

## A Study of Social Adjustment among Students of High School During Physical Education and Sport Lesson

Baya Benaki<sup>1</sup>

<sup>1</sup> Baya Benaki, Departement of Sciences Techniques of Physical and Sport Activities, Faculty of sciences, University of M'hamed Bouguera- Boumerdes, Algeria, E-mail: b.benaki@univ-boumerdes.dz

Received: 05/08 /2021 Accepted: 05/11 /2021 Published :13/11 /2021

### Abstract

Considering physical education and sport (PES) a valuable environment for adolescent students to acquire and develop various social skills, The researcher aims to highlight the potential social benefits of PES, particularly; the significant contributions of PES to improving adolescents social adjustment capabilities. On this basis, we used descriptive methodology. and a sample composed of 325 adolescent students of grade (15- 18 years) who were chosen intentionally, and to collect data we used a questionnaire survey, to analyse the data collected we relied on percentage and chi-square ( $X^2$ ) using the Statistical Package for Social Sciences (SPSS), we concluded that PES play critical role to enhancing adolescents social adjustment capabilities. In this regard, the researcher recommended teachers and coaches must pay attention to their actions and interactions that widely determine whether or not children and adolescents experience those positive benefits of PES and whether or not recognize its large potential.

**KEY WORDS :** Physical Education and Sport, Social adjustment, Adolescence.

### المخلص:

باعتبار التربية البدنية والرياضية وسط قِيم يسمح للتلاميذ المراهقين باكتساب وتطوير مختلف المهارات الاجتماعية، يهدف الباحث إلى تسليط الضوء على الفوائد الاجتماعية الكامنة للتربية البدنية والرياضية، وبشكل أخص الاسهامات الكبيرة لها في تحسين قدرات المراهقين على التكيف الاجتماعي. في هذا الاطار، استخدمنا المنهج الوصفي، وقد تم اختيار عينة قصدية مكونة من 325 تلميذ مراهق ما بين (15-18 سنة)، كما اعتمدنا على الاستمارة الاستبائية لجمع البيانات اللازمة، أما فيما يخص المعالجة الإحصائية تم حساب النسب المئوية وكاف تريبع باستخدام البرنامج الاحصائي SPSS، وقد توصل الباحث إلى أن التربية البدنية والرياضية تسهم بشكل فعال في تحسين قدرات التلميذ على التكيف الاجتماعي في الوسط التربوي.

**الكلمات المفتاحية:** التكيف الاجتماعي؛ التربية البدنية والرياضية؛ المراهقة.

## **1-Introduction:**

The idea that PES positively affect young people's social development and prosocial behaviour goes back many years (Bailey, 2006). Numerous social studies In the field of PES use research assets emanating from social sciences in order to examine the social framework of sport for better understanding of social interaction and the subsequent effects on individual and society, and which contributed to the affirmation of real social functions of PES. So on that basis, these are some studies that have spoken about PES as a social mean to achieve social goals in general and social adjustment in particular, of which a study refers to the social benefits that can accrue from PES, particularly in relation to the development of skills such as cooperation, teamwork, empathy and a sense of personal responsibility (Ennis, 1999; Wright, White, & Gaebler- Spira, 2004).

Moreover, there is some evidence to show that PES programs can help to improve pupils' attendance, behaviours and attitudes within school as well as the nature of physical activity renders it a suitable vehicle for the promotion of personal and social responsibility and the development of prosocial skills (Bailey, et al., 2009). Likewise, there is another agreement that PES provides appropriate settings for the promotion of young people's social development (Hal, 1999). Furthermore; PES have been shown to impact positively on the extent to which young people feel connected to their school, their aspirations, the extent to which positive social behaviours exist within school and the development of leadership and citizenship skill. In a context a report by the World Health Organization (Jones-Palm & Palm, 2004) found that young individuals who participate in organized sport demonstrate lower rates of anti-social behaviour, additionally; The World Health Organization (2010) suggested that physical activity participation assists social development of young people by promoting self-expression, social interaction, and social integration (Stead & Nevil, 2010). Beside; the Europe Council report (Svoboda, 1994) suggests that sport provides opportunities to meet and communicate with other people, to take different social roles, to learn particular social skills (such as tolerance and respect for others), to adjust to team/collective objectives (such as cooperation and cohesion) and that provides experience of emotions that are not available in the rest of life. This report intend to emphasize the critical role of sport to personality development processes and psychological

well-being (Bailey, 2005). However, a study analyzed the personal and social adjustment of high school boys with high athletic achievement compared with the adjustment of boys with low athletic achievement. It found that students ranking high in athletic achievement demonstrated significantly greater degree of personal and social adjustment than did students ranking low in athletic achievement (Lowell, 1954). As did sport-involved youth reported higher self-esteem and were rated by teachers as more socially competent and less shy and withdrawn than non-involved youth (McHale, et al., 2005).

Alongside, it reported that adolescents who were involved in sports have more prosocial peers compared to those who were not involved in organized sports (Fredricks & Eccles, 2005). Similarly, another study examined a possible causal relationship between adolescent activity in sport clubs and improvements in motor ability and psychosocial health, then conducted a longitudinal study with 500 adolescents (ages 12 to 18) in three cohorts. Whereby the results did not show a systematic and universal effect of club membership on adolescent development. Even though adolescents in clubs showed results that are more positive in their self-concept and psychosocial health when compared to their non-member peers (Brettschneider, 2010). Therefore, adolescents involved in organized sports activities had better adjustment outcomes. Specifically, they reported lower rates of depression and loneliness, and higher levels of self-esteem and subjective well-being (Eliasson & Lundström, 2017). As well as a study has reported that juvenile delinquents practicing recreational sport activity are the most promising social adjustment response than non-practicing (2018, حجاج و برکات). Accordingly; Participating in sports allows children and youth to experience the connection between effort and success, and it enhances their academic, economic and social prospects (2019, زبشي، بوعزيز، و جبوري). Eventually; to explain why sports involvement is beneficial for adolescents. Previous research suggested that PES is a suitable environment to promote supportive peers relationships, develop social skills (such as cooperation) and monitoring the social interactions to prevent victimization and bullying and achieve positive youth adjustment (Eliasson & Lundström, 2017).

In the light of the forgoing; we could say that PES provide a social framework for adolescents to establish a level of comfort in their school environment, and to foster friendships with their sports-

playing peers and build future relationships that are necessary for adequate social adjustment. In this regard, we therefore ask the following main question: How do physical education and sport contribute to improve adolescents' social adjustment capabilities?

To reply on this question the researcher ask the following general hypothesis: Physical education and sport contribute effectively to improve adolescents' social adjustment capabilities those aged (15-18 years).

## **2- General objective of the study:**

In this current study, the researcher aims to identify the contribution of PES to improve adolescents' social adjustment capabilities. The importance of this research is to examine the social adjustment among students of high school aged (15-18) during PES lessons, and recognize the contribution of PES to strengthening the relationship between the adolescent student and his peers, adolescent student and his teacher and the adolescent student with the school environment.

## **3- Procedural definition of the concepts mentioned in the research:**

- **Social adjustment:** It is the interplay between the individual and the social environment. Specific ways of behaving, referred to as roles, which commonly accepted as appropriate and it perceived to the individual in terms of the way his role performance conforms to the norms of his referent group (Weissman, 1975).

- Also defined, it is a continuous dynamic process where a person aims to change his behavior to build a compatible relationship between him and the environment (1958، فهمي).

The researcher concludes that social adjustment refers to an individual's adaptation in social relationships with other people, both inside and outside the school, as reflected in the individual's attitudes and behaviour.

- **Physical education and sport:** is the field of education in general and physical education in particular, is considered as an Effective element in preparation of the individual by providing experiences and motor skills to him, that lead to directing his physical, psychological, social and moral development to serve himself and the society (1993، عبد الفتاح و سيف).

-Also defined, is a kind of physical activity participation, which is organized and developed in the external settings by the schools in the

form of expanded programs that are in implementation by public and private institutions (راتب و خليفة، 1999).

The researcher concludes that physical Education is a class that pupils are required to take at school, during primary, middle and secondary education and encourages psychomotor learning in game or movement exploration setting to promote health and physical fitness and develop the individuals' personality in different aspects.

**-Adolescence:** adolescence is a complex, multi- system transitional process involving progression from the immaturity and social dependency of childhood into adult life with the goal and expectation of fulfilled developmental potential, personal agency, and social accountability (Greenfield, Keller, Fuligni, & Maynard, 2003).

-Also defined, is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014).

The researcher concludes that adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood.

#### **4- The methodological procedures used in the study:**

##### **4-1 Method and tools:**

- Concerning the exploratory study we distributed the questionnaire survey to (20) students of high school in order to see how the questions are difficult and assess their compliance with the respondents, we applied test-retest to check the reliability of the tool. In addition, according to the statistics obtained from the department of national education the total number of high school students enrolled in 2013 was (34556) students at (46) high schools. However, the data collection taken in high school of abd el moumen – Algiers center. 325 Participants adolescents of grade (15- 18 years) were chosen intentionally. (56.3%) of the adolescents were girls and (43.7%) were boys.
- In this current study, we used descriptive method as the most appropriate. In addition, the independent variable was physical education and sport whilst the dependent variable was adolescent social adjustment capabilities.

- The study was conducted within the beginning of January and the end of May 2013; within this period we've distributed the survey to all sample' individuals, obtained the necessary information, analyzed and interpreted the results obtained. However, the study was limited to one high school (Abd moumen Ibn ali high school) bouzareah - Algiers center. Moreover, to gather information the researcher used questionnaire survey, which covered (17) questions that had posed to high school students in order to recognize the critical role of PES to achieving social adolescents' adjustment capabilities.
- After the initial version of the survey, the survey was validated by a committee of five experts (two of them from Algiers -2- University and three from Algiers -3- University). Then we applied test-retest reliability and measured Cronbach's Alpha coefficient to check out the internal consistency and reliability of the information collected which was (0.86).
- Statistical analyses were conducted using the Statistical Package for Social Sciences (SPSS) version 22.0. Whereby the researcher relied on the percentage to present and analyze the information collected as well as the chi-square test was applied to check the statistical significance between observed frequencies and expected frequencies concerned our data collection.

## 4-2 Presentation and Analysis of Results:

In the present work, the following tables present the statistical analysis of (325) students aged (15-18 years) according to the percentages and chi-square ( $X^2$ ).

Table N°1: the extent to which cooperation contributes to raise morale and generate excitement into student' souls

Response	%	Calculated $X^2$	Df	Statistical significance	Scheduled $X^2$	Level of significance
Always	53.2	284.00	4	0.05	9.488	<u>significant</u>
Usually	22.2					
Occasionally	20.3					
Rarely	3.1					
Never	1.2					
Total	100					

As shown in table 1 there are statistically significant differences between frequencies at (0.05) level of significance, whereby the highest percentage (53.2%) of students consider that cooperate with each other always contributes to raise morale and generate excitement,

then (22.2%) of students view that mostly contributes while (20.3%) see that occasionally, so most of students found that climate of cooperation prevailing in PES environment plays an effective role to raise morale and generate excitement among students. in this area cooperation boost morale and generate excitement into souls, also it must be a pathway to develop and reinforce personality in which each individual can have a sphere of activity where he feels of freely dispose and lives in harmony with others (سيفان، 1976). As well as, a previous study confirm that PES class has a significant role in developing moral values, group spirit and cooperation among students (مالكي، قزقوز، و بن سميثة، 2020).

Table N°2: the extent to which students feel comfortable to each other during physical activities participation

Response	%	Calculated X <sup>2</sup>	Df	Statistical significance	Scheduled X2	Level of significance
Always	48.9	225.35	4	0.05	9.488	<u>significant</u>
Usually	20.3					
Occasionally	32.4					
Rarely	5.5					
Never	1.8					
Total	100					

As shown in Table 2 there are statistically significant differences between frequencies at (0.05) level of significance, whereby the highest percentage (48.9%) of students always feel comfortable during sport participation with their peers; while (32.4%) of students sometimes feel comfortable and (20.3%) usually, so these findings explain the crucial importance of peers in adolescence whereby individuals in this phase looking for independence, self-assertion and affiliate to membership (داود، 1989).

Table N°3: The extent to which students feel involved during PES

Response	%	Calculated X <sup>2</sup>	Df	Statistical significance	Scheduled X2	Level of significance
Involved	52.9	115.05	2	0.05	5.99	<u>significant</u>
Sort of	40.9					
Non-involved	20.3					
Total	100					

As shown in Table 3 there are statistically significant differences between frequencies at (0.05) level of significance,



whereby the highest percentage (52.9%) indicates that students are involved with their peers and the environment during PES participation; while (40.9%) of students sort of involved, so therefore student feel involved in social group through sport participation and playing different roles which is mentioned in physical education goals related to social-emotional domain (2009، تواغزيت).

**Table N°4: How do students prefer to practice physical activities**

Response	%	Calculated X <sup>2</sup>	Df	Statistical significance	Scheduled X2	Level of significance
With group	83.4	144.88	1	0.05	3.84	<u>significant</u>
Alone	16.6					
Total	100					

As shown in Table 4 there are statistically significant differences between frequencies at (0.05) level of significance, whereby the highest percentage (83.4%) of students prefer to practice physical activities with their peers group, basis on that PES assist people to integrate into the group (1992، بيسيوني و الشاطي). Furthermore, the collaborative learning in PES lesson plays a crucial role in enhancing a social adjustment to high school students (2019، طه و قلاتي).

**Table N°5: the nature of student relationship during PES**

Response	%	Calculated X <sup>2</sup>	Df	Statistical significance	Scheduled X2	Level of significance
Casual	27.7	145.85	3	0.05	7.81	<u>significant</u>
Friendly and	51.1					
Siblings	13.8					
Full of bickering	7.4					
Total	100					

As shown in Table 5 there are statistically significant differences between frequencies at (0.05) level of significance, whereby the highest percentage (51.1%) of students have friendly and cooperative relationship with their peers while (27.7%) have casual relationship; then (13.8%) have siblings relationship and a small proportion (7.4%) of the sample relationship full of bickering. Which means the majority have a good relationship with their peers during PES class and Erikson explains that feeling of friendliness and familiarity with same sex; other sex or himself is the component of adolescent personal health (1996، عويضة). Therefore; PES assist people to integrate into the group, so game is only one aspect of social harmony;



where fraternity and friendship increase among individuals, so PE teach the right human relationships (1992، بيسيوني و الشاطي).

### **4-3 Discussion and interpretation of the results:**

Based on the findings above it is clear to us that PES play a critical role to improve adolescents social adjustment capabilities. And evidence that most of students tend to practice physical activities with their peers group, so that they built a good cooperative relationship with each other, considering PES as a suitable social environment to communicate; strengthen relationships and develop social skills and according to (Akache, 2020) PE through its pedagogical character can contribute to ameliorate inter- students interactions, moreover the majority of students feel comfortable and involved while practising physical activities. These positive findings are consistent with previous research that investigate the effects of PES on individuals social adjustment, of which a study mentioned the beneficial impact of sports participation on children and adolescents through enhancing psychological and social health outcomes (such as: improve self-esteem, social interaction and fewer depressive symptoms) (Eime, Young, Harvey, Charity, & Payne, 2013). Furthermore; physical activity contributes effectively to establishing social interactions among adolescent offenders and assist to better integrate them into society (2005، قاسمي). Besides; another study emphasized the importance of team and individual sports in developing appropriate life skills for youth such as: communication skill; psychological and moral skills; self-awareness skill and self-reliance (2012، صغير). In this area; (Ben djafer, 2016) affirm the importance of physical activities, through their educational nature in overall developing the adolescent personality in different aspects.

On the basis of the foregoing; it must validate the hypothesis that PES contribute to improving adolescents social adjustment capabilities those aged (15-18 years).

### **Conclusion:**

Obviously; the potential benefits from PES which make significant contributions to education; adolescents personal and social development and prosocial behaviors can't be ignored. Due to the wide range of physical activities that offer valuable environments for adolescents to establish level of comfort in their school setting and build new relationships or foster their friendships with their peers that are necessary for adequate social adjustment as well as acquiring and

developing various skills which consider the essential outcomes of PES curriculum to build student's personality and boost his morals such as cooperation, teamwork, empathy, self-esteem and a sense of personal responsibility ect. However it should be noted that only actions and interactions of teachers , coaches widely determine whether or not children and adolescents experience those positive benefits of PES and whether or not recognize its large potential.

To sum up; the researcher suggest:

- Encourage sport participation among students at schools settings through the various levels (primary, middle and high school) due to its potential benefits in the different aspects.
- PES allows children and youth to experience the connection between effort and success, and it enhances their academic, economic and social prospects.
- PES is a suitable environment to promote supportive peers relationships, develop social skills (such as cooperation) and monitoring the social interactions to prevent victimization and bullying and achieve positive youth adjustment.

### **References used in the research:**

#### **Books:**

Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. Boston: Houghton Mifflin Harcourt.

أبو علاء أحمد عبد الفتاح، و حسن نصرالدين سيف. (1993). *فيزيولوجية اللياقة البدنية*. القاهرة: دار الفكر العربي.

أسامة كامل راتب، و ابراهيم عبد ربه خليفة. (1999). *النمو والدافعية في توجيه النشاط الحركي للطفل*. القاهرة: دار الفكر العربي.

حسين شحاتة سفعان. (1976). *أسس علم الاجتماع*. (ط10). القاهرة: دار النهضة العربية.

عوض محمد بسيوني، و ياسين فيصل الشاطي. (1992). *نظريات وطرق التربية البدنية*. الجزائر: ديوان المطبوعات الجامعي.

كامل حمد محمد عويضة. (1996). *علم النفس النمو*. (ط1). لبنان: دارالكتب العلمية.

ليلي داود. (1989). *مبادئ علم النفس الاجتماعي* (ج1). دمشق: مطبعة طربين.

مصطفى فهمي. (1958). *الصحة النفسية*. (ط3). القاهرة: دار المعارف.

**Magazines, periodicals and newspapers:**

- Akache, M. (2020). « Le comportement interactif des élèves du cycle moyen pendant les leçons de l'éducation physique et sportive ». *Revue des sciences et technologie des activités physique et sportive*, 17(2), 100-114. Récupéré sur <https://www.asjp.cerist.dz/en/article/136597?>
- Bailey, R. (2005). « Evaluating the relationship between physical education, sport and social inclusion ». *Educational review*, 57(1), 71-90.
- Bailey, R. (2006). « Physical education and sport in schools: A review of benefits and outcomes ». *Journal of school health*, 76(8), 397-401. DOI: 10.1111/j.1746-1561.2006.00132.x.
- Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., & Sandford, R. (2009). « The educational benefits claimed for physical education and school sport: an academic review ». *B. P. Group Edition*, 24(1), 1-27.  
doi:<https://doi.org/10.1080/02671520701809817>
- Brettschneider, W.-d. (2010). « Effects of sport club activities on adolescent development in Germany ». *European journal of sport science*, 1(2), 1-11.  
doi:<https://doi.org/10.1080/17461390100071201>
- Eime, R. M., Young, J. A., Harvey, J. T., Charity, M. J., & Payne, W. R. (2013). « A systematic review of the psychological and social benefits of participation in sport for children and adolescents: informing development of a conceptual model of health through sport ». *International Journal of Behavioral Nutrition and Physical Activity*, 10(98). doi:<https://doi.org/10.1186/1479-5868-10-98>.
- Eliasson, I., & Lundström, A. (2017). « Participation in Organized Sports and Youth Adjustment: Mediating Role of Peer Support ». sweden, school of law; psychology and social work: Örebro University;. Récupéré sur
- Ennis, C. D. (1999). « Creating a culturally curriculum for disengaged girls ». *sprt education and society*, 4, 31-49.  
doi:<https://doi.org/10.1080/1357332990040103>
- Hal, L. A. (1999). « Education for social responsibility: preconditions in retrospect and in prospect ». *Quest*, 51(2), 116-149. doi:DOI: 10.1080/00336297.1999.10491673
- Fredricks, J. A., & Eccles, J. S. (2005). « Developmental benefits of extracurricular involvement: Do peer characteristics mediate the

- link between activities and youth outcomes? » *youth adolescence*, 34, 507-520. doi:<https://doi.org/10.1007/s10964>
- Lowell, B. G. (1954). « Athletic achievement and the personal and social adjustment of high school boys. *Research Quarterly* ». *American Association for Health, Physical Education and Recreation*, 25(1), 1-7. DOI: 10.1080/10671188.1954.10624937
- McHale, J. P., Vinden, P. G., Buch, L., Richer, D., Shaw, D., & Smith, B. (2005). « Patterns of personal and social adjustment among sport-involved and non-involved Urban middle-school children ». *Sociology of sport journal*, 22(2), 119-136. doi:<https://doi.org/10.1123/ssj.22.2.119>
- Patricia M Greenfield , P. M., Keller, H., Fuligini, A., & Maynard, A. (2003). « Cultural pathways through universal development ». *Annual Review of Psychology*, 54(1), 461-490. doi:[doi:doi.org/10.1146/annurev.psych.54.101601.145221](https://doi.org/10.1146/annurev.psych.54.101601.145221)
- Stead, R., & Nevil, M. (2010). « The impact of physical education and sport on education outcomes:a review of literature. Institute of youth sport school: sport; exercise and health ». USA: Loughborough university. Récupéré sur [https://www.icsspe.org/system/files/Stead%20and%20Neville%20%20The%20Impact%20of%20Physical%20Education%20and%20Sport%20on%20Education%20Outcomes\\_0.pdf](https://www.icsspe.org/system/files/Stead%20and%20Neville%20%20The%20Impact%20of%20Physical%20Education%20and%20Sport%20on%20Education%20Outcomes_0.pdf)
- The white house. (2010, june 28). « Executive Order 13545— President's : President's Council on Physical Fitness and Sports ». 75(123). USA. Récupéré sur <https://obamawhitehouse.archives.gov/the-press-office/executive-order-presidents-council-fitness-sports-and-nutrition>.
- Weissman, M. M. (1975). « The assessment of social adjustment: A review of techniques ». *Archives of General Psychiatry*, 32(3), 357-65. Récupéré sur [https://www.researchgate.net/publication/22039208\\_](https://www.researchgate.net/publication/22039208_)
- Wright, P. M., White, K., & Gaebler- Spira, D. (2004). « Exploring the relevance of the personal and social responsibility model in adapted physical activity: a collective case study ». *journal of teaching in physical education*, 23(1), 71-87. doi:DOI: 10.1123/jtpe.23.1.71
- رمضان بن جعفر . (2016). "دور الأنشطة البدنية والرياضية في تنمية التفاعل الاجتماعي لدى تلاميذ المرحلة الثانوية فئة العمر (18-20)". *مجلة التفوق في علوم وتقنيات النشاطات البدنية والرياضية*، 7 (1)، 7-21.

سعد حجاج، و حسين بركات. (2018). "التكيف الاجتماعي لدى الأحداث الجانحين الممارسين للنشاط الرياضي الترويحي". *مجلة التفوق في علوم وتقنيات النشاطات البدنية والرياضية*، 3(2)، 39-62. تم الاسترداد من

عامر طه، و يزيد قلاتي. (2019). "دور أسلوب التعلم التعاوني في تحسين التكيف الاجتماعي لدى تلاميذ المرحلة الثانوية من وجهة نظر أساتذة التربية البدنية والرياضية". *مجلة التفوق في علوم وتقنيات النشاطات البدنية والرياضية*، 10(1)، 175-193. تم الاسترداد من <https://www.asjp.cerist.dz/en/article/92088>

عمار مالكي، محمد قزقوز، و العيد بن سميشة. (2020). "إسهامات حصة التربية البدنية والرياضية في تحسين العلاقات الاجتماعية لدى تلاميذ المرحلة الثانوية للأقسام النهائية". *مجلة التفوق في علوم وتقنيات النشاطات البدنية والرياضية*، 5(2)، 34-49. تم الاسترداد من <https://www.asjp.cerist.dz/en/article/135482>

نور الدين زبشي، محمد بوعزيز، و بن عمر جبوري. (2019). "أهمية ممارسة النشاط البدني الرياضي المدرسي في تنمية بعض المهارات الحياتية لتلاميذ الطور الثانوي". *مجلة التفوق في علوم وتقنيات النشاطات البدنية والرياضية*، 4(2)، 39-50. تم الاسترداد من <https://www.asjp.cerist.dz/en/article/106163>

فيصل قاسمي. (2005). "تأثير النشاط البدني الرياضي على العلاقات الاجتماعية لدى المراهقين الجانحين وانعكاسه على التكيف النفسي الاجتماعي (15-18 سنة) داخل مركز إعادة التأهيل". *مجلة العلوم والتكنولوجيا للنشاطات البدنية والرياضية*، 5(5)، 95-100. تم الاسترداد من <https://www.asjp.cerist.dz/en/article/4537f>

نور الدين صغير. (2012). "دور النشاط البدني الرياضي في تنمية بعض المهارات الحياتية عند الناشئين". *مجلة العلوم والتكنولوجيا للنشاطات البدنية والرياضية*، 9(9)، 184-204. تم الاسترداد من <https://www.asjp.cerist.dz/en/article/170>

## **Thesis:**

سهيلة تواغزيت. (2009). *مدى تأثير الضغوط المهنية على دافعية أستاذ التربية البدنية والرياضية للطور الثانوي*. معهد التربية البدنية والرياضية جامعة الجزائر 3، 57-58.