2012). Regarding fast food consumption, research shows that sports encourage healthy eating habits due to increased nutritional awareness and improved body image (Story et al., 2002).

Therefore, supporting and developing physical education in schools and providing it with sufficient resources is a strategic investment in the health of the younger generation and the well-being of society as a whole.

Comprehensively implementing physical education and supporting it with educational and human resources represents an important strategic step in light of the health and behavioral challenges faced by today's students.

8. Conclusion:

In light of this study's findings, it is clear that physical education and sports in middle school are not merely recreational activities, but rather a fundamental pillar in building students' physical and psychological health. This is especially true during middle school, a critical stage in an individual's growth and development.

This study proves that regular participation in physical education classes directly reduces negative health behaviors. Students who engage in regular physical activity are less likely to smoke at an early age, are less prone to laziness and lethargy, and demonstrate better nutritional awareness.

These results align with the World Health Organization's WHO, 2018 assertion that incorporating physical activity into educational curricula effectively promotes healthy behaviors and prevents diseases linked to physical inactivity and poor nutrition.

Bailey 2006 also noted that regular physical activity enhances students' life skills, such as self-discipline and decision-making.

Therefore, strengthening the position of physical education in the educational system, improving its delivery methods, and providing a conducive environment for its practice must be priorities of educational and health policies.

This will help raise a generation that understands the value of health and has positive behaviors.

Physical education and sports classes play a crucial role in promoting healthy behaviors among middle school students by improving their physical fitness and health awareness and encouraging self-discipline and avoidance of unhealthy

lifestyles, such as early smoking, physical inactivity, and excessive consumption of fast food.

Theoretical data and scientific study results clearly show that physical education and sports classes play a pivotal role in addressing negative health behaviors prevalent among students and adolescents.

These classes contribute to building healthy behavioral patterns, promoting health awareness, and developing values of self-discipline and commitment, going beyond developing physical skills.

9. Recommendations:

Based on the findings, the following recommendations are proposed to enhance the role of physical education and sports in reducing negative health behaviors:

- Give physical education and sports classes the importance they deserve as fundamental components of students' physical and psychological development.
- Integrate awareness programs into the curriculum that link sports with health concepts, especially those related to the dangers of smoking and the importance of proper nutrition and regular physical activity.
- Use sports activities to reinforce positive health habits and reduce negative behaviors.

- Link physical exercise to a simplified scientific explanation of its effects on various body systems to develop students' awareness of the importance of physical activity.
- Adopt motivational techniques, such as competitions, group activities, and symbolic prizes, to combat laziness and lethargy among students.
- Encourage students to engage in regular physical activity inside and outside the educational institution as a fundamental choice for a healthy lifestyle.
- Enhance students' ability to make informed decisions about avoiding smoking, limiting fast food consumption, and adopting a balanced diet.
- Instill the concept that sports are a means of enjoyment, health, and stress relief rather than an academic obligation.
- Intensify awareness campaigns targeting parents to encourage them to support their children in adopting healthy behaviors.
- Activate the role of the media and civil society institutions in spreading awareness of the dangers of unhealthy behaviors and the importance of exercise as a preventive measure.

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