

**Impact of Sports Practice on the Mental Health of Elementary School Children:
A Descriptive Study Conducted Among Physical Education Teachers in Tlemcen
Province**

اثر الممارسة الرياضية على الصحة النفسية لدى أطفال المدارس الابتدائية

- بحث وصفي اجري على أساتذة التربية البدنية والرياضية على مستوى ولاية تلمسان -

**Impact de la pratique sportive sur la santé mentale des enfants d'école primaire :
Une étude descriptive menée auprès des enseignants d'éducation physique dans la
wilaya de Tlemcen**

houari, AOUINTI^{*1}

Date of submission 20 /09 /2025 - Date of acceptance 03/12/2025 - Date of edition: 31/12/2025

ملخص:

هدفت هذه الدراسة إلى تحليل أثر الممارسة الرياضية على الصحة النفسية لتلاميذ التعليم الابتدائي، من خلال استعراض آراء 52 أستاذًا لتربية البدنية. تبنت الدراسة المنهج الوصفي واستخدمت استبيانًا ذو ثلاث محاور رئيسية: الاتزان النفسي، الإشباع العاطفي، تنمية الثقة بالنفس، أظهرت النتائج فروقًا ذات دلالة إحصائية تشير إلى أن الأنشطة الرياضية تساهم بشكل فعال في تقليل القلق والتوتر، تعزيز التعبير والانضباط العاطفي، زيادة الثقة بالنفس، وتحسين القدرات الإدراكية لدى التلاميذ. تتفق هذه النتائج مع الدراسات السابقة، مما يؤكد أهمية دمج النشاط الرياضي في البيئة المدرسية لتعزيز الصحة النفسية في المرحلة الابتدائية

الكلمات المفتاحية: الممارسة الرياضية؛ الصحة النفسية؛ تلاميذ التعليم الابتدائي

Abstract :

This study aimed to analyze the impact of sports practice on the mental health of elementary school students by reviewing the opinions of 52 physical education teachers. The study adopted a descriptive methodology and used a questionnaire with three main axes: psychological balance, emotional satisfaction, and self-confidence development. The results showed statistically significant differences indicating that sports activities effectively contribute to reducing anxiety and tension, enhancing emotional expression and regulation, increasing self-confidence, and improving cognitive abilities among students. These results are consistent with previous studies, confirming the importance of integrating sports activities into the school environment to promote mental health during the elementary stage

Keywords : Sports practice; Mental health; Elementary school students

Résumé :

Cette étude visait à analyser l'impact de la pratique sportive sur la santé mentale des élèves du primaire, en recueillant les avis de 52 enseignants d'éducation physique. L'étude a adopté une méthodologie descriptive et utilisé un questionnaire comportant trois axes principaux : l'équilibre psychologique, la satisfaction émotionnelle et le développement de la confiance en soi. Les résultats ont montré des différences statistiquement significatives indiquant que les activités sportives contribuent efficacement à réduire l'anxiété et la tension, à renforcer l'expression et la régulation émotionnelles, à accroître la confiance en soi et à améliorer les capacités cognitives des élèves. Ces résultats concordent avec des études antérieures, confirmant l'importance d'intégrer les activités sportives dans l'environnement scolaire pour promouvoir la santé mentale à l'école primaire.

Mots clés : pratique sportive; santé mentale; élèves du primaire

* Corresponding author.

¹ Houari Aouinti, Mohamed Boudiaf University of Oran, LAPESA:Algeria, houari.aouinti@univ-usto.dz.

Introduction :

Several studies have shown that students who regularly practice sports tend to have stable mental health and enhanced ability to concentrate and positively engage in the school environment. Sports provide an outlet for excess energy through purposeful activities, reducing behavioral disorders. A study by Bouaziz et al. (BOUAZIZ, 2017, p. 106) found that physical activities psychologically influence the acquisition of the need to achieve high goals, emotional discipline, obedience, and respect for authority, in addition to strengthening self-confidence, emotional balance, self-control, and reducing stress and aggressive behaviors. Furthermore, regular physical exertion has positive effects on the mental health of individuals, especially those suffering from psychological disorders such as stress and depression.

Schools offering regular physical education classes support the psychological well-being of students, provided these classes are built on scientific foundations and consider individual differences. With the increasing psychological pressures children may face in society and at school, understanding the characteristics of physical, motor, mental, emotional, and social development is crucial for comprehending children's behavior and interaction methods. Growth is a continuous and interconnected process through which maturity develops comprehensively across various facets .

Sports practice contributes as a preventive and therapeutic tool to enhance adaptation to psychological pressures. However, sports practice in elementary education may face challenges such as lack of awareness of its importance, limited time and space, or insufficient training among some supervisors, making its impact on mental health a subject of inquiry.

Mental health constitutes a fundamental pillar in a student's life, directly influencing academic achievement, social interactions, and behavioral and emotional stability. With the increasing educational and social pressures, attention to the psychological aspects of children has become an urgent necessity. Sports practice is an effective factor in supporting mental health, as it stimulates the release of happiness hormones, reduces feelings of anxiety and stress, and encourages the building of healthy social relationships. Despite these assumed benefits, the relationship between physical activity and the mental health of students still requires scientific scrutiny, especially within our educational environment where practice conditions and awareness levels vary. Majadi Mustafa et al. (2021) noted that engaging in sports activities, particularly extracurricular ones, contributes to enhancing mental health but recommended further studies due to the scarcity of research and insufficient attention to this topic (MAJADI, Abdelkrim , & Mohamed , 2021, p. 230).

Mohamed Z. Dakbaj and Hussein Ben Zidan (2023) conducted a study titled "The Role of Sports Practice in Achieving Children's Mental Health," emphasizing the effectiveness of sports activities as a means to improve children's mental health by reducing psychological stress and health problems. The study also highlights the importance of family and community awareness about the role of sports activities in children's lives, which contributes to better psychological and social balance (Mohamed & Ben Zidan, 2023).

In the same context, Abderrafik Ben Daraji and Issa Mihoubi (2023) examined "The Role of Sports Activities in Enhancing Mental Health among Middle School Students." Their results showed that sports activities play an effective and positive role in promoting mental health among students, contributing to the improvement of their overall psychological state (Abdelrafik & Mihoubi, 2023).

Furthermore, Zouheir Redwan (2025) conducted a study on "School Recreational Activities and Their Role in Enhancing Mental Health among Elementary School Students from the Perspective of Physical Education Teachers." The results indicated that school recreational activities have a positive role in enhancing students' mental health (Zouheir, 2025).

Based on this, the study poses the following problem statement:

What is the effect of sports practice on the mental health of elementary school students?

Sub-questions:

1. What is the effect of sports practice on the psychological balance of elementary school students?
2. What is the effect of sports practice on the psychological and emotional satisfaction of elementary school students?
3. What is the effect of sports practice on the development of self-confidence among elementary school students?

1-Research Objectives:

1-1. General Objective :

To identify the impact of sports practice on achieving mental health among elementary school students.

1-2. Specific Objectives :

- To identify the effect of sports practice on psychological balance among elementary school students.
- To identify the effect of sports practice on psychological and emotional satisfaction among elementary school students.
- To identify the effect of sports practice on the development of self-confidence among elementary school students.

2- Research Hypotheses:

2-1. General Hypothesis:

Sports practice plays an effective role in achieving mental health among elementary school students

2-2. Specific Hypotheses :

- Sports practice plays an effective role in achieving psychological balance among elementary school students.
- Sports practice plays an effective role in achieving psychological and emotional satisfaction among elementary school students.
- Sports practice plays an effective role in developing self-confidence among elementary school students.

3- Importance of the Research:

This study is significant in focusing on the relationship between sports practice and mental health among elementary school students, a developmental stage considered one of the most sensitive periods for shaping a child's personality and psychological and social growth. In this context, physical activity and physical education play both a preventive and therapeutic role in

protecting against certain psychological disorders and contributing to the build-up of sound psychological balance among students.

The study aims to draw the attention of educators, teachers, and specialists in the educational field to the therapeutic psychological potentials contained within physical education classes. These activities can serve as effective means for emotional release, enhancing self-confidence, and improving social relationships within the classroom, especially for students who suffer from anxiety, stress, or social interaction difficulties.

Furthermore, this study provides a scientific basis for developing educational curricula adopted in elementary schools by enhancing the psychological dimension in planning and implementing physical education sessions. This ensures the comprehensiveness of the educational and formative process in its various dimensions, particularly the psychological aspect. The expected results also contribute to proposing educational and practical mechanisms to optimize the utilization of physical sports activity as an effective means to promote mental health in the school environment, through adopting teaching strategies that consider individual differences and psychological needs of students, and by providing a learning environment characterized by safety, confidence, and belonging.

4- Research Terms :

4-1. Sports Practice:

-Conceptual Definition:

Sports practice is an integral part of general education and constitutes an experimental field aimed at forming a physically, mentally, emotionally, and socially healthy citizen through various forms of physical activity (AL-BAISONI, 1992, p. 30).

- Operational Definition:

It refers to the regular participation in physical activities scheduled within the school, whether as part of physical education classes or in parallel sports activities.

4-2. Mental Health:

Researchers agree with the definition by "Zahran Hamed" describing it as a relatively stable state in which an individual is psychologically (personally, emotionally, and socially) compatible with the self and environment, feeling happiness with oneself and others, capable of self-actualization and utilizing one's capacities to the fullest extent, and able to cope with life demands (ZAHARAN, 2005, p. 95) .

He defines mental health as a relatively positive mental and emotional state that reflects the integration of an individual's various abilities and functions, and the balance of internal and external forces that guide behavior within a specific society and time. This occurs at a defined stage of development, allowing the individual to enjoy psychological well-being and social effectiveness (Nabil, Abdullah, & Rafik , 2017).

According to the World Health Organization, mental health is a state of well-being in which an individual realizes their own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community. It involves physical, mental, and social well-being, and is not merely the absence of disease or infirmity (Al-Izza, 2004, p. 23).

4-3. Elementary School Students:

4-3-1.student:

A student is defined as a person who is prepared for a specific educational stage, characterized by a certain mental and chronological level. The student should possess abilities, interests, and habits aimed at acquiring the skills and linguistic habits that the teacher aspires to teach. Attention must be given to the learner's capacities and readiness concerning the goals they seek to achieve (Khayrat, 2015, p. 5).

It is also defined as the fundamental element in the educational relationship framework, primarily composed of the teacher and the student, to ensure the success of their daily work (Lobna, 2008, p. 34).

Practically, a student is a person who receives knowledge, information, or a skill from a teacher during the primary education stage.

4-3-2.Primary education:

Primary education is the fundamental base upon which the entire educational system is built, as it is the public educational institution that welcomes children for the first time in their lives. It provides them with knowledge and information and equips them with sufficient abilities and skills according to their psychological, social, moral, and linguistic development. This can only be achieved thanks to competent teachers and scientific administration. In addition to the school's role in upbringing and disciplining the child, it provides education according to a specific curriculum and in a particular manner by trained educators (Morsi, 1998, p. 53)

This group is defined as children aged between 6 and 12 years, who study in the first educational stage according to the official educational system.

5- Field Procedures:

5-1. Scientific Method Used:

The descriptive method was employed in this research due to its suitability for the nature of the study.

5-2. Research Population and Sample:

The research population consists of all physical education teachers in elementary schools in Tlemcen Province

5-3. Research Sample:

The research sample maintains the common characteristics of the research population and is divided into exploratory and main samples, which are subsets of the population. In this study, the research sample was determined as follows:

- The sample included 52 physical education teachers in Tlemcen Province, selected randomly.

5-3-1.Sample Characteristics:

Table -1 -: Distribution of the sample according to gender:

Gender	Frequency	Percentage (%)
Male	29	56
Female	23	44
Total	52	100

From Table 1, it is evident that the majority of teachers, representing 56%, are male, while 44% are female.

-Sample Distribution According to Age Variable:

Table -2 -: Sample Distribution According to Age Variable

Age Group	Frequency	Percentage (%)
------------------	------------------	-----------------------

**Impact of Sports Practice on the Mental Health of Elementary School Children:
A Descriptive Study Conducted Among Physical Education Teachers in Tlemcen Province**

Less than 25 years	10	19
25 years	22	42
More than 25 years	20	39
Total	52	100

-From Table 2, it is noted that the largest percentage of teachers, representing 42%, are exactly 25 years old, while the smallest percentage, 19%, are younger than 25 years.

6- Research Tools:

The questionnaire axes were formulated based on the research questions and hypotheses, covering dimensions of mental health related to sports practice:

1. **Psychological Balance:** Measures the extent to which physical activity affects the child's psychological balance and emotional stability.
2. **Psychological and Emotional Satisfaction:** Measures the contribution of sports practice to fulfilling the psychological and emotional needs of the student.
3. **Self-confidence:** Aims to monitor the relationship between regular participation in physical activity and the student's self-esteem and confidence.

A three-point Likert scale was chosen (Yes – No – Sometimes) to suit the target group (teachers), facilitating response and increasing data classification accuracy. The phrases were carefully designed to be simple and direct, matching the respondents' comprehension level. Each axis included 7 prepared and then reviewed by academic questions.

The initial questionnaire was experts specialized in psychology and physical education to ensure face validity and alignment with the study objectives. Necessary modifications were made before applying the questionnaire to the research sample.

-Pilot Study

The pilot study involved two phases:

-First Phase: Conducting interviews with a number of teachers to assess the questionnaire content.

Second Phase: Calculating the psychometric properties of the questionnaire

7-Psychometric Properties of the Study Questionnaire

7-1.Reliability: The reliability coefficient was determined by distributing the questionnaire to a pilot sample of 15 teachers (excluded from the main sample). It was reapplied after two weeks, and the reliability degree was calculated based on this test-retest.

7-2.Construct Validity: Face validity was established by presenting the questionnaire to a panel of experts, who suggested adjustments before finalizing the tool. Construct validity was assessed by calculating the square root of the reliability coefficient. Table 4 shows the reliability and validity coefficients of the questionnaire applied to the pilot sample

Table -3 -: Reliability and Construct Validity

Axis	Reliability	Construct Validity
Axis 1	0.92	0.96
Axis 2	0.95	0.97
Axis 3	0.89	0.94
Axis 4	0.90	0.95
Whole Questionnaire	0.92	0.96

Source: Authored by the researcher

From Table 3, it is noted that the Pearson correlation coefficients for the questionnaire axes and the overall questionnaire ranged from 0.89 to 0.95, while construct validity ranged between 0.94 and 0.97, indicating that the questionnaire demonstrates high reliability and validity.

8- Results and discussion of the research :

Axis 1: The effective role of sports practice in achieving psychological balance among elementary school students

Table -4 -: presents the statistical analysis results for the first axis questions:

Question	Question Text	Yes (Freq.)	Yes (%)	Sometimes	Sometimes	No (Freq.)	No (%)	Chi-square value	Degrees of	Statistical significance
1	Does sports practice help reduce stress and anxiety in children?	43	83	8	15	1	2	58.42	2	Significant
2	Do you notice an improvement in children's ability to manage negative emotions after sports activities?	41	79	10	19	1	2	50.81	2	Significant
3	Does sports help children maintain psychological balance when dealing with daily problems?	33	63	18	35	1	2	29.58	2	Significant
4	Do sports activities improve the psychological state of children suffering from stress?	48	92	4	8	0	0	81.85	2	Significant
5	Do you feel children appear calmer after practicing sports?	28	54	15	29	9	17	10.88	2	Significant
6	Do sports activities help reduce feelings of anger or aggression among children?	36	69	15	29	1	2	35.81	2	Significant
7	Does sports help children better adapt psychologically to academic pressures?	44	85	8	15	0	0	63.38	2	Significant

Source: Authored by the researcher

Total for all questions:

- Yes: 273 (75.0%)
- Sometimes: 78 (21.4%)
- No: 13 (3.6%)

All differences are statistically significant.

The results show a clear consensus among teachers on the positive and effective role of sports practice in achieving psychological balance among elementary school students. All seven questions showed strong statistical significance. The highest agreement was regarding the improvement of the psychological state of stressed children (92%), while the lowest agreement, still significant, was regarding children appearing calmer after sports (54%).

**Impact of Sports Practice on the Mental Health of Elementary School Children:
A Descriptive Study Conducted Among Physical Education Teachers in Tlemcen Province**

Axis 2: The effective role of sports practice in achieving psychological and emotional satisfaction among elementary school students

Table -5 -: shows the statistical analysis for the second axis questions:

Question No.	Question Text	Yes (Freq.)	Yes (%)	Sometimes Yes (Freq.)	Sometimes Yes (%)	No (Freq.)	No (%)	Chi-Square Calculated	Degrees of Freedom	Statistical Significance
1	Do sports activities contribute to enhancing children's abilities to express their problems?	42	81%	10	19%	4	8%	55.54	2	Statistically significant
2	Does sports enhance emotional satisfaction in children?	36	69%	12	23%	3	8%	32.02	2	Statistically significant
3	Can children express their feelings better after participating in sports activities?	42	81%	10	19%	0	0%	55.54	2	Statistically significant
4	Do sports activities show a positive effect in improving emotional relationships among children?	45	87%	7	13%	0	0%	67.65	2	Statistically significant
5	Does sports improve children's feelings towards themselves after activities?	44	85%	8	15%	0	0%	63.38	2	Statistically significant
6	Do you notice that children who practice sports feel more satisfied with their emotional life?	36	69%	13	25%	3	6%	33.04	2	Statistically significant
7	Does sports help reduce feelings of frustration or depression in children?	48	92%	4	8%	0	0%	81.85	2	Statistically significant

Source: Authored by the researcher

The results of this axis demonstrate a clear consensus among teachers that sports practice plays an effective role in achieving psychological and emotional satisfaction among elementary school students. All seven questions achieved strong statistical significance. Teachers agree that sports activities help enhance children's expressive abilities regarding their problems, boost emotional satisfaction, improve emotional expression, positively affect children's emotional relationships, improve children's self-feelings after activities, increase emotional life satisfaction among children practicing sports, and reduce feelings of frustration or depression.

Axis 3: The effective role of sports practice in developing self-confidence among elementary school students

Table -6 -: shows the statistical analysis for the third axis questions:

Question No.	Question Text	Yes (Freq.)	Yes (%)	Sometimes Yes (Freq.)	Sometimes Yes (%)	No (Freq.)	No (%)	Chi-Square Calculated	Degrees of Freedom	Statistical Significance
--------------	---------------	-------------	---------	-----------------------	-------------------	------------	--------	-----------------------	--------------------	--------------------------

1	Do you notice that sports practice helps enhance children's self-confidence?	51	98%	1	2%	0	0%	98.12	2	Statistically significant
2	Do sports activities contribute to increasing children's sense of task accomplishment?	42	81%	8	15%	2	4%	53.69	2	Statistically significant
3	Do you notice that children who regularly practice sports show higher self-confidence compared to non-practitioners?	47	90%	4	8%	1	2%	76.42	2	Statistically significant
4	Does sports enhance children's ability to adapt to social or psychological challenges?	40	77%	11	21%	1	2%	47.35	2	Statistically significant
5	Does sports contribute to enhancing children's self-image?	40	77%	9	17%	3	6%	45.50	2	Statistically significant
6	Does sports practice help children accept themselves and achieve personal goals?	37	71%	12	23%	3	6%	35.81	2	Statistically significant
7	Do sports activities positively affect children's ability to make decisions confidently?	39	75%	12	23%	1	2%	44.12	2	Statistically significant

Source: Authored by the researcher

Study Results Summary:

-98% of teachers believe that sports practice enhances children's self-confidence, with 2% saying it sometimes does; the chi-square value was 98.12, indicating a significant difference.

-81% believe sports activities increase children's sense of task accomplishment, with 4% dissenting; chi-square 53.69, significant.

-90% observe higher self-confidence levels in children who regularly practice sports compared to those who do not, with 2% dissenting; chi-square 76.42, significant.

-77% agree sports help children adapt to social or psychological challenges, 2% dissenting; chi-square 47.35, significant.

-77% say sports contribute positively to children's self-image, 6% dissenting; chi-square 45.50, significant.

-71% believe sports help children accept themselves and achieve personal goals, 6% dissenting; chi-square 35.81, significant.

-75% feel sports activities positively influence children's confident decision-making, 2% dissenting; chi-square 44.12, significant.

-Hypothesis 1:

The study's results align with previous research such as the study by Ben Hamada Zakaria et al. (2017), which highlighted the role of physical education classes in reducing psychological anxiety and emotional ventilation. These results are consistent with the study by Arabawi Sahnoun (2020) (Sahnoun, 2020) and by Bouaziz Mohamed et al. (2017) (BOUAZIZ, 2017), which showed that sports practitioners had higher confidence and greater discipline, and demonstrated differences in favor of practitioners regarding positive psychological aspects.

- These results are linked to concepts in educational psychology and mental health, which emphasize the role of physical activity in regulating the autonomic nervous system and stimulating the secretion of hormones that contribute to psychological comfort, as well as dissipating negative energies, enhancing psychological balance, and shaping a balanced personality.

-Based on this, Hypothesis 1 is confirmed and is important for promoting mental health among elementary school students.

-Hypothesis 2:

The study results showed statistically significant differences confirming teachers' view that sports activity is an effective way to help children express their feelings, reduce feelings of depression and frustration, and cultivate feelings of satisfaction and self-acceptance. Most teachers pointed to the positive impact of sports on improving emotional relationships among pupils and encouraging positive interaction within the school environment, supporting the hypothesis of emotional satisfaction as an outcome of physical activity.

-These findings coincide with those of Ghatass Mourad (2021), who emphasized the positive effect of physical activity on mental health, including emotional aspects. They also align with the results of Majadi Mustafa et al. (2021) (MAJADI, Abdelkrim , & Mohamed , 2021), which found a positive relationship between participating in extracurricular activities and mental health dimensions, including emotional and affective components.

-The theoretical explanation supports that physical activity allows emotional release and builds social bonds, enabling children to experience moments of success and belonging, contributing to emotional balance, reducing isolation, enhancing social acceptance, and supporting integrated psychological development. This confirms that regular physical practice in a controlled educational environment meets children's psychological and emotional needs.

-Hypothesis 3:

Results showed statistically significant differences confirming that most teachers believe sports play a role in enhancing children's self-esteem, strengthening their sense of self-efficacy, and their ability to face challenges. They also indicated that pupils who engage in sports activities show greater ability to make decisions, express their opinions, and participate confidently in social activities compared to non-practitioners, highlighting the key role of sports in personality building and fostering self-confidence.

-These results agree with the study of Bouaziz Mohamed et al. (2017) (BOUAZIZ, 2017), which showed that sports practice contributes to higher self-confidence and better discipline. They also align with Ghatass Mourad (2021), which revealed significant differences favoring practitioners regarding positive psychological aspects, including a sense of competence and personal success.

-The theoretical interpretation is based on self and self-efficacy theories, which state that children's successful sports experiences strengthen their perceptions of capabilities and provide feelings of achievement and recognition. The group nature of sports fosters an encouraging environment for positive interaction and constructive competition, which develops personality and enhances self-confidence.

-Partial Hypothesis 1:

Sports practice plays an effective role in achieving psychological balance among elementary school students. The study showed statistically significant differences supporting this, with physical activity contributing to reducing tension and anxiety, helping children manage negative emotions and adapt to academic pressures, thus promoting calmness and reducing aggression.

-Partial Hypothesis 2:

Sports practice contributes to achieving psychological and emotional satisfaction. The study enhanced children's ability to express their feelings and meet their emotional needs, resulting in improved social relationships and a greater sense of psychological well-being.

-Partial Hypothesis 3:

Sports practice leads to the development of self-confidence. Results indicated a correlation between sports participation and the ability to achieve goals, social adaptation, improved self-image, self-acceptance, and increased confidence in decision-making.

-Additionally, sports practice was found to improve cognitive and mental abilities, positively reflecting on academic performance and classroom interaction.

Conclusion:

This study aimed to examine the impact of sports practice on the mental health of elementary school students, focusing on four main dimensions: psychological balance, emotional satisfaction, self-confidence development, and cognitive enhancement, in response to the growing need to understand the role of physical activity in supporting mental health during early education.

The study adopted a descriptive methodology and collected data via a validated questionnaire directed to 52 physical education teachers from various elementary schools, as they are best positioned to observe the effects of sports activity on students.

The results revealed statistically significant differences supporting the positive impact of sports practice on all mental health dimensions. Sports were found to reduce stress and anxiety, enhance positive emotions, improve emotional expression, increase self-confidence, and develop cognitive and attention abilities.

The results were analyzed in comparison with prior studies, showing consistency in findings and interpretations, relying on theoretical frameworks of psychological and cognitive development and the importance of an active educational environment.

This study highlights the importance of integrating sports practice in educational institutions not only as a physical activity but also as an effective pedagogical tool to improve children's mental health, positively reflecting on their academic achievement, behavior, and social interaction both inside and outside school.

-Recommendations and Suggestions :

- Incorporate regular and purposeful sports programs within elementary school curricula that focus on supporting students' mental health.

- Provide a supportive school environment with appropriate facilities and equipment that enhance the quality of physical activity.

- Strengthen coordination between parents and teachers to ensure the continuity of students' sports practice outside school hours.

- Encourage future research examining the relationship between physical activities and mental health across different educational stages.

- Diversify sports activities to align with students' psychological and individual characteristics.

- Introduce extracurricular activities aimed at integrating children and enhancing their psychological and social skills.

- Review educational curricula to make physical education a central subject aimed at building a well-rounded personality.

- Monitor students' mental health through teachers' observations and involve psychological counselors in regular assessments.

Bibliography:

Abdelrafik, B. D., & Mihoubi, I. (2023). The Role of Sports Activities in Enhancing Mental Health among Middle School Students. *Al-Auras Journal of Sports Sciences*, pp. 95-100.

AL-BAISONI, A. (1992). *Theories and Methods of Training*, 2nd Edition. Algeria: University Publications Office.

**Impact of Sports Practice on the Mental Health of Elementary School Children:
A Descriptive Study Conducted Among Physical Education Teachers in Tlemcen Province**

- Al-Izza, S. H. (2004). *Mental Health Nursing*. , 1st Edition, . Amman: Dar Al-Thaqafa for Publishing and Distribution.
- BOUAZIZ, M. (2017). The Impact of Sports Practice on the Mental Health of Secondary School Students. . *Journal of Behavior*.
- Khayrat, N. (2015). *The Development of the Linguistic Lexicon among Middle School Students. Master's Thesis in Arabic Literature,, Page 5*. constantine, algeria: Faculty of Arts, Abdelhamid Ben Badis University.
- Lobna, B. S. (2008). *The Reality of Assessment in Primary Education under the Competency-Based Approach: A Field Study in Mila Province. Master's Thesis in Educational Sciences*, . Algeria: Faculty of Humanities and Social Sciences, Mentouri University of Constantine.
- MAJADI, M., Abdelkrim , M., & Mohamed , D. (2021). The Role of Extracurricular Sports Activities in the Mental Health of Secondary School Students in Laghouat City: , 12(03). *Journal of Sports Creativity*.
- Mohamed, D., & Ben Zidan, H. (2023). The Role of Sports Practice in Achieving Children's Mental Health. . *Al-Auras Journal of Sports Sciences*, pp. 64-74.
- Morsi, M. M. (1998). *The Teacher and the Fields of Education*. . Cairo: Anglo-Egyptian Library.
- Nabil, M., Abdullah, W., & Rafik , A. (2017). Mental Health and Its Relationship with Future Anxiety among Students about to Graduate. . *Al-Mandhouma Sports Journa*, 4(1).
- Sahnoun, A. (2020). . The Role of Educational Physical Activity in Achieving Mental Health for Fourth-Year Middle School Students. , Volume 11, Issue 5,. *Al-Riyadi (The Sportsman)*, 11(5), pp. 81-105.
- ZAHARAN, H. A. (2005). *Mental Health and Psychotherapy*. Cairo: Alam Al-Kutub.
- Zouheir, R. (2025). School Recreational Activities and Their Role in Enhancing Mental Health among Elementary School Students from the Perspective of Physical Education Teachers. *Rawafid Journal for Studies and Research in Sports Sciences*, 05(01), pp. 70-80.