

The impact of physical sports activities in the collective development of some mental skills among middle school students (13-15 years).	
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1 - Introduction and problematic:

Physical activity is one of the most important public activities within the educational programs, which aim to prepare the individual for a society that is useful, and sports activities are the most important physical activities and sports are the basis for the health of objects and the safety of minds, but its place in the care of members of society and Education is so that it goes along with the movement of education at every stage, and perhaps the most important stages of education is the intermediate stage, which is an enthusiasm passes through the individual during the development of social and physical, mental and psychological.

In the educational program of physical education and sports, we find that the collective sports activities take a large area of attention to adolescents in view of the positive implications for them, as well as their contribution to satisfy their needs and desires, which explains their interest in them, which indicates that they respond to many of their individual needs.

The existence of the group in these activities, which in turn lead to the development of mental skills of the student in the spirit of sports, which in turn earn many of the qualities of educational and moral high In this research, we will explore the impact of collective sports physical activity on the development of some mental skills among middle school students.

In this sense, we ask the following question:

2-The general question: Are there any statistically significant differences between the pre-test and the post-test to develop some mental skills in the physical sports activities of the intermediate students?

Partial questions:

- Are there any statistically significant differences between the pre-test and the post-test in developing the concentration of attention in the physical sports activities of the intermediate students?
- Are there statistically significant differences between the pre-test and the post-test in the development of mental perception in the physical sports activities of the collective middle school students?
- Are there statistically significant differences between the pre-test and the post-test in developing the ability to relax in the physical sports activities of the collective middle school students?
- Are there any statistically significant differences between the pre-test and the post-test in developing the ability to confront anxiety in the physical sports activities of the collective middle school students?
- Are there any statistically significant differences between the pre-test and the post-test in the development of motivation for athletic achievement in the physical sports activities of the collective middle school students?
- Are there statistically significant differences between the pre-test and the post-test in developing the ability to cope in the physical sports activities of the collective middle school students?

3 - Hypotheses:

3-1-General Hypothesis: There are statistically significant differences between the pre-test and the post-test in the development of some mental skills in the physical sports activities of the collective middle school students

3-2-Partial Hypothesis:

- There are statistically significant differences between the pre-test and the post-test in developing the concentration of attention in the collective physical sports activities among middle school students
- There are statistically significant differences between the pre-test and the post-test in the development of mental perception in the physical sports activities of the collective middle school students
- There are statistically significant differences between the pre-test and the post-test in developing the ability to relax in the collective physical sports activities among middle school students
- There are statistically significant differences between the pre-test and the post-test in developing the ability to cope with anxiety in the physical sports activities of the collective middle school students

- There are statistically significant differences between the pre-test and the post-test in the development of the motivation of achievement in sports in the collective physical sports activities among middle school students

- There are statistically significant differences between the pre-test and the post-test in developing the ability to cope in the physical sports activities of the collective middle school students.

4- Research Objectives:

- To know the extent of the effect of physical activity in collective sports in the development of mental perception of students

To determine the extent to which physical physical activity affects the development of students' ability to relax

Learning about the extent to which physical physical activity affects the development of coping ability in students

To know the extent to which the physical activity of the collective sports in the development of the motivation of athletic achievement of students

To determine the extent to which group physical activity affects the development of attention concentration among students

To see how the collective physical activity affects the development of self-confidence.

5- Research Methodology:

In this study, we have relied on the descriptive approach, which is relevant to the subject of our research.

6- Community Search:

The original community consists of 10,000 students and a student.

6-1- Research Sample and Method of Selection: After adjusting the variables by conducting the exploratory study, the sample of the research was chosen in a deliberate manner and is 40%. The student is equivalent to 11% of the original community.

Dimensions	Positive statement numbers	Negative statement numbers
he ability to visualize	1, 7, 19	13
The ability to relax	2, 14, 20	8
The ability to focus attention		3, 9, 15, 21
The ability to face anxiety		4, 10, 16, 22
Self-confidence	5, 17	11,23
Sports achievements		6, 12, 18, 24

When correcting the scale, scores are given to the expressions in the direction of the positive dimension according to the level set by the player in front of each statement. In addition, the scores shown by the player are reversed in terms of the negative 1 = 6, 2 = 5, 4 = 3, 5 = 2, 6 = 1

The scores of each dimension are collected separately and the closer the score of the player of the greatest degree and the value of 24 in each dimension as indicated by the characteristic measured by this dimension, and the lower the player's degrees as evidenced by the need to acquire more training on mental skill that Measured by this dimension.

The number (1) indicates that the phrase does not apply to you completely, the number (2) indicates that the phrase applies to you very little, the number (3) to a small degree, the number (4)) To a very large extent.

6-2- Scientific foundations of the scale:

The Mental Skills Questionnaire was designed by **Bull, John Albinson and Christopher Shambrook (1992)** to measure some of the important mental aspects of athletic performance:

The ability to visualize the ability to relax Ability to focus attention
ability to face anxiety Self-confidence
motivation sports achievement

The intelligence includes 24 words and each of the six outermost represented by 3 statements. The athlete answers the six-point scale

Statistical significance	Level of significance	Degree of freedom	R Scheduled	R Calcul	sample Scientific basis	D. Statistically
Stability	10	9	0.60	0.92	0.05	D.S

(applies to me very much, very, moderately, very little, does not apply to me completely)

7-Scientific Transactions:

7-1-Stability: The stability coefficients were found by applying the scale and re-applying it after three weeks and by using the alpha coefficient. These ranged between 0.65 and 0.91 when applied to multiple samples of athletes in multiple sports activities

7-2-Honesty: The veracity of the tip was verified when intelligence was applied in conjunction with some measures that measure some similar dimensions.

Stability:

. The stability coefficient was calculated according to the sample of the study, which includes 10 students using the half-way method

Table 02: The degree of stability of the scale applied to pupils in the physical and athletic education class.

Note that the calculated correlation coefficient value: 0.92 is greater than the set value, which we found is equal to 0.60 at the degree of freedom of 9 and the significance level of 0.05, so the scale has a high stability

6-3- Verifying: The validity of the questionnaire means ensuring that it will measure what has been prepared to measure it.

It is also intended to include the questionnaire for all the elements that must be included in the analysis on the one hand, and the clarity of the paragraphs and their vocabulary on the other, so that they are understood by all who use them.

6-4- The arbitrators have been certified: the scale has been shown to professors for an opinion where the validity of the tool has been approved for search hypotheses.

6-5- Authenticate statistics: Calculate the statistical truth from the square root of the stability coefficient

The stability coefficient is 0.92 and the root is the stability constant and is equal to 0.95

Note that the coefficient of honesty is 0.95 and this indicates that the scale is very honest

Presentation, analysis and comparison of results with hypotheses:

7- Presentation and analysis of the first hypothesis which states that:

Statistical differences of pre-test and post-test of collective sports physical activity in the development of concentration of attention among middle school students.

Areas	Sample	Standard Deviation	Arithmetic mean	Degree of Freedom	Tablar (T)	(T)Calculâtes	significance level	significance
Tribal test	140	3.47	17.43	139	1.68	2.93	0.05	D
Post-test	140	4.20	18.75					D

Table (03) :shows the value of T to indicate the differences between the pre-test and the post-test (concentration of attention). The arithmetic mean of the tribal test is estimated. With a standard deviation of 3.47 and the mean of the post-test was 18.75 with a standard deviation of 4.20. In terms of the calculated T, it was 2.93, which is greater than the traditional value of 1.68. Ie, at the level of "0.05 = " ", and the degree of freedom 139, which indicates that there are statistically significant differences between the pre-test and the post-test in concentrating attention in collective sports ; This is what I have reached

Since the calculated "T" is greater than the "T", this indicates a discrepancy between pre-test and post-test in focusing attention on students in group sports

7-1- Discussion of the first hypothesis

The results indicated in Table (03) show that there are differences in the pre-test and the post-test, where the calculated "T" "2.93" and "T" tabular "1.68" and therefore since the calculated "T" is greater than the "t" scheduled we say that the first hypothesis was achieved based on the results and this is the conclusion of a study indicates Mohammed Hassan Allawi that athletes have a clear difficulty in the

ability to Focusing attention In light of this, the athlete should reduce the severe psychological pressure It can fall on the shoulders of sports because it is working to reduce the athlete's ability to focus.

"Osama Kamel Rateb" pointed out that concentration of attention is one of the psychological skills that are important for the success of the process of education, training or competition in its different forms, distracted attention or lack of focus, which negatively affects performance

Mohammed Al-Arabi Al-Shammoun also points out that the occurrence of mathematical achievements is related to the athlete's presence in optimal psychic energy. His most important feature is that attention has been directed entirely to skillful performance and attention is a vital dimension in training and competition at all levels.

7-2 Presentation and analysis of the second hypothesis which states that:

Statistical differences of pre-test and post-test of collective sports physical activity in the development of mental perception among middle school students

Table (04) :shows the value of T to denote differences between pre-test and post-test in mental perception.

Areas	Sample	Standard Deviation	Arithmetic mean	Degree of Freedom	Tablar (T)	(T)Calculated	significance level	significance
Tribal test	140	3.59	17.05	139	1.68	1.75	0.05	D
Post-test	140	3.40	17.77					D

The arithmetic average of the tribal test is estimated. 17.77 "with a standard deviation of" 3.59 "and the mean for the post-test was estimated at" 17.05 "with a standard deviation of" 3.40 ", while for the calculated T value was" 1.75 "which is greater than the value of the traditional T" 1.68 " "0.05 =" "and the degree of freedom 139, a value indicating that there are statistically significant differences between pre-test and post-test in mental perception in collective sports

7-3- Discussion of the second hypothesis;

The results indicated in Table (04) show that there are differences in the pre-test and the post-test, where the calculated "T" is the difference between the pre-test and the post-test (mental perception). "1.75" and "T" tabular "1.68" and therefore since the "T" calculated greater than the "T" scheduled we say that the second hypothesis was achieved based on the results and this is the conclusion of the study of Mohammed Allawi summarized the various uses of mental perception in sports examples of practical applications :

From this we conclude that the hypothesis that there are statistically significant differences between pre-test and post-test in the mental perception of middle school students has been achieved.

7-4 Presentation and analysis of the third hypothesis, which states that:

Statistical differences of pre-test and post-test of collective sports

Areas	Sample	Standard Deviation	Arithmetic mean	Degree of Freedom	Tablar (T)	(T)Calculatedes	significance level	significance
Tribal test	140	4.67	15.50	139	1.68	3.20	0.05	D
Post-test	140	3.65	17.07					D

physical activity in the development of the ability to relax in middle school students

Table (06): shows the value of T to indicate the differences between the pre-test and the post-test in the development of the ability to relax.

The arithmetic mean of the tribal test is significant. With a standard deviation of 4.67 and a mathematical mean of 17.07 with a standard deviation of 3.65 and a calculated value of 3.20, which is greater than the traditional value of 1.68, ie, at the level of significance "0.05 = " ", and the degree of freedom 139, a value indicating that there are statistically significant differences between pre-test and post-test in developing the ability to relax in collective sports

Since the calculated "T" is greater than the "T", this indicates that there is a difference between pre-test and post-test in developing the ability to relax students in collective sports

7-5- Discussion of the third hypothesis:

The results revealed in table (06), where calculated "T", "3.20", and "T" The table "1.68" and therefore since the calculated "T" is greater than the "t" that is scheduled, we say that the third hypothesis has been achieved

Based on the results and this is what the study of Nat and Solin that relaxation helps to develop physiological, physical and psychological aspects, and increase the ability to work in long periods and reduce fatigue and the ability to relax muscle.

7-6- Presentation and analysis of the fourth hypothesis which states that:

Differences of statistical significance for pre-test and post-test of collective physical sports activities in the development of the coping ability of middle school students

Table (07) :shows the value of T to indicate the differences between the pre-test and the post-test in the development of the coping ability.

Areas	Sample	Standard Deviation	Arithmetic mean	Degree of Freedom	Tablar (T)	(T)Calculâtes	significance level	significance
Tribal test	140	4.61	15.45	139	1.68	4.78	0.05	D
Post-test	140	3.87	17.84					D

The arithmetic mean of the tribal test is estimated. 15.45 "with a standard deviation of 4.61" and the mathematical mean for the post-test was estimated at 17.84 with a standard deviation of 3.87 and for the calculated T value was 4.78, which is greater than the initial value of T 1.68, ie at the level of significance "0.05 =" ", and the degree of freedom 139, a value indicating that there are statistically significant differences between pre-test and post-test in developing the ability to confront anxiety in collective sports

Since the calculated "T" is greater than the "T", this indicates that there is a difference between pre-test and post-test in developing the coping ability of students in collective sports.

7-7- Discussion of the fourth hypothesis: The results showed in table (07) where the calculated "T" is 4.78 "and" T "Table 1.68". Thus, since the calculated "T" is greater than the "T", we say that the fourth

hypothesis has been achieved Based on the results and this is the result of the study of "Savoy C", which indicates that it is necessary to address anxiety and work to reduce the intensity and paves the way to increase attention focus and thus achieve the best achievements of sports and this is through the mental training program and represents the incentive The personal motivation to play the game and the struggle to succeed for excellence and excellence and so is a measure of seriousness by athletes to reach a high level.

This is consistent with the findings of the studies of Hassan Abu Abia, which pointed out that anxiety is one of the most important psychological phenomena associated with the organization of sports competitions, where it plays an important role in influencing the performance of athletes, especially young people, as a result of their aspirations to win the result of totems and not lose

7-8- Presentation and analysis of the fifth hypothesis which states that:

Differences of statistical significance for pre-test and post-test of collective physical sports activities in the development of the mathematical achievement motivation among middle school students

Table (08) :shows the value of T to indicate the differences between

Areas	Sample	Standard Deviation	Arithmetic mean	Degree of Freedom	Tablar (T)	(T)Calculâtes	significance level	significance
Tribal test	140	3.19	17.43	139	1.68	5.07	0.05	D
Post-test	140	4.20	18.75					D

the pre-test and the post-test in the development of sports achievement motivation.

The arithmetic average of the tribal test is estimated. 17.43 "with a standard deviation of 3.19" and the mean for the post-test was 18.75 with a standard deviation of 4.20 and for the calculated value of "5.07" "0.05 = " ", and the degree of freedom 139, a value indicating that there are statistically significant differences between pre-test and post-test in the development of motivation for achievement in sports collective sports

Since the calculated "T" is greater than the "T", this indicates that there is a difference between pre-test and post-test in the development of

motivation for athletic achievement among students in collective sports

7-9 Discussion of the fifth hypothesis

The results indicated in Table (08) show that there are differences in the pre-test and the post-test, where the calculated "T" is the difference between the pre-test and the post-test (mental perception). "5.07" and "T" tabular "1.68" and therefore since the calculated "T" is greater than the "t", we say that the hypothesis

The results of this study were compared with the study of Mohiuddin Hussein 1988, which found that there is a decline in the motivation of achievement in some societies, even those that are called advanced societies.

Mohiuddin Hussein 1971 adds that there are a number of reasons behind the decline in motivation among university students. In recent years, there has been a change in the roles of the family for long periods due to their preoccupation with work and the children have a sense of belonging to others more than their desire to achieve excellence The level of achievement of students has also reduced the motivation of teachers to fall below the level expected of them and reflected the socio-psychological climate provided by society in general, which affected the development of mental skills in particular From this we conclude that the hypothesis that there are statistically significant differences in the pre-test and post-test of collective sports physical activities in the development of the mathematical achievement motivation of middle school students has been achieved

7-9- Presentation and analysis of the sixth hypothesis which states that:

Statistical differences for pre-test and post-test of collective sports physical activities in the development of coping ability among middle school students

Table (09) :shows the value of T to indicate the differences between pre-test and post-test in the development of coping capacity.

The arithmetic mean of the tribal test is estimated. With a standard deviation of 4.66 and a mean for the post-test was estimated at 18.78 with a standard deviation of 4.24. As for the calculated T value, it was 4.78, which is greater than the initial value of T 1.68, ie at the significance level "0.05 =" ", and the degree of freedom 139, which

Areas	Sample	Standard Deviation	Arithmetic mean	Degree of Freedom	Tablar (T)	(T)Calculâtes	significance level	significance
Tribal test	140	4.66	17.80	139	1.68	1.88	0.05	D
Post-test	140	4.24	18.78					D

indicates that there are statistically significant differences between the pre-test and the post-test in the development of the ability to confront collective sports

Since the calculated T is greater than the planned T, this indicates a discrepancy between pre-test and post-test in developing the coping ability of students in group sports

7-10 Discussion of the sixth hypothesis:

The results revealed in table (09) showed that the differences between the pre-test and the post-test were the T values for the significance of differences (in the development of the coping ability). The calculated values of "T" and "4.78" The "1.68" tabular. Thus, since the calculated "t" is greater than the "t", we say that the sixth hypothesis has been achieved

Based on the results and this is what reached by the study of Osama Kamel Rateb that self-confidence means the realistic expectation of the athlete to achieve success, self-confidence does not mean what he hopes to do the athlete but what are the real things that expected the work of self-confidence three types: self confidence - confidence The lack of confidence, success, victory and failure are part of the sport. Self-confident athletes know this fact and deal with it with a lot of realism, but the athletes they attribute to self-confidence are afraid of failure so much that they make their fear easier And then Y. The result is that athletes who believe that they have little to do psychologically are captive to their negative perceptions and take the path of defeat and failure, not success and victory over the opponent, and that the weakness of confidence weakens the efficiency of performance and it leads To the occurrence of anxiety and uncertainty of the goal In addition to the above, these athletes may feel inadequate even with the continuation of practice and that they can not do the best and self-

confidence in the expectation of the results make the athlete more willing to make and give, and the more Expect and become a more confident athlete and whenever Z This weakness of his endurance and perseverance and determination in the face of obstacles that offset or problems encountered

While the results of the study of my friend Nur al-Din Mohammed, which indicated that self-confidence of the important skills in the field of sports because of its impact on the performance of athletes and that the confidence of the athlete in his abilities is an important source of positive to achieve positive mental energy and draws the researcher from what previously stated that the athlete Strengths (individual games) have a weakness in self-confidence due to lack of participation in official tournaments.

The general hypothesis that: There are statistically significant differences between the pre-test and the post-test in the development of some mental skills in the physical sports activities of the collective middle school students have been achieved.

8-General conclusion:

After presenting, analyzing and discussing the results obtained through the field study we find that there are:

- Significant statistical differences between the pre-test and the post-test in developing the concentration of attention in the physical sports activities of the intermediate students in favor of the post-test, indicating that collective sports have a role in the development of mental skills.
- Significant statistical differences between the pre-test and the post-test in the development of mental perception in the physical sports activities of the collective students in the intermediate stage in favor of the post-test, indicating that collective sports have a role in the development of mental skills
- Significant statistical differences between the pre-test and the post-test in developing the ability to relax in the collective physical sports activities of the intermediate students in favor of the post-test, indicating that collective sports have a role in the development of mental skills
- Significant statistical differences between the pre-test and the post-test in developing the ability to confront the concern in the collective

physical sports activities of the intermediate students in favor of the post-test, indicating that collective sports have a role in the development of mental skills.

- There are statistically significant differences between the pre-test and the post-test in the development of the mathematical achievement motivation in the physical sports activities of the intermediate students in favor of the post-test, indicating that the collective sports have a role in the development of mental skills

- There are statistically significant differences between the pre-test and the post-test in developing the ability to cope in the physical activities of middle school students in favor of the post-test indicates that collective sports have a role in the development of mental skills.

From here, we can say that collective sports activities play a major role in the development of the adolescent's mental skills, which affect him positively

9-Future proposals and assumptions:

Based on the previous results, we hope that the current study will be a first step for conducting future studies in order to identify the effect of the aforementioned factors on determining the positive trend or complementary studies of the current study by including some variables and subjective factors related to the direction that we did not address in this study Physical physical fitness in the development of some mental skills in the adolescent, which has a positive role.

Finally, we present some scientific and practical suggestions which we believe are very important for this age stage through the sport practice in educational institutions and to benefit from what this segment can achieve.

To benefit from the scientific aspect of this research in the process of the formation of professors physical and sports education and to see the modern methods and methods in this area.

The need to pay attention to the physical and sporting activities in the educational institutions and give them their pedagogical status as other materials using the modern educational means and which contribute to the increase towards sports activity.

Focus on the importance of appropriate programming for physical and sports education classes and give a clear picture of the impact of physical activity in the development of mental skills.

An effective contribution to the expansion of the friendship between the students based on their interaction with each other during competitions and sports courses.

The student gained self-confidence and security through his sense of performing his role properly within the team

You should take advantage of the excess energy of the students and then take into account their comfort and comfort and care of nutrition and adequate nutrition.

The problems experienced by the adolescent are many and found serious and his tendency to distinguish from others is an easy prey to social deviation, so we must consider the ideal way to integrate this teenager within the community and governs the exercise of collective exercise of the means of emptying and satisfying the social needs of adolescents, Which alleviates the problems of youth in society.

10-References;

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