

## The Role of Semi-Sports Games in Training Sessions in Achieving Psychological Harmony Among Handball Players: A Field Study on Selected Clubs in Khenchela Province

دور الألعاب الشبه الرياضية في الحصص التدريبية على تحقيق التوافق النفسي لدى لاعبي كرة اليد –  
دراسة ميدانية على بعض اندية ولاية خنشلة-

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### ABSTRACT

The study aims to investigate the role of semi-sports games in training sessions in achieving psychological harmony among handball players. A descriptive methodology was employed, utilizing the Psychological Harmony Scale developed by Dr. Zeinab Mahmoud Shaqir, which consists of 40 items distributed across four dimensions: personal harmony, social harmony, familial harmony, and emotional harmony.

Statistical analysis tools, including percentage calculations, were used to collect, organize, and interpret data. The SPSS software was utilized for performing all statistical operations. The study's findings revealed that group games during physical education sessions play a significant role in enhancing social harmony among middle school students.

**Key words:** semi-sports games; in training sessions; Psychological Harmony.

### المخلص:

تهدف الدراسة إلى معرفة دور الألعاب الشبه الرياضية في الحصص التدريبية على تحقيق التوافق النفسي لدى لاعبي كرة اليد ، حيث قمنا باستخدام المنهج الوصفي، وقد تم الإعتماد على كل من مقياس التوافق النفسي معد من طرف الدكتورة لزنب محمود شقير 40 عبارة موزعة على 04 أبعاد (بعد التوافق الشخص، بعد التوافق الإجتماعي، بعد التوافق الأسري، بعد التوافق الإنفعالي)، كما استعملنا أداة إحصائية متمثلة في النسبة المئوية لجمع بيانات النتائج وتبويبها وتضمينها وتفسيرها وإستقراءها وإستخدامنا برنامج SPSS للقيام بكل العمليات الحسابية، وبعد تطبيق الدراسة توصلنا إلى أن الألعاب الشبه رياضية في الحصص التدريبية على تحقيق التوافق النفسي لدى لاعبي كرة اليد.

**الكلمات المفتاحية:** الألعاب الشبه رياضية، الحصص التدريبية، كرة اليد.

## **1. Introduction:**

Human development involves passing through a series of sequential stages, each complementing the other, leading to progress and advancement in various aspects of life. Psychologists agree that harmony, in its different dimensions, is one of the fundamental criteria and key factors for achieving societal advancement. This is because it ensures psychological and social well-being for the individual in the context of their relationship with themselves and society.

The topic of harmony has always been and continues to be the focus of numerous studies that have explored it through research and analysis due to its role in promoting psychological and social development and growth. Harmony emerges from continuous adaptive processes, innate predispositions, and socialization elements throughout successive developmental stages.

The system of physical education and sports is a vital aspect of the educational process, encompassing both educational and instructional objectives. Sports training sciences have emphasized developing athletes who contribute positively to both themselves and their communities by fostering their psychological, social, spiritual, and physical aspects.

The critical role of physical education and sports sessions in this context becomes evident as they teach and equip children and adolescents with diverse motor skills and experiences. These are achieved through organized physical and mental effort tailored to meet the athlete's needs.

Games fulfill an essential need for the psychological health of individuals by achieving harmony in its various dimensions. They provide enjoyment and opportunities for athletes to satisfy their diverse desires and needs. Accordingly, this study aims to explore the contribution of semi-sports games during training sessions to achieving psychological harmony among handball players.

## **2. Problem Statement**

Humans carry a variety of psychological and social needs that they strive to fulfill. Achieving a balanced satisfaction of these diverse needs leads to harmony with oneself and society, establishing a balance between the individual and their community.

Harmony is considered an indicator of personality integration and a criterion for successful social interaction. To evaluate an individual's psychological harmony, one examines their success in social interactions and consistency within them. Frohman asserts that humans are inherently social beings, and most of their problems stem from disconnection from their community.

In the educational context, physical education sessions play a vital role in fostering psychological balance. Training aims to prepare individuals to be well-rounded citizens—physically, mentally, and morally—capable of contributing to society and fulfilling their responsibilities.

Semi-sports games are instrumental in creating a balanced environment. They act as a social communication tool, allowing children to learn essential social skills for interacting with

others. Through play, children understand the concept of role-playing, imitate adults, learn acceptable social values while rejecting undesirable ones, and grasp the importance of cooperation through give-and-take.

Additionally, play teaches the values of perseverance and effort through competition, respect for public and private property, and a gradual overcoming of selfishness. It helps children adapt to their environment while adhering to ethical and social standards. Furthermore, games offer a safe and socially acceptable outlet for repressed desires, fostering psychological balance and social adaptability.

Amin Anwar Al-Khouli & Gamal Al-Din Al-Shafi'i, 2009, p. 29.

Based on the above, this study seeks to answer the following question:

Do semi-sports games during training sessions have a significant impact on achieving psychological harmony among handball players?

### **2.1 General Question:**

Does the use of semi-sports games during training sessions have a significant impact on achieving psychological harmony among handball players?

### **2.2 Specific Questions:**

- Does the use of semi-sports games during training sessions play a positive role in achieving personal harmony among handball players?
- Does the use of semi-sports games during training sessions influence the psychological and social behaviors of handball players?
- Does the use of semi-sports games during training sessions contribute to achieving familial harmony among handball players?
- Does the use of semi-sports games during training sessions help in regulating the emotional reactions of handball players?

## **3. Hypotheses**

### **3.1 General Hypothesis:**

Does the use of semi-sports games during training sessions have a significant impact on achieving psychological harmony among handball players.

### **3.2 Specific Hypotheses:**

- Does the use of semi-sports games during training sessions have a positive role in achieving personal harmony among handball players.
- Does the use of semi-sports games during training sessions influence the psychological and social behaviors of handball players.
- Does the use of semi-sports games during training sessions play a role in achieving familial harmony among handball players.
- Does the use of semi-sports games during training sessions contribute to regulating the emotional responses of handball players.

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

- Collective games hold an important place in physical education sessions due to their role in developing well-rounded individuals. Through this study, we aim to highlight several aspects of collective games and their impact on the learner as part of this unit, including:

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- Identifying the importance of semi-sports games in training sessions for achieving psychological harmony among handball players.
- Clarifying the positive aspects and benefits of semi-sports games in training sessions.
- Highlighting the true role of semi-sports games in training sessions in fostering familial and emotional harmony among handball players.
- Emphasizing the role of semi-sports games in building self-confidence among handball players.

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

- The importance of collective games during physical education sessions lies in their ability to foster interaction among students, contributing to the development of social relationships, and serving as a space to acquire healthy behavioral habits that aid in personality development.
- Demonstrating the role of semi-sports games during training sessions in helping handball players achieve psychological and social harmony.
- Highlighting the psychological benefits of semi-sports games during training sessions for handball players and revealing their role in reducing psychological issues.
- Emphasizing the true value of semi-sports games during training sessions for handball players.

## **6. Explanation of Terms:**

### **6.1 Semi-Sports Games:**

**Definition:** Semi-sports games are activities in which a group of players engage in a structured social activity with the primary goal being play. The essence of these games is play, but in a more organized format within a social framework. These games combine elements of sport and social interaction, focusing on teamwork, communication, and physical engagement in a regulated, yet enjoyable manner (Fatima Awad Saber, 2009, p. 19.)

**Operationally:** It is a method of performance where the learner interacts with a group of peers, enabling the learner to work effectively as a member of the group. This method also encourages the learner to develop appreciation for others, as well as experience sharing and making judgments about various situations encountered. This process ultimately contributes to the development of the learner's social experiences.

### **6.2 -Psychological Harmony:**

**Linguistically:** The word "harmony" refers to an individual aligning with the group, avoiding any deviation or abnormal behavior in their character and actions (Al-Mu'jam Al-Arabi Al-Asas, 1984, p. 28)

- **Term-wise:** Psychological harmony is an ongoing process that involves modifying and adjusting behavior and the environment to achieve balance between the individual and their surroundings. This balance includes satisfying the individual's needs and fulfilling the requirements of the environment

- **Operationally:** It refers to an individual's ability to use appropriate methods and successful responses that enable them to satisfy their drives and achieve their goals, thereby reducing the psychological tensions associated with unmet needs.

### 6.3 Handball:

**Term-wise:** Handball is a team sport played between two teams, each consisting of 7 players. The game involves passing the ball with the hands and attempting to score goals in the opponent's net. It has specific rules and skills unique to the sport( Subhi Ahmad Qablan, 2012, p. 09).

## 7. Previous Studies:

### 7.1 Study 1:

Title: "The Relationship between Social Cohesion and Sports Identity among Football Players" by Salim Aqzouh.

This descriptive study was conducted on football clubs in Ain Sefra. The objective of the study was to determine the level of social cohesion among football players and to identify the degree of sports identity among them. The study sample consisted of 27 players from football teams in Ain Sefra, located in the Naama province. Using Pearson's correlation coefficient as the statistical tool, the researcher analyzed the results of the distributed questionnaire. The study concluded that there is a significant relationship between social cohesion and sports identity among football players, confirming the proposed hypotheses.

### 7.2 Study 2:

Title: "Poor Adjustment in Adolescent Students" by Mikhael Abdo (1971.)

This study included a sample of 90 adolescent students from secondary schools in Alexandria. The researcher used a case study approach to analyze factors related to individual personality such as growth stages, physical traits, health aspects, mental abilities, particularly intelligence, and psychological factors such as habits and emotions. The study concluded that various factors influence poor adjustment among adolescents.

### 7.3 Study 3:

Title: "School Climate in Secondary School and its Relationship with Students' Psychological Adjustment" by Mohamed Badr Younis.

The study included a sample of 600 male and female students, half of whom attended military secondary schools and the other half attended general secondary schools. Using a descriptive approach, the researcher compared the psychological adjustment of students from the two different educational systems (military vs. regular). The study revealed statistically significant differences in the psychological adjustment of students, with military school students showing lower levels of psychological adjustment due to the rigid system.

### 7.4 Commentary on Previous Studies:

- Methodology: In the previous studies, the researchers followed a descriptive methodology for data collection and analysis.
- Research Sample: The research sample ranged from 90 to 600 students, with participants selected randomly.

### 7.5 Objectives of the Previous Studies:

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1. .1Developing a scale to measure the school climate in secondary schools and identifying the relationship between climate and students' overall psychological adjustment.
2. .2Exploring the relationship between psychological adjustment and ambition levels among adolescents.
3. .3Identifying factors influencing poor adjustment in adolescent students.
4. .4Examining the key factors contributing to poor adjustment, particularly school-related factors.

### **8. Research Methodology Procedures:**

#### **8.1Descriptive Methodology:**

The research employed the descriptive methodology.

The descriptive method is one of the main approaches used in scientific studies. It involves careful observation and tracking of a specific phenomenon or event in a quantitative and qualitative manner over a defined period, with the goal of understanding the phenomenon or event's content and reaching conclusions and generalizations that help in understanding and improving the reality. (Gamal Abu Shanab, 2010, p. 119)

(mostabhi Mustafa Alyan, Othman Mohamed Aneim, 2000, p. 43)

#### **8.2Exploratory Study:**

An exploratory study was conducted at the intermediate schools in Yabus municipality in Khanshala on December 11, 2014, with students aged 12 to 15 years. This choice was based on the proximity and time efficiency, as the aim was to collect adequate information about this early adolescence age group and determine the timing for distributing the measurement tools with the assistance of teachers.

#### **8.3Research Community and Study Sample:**

##### **8.3.1. Research Community:**

The study community consisted of handball clubs in the Khanshala province.

##### **8.3.2. Sample:**

The sample is a subset of the research community from which field data is collected. It represents a portion of the whole, meaning that a group of community members is selected to represent the study population. (Rashid Zrawati, 2007, p. 334)

The study sample consisted of approximately 10% of the research community, totaling 30 male and female students.

##### **8.3.3. Sample Selection Method:**

The sample was selected randomly, as this method provides equal opportunities for all individuals in the community to be included.

#### **8.4.Research Scope:**

##### **8.4.1.Geographical Scope:**

The field research was conducted in two clubs located in the Yabus municipality of Khanshala province:

- Martyr Ghabroori Mubarak Club - Yabus, Khanshala.
- Martyr Behlouli Mahmoud Club - Yabus, Khanshala.

##### **8.4.2.Temporal Scope:**

The research was conducted from the second half of December through May. The first four months (December, January, February) were dedicated to the theoretical aspect of the study, while the practical application took place in March and April 2024. During these two months, the measurement tools were distributed to the aforementioned schools, followed by the collection, analysis, and discussion of results.

#### **8.5. Control of Study Variables:**

##### **8.5.1.Independent Variable:**

The independent variable refers to the factor that influences the results of the experiment and is controlled by the researcher(Fried Abu Zeina, Mohamed Abdel Aal Al-Naimi, 2006, p. 27(

#### **8.6. Methodological Procedures of the Research:**

In this research, we used the descriptive method.

-1-8Descriptive Method: It is one of the main methods primarily relied upon in scientific studies. (Jamal Abu Shanab, 2010, p. 119).

The descriptive method involves closely observing and following a specific phenomenon or event, both quantitatively and qualitatively, over a certain period of time or several periods. The goal is to understand the content and essence of the phenomenon or event and to draw conclusions that help in understanding and developing the reality. (Rabhi Mustafa Alian, Othman Mohamed Anam, 2000, p. 43).

**8.7Exploratory Study:** We conducted an exploratory study at the Yabus Municipal Schools in the Khanshila region on December 11, 2014, targeting students aged 12 to 15 years. The reason for choosing this study was the proximity of the location and time efficiency. The aim was to gather sufficient information about this age group ("early adolescence") and to determine the best timing for distributing the scales, with the help of teachers.

-3-8Study Population and Sample:

#### **8.9. Study Population:**

Handball clubs in the Khanshila region.

##### **8.9.1. Sample:**

The sample is a part of the study population from which field data are collected. It is considered a subset of the entire population, meaning a group of individuals is selected to represent the study population. (Rashid Zrawati, 2007, p. 334)

The sample size for this research was approximately 10% of the study population, with 30 students (both male and female).

##### **8.9.2 How the Sample Was Chosen:**

The sample was selected randomly, as this method provides equal opportunities for all members of the population to be included.

##### **- Study Boundaries:**

##### **-Spatial Scope:**

The field research was conducted in two clubs:

Martyr Ghabrouri Mubarak - Yabus, Khanshila.

- •Martyr Behlouli Mahmoud - Yabus, Khanshila.

##### **8.9.3Temporal Scope:**

The study was conducted between the second half of December and May. The first four months (December, January, February) were dedicated to theoretical aspects, while the

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practical side was conducted in March and April 2024. During these months, scales were distributed at the schools mentioned earlier, followed by data collection and analysis.

### **8.10. Study Variables:**

#### **8.10.1 Independent Variable:**

The independent variable is the "semi-sports games".

#### **8.10.2 Dependent Variable:**

The dependent variable is "psychological adjustment".

The dependent variable is influenced by the independent variable and its value depends on the changes made to the independent variable. (Mohammed Hassan Alawi, Osama Kamel Ratib, 1999, p. 219)

## **9. Research Methodology Procedures:**

### **9.1. Study Tools:**

#### **9.1.1 Psychological Adjustment Scale:**

To fully cover the subject from all its angles, we used the "Psychological Adjustment Scale" developed by Dr. Zaynab Mahmoud Shaqir. This scale includes 40 statements where respondents answer each one with either "Yes" or "No." It contains four dimensions:

- Personal Adjustment.
- Social Adjustment.
- Family Adjustment.
- Emotional Adjustment.

### **9.2. Psychometric Characteristics of the Research Tool:**

#### **9.2.1 Validity:**

The Algerian researcher, Latifa Jamaa, conducted a study on the Psychological Adjustment Scale by Zaynab Mahmoud Shaqir and adapted it to the Algerian context. The study calculated the internal consistency of the test by using Pearson's correlation formula, where the sample size was 700. The results for the correlation between each dimension of the scale and the overall score were as follows:

|                    | <b>Personal Adjustment</b> | <b>Social Adjustment</b> | <b>Family Adjustment</b> | <b>Emotional Adjustment</b> |
|--------------------|----------------------------|--------------------------|--------------------------|-----------------------------|
| <b>Correlation</b> | 0.84                       | 0.77                     | 0.68                     | 0.81                        |

Source: Latifa Jamaa, 2016-2017, p. 80.

#### **9.2.2 Reliability:**

The researcher measured the reliability of the scale for its four dimensions and the overall adjustment score. The test-retest reliability (after 15 days) was 0.70.

-7 Statistical Analysis: To obtain scientifically reliable results, we used the statistical method for our research, as statistics is one of the pillars of scientific research. It is used to study the data collected from a specific phenomenon, categorize, organize, and present it in order to understand or analyze the results (Fried Kamel Abu Zeina, previous reference, p. 17.)

The results obtained were transferred to the Statistical Package for the Social Sciences (SPSS), and the analysis was carried out using:

**The percentage method or tripartite method:**

Number of sample members: 100%

Number of repeated responses: percentage

**9.3 Data Tabulation:** After collecting the questionnaires distributed to the research sample, we obtained 100 usable questionnaires for analysis. We then calculated the frequencies of responses to various items of the scale and then calculated the percentage for each item using the tripartite method.

**9.4. Analysis and Discussion of Results:**

**9-4-1- First Dimension:** Personal Adjustment: (Role of team games in physical education sessions in achieving personal adjustment:

Item 1: "I fill my life with things that interest me".

\_ **Purpose:** To know the daily interests of the students.

Table 02 shows the daily interests of the students:

| Response | Frequency              | Percentage     |
|----------|------------------------|----------------|
| Yes      | 24                     | %              |
| No       | 06                     | %20-           |
| Total    | Level of signification | Level of trust |

Source: Prepared by the researcher.

\_ **Presentation and Analysis of Results:** The results of the table show that 80% of the total sample answered "Yes," meaning they fill their daily lives with things that interest them. In contrast, 20% answered "No," which is a small percentage compared to the first group. From these results, we conclude that handball players fill their daily lives with things that interest them.

**9.4.2. Conclusion of Personal Adjustment:** From the previous results, we conclude the following:

Table 03 shows the conclusion of personal adjustment:

| Personal Adjustment Dimension | Adjustment | No Adjustment | Total |
|-------------------------------|------------|---------------|-------|
| Percentage                    | %70.78     | %29.22        | %100  |

Source: Prepared by the researcher.

**Presentation and Analysis of Results:** From the table results, we conclude that 70.78% of the total sample has personal adjustment, while 29.22% do not.

Therefore, we conclude that semi-sports games in training sessions have a positive role in achieving personal adjustment among handball players.

**9.5. Second Dimension:** Social Adjustment: (Role of team games in physical education sessions in achieving social adjustment:(

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\_ **Item 10:** "Some of my environmental conditions are difficult to change and lead to poor psychological condition".

**Purpose:** To know the impact of the surrounding environmental conditions on the student's psychological state.

Table 04 shows the impact of the surrounding environmental conditions on the student's psychological state:

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes      | 16        | %53.33     |
| No       | 14        | %47.67     |
| Total    | 30        | %100       |

Source: Prepared by the researcher.

**9.5.1. Presentation and Analysis of Results:** From the table, the largest percentage indicates that difficult environmental conditions affect the psychological state of the students, with 53% of the total sample answering "Yes," while 47% answered "No".

From these results, we conclude that difficult environmental conditions affect their psychological state.

\_ **Conclusion of Social Adjustment:** From the previous results, we conclude the following:

Table 05 shows the conclusion of social adjustment:

| Social Adjustment Dimension | Adjustment | No Adjustment | Total |
|-----------------------------|------------|---------------|-------|
| Percentage                  | %77.455    | %22.555       | %100  |

Source: Prepared by the researcher.

\_ **Presentation and Analysis of Results:** From the table, we conclude that 77.45% of the total sample have social adjustment, while 22.55% do not.

Therefore, we conclude that semi-sports games in training sessions play a role in achieving social adjustment among handball players.

**9.6. Third Dimension: Family Adjustment:** (Role of team games in physical education sessions in achieving family adjustment:)

\_ **Item 21:** "I feel alienated among my family members".

\_ **Purpose:** To know the level of harmony the student has with their family.

Table 06 shows the level of harmony the student has with their family:

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes      | 00        | %00        |
| No       | 30        | %100       |
| Total    | 30        | %100       |

Source: Prepared by the researcher.

**9.6.1. Presentation and Analysis of Results:** From the table results, it is clear that 100% of the total sample are harmonious with their family, as they do not feel alienated among their family members.

From these results, we conclude that students do not feel alienated among their family members.

**9.6.2. Conclusion of Family Adjustment:** From the previous results, we conclude the following:

Table 07 shows the conclusion of family adjustment:

| Family Adjustment Dimension | Adjustment | No Adjustment | Total |
|-----------------------------|------------|---------------|-------|
| Percentage                  | %82.666    | %17.444       | %100  |

Source: Prepared by the researcher.

**9.6.3. Presentation and Analysis of Results:** From the table results, we conclude that 82.6% of the total sample have family adjustment, while 17.4% do not.

Therefore, we conclude that semi-sports games in training sessions have a role in achieving family adjustment among handball players.

\_ **Fourth Dimension:** Emotional Adjustment: (Role of team games in physical education sessions in achieving emotional adjustment:)

\_ **Item 31:** "It is difficult for me to get angry if I am exposed to something that angers me".

\_ **Purpose:** To know whether the student is able to control their anger when exposed to something that irritates them.

Table 08 shows the student's ability to control anger when exposed to something that irritates them:

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes      | 20        | %66.666    |
| No       | 10        | %33.333    |
| Total    | 30        | %100       |

Source: Prepared by the researcher.

\_ **Presentation and Analysis of Results:** From the table, we find that the majority of students (66.66%) are able to control their anger when exposed to something that irritates them, while 33.33% are quick to anger.

From these results, we conclude that students have the ability to control their anger when exposed to irritants.

**9.6.2. Conclusion of Emotional Adjustment:** From the previous results, we conclude the following:

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Table 09 shows the conclusion of emotional adjustment:

| Emotional Adjustment Dimension | Adjustment | No Adjustment | Total |
|--------------------------------|------------|---------------|-------|
| Percentage                     | %75.6000   | %24.400       | %100  |

Source: Prepared by the researcher.

**9.6.3. Presentation and Analysis of Results:** From the table, we conclude that 75.6% of the total sample have emotional adjustment, while 24.4% do not.

Therefore, we conclude that semi-sports games in training sessions help in adjusting the emotions of handball players.

### 9.10. Discussion of Hypotheses Based on Study Results:

This chapter discusses the results of the study which investigates the role of semi-sports games in training sessions in achieving psychological adjustment among handball playersa field study conducted in some clubs in Khenchela.

To achieve the objectives of the study, we used the "Psychological Adjustment Scale" by Dr. Zainab Mahmoud Shaqir, which includes four dimensions that measure psychological adjustment in middle school students. The scale's validity was confirmed by a committee of psychology experts. The study included a set of questions, and the results for each question will be discussed as follows:

- Through the results of statements 1-2-3-4-5-6-7-8-9 and Table 10, it became clear that adolescents aged 12-15, when practicing semi-sports games, develop positive attitudes towards their self-identity and personality. This is reflected in their feeling of self-confidence, decision-making independently, striving to achieve pre-planned goals, and tackling and solving personal problems. Additionally, they deal with matters wisely and flexibly, feel safe and mentally relaxed, and do not consider themselves failures when facing setbacks. These results confirm the first hypothesis, which states: "Semi-sports games in training sessions have a positive role in achieving personal adjustment among handball players".

- Through the results of statements 10-11-12-13-14-15-16-17-18-19-20 and Table 22, it was clear that handball players, when practicing semi-sports games in training sessions, acquire social traits such as: avoiding isolation, interacting with others, forming successful and healthy relationships, feeling liked and not rejected, considering others' feelings, interacting naturally with the opposite sex, being unaffected by difficult environmental circumstances, respecting others' opinions, accepting them with an open heart, and striving to do good and help others. This aligns with Osama Merniz's study titled: "The Role of Sports Activities in Reducing Conflict in the School Environment," published in Al-Tahadi Journal. These results confirm the second hypothesis, which states: "Semi-sports games in training sessions guide the psychological and social behaviors of handball players".

- Through the results of statements 21-22-23-24-25-26-27-28-29-30 and Table 33, it became clear that adolescents aged 12-15, when practicing semi-sports games, develop a sense of family connection, striving to make their family happy, realizing that family relationships

are based on trust and mutual respect, seeking their family's advice when making important future decisions, and striving to meet all family needs. These results confirm the third hypothesis, which states: "Semi-sports games in training sessions contribute to achieving family adjustment among handball players".

•Through the results of statements 31-32-33-34-35-36-37-38-39-40 and Table 44, it was clear that handball players, when practicing semi-sports games in training sessions, develop emotional adjustment. This is reflected in their daily lives and interactions with others. They do not experience mood swings, react impulsively or aggressively to things that provoke them, and do not feel depressed. Therefore, the fourth hypothesis, which states: "Semi-sports games in training sessions contribute to modifying emotional responses among handball players," is confirmed. This was also supported by Hamlaoui Amer's study titled: "Evaluating Physical Education and Sports Lessons in Light of the New Curriculum for Middle School Students," published in Al-Tahadi Journal.

#### .11General Conclusion:

Based on the results obtained, we conclude that the partial hypotheses we anticipated were realized because they aligned with real-life experiences. Thus, we arrive at our main hypothesis which states: "Semi-sports games in training sessions have an effective impact on achieving psychological adjustment among handball players— a field study conducted in some clubs in Khenchela".

#### 10. Suggestions:

- Change our perspective on semi-sports games in training sessions.
- View games as a means to create good individuals.
- Encourage cooperation, learning, group play, and love for others.
- Place great importance on semi-sports games by providing all the necessary material and moral support for handball players.
- Raise awareness among coaches about the importance of semi-sports games to incorporate them into training sessions.

#### Conclusion:

In conclusion, this study covers several aspects of the topic, which are of interest to all those concerned with this subject. However, this topic still requires in-depth and analytical studies, especially from experts, due to its importance, particularly during this developmental stage, which forms the foundation for adolescence. Our desire to improve the perception of semi-sports games and their effect on the athlete's psychology led us to investigate factors influencing psychological adjustment. This led us to propose a study that addresses one of these factors that positively affect psychological adjustment. Based on the results, we conclude that team games have a positive effect on achieving psychological adjustment. However, this is not the only factor affecting psychological adjustment, as there are other reasons such as: school, relationships with parents, family, and social processes. Regarding our study on psychological adjustment, we proposed a general problem from which specific questions were derived, which involved examining the causes of the problem. We then proposed hypotheses that we believed would provide positive solutions to this phenomenon. Based on the analysis and discussion of the survey questions distributed to a representative sample of the study's target population (a group of students), we found that the proposed hypotheses were largely confirmed.

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Finally, we hope our research has provided at least a small part of the conclusions, and we encourage anyone interested in this subject to explore it in more detail and accuracy. In conclusion, we thank God for enabling us to complete this study.

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