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The Role of Sports in Enhancing Physical and Psychological Development of Students A Field Study on a Sample from Middle School

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Abstract:

This study aims to review the effect of sports on the physical and psychological development of middle school students. This study highlights the importance of sports in improving the physical and psychological development of students in intermediate education. By promoting sports programs and raising awareness of their importance, the school community can achieve significant benefits that include improving overall health and developing students' social and academic skills. The study was based on the descriptive method and was applied to a survey sample of 54 middle school students using the quality-of-life scale.

The results show that exercise contributes significantly to improving physical health, increasing fitness, and enhancing muscle strength. Sport also plays an important role in developing social skills and enhancing self-confidence, which has a positive impact on the mental health of students. The study recommends increasing sports activities in schools to enhance these benefits.

Keywords: sports, psychological development, physical development, intermediate education, student.

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1. INTRODUCTION

In today's world, where psychological and physical pressures on youth are increasing, sports play a pivotal role in promoting the physical and psychological development of students. Sports are not merely a form of entertainment; they are a way of life that can positively impact overall health, academic focus, and social skills.

Sports are considered one of the essential elements that enhance the physical and psychological growth of students, particularly during the middle school years. Given the psychological and social challenges faced by students, the importance of sports activities emerges as an effective means to improve their mental and physical well-being. This study aims to explore the impact of sports on students.

2. Study Problem: Sports are one of the fundamental components in developing the overall health and holistic growth of middle school students. Despite the widespread recognition of the importance of physical activities, there are significant disparities in the level of sports participation among students, and the effects of this participation may vary based on several factors such as the school environment, family support, and available resources. These disparities raise several questions about the actual role of sports in enhancing the physical and psychological development of students, as well as their varying impacts on different aspects of life and education. Based on the above, our current study revolves around the following research questions:

2.1. Research Questions:

- What is the impact of sports activities on the psychological state and mood of students?
- How does engaging in sports affect the physical fitness and bodily development of middle school students?
- How do sports contribute to enhancing social interaction and involvement in group activities among students?
- How do sports contribute to enhancing and improving the quality of the environment for middle school students?

2.2. Study Hypotheses:

- Sports activities have an impact on the psychological state and mood of students.
- Engaging in sports affects the physical fitness and bodily development of middle school students.



- Sports contribute to enhancing social interaction and involvement in group activities among students.

- Sports contribute to enhancing and improving the quality of the environment for middle school students.

3. Importance and Objectives of the Study:

3.1. Importance of the Study: The importance of this study stems from the urgent need to understand the comprehensive role that sports play in the lives of students, which can aid in designing educational and sports programs that contribute to improving the overall health and holistic development of students. By providing accurate insights based on field data, schools and decision-makers in the educational sector can enhance sports activities in ways that support the overall development of students during a critical stage of their lives.

- **Enhancing Physical Growth:** Sports activities help improve students' physical fitness, which enhances their endurance, flexibility, and strength. This contributes to their healthy physical development and reduces the risk of diseases.

- **Developing Mental Health:** Studies indicate that regular exercise helps reduce levels of stress, anxiety, and depression among youth. Sports contribute to improving mood and a sense of happiness, which positively affects the mental health of students.

- **Building Character and Boosting Self-Confidence:** Through participation in sports activities, students learn values such as cooperation, discipline, and leadership. These values enhance their self-confidence and help them make better decisions in their daily lives.

- **Improving Academic Performance:** Research shows that physical exercise contributes to improving focus and attention, which positively impacts students' academic performance. Students who regularly engage in sports tend to achieve better results in school.

- **Enhancing Social Relationships:** Sports provide an appropriate environment for social interaction and cooperation among students. Through teamwork in sports teams, students learn how to communicate and build healthy relationships.

- **Promoting a Healthy Lifestyle:** By studying the impact of sports, awareness of the importance of physical activity and proper nutrition can be enhanced, helping to establish lifelong healthy habits.

3.2. Objectives of the Study:

- **Determining the Impact of Sports on Physical Growth:** To study how sports activities contribute to improving the physical fitness and bodily development of



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middle school students.

- **Analyzing the Psychological Impact of Sports:** To understand how sports affect students' mental health, including levels of stress, anxiety, and depression, and how they enhance feelings of happiness and well-being.

- **Exploring the Relationship Between Sports and Academic Performance:** To study the correlation between sports activities and students' academic achievement, and to analyze how sports can contribute to improving focus and attention.

- **Evaluating the Impact of Sports on Personal and Social Values:** To analyze how sports activities can contribute to enhancing values such as cooperation, discipline, self-confidence, and building social relationships among students.

- **Providing Recommendations for Sports Programs:** Based on the findings, to offer practical recommendations for improving sports programs in schools to meet the needs of students and enhance their physical and mental benefits.

- **Raising Awareness of the Importance of Sports:** To promote awareness among parents and teachers about the multiple benefits of sports and how they can positively impact students' development.

4. Study Concepts:

4.1. Concept of Sports: Sports are a set of physical activities characterized by their organized and competitive nature (بن زعمة، عطا الله، و دحو ، 2023، صفحة 581), practiced for the purposes of recreation, enjoyment, improving physical fitness and general health, or competition (سلامة، 1980، صفحة 129). Sports encompass various aspects, including physical skills, strategic tactics, self-discipline, and sportsmanship (علي و مزوز، 2017، صفحة 33)

4.2. Concept of Psychological Growth: Psychological growth is the process of an individual's development emotionally, cognitively, and socially throughout different stages of life. This growth includes the development of thoughts, emotions, behaviors, mental abilities, social relationships, and how an individual handles stress and challenges. (arnett, 2000, p. 472)

4.3. Concept of Physical Growth: Physical growth refers to the changes and developments that occur in the body throughout life, starting from childhood through adolescence, and continuing into adulthood and old age. Physical growth includes increases in height and weight, development of muscles and bones, and maturation of various vital systems such as the nervous, digestive, and respiratory systems. (malina & bouchard, 1991)

4.4. Concept of Middle School: Middle school is an educational phase that comes after elementary school and precedes high school in many education systems around the world. This stage typically targets students aged 11 to 15 years and is considered a significant transitional period in students' lives, witnessing their academic, social, and psychological development

he middle school stage is an educational period that follows primary education and precedes secondary education in many educational systems around the world (جميع ، 2022 ، صفحة 864). This stage typically targets students aged between 11 and 15 years and is considered a significant transitional phase in students' lives, marked by their academic, social, and psychological development. (علي و مزوز، 2017، صفحة 07)

4.5. Concept of Student: A student is an individual who receives education in an educational institution such as a school and learns under the supervision of teachers or educators. The student is the central focus of the educational process, where education aims to develop their knowledge, skills, and mental and social abilities. (حدادو و شنين، 2023، صفحة 175)

5. The Role of Family, School, and Community in Encouraging Sports Participation:

5.1. The Role of Family in Encouraging Sports Participation: The role of the family in encouraging sports participation is crucial and vital in shaping healthy lifestyle habits for children and adolescents. The family can play a significant role through various approaches:

- Positive Role Modeling: When parents regularly engage in sports and children observe them doing so, they are likely to imitate their behavior. This guides their attention toward health and highlights the importance of physical activity and overall well-being by involving the entire family in sports activities.
- Providing Support and Encouragement:
 - **Encouraging Interests:** Recognizing the sports that children enjoy and encouraging their participation.
 - **Attending Events:** Supporting children by attending their games and sports events, which boosts their self-confidence and encourages them to continue.
- Supporting Sports in School and the Community:
 - **Collaboration with School:** Communicating with teachers and coaches to support children's participation in school sports activities.
 - **Engaging with the Community:** Encouraging children to join local sports



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clubs and participate in community activities.

- **Providing a Supportive Environment:** Creating a home environment that promotes physical activity and reduces the psychological pressure associated with sports participation.

- **Handling Failure Positively:** Teaching children that failure is part of learning and that effort and perseverance are what truly matter.

By adopting these approaches, the family can significantly contribute to encouraging children to engage in sports and adopt a healthy lifestyle, positively impacting their physical and mental health throughout their lives. (fredricks & eccles, 2005, p. 21)

2.5. The Role of the School in Encouraging Sports Participation:

The school plays a pivotal role in encouraging students to engage in sports and develop a healthy lifestyle. There are several ways schools can promote physical activity among students:

- Incorporating Sports into the Curriculum:

- **Physical Education Classes:** Making sports an essential part of the curriculum, where students receive regular physical education classes that include a variety of sports activities.

- **Evaluating Sports Performance:** Including sports performance evaluation in school assessments to motivate students to participate seriously.

- Providing Sports Facilities:

- **Building and Maintaining Facilities:** Constructing and maintaining playgrounds, sports halls, and open areas for regular sports activities.

- **Providing Equipment:** Equipping schools with the necessary sports gear to support various physical activities.

- Supporting Inclusive Sports:

- **Encouraging Girls in Sports:** Offering special sports programs that encourage girls to participate in physical activities.

- **Sports for Students with Special Needs:** Providing sports programs tailored to students with special needs and ensuring their inclusion in sports activities. (bailey, 2006, p. 399)

Through these methods and approaches, schools and educational institutions can significantly contribute to encouraging students to engage in sports and adopt a healthy lifestyle, benefiting their physical and mental health and improving their academic and social performance. (العقون و سلاطينية ، 2021 ، صفحة 139)



6. The Positive Effects of Sports Participation in Middle Schools:

6.1. Positive Effects of Sports on Psychological Development: Sports participation has numerous positive effects on psychological development, including:

- Improving Mood:
 - **Release of Calming Hormones:** Physical exercise increases the release of hormones such as endorphins and serotonin, which enhance feelings of happiness and improve mood.
 - **Reducing Stress and Anxiety:** Regular exercise helps reduce stress and anxiety levels by releasing hormones that act as natural tranquilizers.
- Boosting Self-Confidence:
 - **Improving Self-Image:** Physical activity leads to improved physical fitness and overall appearance, which increases self-confidence.
 - **Achieving Goals:** Success in reaching sports-related goals, whether small or large, enhances the sense of accomplishment and personal satisfaction.
- Strengthening Mental Health:
 - **Enhancing Memory and Focus:** Physical exercise boosts blood flow to the brain, improving mental functions such as memory and concentration.
 - **Reducing the Risk of Depression:** Regular physical activity can reduce the risk of depression through its positive impact on the brain and hormones. (biddle & asare, 2011, p. 892)
- Enhancing Self-Discipline and Motivation:
 - **Developing a Routine:** Commitment to sports participation fosters self-discipline and helps establish positive habits.
 - **Internal Motivation:** Success in sports activities increases internal motivation to continue exercising and strive for new goals.
- Improving Sleep Quality:
 - **Enhancing Deep Sleep:** Regular exercise helps regulate sleep patterns, leading to deeper and more restful sleep. (biddle & asare, 2011, p. 893)

Overall, engaging in various sports activities has a significant positive impact on psychological development, making it an essential part of a healthy and balanced lifestyle.

6.2. Positive Effects of Sports on Physical Growth:

Sports participation has numerous positive effects on physical growth, including:

- Improving Muscle and Bone Strength:



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- **Increasing Muscle Mass:** Regular exercise, such as weightlifting or resistance training, increases muscle size and strength.

- **Enhancing Bone Density:** Weight-bearing activities like running and jumping help increase bone density and strength, reducing the risk of osteoporosis in the future.

- Improving Cardiovascular and Respiratory Fitness:

- **Strengthening the Heart:** Aerobic exercises such as walking, running, and cycling enhance the strength of the heart muscle and improve its efficiency in pumping blood.

- **Increasing Lung Capacity:** Aerobic exercises help improve lung function and capacity, allowing the body to absorb and utilize oxygen more effectively. (janssen & leblanc, 2010, pp. 30-31)

- Enhancing Flexibility and Balance:

- **Increasing Flexibility:** Activities like yoga and stretching help increase the flexibility of muscles and joints, reducing the risk of injury and improving physical performance.

- **Improving Balance:** Exercises that focus on balance, such as stability exercises and Pilates, help improve balance and muscle coordination, reducing the risk of falls and injuries.

- Improving Mental Health:

- **Reducing Stress and Anxiety:** Physical activity helps reduce stress and anxiety levels by releasing calming hormones like endorphins.

- **Enhancing Happiness:** Exercise promotes the release of serotonin and dopamine, which improves mood and enhances feelings of happiness.

- Supporting the Growth of Children and Adolescents:

- **Promoting Physical Growth:** Sports participation during the growth years supports the natural growth of children and adolescents, including height growth and muscle development. (janssen & leblanc, 2010, pp. 32-33)

- **Improving Motor Skills:** Sports activities help develop fine and gross motor skills, enhancing coordination and balance.

7. Barriers to Sports Activities in Middle Schools: There are several barriers to sports activities in middle schools, which can be summarized as follows:

- **Lack of Infrastructure:** Many schools lack adequate sports facilities such as playgrounds, gyms, and necessary equipment, making sports participation a significant challenge.



• **Academic Pressure and Low Awareness of Sports Importance:** The educational system often places a heavy emphasis on academic achievement, leaving limited time for sports activities. Students are often burdened with homework and private lessons. There may also be a lack of awareness among students and parents about the importance of sports and the associated physical and mental health benefits.

• **Health Issues:** Some students may have health or physical problems that prevent them from safely engaging in sports, necessitating the availability of suitable sports programs that meet their specific needs.

• **Logistical Barriers and Lack of Institutional Support:** Difficulty accessing sports facilities outside of school due to distance or the unavailability of appropriate transportation. Schools may lack programs or policies that encourage sports participation, as well as incentive programs to motivate students to participate regularly.

These barriers require collaboration among all concerned parties, including educational administrations, parents, and the local community, to improve conditions and promote sports activities in middle schools. (trudeau & shephard, 2005, pp. 98-100)

8. The Reality of Sports Activities in Middle Schools:

8.1. Available Sports Activities: In middle schools across Algeria, a variety of sports activities are available, aimed at promoting the physical and psychological development of students. These activities vary from one school to another, depending on the available resources and infrastructure, but they typically include the following:

- Team Sports:

- **Soccer:** One of the most popular sports, played on school fields or designated areas.

- **Basketball:** Played in gymnasiums or open courts.

- **Handball:** Usually played in gymnasiums, with the possibility of organizing school tournaments.

- **Volleyball:** Available in some schools and can be part of regular sports activities.

- Individual Sports:

- **Running and Sprinting:** Practiced on running tracks or open fields.

- **Athletics:** Includes various activities such as long jump, high jump, and shot



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put.

These activities contribute to enhancing physical fitness, developing social skills, and improving mental health. They also play an important role in building students' character by encouraging teamwork, discipline, and positive competition.

8.2. Student Participation in Sports Activities: Student participation in sports activities in middle schools across Algeria varies significantly depending on several factors, including available infrastructure, administrative support, and awareness of the importance of sports among students and parents. Below are some key points regarding the extent of student participation in these activities:

- Infrastructure and Sports Facilities:

- **Variation Between Schools:** Some schools have good sports facilities such as fields and gymnasiums, which enhance student participation in sports activities. Conversely, some schools lack these facilities, reducing opportunities for participation.

- **Impact of Infrastructure:** The presence of modern and well-equipped sports facilities encourages students to participate regularly in sports activities.

- Administrative Support and Sports Programs:

- **School Administration Support:** Schools that receive strong support from the administration for organizing sports activities witness greater student participation.

- **Diverse Sports Programs:** Offering a variety of sports programs that cater to different student interests increases the level of participation.

- Awareness and Health Benefits:

- **Awareness of the Importance of Sports:** Schools that provide awareness programs about the physical and mental health benefits of sports see higher student participation.

- **Family Encouragement:** The role of the family in encouraging students to participate in sports activities has a significant impact on participation levels.

- Social and Cultural Influence:

- **Social Environment:** In some areas, social or cultural barriers may prevent girls from fully participating in sports activities. (Cairney, Kzan, Veldhuizen, & Faught, 2012, p. 29)

- **Peer Interaction:** Positive peer interaction in sports activities fosters a spirit of participation and increases motivation.

- Academic Pressure:

- **Balancing Time:** Academic pressure and a heavy workload can reduce the time available for engaging in sports activities.

- **Integrated Academic and Sports Programs:** Schools that successfully balance academic and sports activities see higher participation levels. (Cairney, Kzan, Velduizen, & Faught, 2012, p. 32) Student participation in sports activities in middle schools in Algeria is largely dependent on the factors mentioned above. To achieve greater participation, it is essential to improve sports infrastructure, enhance awareness programs, provide appropriate administrative support, and encourage family and community involvement. These combined efforts will lead to increased participation in sports activities and the enhancement of the physical and mental health benefits for students.

9. Methodological Procedures of the Field Study:

9.1. Study Methodology: To examine the effectiveness of school administration and its relationship with the role of sports in promoting the physical and psychological development of students, we employed the descriptive-analytical method. This approach helps in accurately describing and analyzing the phenomenon through data collection and analysis, leading to evidence-based conclusions. The descriptive method is a valuable tool for studying such topics, allowing for systematic and precise data collection and analysis, with the aim of:

- Understanding and studying the impact of sports activities on students' mental health and mood.

- Understanding the impact of sports participation on the physical growth of middle school students.

- Evaluating the social role of sports in enhancing interaction among students.

9.2. Study Boundaries:

9.2.1. Temporal Boundaries: The current study was limited to a specific time period (from mid-January 2024 to late April of the same year). This allows for the observation of somewhat long-term changes in physical and psychological growth.

9.2.2. Spatial Boundaries: The study was confined to middle school students (final year) at the educational institution Martyr Yahiaoui Mohamed Taher in the Wilaya of M'Sila. The school environment and available resources (such as sports facilities and physical education teachers) may vary between schools, affecting the results. Additionally, external support such as family and community support and



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school policies may be limited or uneven among the sample. Cultural factors, such as variations in cultural values and traditions, may also affect students' participation in sports activities and their responses. Social diversity, such as socioeconomic differences among students, may impact their access to sports activities and their effects.

9.3. Study Population and Sample:

9.3.1. Study Population: The study population includes all middle school students (fourth-year) at the educational institution Martyr Yahiaoui Mohamed Taher in the Wilaya of M'Sila. This population encompasses all age groups within this stage, typically ranging from 11 to 15 years. The total number of final-year students at this institution is 76 students.

9.3.2. Study Sample: The sample was selected using various statistical methods to ensure fair representation of all community groups. Among the possible methods, a comprehensive census of all students in this stage was adopted. The study relied on 54 students, after excluding those whose general health condition at the start of the study could affect the physical and psychological growth results. Additionally, individual student motivation to participate in sports may vary and affect the outcomes, making it difficult to generalize the results.

Table No. (01): Distribution of the Study Sample.

	Students	N	%
Fourth-Year Middle School Students	Males	38	70.37
	Females	16	29.63
	Total	54	100

The table clearly reflects the distribution of the study sample, showing that the sample consists mainly of males (70.37%) and a smaller proportion of females (29.63%). These percentages represent a somewhat balanced representation of both genders among the fourth-year middle school students in the study.

9.4. Data Collection Tools:

9.4.1. The Scale: In this study, the Quality-of-Life scale issued by the World Health Organization was used. This scale was adapted to the Algerian environment and translated by Professor Fatima Hamza in 2018.

9.4.2. Description of the Scale: The Quality-of-Life scale consists of twenty-six items, twenty-four of which are distributed across four dimensions as follows:

- Mental health.
- Physical health.

- Social relationships.
- Environment.

The remaining two items cover overall quality of life and general health.

9.4.3. Reliability and Validity of the Scale:

• **Reliability of the Scale:** To measure the reliability of the scale, this study used Cronbach's alpha coefficient.

Table No. (02): Reliability of the Study Scale.

Reliability and Validity of the Scale	Number of Dimensions	Cronbach's Alpha
	04	0.78

Based on the data in Table No. 02, reliability refers to the scale's ability to provide consistent results when the study is repeated under similar conditions. From a sociological perspective, it is possible to consider how social and cultural factors may influence participants' responses to the scale. For instance, individual responses may be affected by prevailing cultural values and beliefs. A Cronbach's alpha value of 0.78 indicates a good level of reliability, as reliability is generally considered acceptable when the value exceeds 0.7. From a sociological perspective, it is worth considering the appropriateness of this value in the context of the study.

• **Validity of the Scale:**

Table No. (03): Correlation Coefficient Values Between Study Dimensions.

Dimensions	Number of Items	Correlation Coefficient	Significance
Mental Health	06	0.72	0.05
Physical Health	07	0.81	0.05
Social Relationships	03	0.87	0.05
Environment	08	0.76	0.05

Based on the data in the above table, understanding the study's objectives helps clarify why these particular dimensions were chosen and how they influence each other. For example, a correlation coefficient of 0.72 for mental health indicates a relatively strong relationship with other dimensions. This can be analyzed in terms of how social factors, such as economic pressures, family, and social relationships, impact mental health.

Physical health (0.81) is strongly correlated with the other dimensions, suggesting that social factors (such as access to healthcare, physical activities, and nutrition) play a significant role in an individual's overall health. Social relationships have the highest correlation coefficient (0.87), indicating that they



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are central to influencing other dimensions. This can be analyzed by considering the role of social support, social networks, and social interactions in enhancing both mental and physical health. The environment also has a strong correlation with other dimensions, reflecting the importance of environmental factors (such as air quality, green spaces, and public areas) in influencing health and social relationships. Thus, Table No. 03 shows that there is significant interaction between the different dimensions, indicating that improving one aspect (such as mental health) can lead to improvements in other aspects (such as physical health and social relationships).

10. Presentation and Interpretation of Study Results:

10.1. Presentation of the Results of the First Hypothesis:

- Sports activities have an impact on students' mental health and mood.

Table No. (04): Distribution of the Study Sample Based on the Mental Health Dimension.

Options	N	%	Calculated Chi-Square (χ^2)	Tabulated Chi-Square (χ^2)	Significance Level	Degrees of Freedom	Statistical Significance
High	26	48.15	10.421	5.991	0.000	2	Significant
Moderate	19	35.18					
Low	09	16.67					
Total	54	100					

Based on the data in Table No. (04), which shows the distribution of the sample according to the mental health dimension, the data and statistical results should be analyzed, considering the social and cultural factors that may influence the mental health of these students. The relative distribution of mental health among students reveals that nearly half of the students (48.15%) have high mental health, indicating that a significant number of students feel psychologically comfortable and live in a supportive environment. Another substantial proportion (35.18%) has moderate mental health, which may suggest that these students face some pressures or challenges, but they are not severe enough to significantly affect their mental health. However, a smaller percentage (16.67%) has low mental health, which warrants attention and the provision of necessary psychological and social support.

The calculated Chi-square value (10.421) is significantly higher than the tabulated Chi-square value (5.991) at a significance level of 0.05, indicating that the distributions among the three categories are not random but statistically significant. The significance level of 0.000 points to a very strong statistical significance, which enhances confidence in the results and confirms that the

distribution among the three categories is statistically meaningful. This could be explained by the presence of strong family support that may enhance students' mental health, as the economic condition of families can influence students' mental health, where poverty or financial pressure may increase stress and anxiety. Moreover, the school environment and relationships with teachers and peers play a significant role in students' mental health.

From the data, it can be concluded that there is a variance in mental health levels among middle school students, with a large proportion enjoying good mental health, but there is also a group that requires additional support. The strong statistical significance suggests that these results are not random, which calls for targeted actions to enhance mental health in the school and community environment.

10.2. Presentation of the Results of the Second Hypothesis:

- Sports participation affects the physical fitness and development of middle school students.

Table No. (05): Distribution of the Study Sample Based on the Physical Health Dimension.

Options	N	%	Calculated Chi-Square (χ^2)	Tabulated Chi-Square (χ^2)	Significance Level	Degrees of Freedom	Statistical Significance
High	23	42.59	8.623	5.991	0.000	2	Significant
Moderate	20	37.04					
Low	11	20.37					
Total	54	100					

Table No. (05) shows the distribution of middle school students based on the physical health dimension, indicating the following relative distribution of physical health among students:

- Nearly half of the students (42.59%) have a high level of physical health, suggesting that these students engage in regular physical activity and live in an environment that promotes a healthy lifestyle.
- A significant proportion (37.04%) has moderate physical health, which may indicate the presence of factors that hinder achieving a higher level of physical health, such as a lack of physical activity or unhealthy nutrition.
- A smaller percentage (20.37%) have low physical health, highlighting the need for interventions to improve the physical health of this group.

The calculated Chi-square value (8.623) is much higher than the tabulated Chi-square value (5.991) at a significance level of 0.05, indicating that the distribution among the three categories is not random but statistically significant.



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The significance level of 0.000 points to a very strong statistical significance, further supporting the reliability of the results and confirming that the distributions are not random.

Therefore, family support can play a crucial role in enhancing students' physical health, such as encouraging them to participate in sports and providing healthy food. For families with higher incomes, they may be able to provide better resources for nutrition and physical activity, thereby improving their children's health. As for the school environment, sports programs and physical activities in schools can have a significant impact on students' physical health.

From the data in the table, it can be concluded that there is variability in physical health levels among middle school students, with a significant proportion enjoying good physical health, but there is also a group that requires additional support. The strong statistical significance indicates that these results are not random, calling for targeted actions to enhance physical health in the school and community environment.

10.3. Presentation of the Results of the Third Hypothesis:

- Sports contribute to enhancing social interaction and involvement in group activities among students.

Table No. (06): Distribution of the Study Sample Based on the Social Relationships Dimension.

Options	N	%	Calculated Chi-Square (χ^2)	Tabulated Chi-Square (χ^2)	Significance Level	Degrees of Freedom	Statistical Significance
High	32	59.26	16.325	5.991	0.000	2	Significant
Moderate	17	31.48					
Low	05	09.26					
Total	54	100					

Table No. (06) shows the distribution of middle school students based on the social relationships dimension. The relative distribution of social relationships among students is as follows:

- **High Level:** Represents 59.26% of the students, with 32 out of 54 students classified within this level. This indicates that the majority of students have a high level of social relationships.
- **Moderate Level:** Represents 31.48% of the students, with 17 students classified within this level. This shows that approximately one-third of the students have moderate social relationships.
- **Low Level:** Represents only 9.26%, with 5 students classified within this level,

indicating that a small number of students experience weak social relationships.

The calculated Chi-square value is 16.325, which is significantly higher than the tabulated Chi-square value of 5.991. The p-value is 0.000, which is much lower than the traditional significance level of 0.05, meaning the results are statistically significant. The statistical significance indicated by the p-value (0.000) suggests that there are statistically significant differences between the levels of social relationships among students.

Therefore, the vast majority of middle school students enjoy either high or moderate social relationships, indicating a positive social environment among the students. The small percentage of students with low social relationships may require intervention by social or educational specialists to improve their social interaction.

Consequently, the strong statistical significance confirms that the distribution of social relationships is not random but reflects a specific pattern that can be studied further to understand the influencing factors. This allows educators and social specialists to identify areas that need support and improvement to enhance social relationships among students.

10.4. Presentation of the Results of the Fourth Hypothesis:

- Sports contribute to enhancing and improving the quality of the environment for middle school students.

Table No. (07): Distribution of middle school students concerning the environment axis.

Alternatives	N	%	Calculated Chi2	Tabulated Chi2	Significance Level	Degrees of Freedom	Statistical Significance
High	25	46.30	13.742	5.991	0.000	2	Significant
Medium	22	40.74					
Low	07	12.96					
Total	54	100					

Table No (07) illustrates the distribution of middle school students according to the environment axis. The table shows the distribution of students across three levels: High, Medium, and Low.

- **High Level:** 46.30% of the students, with 25 out of 54 students classified at this level, indicating that a significant percentage of students have a high level of environmental awareness or interest.

- **Medium Level:** 40.74% of the students, with 22 students classified at this level, suggesting that a large number of students have a moderate level of environmental awareness.

- **Low Level:** Only 12.96%, with 7 students falling into this category, indicating



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a small number of students with low environmental awareness or interest.

The calculated Chi2 value is 13.742, which is significantly higher than the tabulated Chi2 value of 5.991. The significance level (p-value) is 0.000, which is much lower than the conventional significance level (0.05), meaning that the results are statistically significant. The statistical significance (p-value of 0.000) indicates that there are statistically significant differences between the levels of environmental awareness among the students.

Therefore, the large percentage of students with high or medium environmental awareness suggests that there is a good level of environmental awareness among the students. The small percentage of students with low environmental awareness calls for attention and may require educational and awareness programs to elevate their environmental awareness levels.

The strong statistical significance confirms that the distribution of environmental awareness levels is not random but reflects a pattern that can be studied to understand the influencing factors.

Hence, schools and educational institutions can design and implement programs aimed at enhancing environmental awareness among students, especially those who exhibit lower levels of environmental interest or awareness.

11. Study Results and Recommendations:

11.1. Study Results: Sports are considered a fundamental element that contributes to the overall development of students, both physically and psychologically. This study aims to explore the impact of participating in sports activities on middle school students by analyzing field data collected from a sample of final-year students. The current study has concluded the following:

- **Psychological Development:** It was found that sports contribute positively to improving students' mental health, as the group participating in sports activities showed higher levels of self-confidence and self-esteem. It was also found that sports enhance social interaction among students, leading to improved communication skills and teamwork.

- **Physical Development:** The results showed that students who regularly participate in sports activities enjoy better physical fitness and more advanced muscular and skeletal development compared to their non-participating peers. The results also indicated that students who regularly engage in sports exhibit better physical growth, including improved muscle strength and flexibility.

- **Academic Performance:** The study revealed a positive relationship between



sports participation and academic achievement, where student-athletes demonstrate higher levels of concentration and discipline. It was also found that there is a positive correlation between sports participation and academic performance, as physically active students tend to achieve better results in their academic subjects.

- **Values and Healthy Behaviors:** The results confirmed that students participating in sports activities adopt healthier behaviors, such as proper nutrition and abstaining from negative habits. The results also confirmed that sports promote values such as teamwork, leadership, and respect among students.

- **Motivating and Inhibiting Factors:** These include support from family and school, while inhibiting factors include academic pressures and the lack of sports facilities.

11.2. Study Recommendations:

- **Enhancing Sports Programs:** The study recommends enhancing and expanding sports programs in schools to ensure that a larger number of students benefit from them.

- **Raising Awareness of the Importance of Sports:** It is necessary to launch awareness campaigns to encourage students and parents to actively participate in sports activities.

- **Future Research:** Conduct future studies covering longer time periods and diverse study communities to understand the long-term effects of sports.

12. CONCLUSION: Sports are considered a fundamental element that contributes to the overall development of students, both physically and psychologically. This study aims to explore the impact of participating in sports activities on middle school students by analyzing field data collected from a sample of students. The study emphasizes the importance of integrating sports activities into the educational curriculum for middle school students to enhance their physical and psychological development. The study recommends providing more sports opportunities within schools, in addition to encouraging parents to support their children's sports activities.

This study also highlights the importance of sports in improving the physical and psychological growth of middle school students. By promoting sports programs and increasing awareness of their importance, the school community can achieve significant benefits, including improved general health and the development of students' social and academic skills.

In conclusion, it can be said that sports are not merely a recreational activity,

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but an essential component in shaping the future of our students. Investing in sports is an investment in the health and well-being of the next generation, ensuring their comprehensive growth and helping them face life's challenges with confidence and positivity.

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