

## The role of sports activity in reducing the level of anxiety of the school-aged adolescent

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### Abstract:

This study aims to highlight the role of sports activity in reducing the level of anxiety of the schooled adolescent. The comparative causal descriptive approach was followed and a questionnaire prepared by the researcher was used as a tool for collecting information. The exploratory study included two samples: (15) students involved in the activities and (15) A student is not involved in the activities, and the validity and reliability of the tool were calculated. Among the results reached in this study are the following:

- There are statistically significant differences between educated adolescents involved and not involved in sports activity in the level of the degree of family anxiety. –

There are statistically significant differences between educated adolescents engaged and not involved in sports activity in the level of social anxiety degree. –

There are statistically significant differences between adolescents who are educated in the nostril of sports activity in the level of the degree of school anxiety.

**Keywords:** sports activity, adolescents, anxiety.

### I. Introduction:

The subject of anxiety has taken an important place in old and modern psychological studies, as it causes psychological stress to individuals at various stages of their developmental life, whether educational, professional or social life, as a result of the difficult conditions that prevent them from achieving many of their goals, aspirations and aspirations.

Under these difficult circumstances, human beings seek ways to alleviate this tension and anxiety by exercising many hobbies and activities in different fields, sports, art and entertainment... In this regard, he says: "The diversity and diversity of activities contribute significantly to the discharge of repressed emotions in the individual and alleviate the levels of anxiety and psychological stress, and give the individual happiness, pleasure and psychological satisfaction, all factors that increase the ability to adapt in his life to society." (Atiyat Mohammed Khattab, 1919, p. 32).

In this regard, the institutions of the Ministry of Youth and Sports of Algeria are endeavouring to provide various types of activities for most age groups, especially adolescents, This category is accepted with urgency and free choice without pressure or coercion. to practice their hobbies and express their free creative abilities, appealing for amusement, comfort and entertainment after they have finished their homework, family and social and hence the idea of the subject for researchers as supervisors of activities in the youth and sports sector.

### 1. Problematic Study

The topic of concern has attracted the attention of many psychologists and educators, working their minds through their studies to know its manifestations, causes and means of alleviating it, where anxiety has become a manifestation of daily life, and an indicator that threatens relationships at the level of individuals within the family, school and community... etc.

The phenomenon of anxiety overwhelmed the mind and thought, distorted the psychological construction and threatened its hope and stability, so that it became an obsession challenging humanity in this era. Many modern philosophers, such as Spinoza, Pascal, Cheeling, Nietzsche, Schopenhauer, and many other sciences, such as psychology, psychiatry, philosophy, literature, music, art, religion, etc.

Anxiety is a widespread phenomenon at all ages of time, but the most fertile stage of anxiety is adolescence. Because of its complex psychosocial phenomenon, adolescence takes on fertile ground for proliferation and spread, which is when the nation's present and future are human.

Hall states: "Adolescence should be of interest to the entire psychology" (Al-Jasmani Abdul Ali, 1994, p. 193).

This difficult and critical stage in the conflicts that besiege the adolescent and prevent his adaptation increases his anxiety. He seeks to seek pleasure and happiness to satisfy his needs and his whims, his wishes in all aspects of his personality, to achieve physical, psychological and emotional stability and this difficult stage and his wishes in all and social... Especially in his spare time, here he highlights the role of the family, society and the periphery in order to advance this important segment of society and bring it to safety.

The adolescent's stage of development is the subject of internal and external conflict depending on the nature of the stage in all physical, psychological and social aspects, and, according to many studies in this area, he suffers most from anxiety, which impedes his life in the family, school and society.

Based on the above, the study's problem is identified in the following question:

Does sporting activity play a role in reducing the level of anxiety of an educated adolescent?

## **2. Hypotheses**

General hypothesis: There are statistically significant differences between educated adolescents who are engaged and not engaged in sports activity at the level of anxiety.

The first partial hypothesis: There are statistically significant differences between educated adolescents engaged and not engaged in sports activity at the level of family anxiety.

Second partial hypothesis: There are statistically significant differences between educated adolescents engaged and not engaged in sports activity at the level of the third partial hypothesis: school anxiety. Statistically significant differences exist between educated adolescents engaged and not engaged in sports activity at the level of social anxiety.

## **3. Objectives of the study**

The main objective of this study is to highlight the role of sports activity in alleviating the level of anxiety among educated adolescents and to try to illustrate the positive role played by sports practice in the family, school and social fields.

## **4. The importance of the study**

The importance of this study is to determine the effective role that sports activities play in the dimensions they contain in containing the anxiety of educated adolescents, thus making them more in line with the problems they may face in the family, school and social spheres.

## **5. Study terms:**

Concern: procedurally defined through our study as: anxiety is a state of widespread and persistent tension resulting from the anticipation of an actual or symbolic risk that may occur and accompanied by a vague fear and psychological and physical symptoms ". (Hamid Abdussalam Zahran, 1978, p. 397).

In this study, we mean: persistent stress exceeding normal that adolescents feel so disturbingly, that they cannot adapt or do their daily work in the family or school or participate in social life. Adolescent Educator: Teen is defined as: "The concept of a procedurally trained adolescent under the present study is defined as: a high school student aged between 16 and 19 years.

It is intended in this study: the different stage of development (physical, physiolo, religious and moral) in which the individual, mentality, social and emotional grades multiple conflicts, internal and external preventing his psychological and social adaptation, and the adolescent's access to maturity and the subjects of schoolteachers are limited to his level of education (medium- and secondary).

Engaging in activities: "Abd al-Rahman al-Issawi, 2000, p. 63." in a regulated legal framework, where the person meets the appropriate conditions for practice and provides simple administrative documents, Children are

required to attend the guardian or to submit a paternal permit passed and sealed from the municipality's residential interests. activities are conducted on a daily, weekly, monthly or annual basis.

The procedural definition of sporting activity is: organized exercises, games with origins and rules intended to strengthen the body, nourish the mind and refine oneself by giving one benign qualities.

## II. Theoretical framework and previous studies

### The theoretical framework of the study

#### First: sports activity

##### 1. The concept of physical education and sports:

The concept of physical education and sports: Many researchers have clarified the concept of physical education, including: The Union of Physical Education defined sports, recreation, and movement rhythm. AAHPER defines physical education as “those fertile conditions to provide children with cognitive, emotional, physical fitness, motor, and health aspects through movement.”

The concept of physical education is linked to the concept of entertainment, which means venting oneself, i.e. recreation. This is a main goal for most sports practitioners.

Sports are regular movements performed by the individual to reach what is called correct performance, which contains all the elements of physical fitness, and the goal is to achieve them, such as balance, agility, accuracy, strength, and flexibility as well. It seeks to achieve a balance between the psychological, mental, and physical aspects, and in order to achieve muscular and nervous harmony in the body, it is necessary In agreement with the aspects mentioned, sport is health and must be practiced, just as it is food for the soul. When practicing any type of sport, its laws must be respected and applied to the fullest.

Sports are one of the finest forms of human movement. It is an advanced stage of games and therefore of play. It is the most organized and the highest in skill. The word “sport” is used in both the English and French languages. Sport, and in Latin diport, and its etymological origin is disport, which means transformation and change, and it carried its meaning and content from people when they turned their concerns and interests to work for entertainment and recreation through sports. “Loschen and Sage” indicate that sports can be defined as: “an activity full of play, competitive, internal and external, with returns and returns, that includes individuals or teams participating in a competition, the results of which are decided in light of superiority in physical skill and plans.”.

##### 2. The reality of activities in the school environment:

Every country, every region, and even every school has its own peculiarity with regard to activity, given that it is related to understanding and awareness of the meaning and foundations of effective activity and its impact on the present and future of our children and youth. No one denies the importance of activity because it represents one of the important axes for achieving the goals of the general educational process, through Achieving cognitive, emotional, and skill goals, developing and realizing students' inclinations and desires, and enriching them with sublime and noble values, and with desired trends in proportion to their aptitudes, abilities, and inclinations during the various educational stages.

Activities scheduled at school	Activities outside of school	M
Mandatory/not optional for all students	Optional based on the inclinations and desires of the students	1
It has a pass and a pass, and it has grades that determine the student's progress	There is no pass or fail and no academic grades	2
It has a specific schedule and time binding on the student during the week	Unrestricted and practiced outside the school schedule	3
Specific classes that the student continues without change until the end of the academic year	It is not restricted to classes and subscription is available to all students	4
It does not enjoy the same degree of acceptance	It is accepted by students and their willingness	5

or demand because it is imposed on students	to participate in it with motivation, eagerness and enthusiasm	
Not performing (student is recipient)	Characterized by sensory-motor performance (the student performs)	<b>6</b>
Limited to the aspect of cognitive development	It addresses all aspects of students' growth (physical, emotional, skills...)	<b>7</b>

### 3. Basic functions of activities

**1.3. Psychological function:** These activities provide students with appropriate natural opportunities that develop self-confidence and alleviate anxiety and various psychological disorders, leading to mental health, responsibility, tolerance, cooperative work...etc.

We realize that learning will not be successful and conducive to psychological development unless it is itself a manifestation of the individual's activity emanating from his motives and inclinations.

Examples of this include:

Developing inclinations and talents.

Achieving mental health

Modifying behavior in the desired direction

Invest your free time

A source for developing learning motivation within the classroom and raising the level of achievement

Satisfying students' needs and meeting their inclinations and desires.

**2.3. Educational function:** These activities provide opportunities for learning because they are part of the educational program. Through them, students' perceptions are expanded, their behavior is modified, and they are directed toward the desired direction. They also help students to recognize their abilities, inclinations, and desires, and then develop them in order to expand the areas of those experiences.

Examples of this include:

Realizing the concept of self-learning and continuous learning.

Providing direct sensory and motor experiences during education

Detecting and developing distinct tendencies and abilities.

Helping to understand and assimilate the curricula

Awareness of the importance of time and the value of leisure time. (Ahmed Osmani, 2007, p. 28).

**3.3. Social function:** These activities provide fertile opportunities for participation, cooperation, and dealing with others, which helps students adapt to life. They are part of the preparation for life in general, in addition to their importance in forming social relationships and avoiding discrimination.

Examples of this include:

Strengthening the relationship between school and society

Contributing to reconciling the environment and society

Public service training

Encouraging group work

Respect the opinions of others and freedom to express opinions

### 4. The effect of sports activity on the individual

It can be summarized as follows:

Physiologists confirm that the heart muscle increases in size by using it, by placing burdens on it during physical activity. This is a common condition that follows the law of use: "What is used becomes stronger, and what is not used becomes atrophied." This applies to all the muscles of the body, and since the heart is a muscle, this condition means increased growth and strength of the heart, and as a result of research conducted. On guys like DeMar-Marathon runners, Olympic athletes, and others. Researchers generally agree that the amount of

blood per beat of a trained person's heart is greater than that of an untrained person. (Al-Najjar, Abdel Wahab Muhammad, 1991, p. 73).

As for the effect of physical education and sports on bones, children and adults who engage in long-term sports training have more solid, denser, and stronger bones. During the early stages of growth, this leads to an increase in the diameter of the bones involved in physical work.

This has been observed in the thigh bones of soccer players and the forearm bones of tennis players.

Scientists believe that children who continue to engage in many physical activities before two years of puberty, which is the period in which bone mineralization reaches its maximum increase, will gain strong and healthy bones. (Al-Sayyid Fouad Al-Bahi, 1975, p. 30).

Regarding the mental effect, according to American research, people who exercise regularly have successfully passed intelligence tests at a much higher level than people who do not exercise. This is clear evidence that exercise works to strengthen memory, and this of course prevents the disease of aging, and it is due to that during exercise. It pumps blood and oxygen to the brain, and the study said that it proves that intelligence is a set of complex biological mental processes carried out by hundreds of billions of nerve cells in the brain.

As for the impact of physical education and sports on the psychological aspect, many psychologists confirm that practicing physical exercises and the child's participation in group games helps fill his free time, and this leads to a decrease in the intensity of tension and depression, dispelling anxiety, and feelings of fear, and through relaxing oneself with sports and play, one's self grows. The child feels self-confidence and positive interaction as a result of his contact and participation with others in this physical activity.

As for the social aspect, the concept of socialization through sports is highlighted as the various processes of social interaction that the child gets accustomed to through sports and physical knowledge, as he acquires methods and standards of behavior and recognized values, through organizations in physical education and its various educational programs and activities and through opportunities for social interaction and relationships. Mutual exchange during movement and sports activities (education - training - encouragement - transfer). (Hamid Abdel Salam Zahran, previously mentioned reference, p. 47).

Second: anxiety

**1.The concept of anxiety** Psychologists have differed among themselves in defining anxiety, and their interpretations of it have varied. Their opinions have also varied on the means that can be used to get rid of it. In this context, we will review a number of definitions that were mentioned about anxiety, including the following: The Dictionary of Psychological Terms and Psychoanalysis defines anxiety as an emotional state. A persistent unpleasant sensation for the individual, an distressing feeling of threat or persistent worry, discomfort and stability in which the individual loses desire (Muhammad Abdel Khaleq, 1987, p. 27) or motivation for the goal.

**2.Types of anxiety:** Researchers and psychologists have unanimously divided anxiety into several categories As a Bad Of which:

**Ordinary or objective anxiety** This type of anxiety is close to fear because its source is usually clear and well-known, its intensity is proportional to its subject, and it is greatly influenced by the individual's previous experience. This type of anxiety is a realistic response to the perceived danger of the environment in which the individual lives. A child or individual, for example, feels anxious when approaching. Exams, and there remains a certain period of time after which the fear disappears as if there was no anxiety. The exam is a state of comprehensive tension that affects the individual and affects anxiety processes such as attention, thinking, concentration, mental simulation, and remembering, which are among the requirements for success. The exam, as the exam situation provokes individual subjective feelings and sensations. Feelings. Any student's feelings and feelings differ from any other student's feelings and may be motivating for one student and frustrating for another student. (Masouma Suhail Al-Mutairi, 2005, p. 279).

**Neurotic anxiety:** The origin of this anxiety is not due to the source of his instincts, which may provide him with an outlet to the outside. In other words, neurotic anxiety arises when the id threatens to overcome the ego's defenses, and to satisfy those motives, society does not agree to satisfy them. Thus, the ego strives to suppress them, and in order to do so, it often resorts to defensive tricks such as Justification, projection, regression, etc., from one side to the other, means that defensive tricks only lead to temporary relief.

Moral anxiety (congenital) It is an individual's feeling of guilt when he violates moral principles or just by thinking about it. It is an internal anxiety that does not reflect a fear of anything threatening in the environment, but rather the individual feels its presence. A person is not only afraid of bombs, illness, or losing his job, but he is afraid of his conscience if he makes a mistake or intends to do something wrong. He is righteous and afraid to control his surrounding and forbidden sexual and aggressive urges until they become satiated, because a person cannot in any way escape from himself, so he becomes anxious and tense. (Omar Abdul Rahim Nasrallah, 2004, p. 386).

**3. Diagnosis of anxiety disorder** Due to the cardiac manifestations exhibited by the patient, anxiety attacks may be misdiagnosed due to the possibility of the presence of myocardial infarction (coronary ischemic insufficiency) or myocardial infarction. Attention must be paid to the neurological symptoms (autonomic nervous system) that may be caused by the presence of a tumor in the adrenal cortex (pheochromocytoma) and hyperexcitability resulting from Graeve's disease. These disorders are similar to anxiety neurosis, so before deciding on a diagnosis of anxiety disorder, laboratory and physical tests must be performed. In cooperation with psychiatry or internal medicine to rule out the disorder and organic diseases causing anxiety.

**4. Treatment of anxiety Treatment** varies according to the individual, the severity of anxiety, and the treatment methods available to the individual. We find:

**Psychotherapy** In most cases, we follow direct psychotherapy, which is intended to explain, encourage, suggest, guide, and listen to the patient's struggles. However, psychoanalysis requires a lot of time, effort, and money, so it is better not to follow it in severe, chronic cases whose treatment requires time and money. The most common type of psychotherapy in contemporary times for anxiety disorders is cognitive psychotherapy, which is an attempt to explain systems of thinking and provide specialized treatment. (Ahmed Okasha, 1973, p. 148)

**Treatment Environmental and social:** We often resort to removing the patient from the place of psychological conflict or emotional shock. Rather, we advise changing the social situation, whether family or work, when necessary.

**Chemotherapy** Psychotherapy alone is not useful in the acute cases mentioned above with fear, terror, and fatigue. Rather, the patient must be given large amounts of hypnotics and sedatives at first, and then after physical rest, we can begin psychological treatment. In cases of severe anxiety, there is no objection to giving some drugs that reduce nervous tension, such as the benzidiazepine group (Valium, Librium, Antivan, Xanax, Tranquil), which act on GABA receptors, giving a feeling of calm, relaxation, and comfort. It is preferable not to continue taking these drugs for more than Six weeks.

**Rational emotive therapy** It depends on discussing a patient's irrational thoughts and replacing them with logical thoughts, which leads to changing the patient's behavior. (Masouma Suhail Al-Mutairi, previously mentioned reference, p. 285).

Third: adolescence

### **1. The concept of adolescence:**

Linguistically: good, which means getting close to something, so the thing became exhausted, close to it, and the word adolescence Adolescence means approaching adulthood. (Ibrahim Mustafa, 1979, p. 378) Its definition is terminologically according to Abd al-Rahman al-Isawi.

Adolescence is a journey in which a gradual transition occurs towards physical maturity- (Adolescence) sexual, mental, and psychological...." In the Middle Dictionary, it refers to the verb (raheq) (Abdul Rahman Al-Issawi, 1984, p. 87).

### **2. Adolescence departments:**

**Early adolescence:** "This stage extends from 12 to 14 years. In this stage, childish behavior diminishes and the physical, mental, emotional and social manifestations characteristic of this period begin to appear. There is no doubt that one of the most prominent aspects of growth in this stage is sexual development." (Hamid Abdel Salam Zahran, 1977, previously mentioned reference, p. 279).

**Middle adolescence** "It extends from 14 to 17 years, and it is also called the secondary stage. During this stage, the speed of sexual development decreases and physical and physiological changes increase, as well as the

adolescent's interest in his physical appearance and the strength of his body, and thus his sense of self increases." (Mustafa Marouf Raziq, DDS, p. 10).

**Late adolescence:** It extends from 17 years to 21 years. It is also called the stage of higher education, in which the teenager tries to adapt to the society in which he lives, and to stay away from isolation. Others call it the youth stage, and in which the teenager also develops a strong sense of identity, personality, and connection to the system. certain values, and moving towards achieving certain life goals." (Hamid Abdel Salam Zahran, op. cit., p. 262).

**3. Adolescent problems:** The stage of adolescence is a period rich with many problems. The changes that occur to the teenager at this stage require striving to achieve his goals and satisfy his desires in order to achieve adaptation, and through his continuous attempts to achieve it, these problems appear in him, which we summarize in the following:

**Health problems:** These are related to the adolescent's health condition and disorders and the extent of his tolerance for physical changes such as fatigue, severe headaches, or lack of understanding of women and his ignorance of some physical and physiological changes. Among the problems also is the adolescent's strong interest in strengthening his body.

**Economic problems** It appears through the teenager's desire to be independent and dispose of money despite his weak financial situation and the lack of a fixed source to obtain the necessary funds in order to satisfy his needs, his desire to find work to earn money and help, and this is what keeps him in the family. **Family problems:** According to Al-Ahq, family problems refer to the pattern of family relationships and parental tendencies in treating teenagers. For example, parents do not understand their needs, as well as the lack of discussion, dialogue, and appropriate atmosphere within the family.

**School problems:** They occur through the student's relationship with his teachers and classmates and the extent of his adaptation to them, as they create problems related to analysis, study methods, and exams, and limit the teenager's freedom and movement within the institution, which exposes the teenager to rebellion and failure to establish balanced relationships within the school (Sami Muhammad Melhem, 2001, pp. 400, 401).

**Professional problems:** related to studies, the teenager needs to draw a future work plan and knowledge of university and professions, and this is what makes him in constant search for what will satisfy these needs, and he fears the inability to find a suitable job after graduation.

**Sexual problems:** At this stage, the teenager suffers from a lack of knowledge of the truth about sex and the nature of its problems. In many cases, he resorts to obtaining information from his peers or books, which results in anxiety and confusion due to the contradiction in what he obtains.

**Moral and moral problems:** The teenager turns away from religion despite showing an urgent need to learn many religious matters, and feels disturbed, remorseful, and stressed due to not praying regularly or performing actions that God does not approve of.

**Social problems:** Social problems in adolescents are measured by the ability to adapt to others, the field in which he is, and the extent to which his needs for consideration, social acceptance, belonging, and appreciation are met.

**School problems** It occurs through the student's relationship with his teachers and colleagues and the extent of his adaptation to them, as it creates problems for them related to analysis, study methods, and exams, and limits the adolescent's freedom and movement within the institution, which exposes the adolescent to rebellion and failure to establish balanced relationships within the school (Sami Muhammad Melhem, 2001, p. 400, 401).

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#### **4. Adolescence and its impact on the individual**

##### **1.4 Anxiety and physiological changes H**

Changes in height and weight are accompanied by changes in size ratios. The nose, head, hands, and feet reach their full size first, and the arms and legs grow faster than the torso, which is the last to complete its growth.

These differences in the rate of growth of body parts lead to temporary feelings of difficulty and embarrassment, and sometimes the teenager does not feel that His hands and feet are too long, and this remains the case throughout adolescence, and the human body does not reach the usual proportions that we observe in adults except in youth. (Abu Hatab Fouad and Sadiq, 1995, p. 363)

#### **2.4 Emotional sensitivity:**

He is affected by various stimuli and becomes agitated for no apparent reason and feels extremely sad if he is exposed to frustration from his father or teacher, and is sometimes accompanied by emotional imbalance, that is, a sharp response to some situations that do not call for it, such as screaming violently, cursing others, and rushing recklessly. (Mikhail Khalil Awad, 1971, p. 73).

#### **3.4 Anxiety and its connection to the psychological aspect**

The teenager suffers from a psychological conflict that manifests itself in their emotional extremism and their acceptance of the two extremes of emotional manifestations. The first reason for this is adolescence itself, because they are going through a stage of violent development and a comprehensive transition in their physical, nervous and mental being. They now want what they will reject after a while, and then they go through a period of not knowing. With her what they want, and what they expect from people to achieve for them, what they do not know for themselves and cannot discover.

Al-Jasmani summarizes the problems that are affected by adolescent thinking as:

Problems related to health and growth, and the most important characteristics of this are insomnia and feeling tired quickly, suffering from nausea, biting nails, psychological instability, ugly appearance, disproportion of the body's organs... These things do not concern an adult much, but for a teenager they are a source of concern, especially if they It made him vulnerable to ridicule and ridicule from others sometimes. (Al-Jasmani Abdel-Ali, 1975, p. 237).

#### **4.4 Anxiety and its connection to the social aspect:**

The manifestations of the adolescent's social development are determined by the tendency toward independence and self-reliance, and this appears in the adolescent's attempts to choose his friends and the type of clothing he wears, study, and determine his own inclinations, as well as the tendency to rally around a group of comrades, where he merges with a small group of friends and shows loyalty, belonging, and adherence to their opinions and behavior. According to their goals, they become a reference group through which their actions and words are judged. We are certain that the teenager at this stage of life tends towards freedom and liberation from the world of childhood, and when the family interferes in his affairs, he considers this position to belittle him and contempt for his abilities, and he does not want To be treated like children, so we find that the teenager tends to discuss and criticize all the opinions and ideas presented to him. (Walid Reda, Balqanish Muhammad, 200, p. 38).

## **II - Method and tools:**

**1. Curriculum:** The comparative descriptive curriculum has been selected for compatibility with the nature of this study. It is known as the comparative descriptive curriculum, which is one of the basic and main types of descriptive curriculum, used in multiple fields. It is subdivided into a range of branches that are used in several areas.

Through the comparative descriptive approach, the researcher makes comparisons and differences between phenomena and conclusions.

The comparative descriptive curriculum has the potential to be used in a large number of social sciences, as it possesses a range of goals and objectives it seeks to achieve. (Ibrahim, pp. 32, 2000.)

**2. Sample Research:** The sample was chosen in a deliberate manner. In this type of sample, the researcher intervenes in the selection of the sample's vocabulary based on my predetermined criteria within the scope of his research objectives. Therefore, this type of sample is not circulated as it violated a requirement of generalization, namely equal opportunities for members of society to appear in the sample (Rajab, 2003).

#### **a. Sample Survey:**

The survey study included a sample of 15 pupils engaged in activities and 15 pupils not involved in activities (Ali Aoun/Ali Aidah High School) in the valley and the following table shows the distribution of the sample of exploratory study individuals according to sports practice Table No.: (01) It is clear Distribution of students According to Bezel practice Sports or no

Percentage	Repetition	
50%	15	Practice
50%	15	Not practiced
100%	30	the total

It is clear from Table No.01 The rationing sample consists of 30 students not Engaged in Sports activities in the valley are divided into: 15 individuals who practice sports at a rate of 50% and 15 individuals who do not practice sports at a rate of 50%.

Primary sample:

The basic study included a sample of 70 individuals who were selected purposively From students Engagedyen and not Engaged in Sports activities in the valley where In this type of sampling, the researcher intervenes in choosing the sample items based on criteria that he previously determined within the scope of his research objectives. Therefore, the results of this type of sampling cannot be generalized, as it violated one of the conditions for generalization, which is equal opportunities for members of society to appear in the sample (Rajab , 2003).

The following table shows the distribution of members of the basic sample according to sports practice:

**Schedule number: (02)It is clear Distribution of students According to Bezel practice Sports or no.**

percentage	Repetition	
45.71%	32	Practice
54.29%	38	Not practiced
100%	70	the total

It is clear from Table No.02 The basic sample consists of 70 students EngagedYen and others Engaged in Activities in the valley are divided into: 32 individuals who practice sports, at a rate of 45.71%, and 38 individuals who do not practice sports, at a rate of 54.29%.

**Validity of the anxiety scale:**

Lead this Style to Get on appreciation For honesty Formative For scale from during finding Factor Link between a result all paragraph in the test with a result the test As a whole, And he means Honestly Formative Hypothetical Range The one It is possible With it Interpretation the performance On The scale In Light some Configurations Hypothesis Like dimensions And phrases And indicators Which We assume End it Form In Total A measure Clear Measures Phenomenon certain, And it depends This Type From Honesty On Description Wide And information Many About Property Theme measurement, It is necessary in sincerity Genesis Hypothetical that It is placed The scale So that Includes expressions You measure all Of which Away from Dimensions The phenomenon or The theme And the binding Between That one Units He gives A measure Honest.(Abdel Hafeez, 1993, 149).

In calculating the validity of the scale for this study, we relied on the internal consistency method, that is, the correlation of the item score with the degree of the dimension to which it belongs, and the correlation of the dimension score with the total score of the scale, and the following tables illustrate this:

**Table No. (03: It shows the correlation coefficient of the item score with the degree of the dimension to which it belongs (family).**

Significance level	Correlation coefficient	the numb	Significance level	Correlation coefficient	the numbe
0.05	0.38	08	0.01	0.67	01
0.01	0.49	09	0.01	0.71	02
0.01	0.55	10	0.01	0.51	03

0.01	0.50	11	0.01	0.42	04
0.01	0.64	12	0.01	0.59	05
0.01	0.70	13	0.01	0.58	06
0.01	0.55	14	0.01	0.62	07

It is evident from Table No.03 The correlation coefficients between the item score and the degree of the dimension to which it belongs (commitment) ranged between (0.38-0.71), most of which are significant at the significance level of 0.01, while the rest are significant at 0.05.

**Table No. (04: It shows the correlation coefficient of the item score with the degree of the dimension to which it belongs (school).**

Significance level	Factor Link	the numb	Significance level	Factor Link	the number
0.01	0.64	24	0.05	0.39	15
0.01	0.62	25	0.01	0.56	16
0.01	0.60	26	0.01	0.44	17
0.01	0.41	27	0.01	0.44	18
0.01	0.55	28	0.01	0.40	19
0.01	0.68	29	0.01	0.51	20
0.05	0.39	30	0.01	0.66	21
0.01	0.66	31	0.01	0.61	22
0.01	0.68	32	0.01	0.70	23

It is evident from Table No.04 The correlation coefficients between the item score and the degree of the dimension to which it belongs (control) ranged between (0.39 -0.68), most of which are significant at the significance level of 0.01, while the rest are significant at 0.05.

**Table No. (05: It shows the correlation coefficient of the item score with the degree of the dimension to which it belongs (social).**

Significance level	Factor Link	the numb	Significance level	Factor Link	the number
0.01	0.52	41	0.01	0.71	33
0.01	0.73	42	0.01	0.69	34
0.01	0.50	43	0.01	0.46	35
0.01	0.60	44	0.01	0.52	36
0.01	0.56	45	0.01	0.42	37
0.01	0.65	46	0.01	0.66	38
0.01	0.52	47	0.01	0.69	39
0.01	0.66	48	0.01	0.61	40

It is evident from Table No.05 The correlation coefficients between the score of the item and the score of the dimension to which it belongs (challenge) ranged between (0.42-0.73) and they are all significant at the significance level of 0.01.

**Table No. 06: It shows the correlation of the dimension score with the total score of the anxiety scale.**

Significance level	Correlation coefficient	The dimension
--------------------	-------------------------	---------------

0.01	0.76	Captive
0.01	0.83	School
0.01	0.81	Social

We note from Table No:(06) The dimensions that make up the scale are related to the total score in a significant way that extends Between (0.67And 0.77), and the highest correlation coefficient was recorded between the after School The total score is 0.83),Then comes the social dimension, whose correlation with the total score was (0.81), and another, the family dimension, whose correlation with the total score was estimated at (0.76).These values are significant at the 0.01 level, and this indicates that the Dimensions consistent with the overall score of the scale, That is, there is a positive correlation between the dimensions and the scale as a whole, which indicates the validity of the scale in its internal consistency.

This means that the scale has an acceptable degree of validity, as these coefficients are high enough to allow us to accept them and consider the scale to be valid.

**-Stability of the anxiety scale:**

the scale Constant he that He gives Breathe The result Almost For the soul The individual At Procedure Measurement Lamart Many In Breathe Today or Days Different, where Be That one The result An indicator Well Abilities This The individual. (Bin Hussein, 2022, 176).

The scale's reliability coefficient was calculated using Cronbach's alpha method, which was calculated for each dimension and for the scale as a whole. Below is Table No. (07) shows the stability coefficients of the list used:

**Table No. 07: It shows the reliability coefficients using Cronbach's alpha method.**

Cronbach's alpha value	Number of items	Dimensions
0.80	14	Captive
0.78	18	School
0.82	16	Social
0.80	48	the scale

It is clear from Table No.07Regarding the reliability coefficients for the academic stress scale used in this study, these coefficients ranged between (0.78 and 0.82), and the reliability coefficients were for the dimensions, where the highest coefficient came for the social dimension with a value of (0.82), then the family dimension with a value of (0.80), and finally the school dimension with a value (0.78), after relying on Cronbach's alpha, which means that the scale has a high degree of reliability.

This means that the scale has a high degree of stability. These coefficients are high enough to allow us to accept them and consider the scale to be stable.

**- Extracting criteria for interpreting the results:**

There is no doubt that the raw score that the subject gets from his performance on any...aTest from the a Psychological or achievement tests alone are meaningless, as we cannot During this degree we know the degree An individual's possession of a certain trait or characteristic, and thus Applying the scale to the individual becomes useless, so a method had to be found This score is explained to us by quoting the raw score to a certain level or level The set of signs to which it belongs is called a standard!, where we resort to degree transformation Raw to another grade through which we can compare the grade of the examined item to other grades The group to which the a Test, then we have another framework or group that we can Through it, the degree is compared to other degrees.

And it has al was chosen Calibration method to calibrated deviation scales Echelles in e Cart Reduit Since it is the easiest and most suitable for communities with moderate distribution, the community distribution has been confirmed Moderately, according to the next table:

**Table No. 08: Shows the skewness coefficient for the study population.**

skewness	standard deviation	Average	Mediator
0.36	6.07	120.06	120

With what that value Coefficient of a To twist Estimated at: (0.36)That is, it is close to zero, so it can be said that the distribution of the study population is close to the equinox, Where the value of a To twist from (-1 to +1)And whenever as approached Its value of zero indicates that a Moderation distribution. And accordingly If it is valuable Factor skewness (0.36)Close to zero, which means that the distribution of the sample members' scoresa Moderation And therefore societya Moderate.

After we have confirmed that the distribution of scores is moderate. Calibrations can now be calculated the Deviance The following table explains this:

**Table No. (09): Shows the frequency and relative distribution of raw anxiety scores.**

The ratio %	Repetition	Class	The ratio %	Repetition	Class
3.33	1	122	3.33	1	108
3.33	1	123	3.33	1	110
6.67	2	124	3.33	1	111
3.33	1	125	6.67	2	113
3.33	1	127	6.67	2	115
3.33	1	130	6.67	2	116
3.33	1	131	6.67	2	119
3.33	1	136	16.67	5	120
/	/	/	16.67	5	121

And for you We extract a ladder from five Categories a Deviance Calibrate Echelle in Cart- Reduit of 5 classes He should First, find the boundaries of the categories as follows:

There are four limits on this scale, With a distance 2/1fromStandard deviation from the mean WahY:3/2, 2/1-, 2/1, 2/3

Secondly calculating category boundaries:

Class Marginal = mean + distance × Noa Deviation Standard

First term =  $120.06 + (-3/2) \times 6.07 = 110.95$

The second term =  $120.06 + (2/1-) \times 6.07 = 117.02$

Third term =  $120.06 + (2/1) \times 6.07 = 123.09$

Fourth term =  $120.06 + (2/3) \times 6.07 = 129.16$

And finally Define categories:

In This step links the categories, their boundaries, and the raw scores contained inside This is amazing Categories by the following table:

**Table No. (10): shows a scale of five standardized deviance categories.**

5	4	3	2	1	Category
130-136	124- 129	118-123	112-117	≤111	Grades contents within categories
136	129.16	123.09	117.02	110.95	Grading category boundaries
very high	High	Medium	Weak	Very weak	Judging an individual's degree

It is evident from Table No (10) It has been obtained 5 categories that enable us to proportion An individual's raw score to a certain level, That is, to a standard that enables us to judge it.

And it turns out The first category is limited 110.95 So what? Lower, contains grades the least from 111 An individual who receives a score can be judged to fall into this category That He has anxiety weak grand fathera, The second category has limits of )110.95 to 117.02 ( Contains On grades of 112) the Yes (117 It is possible to judge the individual who obtains... degree Falling into this category is that He has anxiety weak, As for the third category with limits of (117.02 to 123.09 (It contains grades from 118) to 123, and it is possible to judge on The individual who obtains a score falls into this category He has anxiety middle, And also Fourth category with limits of 123.09) to (129.16, contains degrees from 124) to (129), and the individual who obtains a score that falls into these can be judged Category that he has anxiety high, and finally the fifth category with borders of (129.16 to (136 contains grades out of 130) to (136 And it can Judge the individual you get on The degree falling into this category is that He has anxiety very high.

**Presentation and analysis of the study results**

**1- Ensure normal distribution:**

**Table No. 11: It shows the normal distribution of the study sample members.**

Shapiro-Wilk			Kolmogorov-Smirnova			
Sig.	df	Statistical	Sig.	df	Statistical	
0.314	70	0.881	0.200*	70	0.201	Anxiety

From the results shown in Table No. (11), we find that the value of Kolmogorov-Smirnov It is estimated at: 0.20, which is a value that is not statistically significant, as we find that the level of significance is estimated at: 0.20, which is greater than 0.05. Therefore, we say that the distribution of the study sample members is normal, and thus allows us to use parametric statistical methods.

**2- Presentation and analysis of the general hypothesis result:**

With a purpose Addressing the hypothesis The first For the study which states that There are statistically significant differences in General anxiety depending on the exercise variable, We rose With calculation Average The arithmetic and standard deviation for both categories were then applied to them Test T. Test The following table explains this:

**Table No. (12): It is clear value and the significance of the differences in Public anxiety according ly For a variable Playing sports.**

Significance level	Value T	Significance level	value F	Practice			Not practiced			General anxiety
				A	M	n	A	M	n	
0.01	4.35	0.31	1.03	6.19	121.34	32	6.07	136.40	38	General anxiety

It is clear from the table number (12) That is the value of Levene's test Even test for homogeneity of variance, it was estimated at: (1.03) at the significance level sig (0.31), which is a value greater than (0.05), and this indicates that the difference is not statistically significant, and therefore we accept the null hypothesis which states that there is no variation in homogeneity, meaning that the two groups are homogeneous, and the absolute value of the T test the differences between the means were estimated at: (4.35), which is a statistically significant value at the significance level sig (0.01), that is there are statistically significant differences in general anxiety according to the exercise variable. By comparing the averages, we find that the largest arithmetic average is for the category of those who do not exercise, as the arithmetic average came in at (40.05) and a standard deviation of (2.69). As for the category of sports practitioners, their arithmetic mean was estimated at: (32.43) and a standard deviation of (2.95), and therefore it can be said that the differences are in favor of those who do not practice sports.

**3- Presentation and analysis of the results of the first partial hypothesis:**

With a purpose Addressing the partial hypothesis The first For the study which states that There are statistically significant differences in Family anxiety Depending on the exercise variable, We rose With calculation Average The arithmetic and standard deviation for both categories were then applied to thema Test T. Test The following table explains this:

**Table No. (13): It is clear value And the significance of the differences in Family anxiety depending For a variable Playing sports.**

Significance level	Value T	Significance level	valueF	Practice			Not practiced			
				A	M	n	A	M	n	
0.01	4.35	0.23	1.20	2.95	32.43	32	2.69	40.05	38	Family anxiety

It is clear from the table number (13)That is the value of Levene's test Even test for homogeneity of variance, it was estimated at: (1.20) at the significance levelsig(0.23) is a value greater than (0.05), and this indicates that the difference is not statistically significant, and therefore we accept the null hypothesis which states that there is no variation in homogeneity, meaning that the two groups are homogeneous, and the absolute value of the test T test differences between the means were estimated at: (4.35), which is a statistically significant value at the significance level.sig(0.01), that is there are statistically significant differences in Anxiety Captive Depending on the exercise variable, and by comparing the averages, we find that the largest arithmetic average is for the category of those who do not exercise, as the arithmetic average came in at (40.05).)and a standard deviation of (2.69). As for the category of sports practitioners, their arithmetic mean was estimated at: (32.43) and a standard deviation of (2.95), and therefore it can be said that the differences are in favor of those who do not practice sports.

**4- Presentation and analysis of the results of the second partial hypothesis:**

With a purpose Addressing the partial hypothesis the second for the study which states that There are statistically significant differences in School anxiety Depending on the exercise variable, We rose With calculation Average The arithmetic and standard deviation for both categories were then applied to thema Test T.Test The following table explains this:

**Table No. (14): It is clear value And the significance of the differences in School anxiety depending For a variable Playing sports.**

Significance level	Value T	Significance level	valueF	Practice			Not practiced			
				A	M	n	A	M	n	
0.01	7.03	0.12	1.26	3.05	35.52	32	3.43	45.5	38	School anxiety

It is clear from the table number (14)That is the value of Levene's test Even test For homogeneity of variance, it was estimated at: (1.26) at the significance levelsig(0.12) is a value greater than (0.05), and this indicates that the difference is not statistically significant, and therefore we accept the null hypothesis which states that there is no variation in homogeneity, meaning that the two groups are homogeneous, and the absolute value of the test T test The differences between the means were estimated at: (7.03), which is a statistically significant value at the significance level.sig (0.01), that isT here are statistically significant differences in School anxiety Depending on the exercise variable, and by comparing the averages, we find that the largest arithmetic average is for the category of those who do not exercise, as the arithmetic average came in at (45.59).)and a standard deviation of (3.43). As for the category of sports practitioners, their arithmetic mean was estimated at: (35.52) and a standard

deviation of (3.05), and therefore it can be said that the differences are in favor of those who do not practice sports.

**5- Presentation and analysis of the results of the third partial hypothesis:**

With a purpose Addressing the partial hypothes is Third For the study which states that There are statistically significant differences in Social anxiety Depending on the exercise variable, We rose With calculation Average The arithmetic and standard deviation for both categories were then applied to thema Test T. Test The following table explains this:

**Table No. (15): It is clear value And the significance of the differences in Social anxiety depending For a variable Playing sports.**

Significance level	value T	Significance level	value F	Practice			Not practiced			Indicators variable
				A	M	n	A	M	n	
0.01	6.57	0.18	1.43	3.4	36.8	32	4.08	46.8	38	Social anxiety

It is clear from the table number (15) That is the value of Levene's test Even test For homogeneity of variance, it was estimated at: (1.43) at the significance levelsig (0.18) is a value greater than (0.05), and this indicates that the difference is not statistically significant, and therefore we accept the null hypothesis which states that there is no variation in homogeneity, meaning that the two groups are homogeneous, and the absolute value of the test T test The differences between the means were estimated at: (1.57), which is a statistically significant value at the significance level. sig(0.05), that is There are statistically significant differences in Social anxiety according to the exercise variable. By comparing the averages, we find that the largest arithmetic average is for the category of those who do not exercise, as the arithmetic average came in at (46.8.)and a standard deviation of (4.08). As for the category of sports practitioners, their arithmetic mean was estimated at: (36.8) and a standard deviation of (3.4), and therefore it can be said that the differences are in favor of those who do not practice sports.

**Discussion and interpretation of results:**

**1.The first partial hypothesis:**

Hypothesis: Differences exist between educated adolescents engaged and not engaged in sports activity at the level of family anxiety.

Through the results of all research tools that indicate statistically significant differences between educated adolescents engaged and not engaged in sports activity at the level of family anxiety. The findings indicated that there was concern among educated adolescents who were engaged and not engaged in sports activity at the level of family anxiety.

This shows that sports activity plays a major role in reducing anxiety the importance of sports practice for the adolescent as personality-conditioned and psychological material, which provides him with an opportunity to gain experience which increases his desire and interaction in life, making him receive the value that the house is unable to provide him unrest and aggression in a socially acceptable manner ". "Rishar Aldzman" in 1983 with Freud in considering play and sporting activity as a reliever of anxiety. (Mohammed Alfandi, 1995, p. 445).

Adolescence is a stage where behavioral problems (psychological and social) are frequent, characterized by developmental changes and development in the maturity of certain organs of the body that are influenced by internal psychological requirements and adaptation to the culture or environment on which society focuses From the beginning of its existence in life, it is only a biological construct with a set of motivations and preparations, Here, the family plays an important role in giving him the characteristics of his society, where he is taught the language, customs and literature of the group and other groups cooperate (school for the mosque stadium (...)) and the various bodies to which the individual belongs, where the individual teaches the values, standards and concepts of the society in which he lives so that he becomes trained in the work of a set of roles that determine his daily pattern of behaviour and perhaps the most striking characteristic of adolescence is the existence of

chronic discrepancies in adolescent behaviour s behaviour is characterized by excitement and selfishness, sincere and unfaithful, social and non-social idealism and charm, Sensitive, cruel-hearted, ascetic, optimistic, pessimistic, passionate and indifferent subject to the blind submission of Commander Ma (Awida and Impartial 1997, p. 27).

Physical and sporting education is considered as a means of achieving the purposes of society.

It is an educational process designed to guide the individual to the right path and the idea of a sound mind in the healthy body assures us that physical and sporting education is part of general education and a field whose purpose is to please a citizen. Physically, mentally, emotionally and socially, yesterday's psychological knowledge can provide an analysis of the most important aspects of physical activity and contribute to accurate analysis of an individual's psychological processes. It also helps the individual to adapt to the group, and through its various sporting activities is able to provide much to cover the individual's needs, That includes cooperation, sharing love and familiarity, caring for the opinions of others, wanting others, feeling

a sense of reassurance within the framework of the society in which he lives, and those needs can be achieved through play, recreation and what the share of physical and sports education does.

The first procedural hypothesis has been realized.

In other words, there are statistically significant differences between educated adolescents who are engaged and not engaged in sports activity at the level of family anxiety.

### **2-Presentation and analysis of the results of the second partial hypothesis:**

Hypothesis: There are statistically significant differences between educated adolescents who are engaged and not engaged in sports activity at the level of school anxiety.

Sport has critical mental and intellectual goals, which can alleviate adolescents' anxiety

Physical activity develops thought primarily: motor athletic performance has two aspects. The first is intellectual. Thinking about movement before it is performed, determining its purpose and course (strength, speed, direction..... This mental determination of the so-called motor signature i.e. intellectual continuity of sport And the other aspect of my science is about actually applying the movement as the individual thought and mentally formulated it in light of his preconception of the relationships between the medium and the goal, It is the so-called motor rhythm, and it is certainly the movement's preconceived thinking and the extent to which it is formulated by the mind and removed from it that depends on its success. The more peaceful the thinking is, the more successful the performance will be for its purposes and objectives and the other way around. But it fits with the thinking that influences and is influenced by it. Here is the importance of sports activities in developing thinking.

The cognitive aspect also develops the second degree where cognitive development addresses the relationship between exercise of physical activity and between values, experiences and concepts that can be gained through activity, and the cognitive goal is to develop information and cognitive skills such as understanding, application, analysis,

It stimulates the mind to the third degree: if an individual accepts physical activity with vitality and sincerity, he or she is in a better state of mental preparation than a human being who stops to laziness and lethargy (Mansuri, 1980, p. 42).

### **3- Presentation and analysis of the results of the third partial hypothesis:**

There are statistically significant differences between educated adolescents who are engaged and not engaged in sports activity at the level of social anxiety.

Through our findings from used study tools, there are statistically significant differences between educated adolescents who are engaged and not engaged in sports activity at the level of social anxiety.

This indicates the role of sports activity in significantly reducing social and emotional anxiety for educated teenagers engaged and not engaged in sports activity, results that correspond to the hypothesis and the living reality because it is normal for a future pupil to be on a fatal exam affected by symptoms of social and emotional anxiety and this confirms the saying that (Sigmund Freud) "Anxiety is a state of extreme mysterious fear that human beings possess and cause so much decency, distress and pain. anxiety means discomfort, and a worried person always expects evil And it seems pessimistic, nerve tense and turbulent, and a worried person loses

confidence. and seems reluctant to decide on matters and loses the ability to concentrate (Farouk Mr. Osman, 2001, p. 18).

### **Conclusion**

that Activity The athlete in His picture New from during a class Education Physical And sports inside Institutions Educational or outside, such as youth and sports institutions It is considered Field Important from Fields Education and he With that It is considered pillar He seeks help With it The individual in His life Daily until He is Individually Valid Provided With experiences And skills wide, Make from him Part no Indivisible on combined, compliant To develop And growth His surroundings Social. And from this The starting point She came Bring it the study heading Aim Role Activity The athlete , in Dilution from Sharpness Disturbances especially phenomenon Anxiety , that maybe that exposed to her The student The student in Teenage. Where I reached Our study that it better what maybe The performance with it To guide This is amazing energy in better Conditions he practice Activity Of all kinds in framework educational Purely , Dedicated His goals While Lets For teenager an opportunity Expression And showing His abilities And His skills physical, Away on Anxiety And Stress.

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### Appendices

#### An appendix showing the concern questionnaire in its final form after arbitration

Dear Student, Dear Student: May the peace, mercy, and blessings of God be upon you:

We put this questionnaire in your hands.

- We ask you to read the phrases carefully and mark them X in a box (rarely happens) or (sometimes happens) or (always happens) if the phrase suits you. .
- Make sure you do not leave any statement unanswered.
- Your answer will be confidential and will only be for the purpose of scientific research.

the number	Ferries	It always happens	It happens sometimes	It happens rarely
01	I get upset because my sleep is disturbed and intermittent.			
02	I don't feel safe at home.			
03	I feel like crying when I'm at home.			
04	I feel headaches and headaches when I stay at home.			
05	I feel afraid of my parents without justification.			
06	I can't breathe easily in my bedroom.			
07	It bothers me that I go to the bathroom frequently at night.			
08	I feel like no one pays attention to me at home.			
09	It bothers me to blame my parents for various matters.			
10	I don't like doing housework.			
11	Waiting for lunch makes me nervous.			
12	I feel that my brothers are better than me.			
13	My parents cover all my needs			
14	My family relationships are tense.			
15	It bothers me to talk about study matters.			
16	I get nervous sitting in class a lot.			
17	I can't concentrate while studying.			
18	I feel nervous when I'm at school			
19	I expect poor results in academic achievement			
20	I'm looking forward to the holidays			
21	I don't feel excited about school exams			
22	I have an urgent feeling to change schools			
23	My relationship with my classmates continues even			

	after the end of the study			
24	I think a lot about the appropriate job for me after completing my studies			
25	I feel upset when I think about repeating the year.			
26	My sleep is disturbed when exams approach			
27	I care more about my academic matters than my need for food			
28	The weekend relieves me of the stress of studying			
29	I am not satisfied with my teachers			
30	I feel that the academic material is more than my ability to comprehend			
31	He eagerly waited for the end of class bell			
32	I would like to attend all scheduled classes.			
33	I exchange visits with my colleagues every evening.			
34	I'm more nervous than others			
35	I am afraid of my face turning red from embarrassment when confronting others.			
36	I don't feel confident in myself with others.			
37	My stomach hurts often.			
38	My hands shake when I do anything in front of people.			
39	I suffer from bouts of nausea and dizziness during gatherings.			
40	I feel unjustifiably nervous.			
41	I sweat even on cold days.			
42	I feel shy when introducing myself to others.			
43	It bothers me, the speed of my heartbeat bothers me.			
44	I am affected by worthless events.			
45	Noise in public places bothers me			
46	I have great confidence in myself to achieve what I seek.			
47	I prefer group study over isolation alone			
48	I feel happy at family occasions.			