

Regular Participation in Physical and Sporting Activities: Exploring its Influence on Body Image among Adolescents

المشاركة المنتظمة في الأنشطة البدنية والرياضية: إستكشاف تأثيرها على صورة الجسم لدى المراهقين

Djoulia Zemmar^{*1}, Faïza Goumiri²

¹ University Algiers3, Laboratory of Motor Performance Sciences and Pedagogical Interventions, C1697400, zemmar.djoulia@univ-alger3.dz

² University Algiers3, goumiri.faïza@univ-alger3.dz

Received: 14/02/2024

Accepted: 22/07/2024

Published: 05 /08/2024

Abstract:

This study aims to investigate adolescents' body image perception in students of Colonel Lotfi Secondary School in Ouled Fayet, Algiers, Algeria. It aims to determine whether there are statistically significant differences in the variable of body image attributed to the variable of regular physical activity. Additionally, it explores whether there are statistically significant differences in the body image variable between males and females. For this purpose, a field study was conducted on a random sample of 100 students (15-16 years old), employing a descriptive approach and utilizing a standardized scale, the Sufiane Nafaa Body Image Scale. The study's results, after statistical analysis, reveal that the level of body image is higher among adolescents who engage in regular physical activities, and there are no gender-related differences in the perception of body image.

Keywords: Regular physical and sport activities, Body image, Adolescence.

Introduction:

The growth trajectory unfolds across distinct life stages (childhood, adolescence, youth, adulthood, and old age) marked by intrinsic changes in psychological, social, and physical dimensions.

Notably, "adolescence" signifies a pivotal phase characterized by both positive and negative developments, influenced by diverse factors encountered in personal, familial, academic, and social spheres. This stage fosters decision-making abilities rooted in a solid foundation. This transformative period is not merely a sensitive period but entails a direct confrontation with its realities and external influences, necessitating an understanding of conflicts and the pursuit of suitable solutions. Often described as a period of "storm and stress" by early theorists like (Hall, G.S, 1904) (Arnett, J. J, 1999, p. 317). Hall asserted that the challenges faced during adolescence are not aberrations but integral to healthy development.

The body's essential role in an individual's life, overseeing physiological balance and reflecting psychological aspects through external appearance, becomes increasingly significant, particularly during adolescence. This stage entails rapid and comprehensive changes in the body that impact various aspects of the adolescent's personality. (Sufian Nafie, 2001, p. 68)

The alterations linked to this critical phase provoke a heightened self-awareness, particularly concerning appearance and body image, defined as a cognitive representation of an individual's physical form and the functional efficacy of this structure. This representation is influenced by factors encompassing the configuration of body parts, their harmonious coordination, overall body shape, functional proficiency, and the social dimension of body image. (Anwar Mohamed El Shabrawy, 2001, p. 134)

The educational landscape in Algeria, akin to its counterparts, confronts psychological and social issues that deviate students from the fundamental objective of education – molding contemporary students into the citizens of the future-, characterized by balanced attributes, ethical foundations, and academic proficiency, all while acknowledging the significance of the physical and health dimensions.

Engaging in regular physical activity is a crucial aspect that promotes a healthy lifestyle and positive body image. By shifting the focus from appearance to overall well-being, physical activity becomes a catalyst for numerous physical and mental health benefits.

Problematic:

In delving into the dynamics of adolescent development, a distinct and imperative avenue of inquiry centers on exploring the ramifications of sustained involvement in physical and sporting activities on the intricate facets of body image. This nuanced exploration holds particular significance due to its potential to impact not only external appearance but also motor performance and overall health within the adolescent demographic as it is described "a

phase of sensory and intellectual reconstruction, a period of profound psychological transformations that mediates between childhood and adulthood." (Roland Daron , Françoise port , 1991, p. 13)

The adolescent phase, marked by heightened sensitivity to body image perceptions, necessitates a thorough examination of how sustained engagement in physical activities may intricately influence these perceptions. Consequently, this academic inquiry is tailored to unravel the complex interplay between routine physical practice and the nuanced evolution of body image among adolescents. By addressing this pivotal question, our endeavor is to contribute unique insights to the ongoing discourse on adolescent well-being, the role of physical activity, and the complex dynamics shaping their self-perceptions.

The primary question addressed by the research can be phrased as follows:

- To what extent does regular involvement in physical and sports activities contribute to shaping the body image perception of adolescents?

The main research question can be deconstructed into the following **sub-questions**:

- Are there statistically significant differences between regular practitioners and non-practitioners in body image (external appearance), (motor performance), (health) ?
- Are there statistically significant differences according to gender in body image (external appearance), (motor performance), (health) ?

Research Hypotheses

General Hypothesis

- Regular involvement in physical and sports activities significantly contributes to shaping the body image perception

Specific Hypotheses

- There are statistically significant differences between regular practitioners and non-practitioners in body image (external appearance), (motor performance), (health).
- There are statistically significant differences according to gender in body image (external appearance), (motor performance), (health).

Research Objective:

- Identifying the differences between the means of regular practitioners and non-practitioners in body image (external appearance), (motor performance), (health).
- Identifying the differences according to gender in body image (external appearance), (motor performance), (health).

Research Significance:

The study's scientific significance lies in contributing valuable insights to the existing literature by examining the relationship between regular PSA and BI perception among adolescents. It aims to deepen understanding of factors influencing adolescents' well-being, offering practical implications for educators, health professionals, and policymakers to develop targeted interventions. The findings may also stimulate further research and enhance theoretical frameworks related to body image and physical activity.

The study holds practical significance by offering valuable contributions to the field of physical education and sports. Understanding the link between adolescent engagement in physical activities and body image perception can guide the development of effective physical education programs in schools. The results can inform educational and health policies, promoting strategies to encourage physical activity among students. This deepens educators' and health professionals' understanding of the impact of sports engagement on body image, contributing to the overall health and well-being of adolescents and youth.

2. Previous studies

2.1 First study:

The study of (Sufian Nafie, 2001) aimed to assess the impact of physical activity during physical education classes. The researcher created a scale based on standardized measures, covering three dimensions: external appearance, motor performance, and health. Two groups of students, male and female, categorized as practitioners and non-practitioners, were purposively selected. Statistical differences were found among male students in external appearance, but not in motor performance and health. Female students engaged and not engaged in physical education showed statistical differences in motor performance and health, while no distinctions were observed regarding external appearance.

2.2 Second study:

The study of (Abdelkader Ghazali, 2009) aims to investigate the impact of physical and sports activity on the body image of university students. It also seeks to identify whether there are differences in self-esteem between those who engage in physical activity and those who do not, using Hassan Allawi's body image scale and a battery of tests to measure motor performance.

Results indicated a relationship between self-esteem and engagement in physical and sports activity. Additionally, a correlation was found between body image and engagement in physical and sports activity. Moreover, there is a connection between self-esteem, body image, and engagement in physical and sports activity.

2.3 Third study:

This research, authored by (Mohamed Yehiaoui, Hakima Abrouss, 2017) the study aims to identify statistically significant differences between individuals participating and not participating in physical and sports activities during physical education sessions, using the "Nafie Sufian" body image scale. No significant differences were observed between the two groups across any dimension of the scale.

2.4 Fourth study:

In the study of (Zerouki Ali Sidi Ahmed, Omarawi Abdul Raouf, 2023), the focus was on exploring the relationship between body image and self-esteem in adolescents participating in secondary school physical activities. The outcomes indicated significant differences in both body image and self-esteem between adolescents engaged in classroom and extracurricular activities, particularly favoring those involved in extracurricular activities. Additionally, notable distinctions were identified based on specific variables: gender (favoring males), age (no significant differences), environment (favoring urban residents), and activity type (individual vs. group).

3. Definition of the concepts mentioned in the research:

3.1 Regular physical and sporting activities:

The World Health Organization (WHO) defines physical activity as bodily movements produced by skeletal muscles requiring energy expenditure. It encompasses movements in leisure, work, or transitions between locations. Physical activity of moderate or sustained intensity has beneficial health effects.

"Charles Bouchard": An integral component of general education and an experimental field with the goal of shaping a well-rounded citizen in physical, mental, emotional, and social aspects. Achieving these objectives is through the various colors of physical activity selected for this purpose. (Basyuni Mohammed and all, 1992, p. 9)

The researcher terminate that Regular PSA is engaging in the physical and sports education session and exterior activities in sports club (≤ 7 hours weekly).

3.2 Body Image:

(Schilder, 1968, p. 35): "The concept of body image refers to how we perceive our own bodies, reflecting the mental representation of our physical appearance."

In the study, it is what will be measured by the specific scale, which is employed as a research tool.

4.3 Adolescence:

(Organisation Mondiale de la Santé, 2014, p. 1) Adolescence denotes the transitional stage of human growth and development situated between childhood and adulthood, covering the ages of 10 to 19.

In the study, it is the adolescents enrolled in the second year of secondary education at Akid Lotfi School in Ouled Fayet, aged 15-16 years old.

4. Methods:

The explorative study:

Regular Participation in Physical and Sporting Activities: Exploring its Influence on Body Image among Adolescents

By employing a descriptive approach, we conducted a preliminary survey in order to identify the sample of the original community, a "Survey form designed to gather information aiding in the assessment of the level of physical sports activity engagement", as an information sheet (direct question) on 25 explorative sample.

"The Body Image Scale, crafted by researcher Nafea Sufian in 2001, serves as a tool to gauge adolescents' awareness of their body image, encompassing aspects of external appearance, motor performance, and health."

4.1 Research population and sample:

- **Research population:** The research encompasses second-year high school students at Akid Lotfi Secondary School in Algiers, specifically in Algiers West (Ouled Fayet), comprising an average of 263 students.
- **Research Sample:** Comprising a total of 100 students, the group is divided into 50 boys (25 exercisers, 25 non-exercisers) and 50 girls (25 exercisers, 25 non-exercisers).
- **Sampling Method:** The research sample was randomly selected using tables provided by the administration, ensuring representation of both individuals engaged in physical activities and non-exercisers based on attached questionnaire criteria.

Table 1. Represents the distribution of the research sample between exerciser and non-exerciser (Girls/Boys).

Regular APS		Frequency	Ratio
Girls	Exerciser	25	50%
	Non-exerciser	25	
Boys	Exerciser	25	50%
	Non-exerciser	25	

Source: Djoulia Zemmar, Excel2016

4.2 Data Collection Tool:

The researcher developed the Body Image Scale by (Sufian Nafie, 2001), drawing inspiration from and referencing previous scales to inform its design.

First Dimension:

Positive statements(+)

1	2	10	16	17	20	21	25
---	---	----	----	----	----	----	----

3	9	12
---	---	----

Corresponding author: Djoulia Zemmar E-mail: zemmar.djoulia@univ-alger3.dz

-Publication rights are reserved for Oum-El Bouaghi University - website: <https://www.asjp.cerist.dz/en/PresentationRevue/71>

Negative Statements(-)

Second dimension:

Positive statement (+)

4	5	6	18	23
---	---	---	----	----

Negative Statements(-)

15	19
----	----

Third Dimension:

Positive statements (-)

7	8	11	13	14	22	24
---	---	----	----	----	----	----

Negative statements (-)

7	24
---	----

4.2.1 Correction Method:

For positive statements: 1 "Disagree", 2 "Neither this nor that", 3 "Agree"

For negative statements: 1 "Agree", 2 "Neither this nor that", 3 "Disagree"

4.2.2 Calculating scale levels:

- Maximum score: 3
- Minimum score: 1
- Scale type: Ternary
- Range calculation: Range: $75 - 25 = 50 / 3 = 16.67$
- Highest score $(25 * 3) = 75$
- Lowest score $(25 * 1) = 25$

Table 2. Represents the levels of body image

The range	25 + 16 = 41	42 + 16 = 58	59 + 16 = 58
	(25-41)	(42-58)	(59-75)
The level	Low	Medium	High

Source: Djoulia Zemmar, 2024, (Spss statics 2022)

The calculated median for the body image scale is $\mu = 57$. Scores above 57 signify a positive body image, indicating an accurate and clear perception of one's body, coupled with

satisfaction. Conversely, scores below 57 suggest a negative body image, reflecting a distorted perception and dissatisfaction. The scale's scores range from a minimum of 25 to a maximum of 75, representing the spectrum of body image.

4.2.3 Reliability and Stability of the Tool:

- Tool Stability:

The scale's reliability was calculated using the half-split method applied to a representative sample of 20 students.

Table 3. Represents the stability of the body image scale (>0.70)

Cronbach's alpha	Part1	0,848
	Part2	0,592
Correlation between sub-scales		0,619
Spearman-Brown length	coefficient Equal	0,765
	Unequal length	0,765
Guttman		0,737

Source: Djoulia Zemmar, 2024, (Spss statics 2022)

Considering the results of Cronbach's alpha for the first and second parts, we find them in the following order (0.848, 0.592). Notably, they are unequal, and thus we correct the reliability using the Guttman equation, which equals 0.737, surpassing 70%.

Therefore, the scale is stable.

Table 4. Represents the stability of the body image scale and its dimensions

	The number of paragraphs	Stability
1st Dim	11	0,735
2nd Dim	7	0,701
3rd Dim	7	0,830
Total (Scale)	25	0,737

Source: Djoulia Zemmar, 2024, (Spss statics 2022)

From the table number (4), we note that the calculated reliability values for each dimension and the overall scale exceed 70%, confirming the stability of the scale.

- **Scale reliability:**

We assess the scale's reliability based on self-reliability, calculated through the following equation: $\sqrt{\text{stability}} = \text{self-reliability}$

Table 5. Represents the reliability of the body image scale and its dimensions

	The number of paragraphs	reliability
1st Dim	11	0,857
2nd Dim	7	0,837
3rd Dim	7	0,911
Total (Scale)	25	0.858

Source: Djoulia Zemmar, 2024, (Spss statics 2022)

Through table number (5), we observe that the reliability values for each dimension approach and equal 0.90, indicating high reliability of the scale.

4.3 Research Domains:

- Locational domain: Akid Lotfi highscool, Ouled Fayet, Algiers.
- Chronological domain: The survey phase and the primary study collectively spanned duration of Three weeks. This period was allocated for administrative procedures, including obtaining approval from the Ministry of Education and distributing the initial scale to ensure its authenticity and reliability. Subsequently, the scale was distributed among the research sample.

4.4 Utilized Methods and Statistical Procedures:

- Calculation of the mean.
- Student's t-test.

Regular Participation in Physical and Sporting Activities: Exploring its Influence on Body Image among Adolescents

- Standard deviation.
- Pearson correlation coefficient.
- Statistical package program: SPSS 22.

5. Results Presentation and Analysis:

Analysis and Presentation of Findings for the First Hypothesis:

- There are statistically significant differences between regular practitioners and non-practitioners in body image (external appearance), (motor performance), (health).

Table 6. Results of the student's t-test regarding differences according to the regular participation in PA in the scores of the body image scale in its dimensions and the total score

Body image scale Exercising regularly		Arithmetic mean	Standard deviation	Calculated t-value	Significance level	Degree of freedom	SIG
Dim 1	Practitioners	27,56	2,41	12,560	0,05	98	0,000
	non-practitioners	20,34	3,27				
Dim 2	Practitioners	16,86	1,29	6,338			0,000
	non-practitioners	14,94	1,71				
Dim 3	Practitioners	18,58	2,02	9,978			0,000
	non-practitioners	12,88	3 ,50				
Total	Practitioners	63	3,68	16,158			0,000
	non-practitioners	48,16	5,35				

Source: Djoulia Zemmar, 2024, (Spss statics 2022)

The table (6) reveals differences in the body image scale based on its dimensions (Dimension 1= External Appearance), (Dimension 2= Motor Performance), and (Dimension 3= Health), as well as regular physical activity practice (Practitioner, Non-Practitioner). Additionally, differences in the total score of the scale are shown based on the variable of regular engagement in physical and sports activities (Practitioner, Non-Practitioner).

For Dimension 1 (Practitioner), the mean was 27.56 with a standard deviation of 2.41, while for (Non-Practitioner) it was 20.34 with a standard deviation of 3.27. The calculated t-value was 12.560, supporting the comparison with a significance level (sig) of 0.000, which is less than 0.05, indicating statistically significant differences in the first dimension in favor of practitioners.

Concerning Dimension 2 (Practitioner), the mean was 16.86 with a standard deviation of 1.29, and for (Non-Practitioner) it was 14.94 with a standard deviation of 1.71. The calculated t-value was 6.338, and the significance level (sig) of 0.000 supports statistically significant differences in the second dimension in favor of practitioners.

Similarly, for Dimension 3 (Practitioner), the mean was 18.58 with a standard deviation of 2.02, and for (Non-Practitioner) it was 12.88 with a standard deviation of 3.50. The calculated t-value was 9.978, and the significance level (sig) of 0.000 indicates statistically significant differences in the third dimension in favor of practitioners.

Regarding the overall score of the body image scale based on regular engagement in physical activities, practitioners had a mean of 63 with a standard deviation of 3.68, while non-practitioners had a mean of 48.16 with a standard deviation of 5.35. The calculated t-value was 16.158, and the significance level (sig) of 0.000 indicates statistically significant differences in total scores, favoring practitioners.

In summary, the results suggest statistically significant differences in body image dimensions and overall scores, favoring individuals engaged in regular physical and sports activities.

Analysis and Presentation of Findings for the second Hypothesis:

- There are statistically significant differences according to gender in body image (external appearance), (motor performance), (health).

Table 7. Results of the student's t-test regarding differences according to (Female, Male) in the scores of the body image scale in its dimensions and the total score

Body image scale Gender		Arithmetic mean	Standard deviation	Calculated t-value	Significanc e level	Degree of freedom	SIG
Dim 1	Female	23,66	4,74	0,626	0,05	98	0,533
	Male	24,24	4,52				
Dim 2	Female	16,08	1,79	1 ,006			0,317
	Male	15,72	1,78				
Dim 3	Female	16,04	3,44	0,776			0,445
	Male	15,42	4,57				
Total	Female	55,78	6,84	0,228			0,821
	Male	55,38	10,37				

Source: Djoulia Zemmar, 2024, (Spss statics 2022)

Through table (7) it becomes evident that the degree of differences in the body image scale varies according to its dimensions: (Dimension 1 = External appearance), (Dimension 2 = Motor performance), (Dimension 3 = Health), and gender (Female, Male). The total score of the scale also shows differences based on gender (Female, Male). The calculated mean for (Dimension 1_Female) is 23.66 with a standard deviation of 4.74, and for (Dimension 1_Male), the mean is 24.24 with a standard deviation of 4.52. The calculated t-value is 0.626. This is supported by the comparison with the estimated significance (sig) of 0.533, which is greater than 0.05, indicating no statistically significant differences in the first dimension between males and females.

As for (Dimension 2_Female), the mean is 16.08 with a standard deviation of 1.79, and for (Dimension 2_Male), the mean is 15.72 with a standard deviation of 1.78. The calculated t-value is 1.006. This is supported by the comparison with the estimated significance (sig) of 0.317, which is greater than 0.05, indicating no statistically significant differences in the second dimension between males and females.

Similarly, for (Dimension 3_Female), the mean is 16.04 with a standard deviation of 3.44, and for (Dimension 3_Male), the mean is 15.42 with a standard deviation of 4.57. The calculated t-value is 0.776. This is supported by the comparison with the estimated significance (sig) of 0.445, which is greater than 0.05, indicating no statistically significant differences in the third dimension between (Female, Male).

Regarding the total score, the calculated mean for female is 55.78 with a standard deviation of 6.84, while for male, the mean is 55.38 with a standard deviation of 10.37. The calculated t-value is 0.228. The significance value is 0.821, which is greater than 0.05. Indicating no statistically significant differences between (Female, Male) in body image.

6. Interpreting and Discussing the Results:

The first hypothesis:

The examination of Table 6, along with its findings, reveals statistically significant variances favoring individuals involved in consistent physical and sports activities at a significance level of 0.05.

This corresponds with the results of the study led by (Nafie Sufian, 2001), (Zerouki Ali Sidi Ahmed, Omarawi Abdul Raouf, 2023), (Abdelkader Ghazali, 2009). The validity of these results is supported by the following:

For the first dimension (external appearance), It is more useful to consider body imaging as a dynamic process rather than a product. Cash's (2002) research emphasizes understanding body image in relation to strategic activities with the physical self. Despite being a social-cognition model, involving schema-driven processing of information about physical appearance and self-evaluations, Cash (2002, p. 42) suggests interpreting this processing

within various self-regulatory activities. This supports the idea that appearance is continually created by the individual. (Kate Gleeson, Hannah Frith, 2006, p. 88) .

Engaging in regular physical activities during adolescence presents a valuable opportunity for individuals to develop essential skills, enhance competence, and attain mastery over their bodies. This multifaceted empowerment significantly influences their perception of external appearance. Adolescents, in particular, are navigating a critical phase of self-discovery and identity formation, wherein the physical aspect plays a pivotal role. The active involvement in physical activities not only contributes to the refinement of their physical attributes but also fosters a heightened sense of control and accomplishment in managing and understanding their evolving appearances. This nuanced relationship underscores the significance of incorporating physical activities as a dynamic element in shaping adolescents' perceptions of their external selves.

For the second dimension (motor performance), the favorable effects of physical practice on adolescents are predominantly observed in the domains of self-esteem and self-image. This is achieved by directing attention towards their strengths, offering opportunities to explore new activities, and fostering mastery, as highlighted by (Decamps in 2012). (Ikiouane Mourad, Djennad Djamel, 2023, p. 475).

Adolescents participating consistently in physical activities may cultivate a favorable body image. The acquisition of motor skills and subsequent physical achievements fosters a perception of competence and contentment with their bodies.

For the second dimension (Health), Physical and mental health are closely linked, there is no health without mental health (WHO), Health is generally understood to mean "a good physiological state of a living being, the harmonious and regular functioning of the organism". (Ikiouane Mourad, Djennad Djamel, 2023, p. 466)

And this results do not match with the study of (Mohamed Yehiaoui, Hakima Abrouss, 2017) for its sample do practice only in the physical and sport educational session, so the condition of regularity is important to have a consistency PSA in adolescents life-style.

The second Hypothesis:

The findings presented in Table (7) demonstrate a lack of statistically significant differences in the body image levels associated with the gender variable, maintaining a significance level of 0.05. The adolescent sample under investigation, comprising both males and females, exhibits no discernible distinctions concerning their perceptions of body image.

This corresponds with numerous quantitative studies such as (Zahia Hamzawi, 2016), (Abdelkader Ghazali, 2009). Which can be explained by elaborating on the concept of body image as a gender-neutral construct; it signifies that the perception and evaluation of one's own body transcend traditional gender boundaries. In the context of simultaneous engagement in puberty, individuals experience physical, psychological, and cognitive changes that contribute to the formation of their body image. This construct is not confined to societal expectations or stereotypes associated with masculinity or femininity.

During the transitional phase of puberty, adolescents commonly grapple with questions related to their appearance, physical abilities, and overall health. By characterizing body image as gender-neutral, the emphasis is placed on recognizing the shared experiences and challenges that adolescents face, regardless of their gender identity. This perspective encourages a more inclusive and nuanced understanding of BI that goes beyond binary distinctions, acknowledging the diversity and uniqueness of each individual's journey in developing a healthy and positive self-image.

During regular participation or non-participation in physical and sports activities, adolescents exhibit variations solely in their levels of body image perception. This discrepancy is notable concerning external appearance, physical performance, and health. It is linked to their perceived accomplishments and experiential gains during physical activities, resulting in an enhanced perception when actively involved and a diminished one during inactivity. This phenomenon is associated with the phase of identity struggle that adolescents navigate, particularly in the context of their gender. The prevailing external influence on body ideals underscores a shared priority for both genders. (Abdelkader Ghazali, 2009, p. 238)

The general hypothesis:

The examination of Tables 2, 6, and 7 reveals that the mean score of the overall scale, particularly associated with regular engagement in physical and sporting activities, falls within the higher range (59-75) with an average of 63, exceeding the median value of 57. This underscores the notion that the consistency of participation in physical activity significantly impacts the categorization of adolescents' body image levels in a positive manner.

7. Conclusions and suggestions:

Following a concise exploration of this study from both theoretical and practical standpoints, our analysis reveals statistically significant variances favoring those engaging regularly in physical and sporting activities, exceeding an average of six hours weekly. This underscores the significance of the lifestyle embraced by adolescents, wherein reliance on physical education as an educational component compensates for the limited time allocated to PSA practiced outside the educational institution. These practices positively contribute to their body image, fostering self-confidence, manifesting in their external appearance, decision-making aptitude, and proficient motor performance. Additionally, these activities sustain psychological flexibility, entwined with mental health, thereby influencing physical well-being.

Moreover, gender dynamics intersect with their perception of bodily visibility, emphasizing awareness of the importance of activity for both females and males. This highlights their bodies as a platform for harnessing potentials in a fertile and dynamic environment, exemplified by regular physical and sporting activities.

Considering these findings and in accordance with the outcomes of the present study, we suggest the following:

- Reconsidering the time duration allocated for the physical and sports education session that limits it from achieving its objectives.
- Encouraging adolescents to incorporate physical and sports activities into their daily routine and adopt it as a lifestyle.
- Conducting awareness sessions on the importance of body image and providing solutions and suggestions to prevent adolescents from experiencing dissatisfaction with their bodies.
- Conducting awareness sessions on the importance of regular and moderate physical activity and sports, as excessive focus on body appearance at the expense of other dimensions and values may lead to an imbalance in the psychological well-being of adolescents.

8. Referrals and Quotations:

Books:

1. Basyuni Mohammed Awad Al-Shatii, Faisal Yassin. "Theories and Methods of Physical Education and Sports", 2nd Edition, Algeria: Diwan Al-Matbuat Al-Jami'ia, 1992.
2. Organisation Mondiale de la Santé, La santé pour les adolescents du monde « une deuxième chance pour la deuxième décennie ». L'OMS, Genève, Suisse, 2014.
3. Roland Daron et Françoise port. "Dictionnaire de psychologie", 1er édition, P.U.F. paris, 1991.
4. Schilder (P), "Image du Corps", Ed. Gallimard, Paris, 1968.

Scientific journal:

5. Arnett, J. J. "Adolescent storm and stress, reconsidered". American Psychologist, volume 54, issue5, 1999, p 317–326.
6. Ghazali Abdelkader. "The relationship of physical sports activity with body image and its impact on self-esteem among university students - A study focused on the psychological and social dimensions.", Master's thesis, Hassiba Ben Bouali University of Chlef, 2009.
7. Hakima Abrouss, Mohamed Yehiaoui, "The impact of physical education on maintaining body image among female adolescent students in secondary education". the Journal of Sciences and Techniques of Physical Activity and Sports, Volume 6, Issue 14, 2017, P 115 to 130.
8. Hamzawi Zuhia. "Body Image in School-Going Adolescents and its Relationship with Self-Esteem: A Psychometric Study According to Gender Variable".the Journal of Cultural Dialogue, Volume 5, Issue 1, 2016.
9. Kate Gleeson and Hannah Frith, "(De)constructing Body Image", Article in Journal of Health Psychology, volume 11, n 1, February 2006, p 79-90.
10. kiouane Mourad, Djennad Djamel, "Study of the physical activity level (PAL) of adolescents in school: Relationship to physical and psychological health", Society and sport journal, volume 06, Issues 01, 2023, p 465-479.
11. Nafie Sufian, "Physical Education Practice and Its Impact on Body Image of Adolescents in the Third Phase of Basic Education (12-15 years) ", A PHD's Thesis, University of Algiers 3, 2001.
12. Zerouki Ali Sidi Ahmed, Omarawi Abdul Raouf. "Reflection of the Practice of Classroom and Extracurricular Physical and Sports Activities on Body Image and its Relationship with Self-Esteem in Secondary School Adolescents". the Scientific Journal of Physical Education and Sports, Volume 22, Issue 1, 2023.

Website:

13. World Health Organization, Physical activity, 2octobre2022, reviewed 26 January 2024.

Corresponding author: Djoulia Zemmar

E-mail: zemmar.djoulia@univ-alger3.dz

-Publication rights are reserved for Oum-El Bouaghi University - website: <https://www.asjp.cerist.dz/en/PresentationRevue/71>