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Submitted and Defended by:
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Title

**The Role of Physical Education in Reducing College Students'
Psychological Obstacles**

The case of EFL Students at Biskra University (All Level)

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of
the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, **GHANEM Amina** do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria

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Dedication

*I am **Amina Ghanem** , I dedicate this humble work to my father and to my dear mother, may Allah prolong her life ,the beloved of my heart and the most precious people I have, to all my brothers and sistters .*

*Especially my younger brother **Abd Elhay** and **Abd Elbaset** and My nephews : **Yommna**,
Rim hanin, **Rahil**, **Mobark**, **Mouhamed Nebras**, **Ali Slah Eddin**.*

*To all my friends , to my calssmates at the university , I had the honor to know, to all the professors and the staff of the **Departement of English** of **Mouhamed khieder Biskra**.*

To everyone who helped me from near or far even witha kind word

And to everyone whom my heart loves and shares my pen

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I realized that I cannot complete this thesis without support, patience, cooperation, help and encouragement from a lot of people . Therefore, in this occasion I would like to deliver my thanks to all of them, especially to:

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I would like to express my gratitude to all the teachers who guided me throughout my years of study.

Thank you

Abstract

The aim of this study is to investigate the role of physical activities in reducing psychological problems of university students. Hence, we hypothesize that physical activities have an effective role in reducing EFL students' psychological problems. In order to test this hypothesis, a descriptive study following the qualitative approach is carried in order to gather and analyse data. One semi-structured questionnaire was administered to EFL students (n=26) at Mohamed Khider University of Biskra. The findings of the study revealed that learners believed that physical activity has an effective role in reducing psychological problems because the main factor that greatly affects EFL students' progress at university is feeling unmotivated and bored because of several personal and external factors. The findings also showed that practicing physical activities is considered the best way to overcome psychological problems. These results helped confirm our hypothesis. Eventually, it is recommended that all universities should give more attention to the psychological side of the students and provide places to practice physical activities.

Keyword: physical activity, Psychological problems, EFL Academic performance

List of Abbreviation and Acronyms

SCT: Social Cognitive Theory

EPEC: The Exemplary Physical Education Curriculum

EFL: English as Foreign Language

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General Introduction

Introduction

The level of interest has increased in recent years to psychological problems affecting the individual so that psychological symptoms are one of the manifestations of emotions that have an important role to play influencing the a person with either positive images which is a driving force that helps the individual to make as much effort as possible positively or negatively, it is a driving force that contributes to hindering performance and reducing self-confidence.

Mental health is widely understood to guide individuals to understand their lives and overcome their problems; even they can live and fulfil their mission as individuals compatible with society. Given what mental health represents a great importance for students and humanity alike, many studies and research are concerned with mental health and the great role it plays in increasing students' performance. Physical activity plays a crucial role in contributing to psychological stability regarding physical concept. However, the evidence for showing the association between levels of physical activity and the psychological state has not been closed to focus on college students.

1. Statement of the Problem

University students are part of the society in which they live, they are affected by changes. The primary focus of the educational process, and the fact that psychological problems have negative effects on the individual, including decreased performance, cognitive effects and emotional effects, namely psychological and physical imbalance as well as psychological problems that anyone can easily ignore or adapt to, and thus compressive attitudes capable of causing a potentially serve behavioural disorder.

From here, targeted physical activity is an important part and it has benefits for university students. Not only does it depend on the physical side, but its positive effect

extends to psychological side. Therefore, the present study is devoted mainly to diagnose the role of physical activity in reducing EFL students' psychological problems that affect, in a way or another, their academic performance.

2. Research Questions

The study aspires to answer the following research questions:

RQ1: What are the main difficulties that facing the university students?

RQ2: What are the psychological problems that affect the academic performance of university students?

RQ3: How does physical activity reduce psychological problems for EFL students?

3. Research Hypothesis

Physical activity has an effective role in reducing psychological problems of university students.

4. Research Aims

The overall objective of this study is to investigate the role of physical activity in reducing psychological problems of EFL students.

Some of our study' specific aims can be highlighted in the following points:

- Taking an extensive look at the subject of psychological problems by focusing on the concept of its types causes and methods for treatment. .
- Knowing how physical activity is reflected on the psychological positive side of university students.

- Knowing the extent to which physical activity can reduce students psychological problems.

5. The Significance of the Study

The importance of this study is to highlight the psychological state of undergraduates students, and strategies to the confrontation they use to cope with these pressures they are experiencing. This according to us, we wanted to do this study to learn about the nature and the role of physical activities in reducing EFL students' psychological problems on academic performance.

6. Methodology of the Study

6.1 The choice of the method

The methodology defined as a set of processes and steps taken by the researchers to realizing his research, it enlightens the way and helps the researcher to adjust the dimensions and endeavours of the research, I used the descriptive method and that is because we are describing the attitudes and the perceptions.

6.2 The population and sample

The population of this study includes EFL students of Mohamed Kheider University at Biskra. We decided to choose randomly from their total level. From our sample we focused more on the state of the students (residents =12 and no A-resident =14), the total of sample = 26 students.

6.3 The data gathering tools

We used the questionnaire to collect data based on students' views on the role of physical activity in reducing the psychological problems of EFL students. This questionnaire is one of the most widely used in scientific research tools for obtaining facts, attitudes, and opinions.

7. The Structure of the Study

The present dissertation is divided into three main chapters the first two chapters represent the theoretical background of this study, and the the third chapter is devoted to the fieldwork. The initial part of the first chapter dealt with a general overview about the learning at university, type of university students, characteristics of university students, learning cycle, learning style , teaching style and academic performance . The rest of the chapter cast light on an overview about psychological problems ,definition, types ,obstacles, and the strategies to overcome the psychological problems. The second chapter provided an overview and definition about physical education. In addition to physical activity, fitness, and cognition. Also, theories related to planning physical activities, studies supporting physical activity, characteristics of effective physical education program and the rest of chapter the effect of physical activity on classroom behaviour and academic achievements. The last element is the barriers to physical education and physical activity. Eventually, the last chapter in this dissertation dealt with analysis and interpretation of the results. In addition to discussion of the obtained findings through the data collection tools which is the learner's questionnaire.

Chapter One:

Psychological Problems

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Introduction

Academic performance is one of the most important concepts. In the department of English and the most frequently used for this concept is the educational. Service while we found psychological problems are fundamental human emotion and a natural part of human behaviour mechanisms. Psychological problems are considered among the main factors influencing the student's academic performance. Therefore, psychological problems can only be talked about in the light of the general understanding of this problem and so we will try here to review all about the topic of research here.

1.1 Overview about Learning at University

Institutions of higher education are considered an essential element of the state and its advancement, due to their effective role and influential in the development of the cultural life of any country in its dimensions, whether scientific, literary, artistic, or technological, as well as the primary role in producing specialized knowledge through scientific research in order to achieve the development of the various aspects of society, where higher education must be able to provide efficient outputs and high capacity.

Today, learning at university is gaining the attention of many countries because of its great importance and influence in various fields as it has played a major role in bringing about comprehensive development. Which is the primary pillar of national security and the essence of global competition due to its ability to graduate specialists who are able to understand and know the scientific progress and technical achievement and changes in various fields of life.

1.2 Academic Performance

The concept of academic performance used in educational service which has paid attention to educators, teachers and research.

1.2.1. Definition

Many experts have formed an exceptional collaboration based on higher academic performance. An implementation survey defined as an observable and evaluable method of work in a specific circumstance and investigation is often a method. In addition to not putting teaching and learning in stone (Nothanab, 2007). Assessment are used to evaluate academic performance and learn about the scientific level. Academic success is determined by the scores gained at any time in the innovative trainer's test and term assesment furthermore, the majority of the academic performance is determined by standard factors such as standardized test scores or students scores (Allan et al., 1992).

Therefore includes the ability to study efficiently and realize how facts fit together to shape larger patterns of knowledge, the ability to think critically about facts and the ability to convey our understanding verbally or in writing (Laddunuri, 2012). Lavin (1965) was the first to conduct a study of literature to activate academic achievement. He defined it as a number of educational activities that required students to show their talents to indicate that they had learned something. Thus, researchers used the cumulative rate, standardized test scores, and other data relevant to the academy, According to Mascolo (2007), learning can be a useful tool for developing educational methods (Weishaar, 2007) demonstrating the intellectual difficulty that can help you achieve your goal academic performance is muktifacted idea associated with human increase and cognitive, social, and physical development (Steinberger, 1993). Because of its multidimensional function is not viable to characteristics the whole obligation to colleges and it is essential to keep in mind

familiar, social, cultural, and financial surroundings wherein educational overall performance is carried out (Alvaropage et al., 1990).

1.3 Types of University Students

The university is an institution of higher education and research, which attracts many students in various fields and places, identifying the types of students. Metropolitan State University (2022) listed the following types of students:

- **First-time College Student:** You are attending college for the first time, either straight from high school or whenever you feel ready to continue your education, regardless of age.
- **Transfer Student:** You are currently attending, or have previously attended a community college or other four-year college/ university and plan to transfer your completed credits here.
- **Previously Enrolled Student:** You previously attended classes at MSU Denver and are returning.
- **Master's Student:** You have already completed a bachelor's degree and plan on furthering your education through our growing list of master's programs.
- **Veteran and Military Student:** You are an active-duty member or veteran of the military.
- **International Student:** You are an international student who currently has, or is seeking, a student visa to attend MSU Denver.
- **Concurrently Enrolled Student:** You are a current high school student interested in taking certain classes.
- **Metro Meritus:** You are a student over age who is interested in auditing classes free of charge at MSU Denver. (Metropolitan State University of Denver, 2022).

1.4 Characteristics of University Students

The importance of the student as one of the active parties in the educational process, which is its final fruit, lies in this student who possesses abilities if he improves them, and is considered one of the most important priorities in the programs, curricula and goals of universities, which qualified its owner to carry out the most difficult responsibilities, and to assume the highest leaders in the whole community

Motivation

One of the very important conditions for successful and beneficial graduation is definitely the intensive motivation of students to study at university, learn and adopt necessary professional knowledge, skills and abilities (Cuceloglu,2009).

Academic skill

Competence is the ability to apply specified sets of information, abilities, and attitudes in appropriate situations (Baartman & Ruijs, 2011). Students are expected to gain a wide range of academic skills during their studies, and past research has found that many of these skills do develop at university (Badcock, Pattison, & Harris, 2010).

Curiosity

Curiosity is a fundamental aspect of human nature that is beneficial at all stages of life. Curiosity in learning can be fostered by a growing interest in the item being studied, a search for variety in ideas, and a wants to acquire experience during in research in order to solve difficulties (Peterson & Seligman, 2008).

Creativity

Students require a creative personality when dealing with academic and non-academic issues. This image is based on an early survey of some students regarding the relevance of creativity in dealing with challenges in higher education (Guilford , 1970).

Critical thinking

The significance of not taking every piece of knowledge you come across for given it discusses how students should acquire critical thinking abilities that will help them to assess the information's validity. It is based on the development of critical questions (Paul& Elder ,2008).

Risk taking

Risk is any consciously controlled or unconscious behaviour with perceived uncertainty about its results, and/or on its potential benefits or costs for the physical, economic or psychosocial well-being of oneself or others.and investigating risk behaviour for students. Academic risk-taking is characterized as students' acceptance of responsibility and desire to learn something new in unpredictable settings that can result in success or . stomp (1971: 6-8)

Autonomy

Autonomy is an important element for sustainability since it helps students to have control over their decision-making, to be self-directed and responsible. It is crucial to cultivate such skill at the postsecondary level, as students' knowledge of sustainability and the changes it entails must be taught in universities, as universities are the driving force in advancing sustainable education (Prtuguez & Gonez ,2002).

Social consciousness

Students' characters to be able to interact with other members in the society, in order to deal with problems and challenges facing the society, and to behave rationally in

different situations and problems facing them in the fields of life. The role of the university in developing the students' social awareness becomes more important day after a day (Kathlyn, 2012).

Self- management

Students' ability to manage and organize their activities and time, among other things, determines their academic achievement. The ability to self-manage is one of the most critical talents for success. This particular ability is important in all aspects of life, including education in terms of academic achievement (Dembo, 2004).

1.5 Understanding Learning Cycle

Students and teachers engage in a dynamic learning process from the moment they enter a teacher education program. This cyclic, dynamic approach of learning is embodied in the beginning educator outcomes. Internal (reflective) and exterior (deliberate and social) experience that begin with awareness progress via investigation and elaboration and end with utilization make up the learning cycle. Throughout the cycle, there are opportunities to become More reflective and deliberate decision-makers.

When students learn new things, they go through the learning cycle which is a continual process they go through. This can occur in both discrete (lessons study units) as well as more comprehensive contexts (semester courses, years in program). University students utilize the learning cycle to extend their insight base. The cycle directs understudies' learning on different levels, beginning with data mindfulness and creating to where they might involve new information in their own education circumstances. This furnishes new educators with the speculations and abilities they used to apply what they have realized in the classroom.

Understanding the learning cycle can help the two educators and students concerning expanding learning results. Theory of learning of David Kolb is based on four-stage learning cycle. Kolb believe that we go through a learning cycle when we learn anything new Kolb's four-stage learning cycle demonstrates how experience is transformed into concepts through reflection and then used as a guide for active exploration and the selection of new experiences, according to the cycle, is also required. Following that, the concept must be evaluated in various experimental circumstances with new concepts emerging as a result of the experience. (Kolb, 1976).

1.5.1 Learning Style

A person's learning style refers to their overall approach to learning which involves gathering processing and recalling new knowledge, that found different researchers have different opinions towards the nature of styles. Keef (1987) states that learning styles are relatively stable when learners interact with the learning environment. Also, Ehrman and Oxford consider that learning (1996) styles are internally based on characteristics with the classroom environment and teaching methods although are reserve. Learning styles are also used unconsciously by learners for absorbing and understanding new information (Reid, 1998). Ellis advises distinguishing between the terms learning style and cognitive style to avoid misunderstandings all port is a fidious. Character from the film the preferred (Ellis, 2008) (1937) technique of mental processing is defined as a person's cognitive style, problem solving entails thinking, seeing, and remembering; however learning is a different style refers to the application of cognitive style in learning (Riding & Cheema).

1.5.2 The Teaching Style

The teaching style refers to an instructors' entire classroom demeanor frequently, the terms teaching strategies and teaching methods are used interchangeably. Teaching methodologies may be linked to teachers' unique teaching and learning style (Cheema, 1991). Grasha (1996) defines teaching styles as an instructor's use of a variety of teaching techniques. The sharing of teaching and learning philosophy values and attitudes according to Grasha (1996), teaching styles are multidimensional and can influence how teachers deliver material, engage with students, handle classroom responsibilities, and supervise assignments Cooper (2001) defines teaching styles as the sum of educational activities approaches and strategies a teacher have to use particular strategies in front of a class. Conti (1998) goes on to suggest that teaching styles persist regardless of the educational situation.

1.6 Psychological Problems

It is psychological or behavioural structure that affects an individual and is not part of the normal development of mental skill or culture. It arises from a sense of distress or disability. The categorization, definition, and evaluation of psychiatric disorders. As a result, despite the fact that conventional indicative norms are universally acknowledged (Levander et al., 2004). Psychological stumbling blocks are now understood to be the result of heightened processes triggered by a complex mix of genetic traits and life events. In other words, that acquired might affect mental development, with different outcomes, depending on biological and environmental circumstances (Insel, T. R., Wang P.S. 2010)

Psychological Obstacles are critical factor that influence for mental health professionals in various areas, as well as patients and providers of mental health services. The term of psychiatric disorder appears in most international clinical papers. The World Health Organization's s International Classification of Diseases (WHO) and the American

Psychiatric Association's fifth Diagnostic and Statistical Manual of Psychiatric Diseases are currently the two most widely used classification system of psychiatric disorders (APA). Both methods create a list of different sorts of illnesses and a standardized method for diagnosing them.

In recent releases, they have rounded their guidelines, resulting in remarkably identical evidence (WHO, 2005). Emotional (emotional well-being refers to realization). Social (social well-being refers to efficient community functioning), and psychological well-being are all components of mental health, according to key of psychological well-being refers to the realization of well-being to effective individual performance. Swami (2010) claims that a good mental state is necessary for a prosperous life.

1.6.1 Stress

The concept of stress is a source of debate (Cox, 1993; King, Stanly & Burrows, 1987; Lazarus & Folkman, 1984 Selye, 1974). Stress has been defined in a variety of ways depending on the conceptual framework used to defined it. The three primary approaches to stress study have been the response-based method, the stimulus-based approach, and the transactional approach. Selye has developed a stress response model (1974). Schafer (1996), for instance, fostered an everyday difficulties record by getting some information about the most upsetting circumstances consistently, he found that the most intense day to day challenges were normally school-related requests, for example, steady Strain to review, restricted time, composing research projects, stepping through future targets, and exhausting educators. Scholastic concerns have been distinguished as the most well-know well spring of under study pressure (Aldwin & Greenberger, 1987).

Stress associated with academic activities has been linked to a variety of negative outcomes, including chronic faculty (Greenberger, 1981), despair (e.g. Aldwin and

Greenberger, 1987). And poor up scholarly performance (Lim and Zeppa, 1984). For example, Lesko and Summerfield (1989) discovered a strong link between disease occurrence and the number of tests and tasks completed. Another research study (Aldwin & Greenberger, 1987). Discovered scholarly pressure was linked to anxiety and misery among undergrads.

The effectiveness of stress intervention programs in lowering stress and enhancing academic achievement has been studied extensively. Rojendran and Kaliappan studied the impact of an academic stress management program on academic stress and academic performance (1990). Lowering stress levels enhanced academic achievement, according to the findings. Another study (Kiselica, 1994) evaluated the effectiveness of a stress prevention program to control group. According to statistics, the training resulted in a reduction in stress levels.

1.6.2 Anxiety

Concern from destination of Freud, who is one of the most interested in studying this topic and one of the first to talk about anxiety in psychology throughout. He writes about this general features of concern: perhaps i do not need to personally inform you of the subject of anxiety, each of us without exception has suffered and experiences this sensation on mother this emotional state once or more in this life (Freud, 1993). It is described by Sigmund Freud as a state of astonishing confusing anxiety that has and creates a great dela if decay. Distress torture, and doubt in general anticipate disaster and contain all of the ingredients for doubt (Freud, 1993). According to Barlow, is a bad perspective portrayed by outcomes of undeniable tension and energy of fear towards the future, as well as essential consequence in that is specific unbelievable lights on the chance of crazy wagering or difficulty (Baelow, 1993).

Anxiety is psychological phenomenon that is always linked to internal or external factors that activate the individual's anxiety. It does not occur as a standalone issue. Psychologists such as Horwitz and Young (1991) distinguish between three types of anxiety: Trait anxiety, state anxiety, and situation-specific anxiety.

1.6.3 Boredom

Boredom in many research is an emotional condition made up of unpleasant feelings that mean emotion that have no yet or positive aspect, lack of motivation there is no support and attention to achieve the intended goal, and low physical excitement in the current psychology study there is no motivation for an external response or effects that can provoke a person's physiology rights (Pekrum et al., 2010). Because boredom is not a prototype or underlying emotional experience for example grief often misunderstood (Ekman, 1984; Shaver Schwartz, Kirson & O'connor, 1987). However, from the point of view of the ingredients and process, Boredom can be defined in terms of feeling (Kleingirna, 1981; Schever, 1984). It is defined as an emotion with the following characteristics: emotional factors (painful feelings). Cognitive (time perception moving slowly) and motivational (desire to do something) (Pekrun, 2000).

Boredom, on the other hand, has no clear definition as decades of research has been demonstrated that boredom is as ambiguous as it is painful, and that the capacity for boring jobs varies widely from person to person. The type of the circumstances in which the individual is, possibly his emotional state, and some personal qualities can all be used to determine boredom. The term is filled with ambiguity in numerous areas. The concept's definition applies to all allegations of specialization-related inequity. It will lose a lot of its relevance, because there is a lot of literature interested in finding academic boredom agents for student, while others are concerned with the hazards and effects of school boredom.

According to the literature, students are prone to boredom and are also subject to a variety and negative outcomes, including low grades and absenteeism leakage (Daschman et al, 2011).

1.7 Psychological Obstacles

A lot of factors can contribute to psychological obstacles issues. Many people will be influenced by complex series of events, however some will become deeply affected than other. Bernstein et al., (2008) listed the following psychological obstacles:

1.7.1 Personal reasons

These causes range from one person to the next, resulting in diverse collection of perceptions, attitudes, and behaviours. Some of these causes include:

➤ Change including environment and surroundings

The reality that psychology problem occurs when an event or stimulus requires us to change in some way makes a change in living environment a stressful experience.

➤ New responsibilities

Responsibilities associated with working while in school will almost probably compound into a severe academic load, resulting in psychological problem.

➤ Financial trouble and reducing

When a student is dealing with dual challenge of academics and financial restraints, it is not a pleasant situation.

➤ **Health problems**

Because health difficulties have such a huge impact on a person's life, everyone is concerned about them. Health problems cause a lot of problems in a student's life, and stress just exacerbates the problem by adding insult to injury.

1.7.2 Academic barriers

The present substantial obstacles for children during the academic curriculum. Many circumstances arise in the day-to-day operations of academic procedures that cause students to develop psychological difficulties.

- **Lower grade and failure in academic pathway:** It is the desire of student to improve in their field studies as such high grades. In case when students believe they get a higher grade than they expected it weighs them down and kills the motivation they have.
- **Charge and many hours of studied:** every student has a life outside of their academic program and surrounding.
- **Language difficulties:** Due to its critical role in transfer of information and the regulation of cognitive process language proficiency can have significant impact on individual's ability.
- **Examination:** Periods for examination causes so much stress in student.

1.7.3 Social and environmental reason

The environments student live in plays a major role in how their life will be in.

➤ **Lack of breaks and vacation**

In a situation where students have to be in the learning and teaching for long period of times affects the cognitive thinking of the students.

➤ **Miserable living status and condition**

The living situations of people have great impact.

➤ **Divorce between parents**

Major life changing events can be very stressful to everyone.

➤ **Placed in unfamiliar situation**

When someone finds himself in a variety of situations

➤ **Future Worries**

Most students are troubled by the prospect of their future.

1.8 Overview about Psychological Obstacles

Human beings are born and have needs. Especially in adjusting the balance they either meet their needs. So that can reduce the pressure of this sensation. We can treat this situation by removing and their behaviour goes back to its normal state, and they become nervous that leads them to imbalance and lack of both in their personality (Bernstein et al., 2008). The psychological obstacles is imposed by the environment that make more stimulus beyond an individual defining it is as dangerous, threatening the achievement of goals and meeting needs. In addition, making it under psychological pressure that leads to many disturbances.

According to Phinney and Hass (2003), psychological impediments lead to many feelings that make individual's view of life pessimistic, as well as anxiety, distress, anger, rejection of the regulations and rules of the environment in which he lives and the low level of educational attainment. The psychological obstacles led to their existence that face to in many person's life experience and help those when suffer to resolve them in appropriate depending on the circumstances of each case that influences by external affect they are mainly caused by environmental factors, social(gender financial, and interaction).

School (teacher, time, and curriculum) psychological factors (stress, anxiety and boredom). The most common psychological problems need to be identified (Phinney and Hass, 2003).

1.9 Strategies to Overcome Psychological Obstacles

1.9.1 Self-esteem, value, and appreciation

Self-criticism should be ignored, and you should treat yourself with care and respects make time for your hobbies, and broaden your horizons, learn to dance for enjoyment, learn to play an instrument for empty the time, or learn a new language for improvement the abilitie. According to Student life University health service of Michigan, (2022), there are many strategies that help students overcome their psychological problems:

1.9.2 Caring for the body inside and outside

Taking care of yourself physically make certain that you: consume healthy food, and somoking and vaping should be avoided ; in addition, read the cessation section for more information. Also, drink a lot of water. Exercise can aid in the reduction of sadness and anxiety as well as the improvement of mood; furthermore, make sure you get adequate sleep.

1.9.3 Surround yourself with good people

People with strong family or social relationships are more likely to be healthy than those who do not. Join a club, a class, or a support group to meet new people, or make plans with supportive family and friends.

1.9.4 Give yourself up for cooperation

Set aside some time and make an effort to serve others. You will feel better about assisting someone in need, and you will meet a few new people at the same time. Fun and cheap things to do has more suggestions.

1.9.5 Learn how to deal with stress

Stress is a piece of life, regardless of whether you like it. Endeavour one-minute stress strategies, workout, go on a stroll forest, play with your pet, or attempt diary composing as a pressure reliever. Likewise, make sure to smile and snicker at yourself giggling has been displayed in examinations to expand your safe framework.

1.9.6 Quite and Relaxing Your Mind

Mediation, mindfulness, and/ or prayer all worthwhile pursuits. Exercises in relaxing and prayer maybe help you feel better about yourself and your life. According to research, contemplation can help you feel and improve therapy results. In addition for more information on how to connect and spiritual resource for students.

1.9.7 Apply Realistic Goal

Make a list of your academic professional, and personal objectives, and then come up with a plan to achieve them. While keeping your feet on the ground and avoiding overbooking reach for the stars. You will feel more productive and confident in yourself as you get close to your goal.

1.9.8 Break up the Monotony

Although our routines help us be more productive and provide us with a sense of confidence and protection, a change of pace can help to liven up a dull schedule. Change up your running routine, take a road trip, go for a walk in a new park, hang some new art on the wall, try a new restaurant.

1.9.9 Get Help When You Need It

To look for help, it is an indication of strength, not a weakness point, it is likewise essential to recall that the treatment works. On the off chance that individuals with psychological sickness and addictions get the right consideration, they can recuperate and live full, rejuvenating lives.

Conclusion

This chapter cast the light on the different psychological problems and their effects on university students' academic performance. At the beginning of the chapter, we introduced an overview about the learning at university and types and characteristics of university students. Then we talked about academic performance and understanding the learning cycle. In addition, we talked about learning and teaching style. At the end, we showed some psychological problems and obstacles in addition to the strategies to overcome these problems.

Chapter Two: Physical Education

Chapter Two: Physical Education

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Introduction

Physical education historically ranks as the oldest element of training. If we wanted to present a whole history of progression, we would begin with the origins of humanity. Even though, the movement became a social phenomenon. The essence of training a man for motor fitness evolves and fights to be an evolutionary selective motive. The way it is incorporated into video games known as olympics, and greeks described the olympics as a sport where fitness in through the way of participating in sports activities competing in one direction separately (Lumpkin, 1986). Athletes' physical fitness activities were crucial to the olympics, and can be considered the backbone of physical training in today's courses. Hall system (Lumpkin, 1986).

Christens (2012) and Spears and Swanson (1983) stated that the olympics were held every 4 years to honour the Greek God Zeus. Christasen (2012) The primary games of olympic, that covered a variety of sports racig, disc throwing, Javellin throwing, wrestling, and exclusive ceremonial practices and, it was held over five days (Lumpkin, 1986) since that time, civilisation and culture at some point in Europe have consistently contributed to the development of physical education. Lumpkin stated (1986) that "The European legacy of athletics, gymanastics and sports activities inspired physical training application within the united states" (p.181). Jurkechova et al., (2011).people became more concerned about thier fitness as a result of the popularity of European athletes, according to the report.

2.1 Definition of Physical Education

According to Lumkin (2005), true education is a cycle in which an individual works hard to obtain excellent physical, social, and wellness attributes. As per Lumpkin, there are two factors that give the base for actual instruction. Practice astuteness which is the logical investigation of the human body in mix and sport, a sort of practical learning

instruction with well-defined boundaries that includes competing against a rival or oneself for a fee or for fun.

Physical education has grown over time to focus on enhancing the human being as a whole, as well as attempting to improve the existence and well-being of all those who are just engaged in science and enjoyment (Limpkin, 2005; Madigan 2009; Young, 1996). Trainers began to focus their attention on bodily training in the 1930s, according to Lumpkin (2005). on the goals of Bloom's gaining knowledge of fields. Blum of cognizance consist of cognitive, emotional and psychomotor goals (Fraser and Robinson, 2012).

According to Fraser and Robinson (2012), the area of know-how presents "thought, judgment and problem-solving" (p.115). The level of cognitive enhancement, according to Lumpkin, refers to someone who has improved their reading, numeracy, and language skills., and that universal overall performance in these areas of bodily coaching programmes ought to be increased. Lumpkin believes that study materials and language should be covered in physical training classes. Blooms' study consists of the emotional sphere also. This has been identified as the "Socio-emotional component" by Fraser and Robinson (p.115). In child's social and emotional development are involving by the emotional zone, just as their attitudes and values (Lampkin, 2005).

According to Fraser, Robinson, and Lumpkin, the psychomotor quadrant emphasizes basic movements, motor skills, and authentic competence. Lumpkin believes that academic desires will be fulfilled through the cognitive, emotional, and motor domains. The main reason and adventure of physical education, according to Limpkin is to ensure that children engage in normal physical activity for subtitles associated with active work. Hastie and Martin (2006) and Overfrof and Coker (2013) recommended that the

suitable training classification ought to consist of well-being and health associated, consists of the advertising and marketing of outstanding well-being the expectation of high-quality ailments (Baily, 2006; Hastie and Martin, 2006).

Physical education trainers should provide things to do while university students wait for turn to do activity and also use step measures to enhance their perception of recreational levels (Hastie & Martin, 2006). Physical educators also want to promote effective messages of physical amusement and wellness providing instructions with enthusiasm and reward (Hstie & Martin, 2006). When physical education first began was now considered part of the daily curriculum; Young (1996) stated that from regular classroom education is segregated the type of physical education had little or no relationship with different fields of education (Young, 1996). Instead, things to do at some point in the body educational glamour grew to promote fun (Garm & Cotheran, 2006).

2.2 Physical Fitness, Activity and Cognition

Physical schooling magnificence taught through expert getting individuals to engage in common physical exercises many of stuff locale and for the common fulfilled of the child (Pesce, Faigenbaum, Crova, Marchetti & Belluci, 2013) emphasize that many organizations that market healthy lifestyles have a key goal of motivating consumers to participate in everyday physical activities when they have children. (Pesc et al, 2013) one approach those organization should attempts is to visit their kingdom departments of schooling and display how bodily schooling magnificence is vital for the fulfilment of faculty districts and for the kids. Pesce et al., (2013) It was discovered that if children acquire a daily physical interest at some point during their youth, it makes it easier for them to spread their motor talents. In early age, when kids expand accurate motor abilities, it offers them the capacity to hold those abilities into adulthood (Pesce et al; 2013).

According to Baily (2006) and Staiano and Calvert (2011), the majority of children fine motor control, to perform certain task should explore and learn how to be physically active and how fixed this ability. some stage in their time spends in bodily time spent in bodily schooling magnificence physical training teachers gives the wanted skill for children to enlarge habits for an active lifestyle that counseled by Beiley (2006). Children can anticipate spread and high beautiful of lifestyles. Bailey said that bodily interest offers kids a higher nice of lifestyles due to the fact it to loss of life at an early age in opposition reduces positive dangers of growing numerous illnesses and night shield. For example, being physical energetic also can assist protect you the onset of reduce unhealthful weight gain (Baily, 2006).

Along with supporting the infant's bodily nicely being, collaborating in bodily training elegance offers the competencies youngsters want to post the basis for most activities of wearing (Bailey, 2006 ; Overdrof & Coker, 2013 ; Sallis et al., 1999). According to Bailey (2006) and Overdrof and Coker (2013), if a robust basis is made with the fundamental motion competencies via sports, youngsters are much more likely to be lively as a infant and on into the person years permitting them stay a protected and whole some life.

The impacts of body interest on children's cognitive function have been investigated in a number of research. Twelve out of the maximum research performed on this location discovered giant consequences on improvement whilst not one of the 15 pronounced bad consequences (Gao, Chen, Sun, Wen & Xiang, 2018; Zeng, Ayyub, Sun, Wen, Xiang & Gao, 2017). The authors concluded that there has been a five affiliation among bodily interest and sure cognitive abilities including running memory, attention, instructional achievement, and language gaining knowledge of (Gao et al; 2018., 2018; Hoaoala, 2012; Hillman et al., 2008; Roig, Skriver, Lundbye-Jensen, Kiens & Nielsen, 2012).

While a five dating has been established, extra studies is vital to similarly inspect this connection and offer proof as to why this type of physical wooing needs a more thorough understanding of the human mind. Even as one begins to evolve by moving more actively and rising oxygen levels, blood, hormones, and oxygen levels are all linked (MC Pherson, Mackay, Kunkel, & Duncan, 2018; Roig et al., 2012) Progress has been made in connecting physical hobby reasons a little further inside the human psyche when one learns to evelved motion.

This form of physical wooing necessitates a deeper knowledge of the human mind. Blood, hormones, and oxygen levels are all related as one evolves by moving more vigorously and increasing oxygen levels (MC Pherson, Mackay, Kunkel, & Duncan, 2018; Roig et al., 2012) When a person learns to evelved move, they have made development in this area.

actively through an growth in oxygen blood go together with the drift, hormones, and oxygen levels bodily interest to mind shape and improvement, and studies suggests that an boom in badly interest can purpose a boom in mind-deprived neurotrophic factor (BDNF) which allows gaining knowledge of via way of means of enhancing synaptic plasticity and growing mind circulation (Singh & Staines, 2015; Zeng et al ., 2017).

2.3 Theories Related to Planning Physical Education

Although many theories have been used to help explain why people do or do not participate in physical activity. The protection motivation theory (PMT) became proposed via way of means of Rogers States that Human behaviour coupled with hiking in the interpretation of threats and coping. The threat assessment dictates whether behaviour (hiking) poses a risk to the health encounter assessment of mobility refers back to

capontential to address the declared threat can reduce the chance of adaptive reaction along with the believers to hike (Rogers, 1975).

According to PAT human can also additionally stay with a conduct for example, activities if it is miles believed that the conduct may turning may be done constantly with little fee along with into sore or too exhausted (Sieur, Richardson, Wishart, Hanna, 2009). In different words, someone can also additionally alternate a conduct totally out of the individual's fears (Rogers, 1975) an critical short coming of this concept is not all environmental and in different beginning an mindset alternative are identified and worried by cognitive elements. An instance of this will be relenting to the strain to conform to social norms (Munto et al., 2007). In addition, meta- evaluation PMT discovered effects on conduct (Floyd, Pentic-Dunn, & Rogers, 2000)

According to Munto et al., (2007) , SCT, TRA, TPB, and PM, all incorporate several limitation:

- 1) Non-voluntary elements can have an effect on conduct (Gebhardt & Maes 2001) ;
- 2) Time spending to consider creating a repeated conduct is uneconomical (Stroebe, 2000) ;
- 3) Accurately give an explanation for behavioural talents wanted for adherence (World Health Organization, 2003);
- 4) Those theories do no longer describe the starting place of ideals and the way those ideals have an effect et an different behaviours (Weinstein, 1988). This version takes under consideration numerous fators in time now no longer only a photo in time as most of the different theories do, the TTM has been stated that for used to look at work out participation and incorporates six degrees:

- 1) Precontemplation level;
- 2) Contem[^]lation level;
- 3) Preparation level;
- 4) Action level;
- 5) Maintenance level;
- 6) Termination level.

This version indicates that extraordinary interventions and information must be matched to a selected level someone is probably in (Weinberg & Gould, 2007).

Self-determination theory itself is primarily based totally upon three main theories (Deci & Ryan 1985, 2000; Ryan & Deci 2000). The three mini-theories are in short defined:

- 1) Theory of Cognitive Evaluation (CET). That stated the principle entails the social contexts of instrinsic motivation and the way elements inclusive of rewards and interpersonal controls with intrinsic motivation. Cognitive Evaluation Theory states how critical competence and autonomy helps are in growing intrinsic motivation that is important for conduct along with recreation involvement (Deci & Ryan, 1985, 2000, Ryan & Deci, 2000).
- 2) Organismic integration theory (CIT), Extrinsic motivation is a concern
- 3) Theory of Basic Psychological Needs (TBPN). This principle is can determinate to three principle the mental desires, relatedness, and autonomy, and their significance to well being and mental health. Environments that help the three desires are critical, these three desires ought to all be met ; if any are missing then distinct useful charges will arise (Deci & Ryan, 1985, 2000 ; Ryan & Deci, 2000). using SDT to help understand the causes for exercise participation in particularly

interesting because it specific the various reasons of behavioural (Deci & Ryan, 1985, 2000).

The Social Cognitive Theory (SCT) (1386, 1989) of Albert Bandura has been widely used in studies of bodily activities (Bandura, 1986). The importance of three important mechanisms in self-law of conduct is highlighted the three theoretical elements are self-efficacy beliefs, outcomes expectations, and private dreams. Wherein manual human action is integrated and related the principle basically asserts that persons are motivated to investigate and stimulate a behaviour by locking others and then following a preferred behavior, and that self-efficacy is critical to great overall performance when difficulties emerge (Bandura, 1986), SCT has such a broad awareness that its additives are challenging to outline and use is a situation that is most useful in part (Munto et al., 2007).

2.4 Studies Supporting Physical Education in School

A look at executed California used the fitness gram in school to evaluate student's health (Cardio capacity frame composition, flexibility, trunk strength, and top from strength) and the way it correlated to students' SAT ranking. Those who have been suit at met greater of the health requirement scared better in each math and studying SAT rankings than the cones unfit counter parts. A statistically good sized development become observed academically as each extra bodily health wide spread become met for each studying and math.

Grisson (2005) additionally observed dating among to health and educational. Success regular across socioeconomic and gender division. He used the National School lunch application as an indicator of socioeconomic celebrety, and observed usually that children of better socioeconomic fame perform better physically. Health and educational success rankings while in comparison to the decrease socioeconomic peers. However, each

companies it became noted that the better they executed at the physical health test, the better their academic success, inferring that physical activity can have an effect on how a pupil no matter their financial situation. They perform academically (Grison, 2005).

Remarkably, Coe et al 2006 determined that once kids had been engaged in as little as 19 mins of full of life. There has been a terrific link between physical interest and overall instructive performance Hillman et al., (2009). Concurred once they located with handiest a mild to mild 20- minute bout of exercising cognitive overall performance elevated. Chomitz et al. (2009) additionally located a advantegous courting among bodily health and educational fulfillment specially in math and English in 4th , 6th, 7th, and 8th grade students. Castelli et al. (2007) found comparable effects while subject assessments of bodily health had been undoubtly associated with instructional fulfillment measured with the aid of using the illinois standardized take a look at.

Additionally, the researchers cited that the better the students' frame mass index, the decrease their instructional take a look at rankings. This could lead are to consider that the more healthy the student, the greater academically successful (Vail, 2006). A comparable observe completed with inside the Northeast located that because the range of health assessments passed elevated effort to their benefits of delivering for take a look at with inside the regions of English and Math. Likewise, an observation completed in Quebec, Canada located that one hour according today of extra bodily schooling became substantially associated with enhancements in standardized Math take look at ranking for basic children (Chemitz et al., 2009).

Sibley and Atnier (2003) determined that a meta- evaluation of forty four research to decide if there has been a correlation among physical activity and cognitive overall performance. The authors reviewed all English language research written previous to

January 2002 that pertained to physical activity and its courting to cognitive or instructional coverall performance, perceptual skills, intelligence quotient, achievement, verbal tests, authentic tests, academic readiness had been all determined to enhanced amongst faculty elderly kids with physical activity.

Although there are many exceptional channels for students to pursue bodily interest, maximum mother and father and as count on college students are groups taking part in physical activity or interest at some points of the college day (U.S. Departement of health and humansciences, 2010). Tufts university lately researched the interest styles of kids each inside and out of faculty and comparison them to the countrywide tips take over 450 sampling from Massachusetts school. They determined a meager 15% mat the prescribed tips with ladies and overweight kids taking part with inside the least quantity of physical interest.

The institute of medicine has identified the want for physical interest in faculties after being recognized because the pivotal factor for weight problems prevention because of the lengthy period in which college students attend faculty (Cook et, al, 2013). “In an increasing number of sedentary world, faculties offer the five possibility for a based totally technique for increasing physical interest a number of the nation’s youth ‘’ (Cooock et al ., 2013, p.2) . Today’s faculty elderly baby is spending at the least seven or greater hours an afternoon at faculty because of parental duties and paintings schedules putting faculties in a top position to steer kids via way of means of mandating physical activity.

2.5 Integrated Curriculum in Physical Education

Curriculum integration is also a beneficial practice in physical education. It has been well shown that engaging in proper levels of physical activity promotes both physical and mental health, especially in youngsters (Sothern, 1999). Physical education that

interests children and provides them with the skills and competences they need to live active lifestyles is especially important in schools (Riley et al., 2014). As educational requirements have become more stringent, the emphasis on excellent physical education has disappeared in an effort to cover the core curriculum by incorporating physical activity into the classroom. Certain tutoring coaches need to survey is the amplexness of real arrangement instructive plans in school districts . since sports curriculum is unavoidable in many schools, this still can not seem to be tended to real arrangement, Yet prosperity and well being related sports various genuine readiness (Bulger, Moher, Carson, and amp; Wiegand, 2004).

The disposition of real readiness gives off an impression of being a higher need than at some other time in achieving dreams of decisive public capability for the future (Mohr, Townsend, and Pritchard, 2006). Genuin tutoring guide ought to focus in on direction attitudes and their school students toward real planning, school students have exceptional attitudes toward their teachers (Ryan, Fleming, and Maina, 2003). In future, research is needed to investigate different curriculum models and teaching methods towards improving student's attitude towards teachers and physical education classes (Ryan, Feleming, and Laina 2003).

Richard and Banville (2006) found that students of high school pointed out a lot greater preference for playing games compared to fitness activities majority student also indicated that they love physical education because of the pleasure factor. In high school, students pointed out that the biggest cause of hatred for fitness activities is due to limited and lacklustre choices of ongoing activities (Rickard and Banville, 2006). Again, PE teacher do not just need to focus on physical differences but they also need to focus on what females need compared to what males need and develop effective physical education curricula and programmes. This idea is further away supported by a study by Couturier,

Chepko and Coughlin (2007), where the girls they indicated that they are more interested in cooperative activities fitness and dance than they are boys. Physical education teachers should consider the different needs of girls and boys in planning and implementing physical education curricula to attract all its students and retain their interest and participation.

2.6 Characteristics of Effective Physical Education Programs

Physical education provides college students with numerous opportunities to improve their everyday lives. To begin with, it gives students the chance to improve their physical fitness, development, and health. According to Baily (2006), regular physical activity is linked to a longer and improved quality of life, a low risk of disease and other mental and emotional advantages. In addition, Bailey stated that simple motion skills are taught in physical education classes, providing college students the opportunity to enhance their social and cognitive growth, and for administer those skill in sports.

Bailey asserts that (2006) improvement in ethical thinking truthful play and sportsmanship, and personal responsibility. Among other things, have been seen in intervention studies. The likely contexts for values and advanced social capacities are the most of those with highly educated instructors and trainers who observe an atmosphere that stands out clearly through activities, asking students questions, and modeling right responses through their own behaviour (p.399).

Furthermore, numerous studies have shown that well-known and presented sports might aid in the social and cognitive development of students (Biley, 2006). To properly evaluate physical education programs, it is necessary to conduct research on effective coaching methods, behaviours, and learning settings. Former investigators (Pangrazi, 2007, Kulinna, Cothran, & Regualor, 2006; Sie dentop & Tannehill. 2000, as cited in Weng,

Leung, Wahao, Hipsher et al., 2009) described characteristics of effective coaching / learning environments as those that provide (a) clear objectives; (b) well-prepared and appropriate expectations; (c) significant venture and excessive costs of success; (d) clean transition and coffee cost of control; (e) According to the researchers ' findings ; instructors must effectively prepare and execute their directions by educating, asked questioning, and commenting in order to assure their quality of physical execcive.

Determined by Silverman, Tyson, and Morford (1998), teachers who provide a clear explanation and allow time for motor skill training and shape exercise in such a way that college student who are correctly involved will sell their knowledge (as cited in Zeng, Leung, Wenhao, and Hipsher et al., 2009).

As determined by portman (2003), 9th graders who are recognized as law skilled college students indicated that after their last nine the grade physical education class. Another locating very became college students and no longer understand any adjustments in physical education in the course of their bodily training instructions as that specialize in character and group sports, one of the common pointers, of those 9th grade college students is to in shape college students in physical activity focus in comparable ability degrees. As a result, the faculty's capacity to plan physical training sessions is most likely a function of how powerful the soft were for physical activity. So, college students are matched through bodily capacity.

Another viable function of an powerful bodily training software in line with Sullivan (2007) is the importance of implementing ideas of person training into ordinary physical activities. The researcher indicated the significance of kids' capacity to decorate their physical activity via mastering range of lifetime sports that they could observe to out of doors of chargeable for coaching kids to discover the person developments being

demonstrated; whether or not via venture and different physical sports. He expressed those review's need to be in a non-threatening environment. Professional development and practitioner self-efficacy are important in physical education. As determined by Martin, Mecaughtry, Kulinna, and Cotheran (2009), social cognitive –based intervention in supplemented by physical education instructors effecicacy they looked into an inervention meant to assist physical education instructors in teaching bodily energetic training using The Exemplary Physical Education Curriculum (EPEC).

Physical health , Math skill, personal and social development, and physical activity and health knowledge are the EPEC's four domain names. According to the domains provided with the resource of the EPEC near to boosting self-efficacy, the researchers provided physical education with seminars, training, and mentorship. Self-efficacy is defined as : one's perceived capability to complete a certain task in a specific setting effective instructors work harder, employ more problem-solving strategies, gain more skills , and stay longer on the sidelines, and they endure longer in the face of failure than less competent educators. As a result, physical activity instructors who are confident in their ability to adopt a new curriculum that includes the EPEC must be considerably more likely to do so than instructors who lack confidence in their ability to do so (p.512).

2.7 Effect of Physical Education in Classroom Behaviour and Academic Achievement

Students were originally interested in students on the study of the teaching process. The initial pieces of study on the process-product, according to behaviourist approaches. Were more focused in the teacher's behaviour (Piéron, 1993). It was not untill the 1970's that the need for a through knowledge of the teahing-learning process arose as well as an interest in student behavior within the context of studies related to "The paradigm of

mediation variables" (Doyle, 1986 a). This approach evaluates how students respond to the teacher's instructions their attention, task engagement, motivation. On the other hand, all of which influence their performance. Students, in physical education were first uninterested in studies on the subject.

Other research has discovered that some adoptive classroom characteristics, such as academic engagement, social skills, reduced problem behaviours, and motivation, work as intermediary factors. It has been proven that improve attention by physical activity (Dwyer, Blizzard, & Dean, 1996) longer periods of academic study lowering research focus levels (Dweyer, Blizzard, & Dean, 1996). Physical fitness and activity are given less weight in schools today in favor of improving kids academic progress. In addition to the health benefits of physical activity, scientists have discovered in recent decades that centered on the relationship between physical activity and how it can aid in the improvement of academic excellent many investigations have been conducted with students who are generally developing discovered a link between physical exercise and academic achievement.

Castelli, Hillman, Buck, and Erwin (2007) investigated useful performance preparing elementary school children to look into any possible connections between their on state-mandated examinations, physical fitness and intellectual achievement government mandates at the time such as no child left behind put more pressure on schools to educate pupils from all socioeconomic levels with higher academic achievement scores than to address public health issues, which was the study's aim and motivation. Their study looked into the relationship between physical fitness and academic performance in schools from various socioeconomic backgrounds physically fit students were anticipated to do well academically on standardized assessments. They also hypothesized that, of the several components of physical activity (e.g., aerobic capacity, muscle fitness, and body

composition), aerobic fitness would have a stronger relationship with academic achievement.

2.8 Barriers to Physical Education and Physical Activity

According to the environment model, barriers can be classified into five main categories among people, institutions, societies, and policies. Personal barriers reflect an individual's characteristics, such as lack of supporting, which may prevent physical activity (MC Leroy, Bibeau & Steckler, 1988). Barriers between people relate to informal and formal social network, from other important factors such as lack of supporting, which may prevent physical activity. Institutional barriers occur within social institutional with organizational characteristics, such as schools that does not offer after school physical activities (McIlroy et al, 1988). Community barriers between informal organizations, institutions and networks occur within certain boundaries, as when leisure facilities within the urban municipal provide limited opportunities for physical activity for the entire population (McLeroy et al., 1988). Barriers to national policies, laws, and policies that may prevent physical activity. Such as the law prohibiting rolling on city berths. Another obstacle that adolescents can face is the physical environment that can be defined as providing a safe environment to participate in the population's physical activity (MC Leroy et al., 1988).

By reason of dynamic work rules and coming about prosperity influences do not meet the diminishing there of psyche of youngsters, various examiners attempt to get a handle on the clarifications behind not participating in dynamic work. According to YRBS, in America, not precisely half of teen meet real work proposition, and numerous factors ass to this short fall of genuine work, nd more are found as assessment progresses. While arranging and cmlpleting dynamic work, it basic to appreciate that young people face

impediments every day the environment and genetic factors can be disincentive for an individual to participate in proactive undertakings .for example, youths carried into the world with inherited issue will have a more ink some energy for partaking in tenacious genuine work (MC Leroy et al., 1988).

Natural blocks, similar to outrageous environment or unsafe districts for real work, can out influence support in genuine work too. Rometo et l., (2001) found that permission to after school tasks and safe adults strongly impacted the genuine work levels of youths living in neighbourhoods with low monetary status. While the gig of diseases and the environment as obstacles to genuine work among adolescents has been through about, there are various impediments to young people's help in dynamic work.

Lenhart et al., Evaluated physical activity levels and sedentary behavior in a group of adolescents from a rural Philadelphia school district (2012). Students were grade on their physical activity engagement both during and after the study school. Only 8 % of males reported sedentary behaviors, compared to 28% of females and males account for roughly 11% of the entire population one of the maine ways the men in the study stayed active was by participating in sports and other physically demanding outdoor active was one of the approaches.

Conclusion

Physical activities play an important role in building society; they contribute to the development of physical fitness. Also, it conterbutes to uplifting the student above all his ambition and objectives by acquiring good behaviour. Therefore, each state has developed this field and various segments and gruops are engaged in this vital activity. Physical activity is one of the aspects of practices thal lead to the orientation of the physical developpment of students using motor exercises, health measures ,some psychological

moral methods.to sum up , physical activuty became a big issue that take more attention by univesties and researchers duo to have many advantages to students .

Chapter Three

Fieldwork and Data

Analysis

Chapter Three: Fieldwork and Data Analysis

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Introduction

We finished theoretical side, through which tried to shine a light the role of physical activity in reducing psychological problems of university students. In this chapter we will address the applied aspects meaning the field of the study through analysis aspects from the quality of the researcher in which we learned about the approach to study, and then how to choose the sample so that means we took during the research into the the composition of the study population and the navigate to determine how to collect data. after all this we moved to analysis data using statistical metrics appropriate in converting research question. and then reveal the most important our findings in this research.

3.1. Research methodology

odology used in scientific research framework means following a set of rules The meth that are developed for the purpose of achieving the truth in science and is the threshold followed by the researcher in his study of the problem to discover its dimensions and litreay.

3.1.1. The research approach of the study

The nature of study requires using the qualitative approach. selection of the most suitable method to be adopted in a study is the most difficult tasks for a researcher . The a strategy of investigation that shifts from the underlying research method, for instance, is assumptions to research design and d ata collection. ThhInthis study, we attempt to understand the the role and the effectiveness of practicing physical activity in reducing on EFL students' academic performance. That is, we are dealing psychological symbtoms with abstract notions that can hardly be measured or tested. For this reasonwe are opting , for the descriptive method. In addition, it is believed that the descriptive analytical method

e most suitable for this study because we are dealing with behaviour, attitudes, values, is th and the like, of human beings from which data are collected through observation and description .

3.1.2. The population and sample

The researcher engaged with EFL students to collect feedback to feed the study in order to assess the validity of the research questions and gain some information that would aid in addressing some research questions .the target population of the study is mainly students and resident students in the department of the English at Mouhamed Kheider University of Biskra. The sample includes 26 participants randomly chosen students from different levels .

3.1.3. Data gathering tools

Data collection tools are the instruments that researchers use to gather data. Data collection enables us to obtain information about our study . Besides that, there are different instruments in order to collect data such as observation, tests, questionnaires, interviews. In order to carry out this study and reach our objectives one tool has been used in order to collect information which is a questionnaires with learners.

3.2. Data Analysis

After gathering the data required from the participants through the research instruments, a questionnaire in this present chapter we are going to analyze and discuss the data. Besides, the analysis of the questions is going to answer the research questions .

3.2.1. Description of students' questionnaire

A questionnaire is considered as a powerful instruments for data collection. Since it saves time and effort. One can collect a huge amount of information in short time. In present investigation, the questionnaire helps in answering research questions and test the hypotheses is made so far.

This questionnaire is composed of four sections titled as follows: General background, Factors affecting EFL students 'academic performance, psychological factors and benefits of physical activity. The aim of this questionnaire is investigate students' opinions and to ask them about the role of physical activity in reducing psychological problems in their academic preformance. The students'questionnaire contains twenty questions of different types to make it rich and to make students more focused and interested in answering it. The questions are divided into sections as follow:

Section 1: General Background

There are four questions in this section for the aim of gathering the needed information about the students for this research paper, these information are gender, state at university (resident /no resident), students' expectation before being at university and students' attitudes towards learning at university.

Section 2: Factors affecting EFL students' academic performance

In section, the questions are about the level of students in English and the evaluation. Also, the types of the main factors that effect students progress **5 Q to 8 Q.**

Section 3: Psychological Factors

This section composed of five questions, they are all about the effects of psychological factors on students' academic performance, the last question is about the strategies of students to overcome these problems.

Section 4: Benefits of physical activity

This is the last section of the students' questionnaire. It is about the opinion of students about practicing physical activities is beneficial for university students and the reason behind the effectiveness of doing physical activities and how it is beneficial for psychological problems.

3.2.1.1. Administration and aim of the students' questionnaire

This questionnaire was administered and distributed by sent electronically via google forms to EFL students of university of Biskra. We have received 26 responses which they can enrich the current study with valuable data, some of respondents gave back their answers instantly while others gave back their answers few days later. The ultimate purpose of using this questionnaire is to gather the various perspectives, opinions, and attitudes that students have about the role of physical activity in reducing EFL students' psychological problems on academic performance.

3.2.1.2. Analysis of the Students' Questionnaire

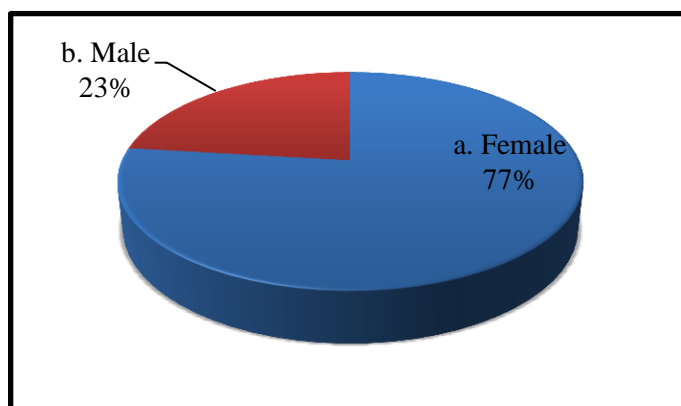
Section One: General Background

Item 1. Would you specify your gender, please?

Table 3.1: Students' Gender

Gender	Respondents	Percentage
a. Male	6	23%
b. Female	20	77%
Total	26	100%

Figure 3.1: Students' Gender



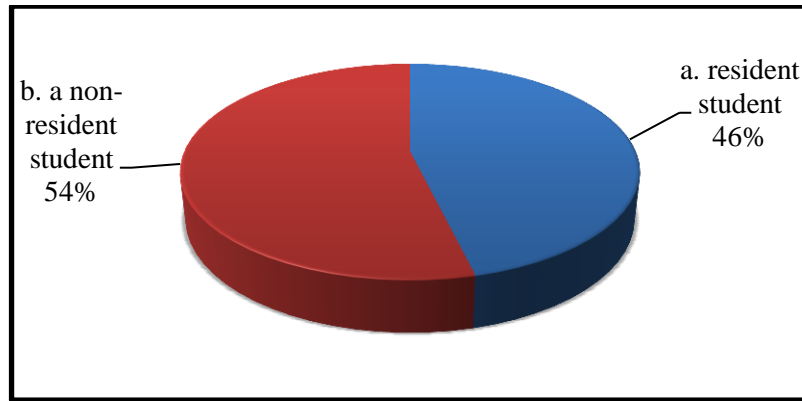
The table above demonstrates the distribution of gender in our sample. It presents the number as well as the percentage of females and males. Additionally, it is observable that 20 participants (77%) were female, whereas six participants 23% were males. This clarifies that the majority of our sample are females.

Item 2. Are you:

Table 3.2: Students' State at University

Options	Respondents	Percentage
a. A resident student	12	46%
b. A non-resident student	14	54%
Total	26	100%

Figure 3.2: Students' State at University



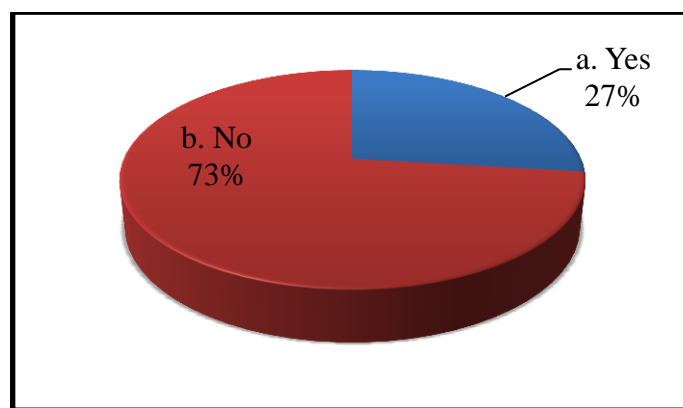
The table 3.2 shows that the majority of students (14) participant the represent (54%) are not resident. While (12) participant that represent (46%) are resident students at university.

Item 3. Have you found at university what you expected before being a university student?

Table 3.3: Students' Expectation before being at University

Options	Respondents	Percentage
a. Yes	7	27%
b. No	19	73%
Total	26	100%

Figure 3.3: Students' Expectation before being at University



The table 3.3 above revealed that the majority of respondents did not find what they expected at university before they became students at the university. A percentage of (73%) did not find what they expected at university before they became students at the university. While (27%) claimed that they found what they expected at university before

they became student. This means mostly do not find in the university what we expected before studying there.

Participants’ justifications if they choose no for this question: the participants listed a range of expectation they face to at university, most of them restricted and it programs is based on graduating and qualified student bent it was the opposite, Also poor teaching materials.

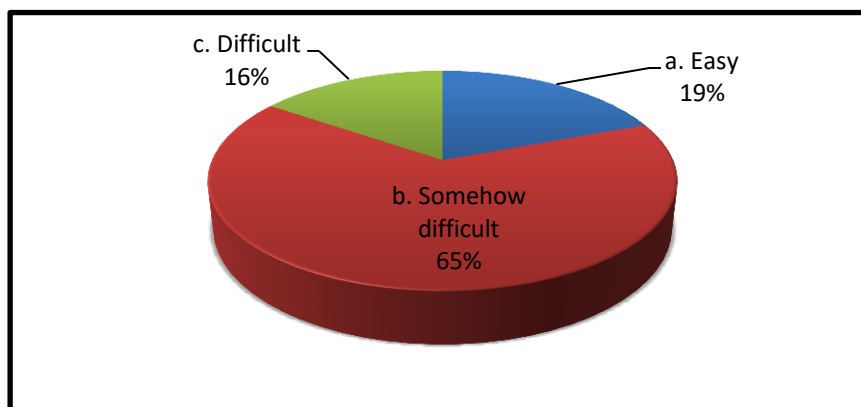
Participants’ justifications if they choose yes for this question: the rest respondents hold that they found good teachers and they know and meeting different kinds of student. Furthermore, they expected studies to be more difficult than in secondary school.

Item 4. How do you find learning at university?

Table 3.4: Students’ Attitudes towards Learning at University

Options	Respondents	Percentage
a. Easy	5	19%
b. Somehow difficult	17	65%
c. Difficult	4	15%
d. Very difficult	0	0%
Total	26	100%

Figure 3.4: Students’ Attitudes towards Learning at University



This question as asked to respondents to give their evaluation about learning at university. As the table indicated the majority of respondents (17) who represent (65%)

noted that learning at university is somehow difficult, while (five) respondents. Who represent (19%) affirm that learning at university is easy. In addition, (four) respondents who represent (15%) noted that learning at university is difficult. However, no respondent (0%) believe that means the majority faced somehow difficult.

Some students justifies their answers as follows:

- **For somehow difficult:** most of participant affirmed that learning at university somehow difficult due to the difficulties of some courses, others claimed that they have problems with transportation, curriculum and time. In addition, the university has lack of teaching materials and students face some social influence such as nepotism.
- **For easy:** small category found learning at university is easy because they choose to study a branch they love and some of them said that everything is available in university.
- **For difficult:** few participant assert that any teacher have different methods. Also assert that in higher education students found difficulties because require hard work.

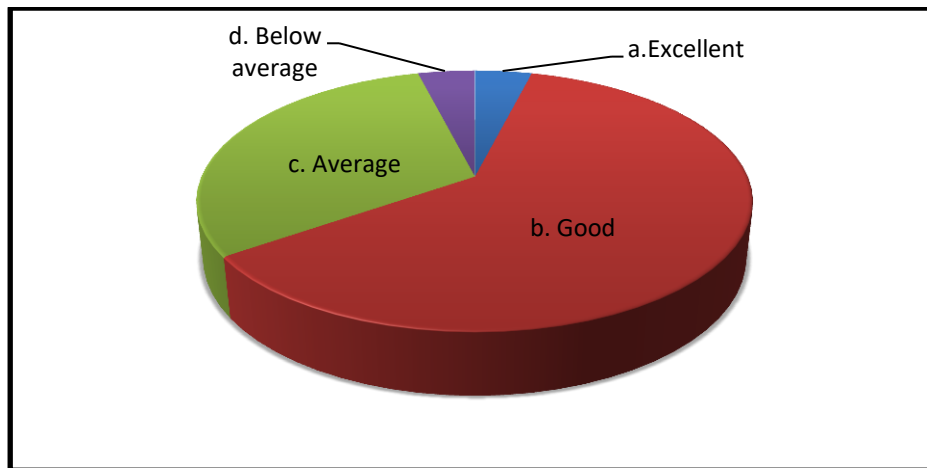
Section Two: Factors Affecting EFL Students' Academic Performance

Item 5. How do you evaluate your academic performance(s) in English language?

Table 3.5: Students' Evaluation of Their Academic Performance(s) in English

Options	Respondents	Percentage
a. Excellent	1	4%
b. Good	16	62%
c. Average	8	31%
d. Below average	1	4%
Total	26	100%

Figure 3.5: Students' Evaluation of Their Academic Performance(s) in English



As far as this question is concerned, its major aim is evoke the respondents' evaluation their academic performance in English language. The participants were offered a scale containing five levels ranging from the “excellent” to the “below average” . as the rates indicate. The majority of respondents regarded their ability in English language as “good” with a percentage of (62%).

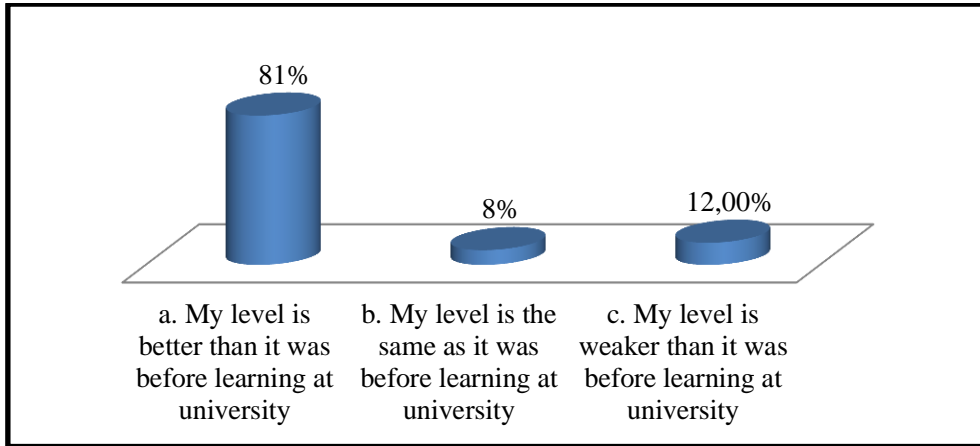
Additionally, 31% of them believed that their level in English language is “average” . however, some pupils (4%) and (4%) affirm that their English language is “excellent” and “below average”. These statistics show that the level of a large number of the participants are good.

6. How do you evaluate your academic progress in learning English at university?

Table 3.6: Students' Level in Learning English at University

Options	Respondents	Percentage
a. My level is better than it was before learning at university	21	81%
b. My level is the same as it was before learning at university	2	8%
c. My level is weaker than it was before learning at university	3	12%
Total	26	100%

Figure 3.6: Students' Level in Learning English at University



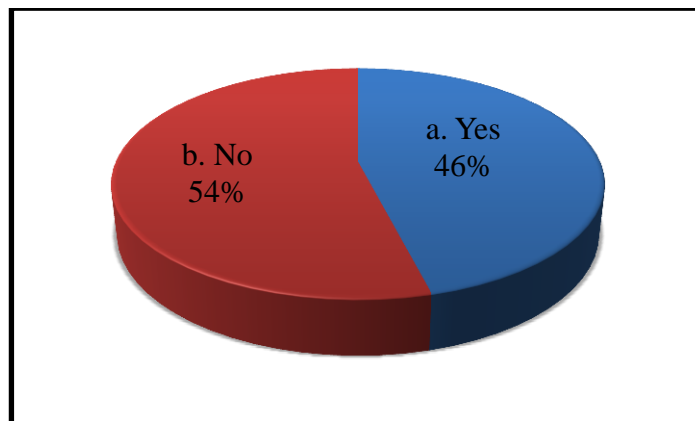
This question considered the participants view regarding their level in learning English at university. A rate of 81% of respondents asserts that their level is better than it was before learning at university. While 12% of respondents claim that their level is weaker than it was before learning at university. However, 8% of respondent assert that their level is the same as it was before learning at university. The majority of our sample 81% acknowledge about their level is better than it was at university.

Item 7. Are you satisfied with your current level?

Table 3.7: Students' Current Level in English

Options	Respondents	Percentage
a. Yes	12	46%
b. No	14	54%
Total	26	100%

Figure 3.7: Students' Current Level in English



The table 3.7 indicate that the majority 14 respondents 54% affirmed that they are satisfied with their current academic level. While 12 respondents 46% assert that they are not satisfied with their current academic level, these reates shows that the majority of respondents are satisfied with their current academic level in English.

Students’ justifications for yes:

According the respondents believed that they mastered and understood the language and learned many beneficial and new things, while some of them stated that they level is better than previous level.

Students justifications for no:

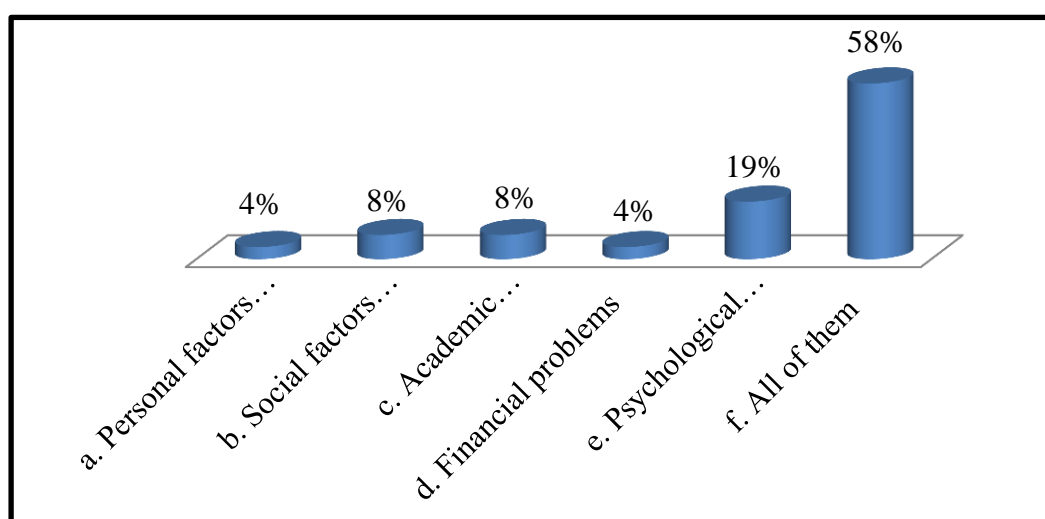
Most of respondents assert that they not satisfied they are need to develop their language. While some of them declared that the higher education need always research for learning more and use critical thinking.

Item 8. According to you, what are the main factors that greatly affect EFL students’ progress at university?

Table 3.8: Types of the Main Influential Factors on Students’ Progress

Options	Respondents	Percentage
a. Personal factors (age, attitude, competence, etc)	1	4%
b. Social factors (family expectations, problems, pressure, distance, etc)	2	8%
c. Academic factors (difficult transition from high school to university, the busy program, etc)	2	8%
d. Financial problems	1	4%
e. Psychological factors (lack of motivation, lack of interest, stress, boredom, etc)	5	19 %
f. All of them	15	58%
Total	26	100%

Figure 3.8: Types of the Main Influential Factors on Students' Progress



Factors that affect a student's academic performance from the point of view of the learners as can be seen, 15 of respondents (58%) reported that all of types of the main influential factors on students' progress. While five of respondents (19%) reported that the psychological factors more affected than others. Additionally, two of respondent (8%) and two of respondents (8%) reported that social and academic factor. However, some of them one respondents (4%) reported that the personal factors and financial problems. This shows that all of these factors (personal, social, academic, financial and psychological) affect the academic performance and progress of the students.

According to the respondents, there are some other problems in terms of resident students at the dom, the lack of competency and proficiency, and the university professors should consider the students in all respects and treat him

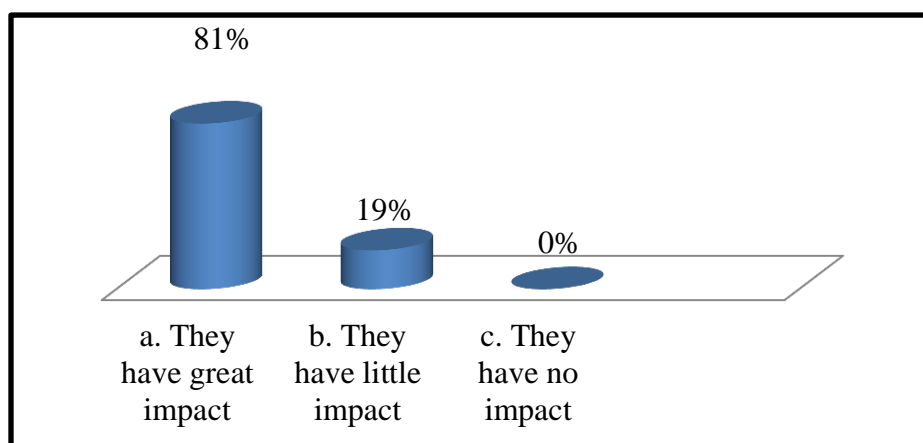
Section Three: Psychological Factors

Item 9. According to you, to what extent can psychological factors affect EFL students' academic performance?

Table 3.9: The Effect of Psychological Factors on Students' Academic Performance

Options	Respondents	Percentage
a. They have great impact	21	81%
b. They have little impact	5	19%
c. They have no impact	0	0%
Total	26	100%

Figure 3.9: The Effect of Psychological Factors on Students' Academic Performance



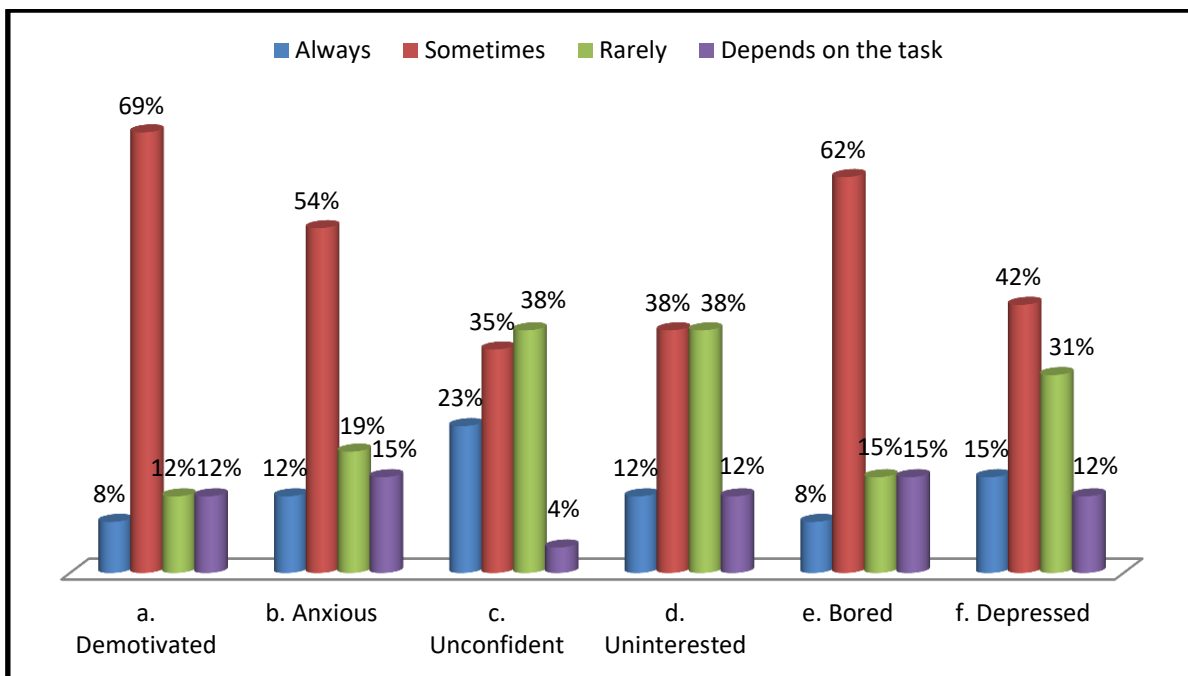
The effect of psychological factors on students' academic performance, the majority of respondents (81%) affirmed that the psychological factors on students have a great impact. While a few respondents (19%) view the psychological problems have little impact. However, no respondents (0%) claimed that the psychological factors, they have no impact. These rates indicate that psychological factors have a great impact on students' academic performance.

Item 10. How often do you feel:

Table 3.10: Frequency of Students' Feeling

Options	Always		Sometimes		Rarely		Depends on the task		Total
a. Demotivated	2	8%	18	69%	3	12%	3	12%	26
b. Anxious	3	12%	14	54%	5	19%	4	15%	
c. Unconfident	6	23%	9	35%	10	38%	1	4%	
d. Uninterested	3	12%	10	38%	10	38%	3	12%	
e. Bored	2	8%	16	62%	4	15%	4	15%	
f. Depressed	4	15%	11	42%	8	31%	3	12%	
									100%

Figure 3.10: Frequency of Students' Psychological Feeling



The table 3.10 shows that most of psychological factors that impact students' performance and frequency of students feeling. As can be seen demotivated (sometimes) is the most frequency feeling by the student. As reported by all 18 respondents (69%). Next feeling is bored (sometimes) as reported by 16 respondents (62%) . additionally, 14 respondents (54%) reported that feeling anxiety (sometimes) and 11 respondents (42%) affirmed that feeling depression (sometimes), furthermore, ten respondents (38%) reported that feeling unconfident (rarely).

Interaction ion with others, ten of respondents (38%) reported that feeling interested is sometimes and an equal number of ten participants (38%) too reported that feeling interested is rarely frequency.

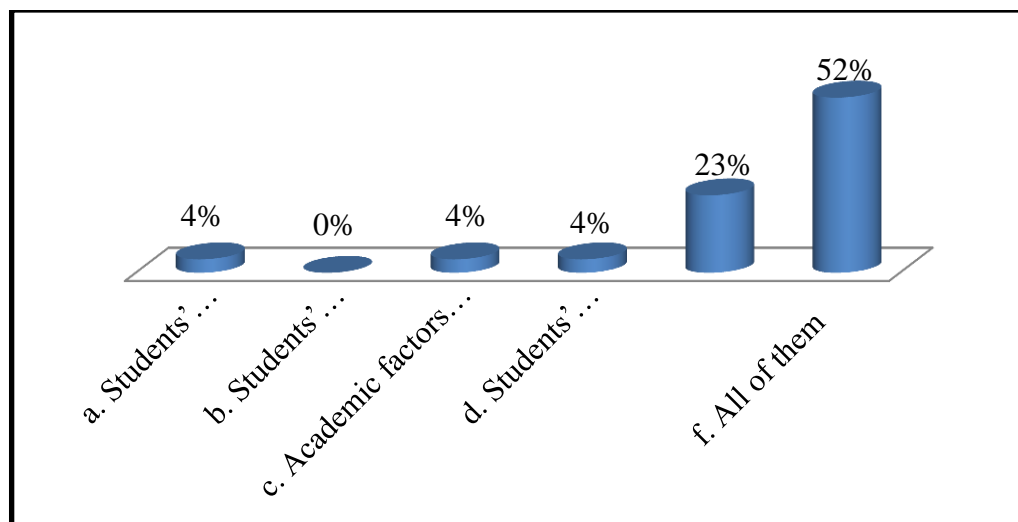
Item 11. According to you, what are the main reasons behind EFL students' psychological problems? (You may choose more than one answer).

Table 3.11: The Main Reasons behind Students' Psychological Problems

Options	Respondents	Percentage
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a. Students' personal and social factors (health, family, job, etc)	1	4%
b. Students' financial issues	0	0%
c. Academic factors (environment, program, teachers, time, content, etc)	1	4%
d. Students' underachievement	1	4%
e. More than one choice	6	23%
f. All of them	10	52%
Total	19	87%

Figure 3.11: The Main Reasons behind Students' Psychological Problems



The table 3.11 presents the main reasons behind students' psychological problems. According respondents view, 10 respondent (52%) stated that all these reasons are affected students psychological problem (students personal and social factors, academic factors students under achievements and students financial issue)while 6 of respondents (23%) believed that reason of psychological problems can be more than one. Moreover, students' personal and social factors, academic factor and student under achievement have one equal respondent (1) (4%). However, no respondent (0%) that claimed about students 'financial issue. This rates shows that all reasons contributes to psychological problems.

Determined by respondents, other reasons may have been external factors affect the student positively or negatively and students are in a sensitive stage of shaping their lives, so they need some consideration not just stuffing information. Also, student not have more

care and attention of the mister of higher education and not support discover anything related with technology.

Item 12. According to you, what are the negative effects of psychological factors on your academic performance?

The question was open for the respondents to answer according to their point of view.

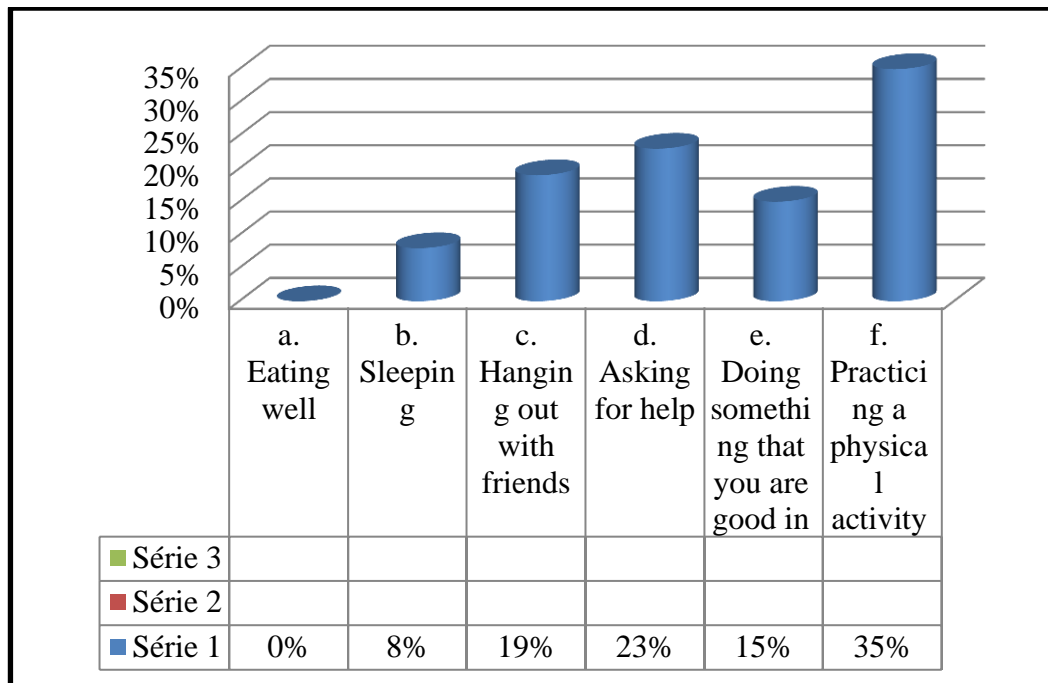
- Demotivation, lack of interest and sometimes lack of achieving.
- It makes uninterested for studying.
- The psychological factors play an important role in academic performance because if you are not in good mood you can do nothing.
- Feeling stress in times of exams and test
- There is no kind or attitude motivate by teacher or external factor.
- Lack of understanding and require the lesson.
- Feeling disappointed in everything are doing and negative thoughts coming about not succeeding in any idea or action.

Item 13. What do you do to overcome your psychological problems?

Table 3.12: Students' Strategies to Overcome Psychological Problems

Options	Respondents	Percentage
a. Eating well	0	0%
b. Sleeping	2	8%
c. Hanging out with friends	5	19%
d. Asking for help	6	23%
e. Doing something that you are good in	4	15%
f. Practicing a physical activity	9	35%
Total	26	100%

Figure 3.12: Students' Strategies to Overcome Psychological Problems



The figure 3.13 reveal that the students' strategies to overcome psychological problems. It shows that practicing a physical activity like a strategy as reported by (9) respondents (35%) . while (6) respondents (19%) stated that hanging out with friends. Additionally, 4 of respondents (15) affirmed that doing something that you are good in. furthermore, some of respondents (2) (8%) reported that sleeping is the best solution of them. However, no respondents (0%) claimed that eating well thus, the majority of respondents agreed that the best strategy to overcome psychological problems is practicing physical activities.

Additional comments by respondents to overcome psychological problems are:

- Going to fitness and gym room for relaxing and fresh their minds.
- Turn to prayer and read the Qur'an
- Travelling to new place
- Just sitting and waiting the bed feeling to go try to play sports or watch motivational videos...etc

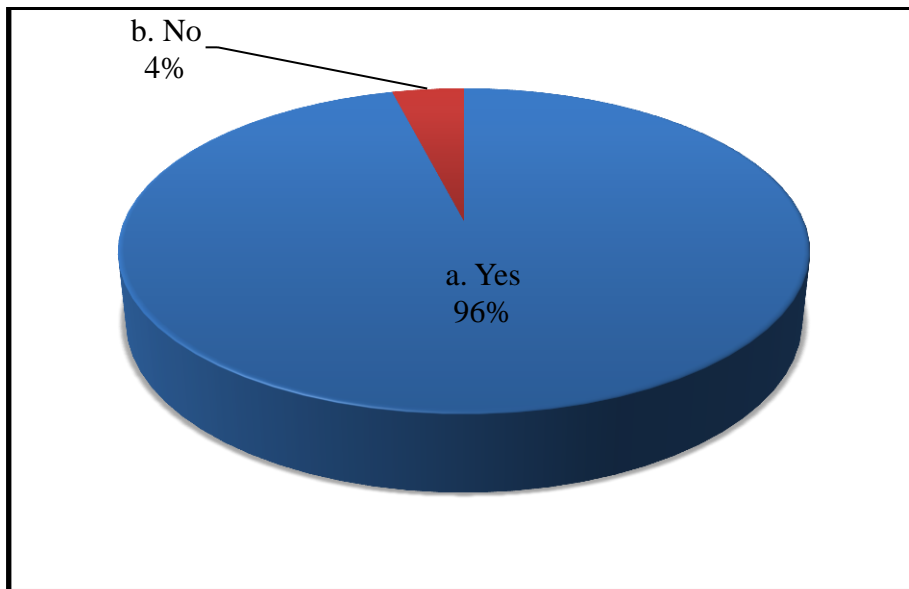
Section Four: Benefits of Physical Activity

Item 14. Do you think that practicing physical activities is beneficial for university students?

Table 3.13: Students’ Attitudes towards Physical Activities

Options	Respondents	Percentage
a. Yes	25	96%
b. No	1	4%
Total	26	100%

Figure 3.13: Students’ Attitudes towards Physical Activities



To simplify what is illustrated on the above table. A great deal of respondents 96% supported the idea of practicing physical activities is beneficial for university student. However, only one respondent who believed that practising physical activities have disadvantages of university students consequently practising physical activities is more important.

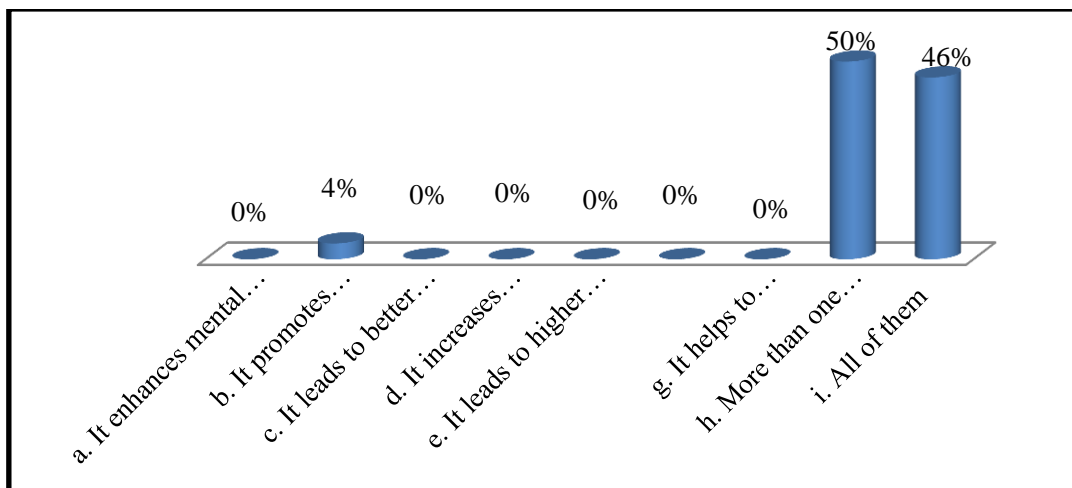
Item 15. Practicing physical activities is effective for academic performance because: (You may choose more than one answer).

Table 3.14: Reasons behind the Effectiveness of Practicing Physical Activities

Options	Respondents	Percentage
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a. It enhances mental and emotional health and wellbeing.	0	0%
b. It promotes creativity and learning.	1	4%
c. It leads to better concentration, memory, learning, and attention.	0	0%
d. It increases engagement and social skills (Team work).	0	0%
e. It leads to higher productivity levels	0	0%
f. It increases a sense of competition	0	0%
g. It helps to overcome psychological problems	0	0%
h. More than one choice	13	50%
i. All of them	12	46%
Total	26	100%

Figure 3.14: Reasons behind the Effectiveness of Practicing Physical Activities



As the above table reveals. The highest percentage (46%) agreed that reasons behind the effectiveness of practicing physical activities are enhance mental and emotional health and well being, promotes creativity and learning, leads to better concentration, increase engagement and social skills, leds to higher productivity levels; increases a sense of competition and help to overcome psychological problems. In addition, 50% of repondents shows that frequent answer is more than one. And only one of respondents 4% claimed that promotes creativity and learning.

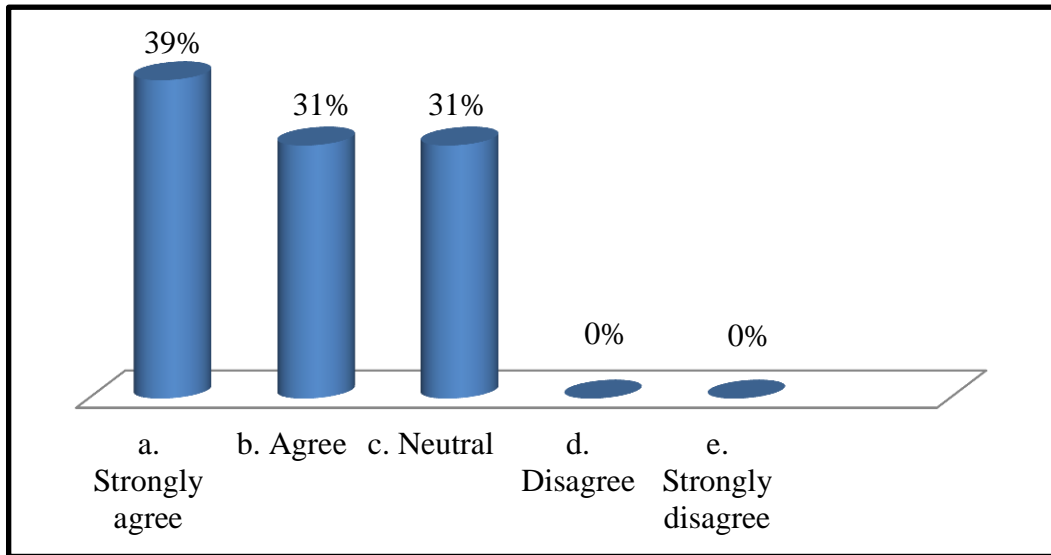
Item 16. Practicing physical activities is the best way for overcoming psychological problems.

Table 3.15: Students' Attitudes towards the Above Statement

Options	Respondents	Percentage
---------	-------------	------------

a. Strongly agree	10	39%
b. Agree	8	31%
c. Neutral	8	31%
d. Disagree	0	0%
e. Strongly disagree	0	0%
Total	26	100%

Figure 3.15: Students' Attitudes towards the Above Statement



The figure 3.15 shows that the majority of the respondents, estimated by 10 respondents (39%), strongly agree that practicing physical activities is the best way for overcome psychological problem on other hand, eight respondent (31%) agree to practice physical activities is beneficial for learners while eight respondents (31%) neutral not supported any sides. According this rates that shows practice physical activities are more important.

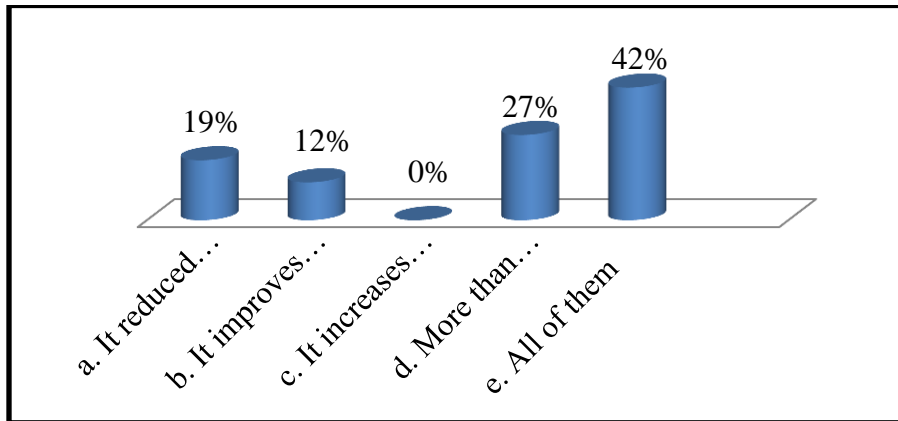
Item 17. Practicing physical activities is beneficial for one's psychological state because: (You may choose more than one answer).

Table 3.16: Beneficial of Practicing Physical Activities

Options	Respondents	Percentage
a. It reduced stress, anxiety, and depression	5	19%
b. It improves mood and self-esteem.	3	12%
c. It increases motivation, engagement and willingness to learn	0	0%

d. More than one choice	7	27%
e. All of them	11	42%
Total	26	100%

Figure 3.16: Beneficial of Practicing Physical Activities



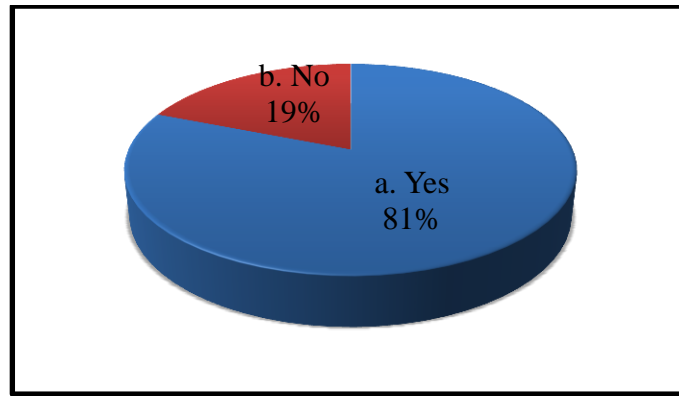
The figure 3.16 displays the beneficial of practicing activities. As can be seen, 11 of respondents (42%) claimed that all the beneficial that mention are agreed with them, while 7 respondents (27%) believed that the beneficial of practice physical activity can be more than on. However, some 5 respondents 19% opt for practicing physical activity reducing stress, anxiety and depression. These rates show many beneficial of practicing physical activity. Additional comments by respondents, sports have many advantages physically and also cognitive ability.

Item 18. Do you practice any kind of physical activity?

Table 3.17: Types of Students' Physical Activities

Options	Respondents	Percentage
a. Yes	21	81%
b. No	5	19%
Total	26	100%

Figure 3.17: Types of Students' Physical Activities



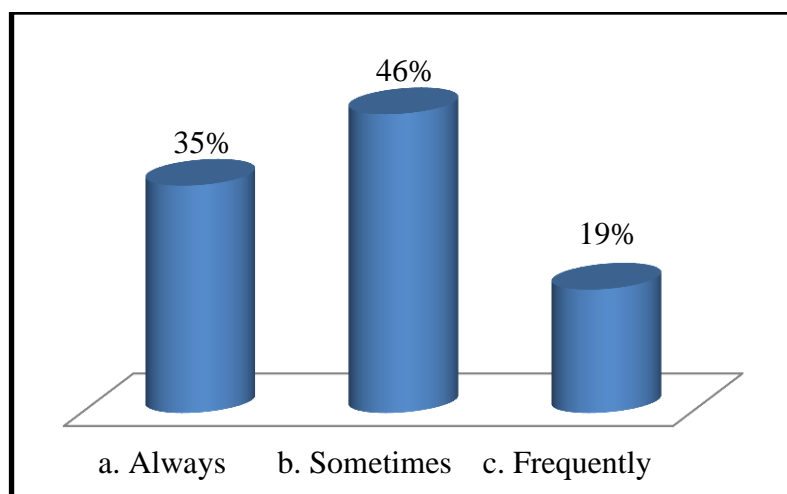
The question probed whether or not practice any kind of physical activity. The rates denotes the majority of respondents 81% confirmed that they did physical activity. However, a considerable percentage 19% revealed that they did not practice physical activity.

Item 18.1. If yes, how often?

Table 3.18: Frequency of Practicing Physical Activities

Options	Respondents	Percentage
a. Always	9	35%
b. Sometimes	12	46%
c. Frequently	5	19%
Total	26	100%

Figure 3.18: Frequency of Practicing Physical Activities



Based on the previous question, the table above shows that out of 26 respondents, 12 of respondents 46% reported that they sometimes doing physical activity. Similarly, 9 of respondents (35%) stated that they doing and practice physical activity conversely, only

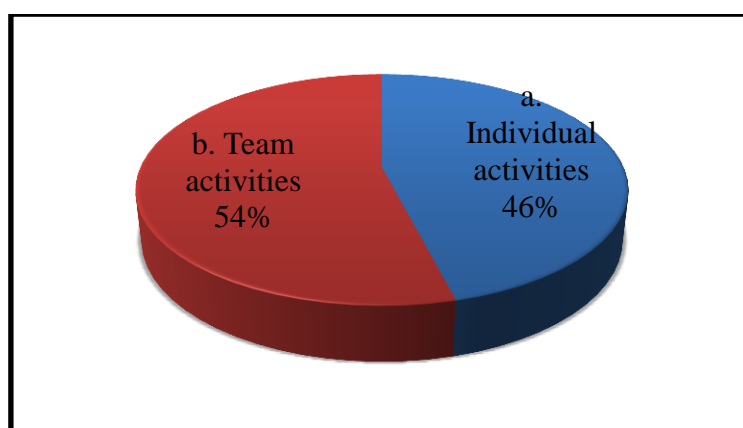
five of respondents (19%) said that s/he frequently this rates indicate that most of respondents do sports sometimes.

Item 19. What are your preferable physical activities?

Table 3.19: Students' Preferable Physical Activities

Options	Respondents	Percentage
a. Individual activities	12	46%
b. Team activities	14	54%
Total	26	100%

Figure 3.19: Students' Preferable Physical Activities



The table 3.19 shows the majority of the respondents they refer team activities in physical activity. As the data showed, 14 respondents (54%) stated that. On other hand, 12 of respondents 46 % stated that they prefer the individual activities.

Students justifications for individual activity as follow :

- The respondents believed that the adjective of sociable means not mixing with others they prefers individual scivities.
- Also, some respondents stated that focusing on self-development is better with individual activities
- In addition, the participants affirmed that practicing in individual is better than team for help to overcome.

Student justifications for team activities as follow:

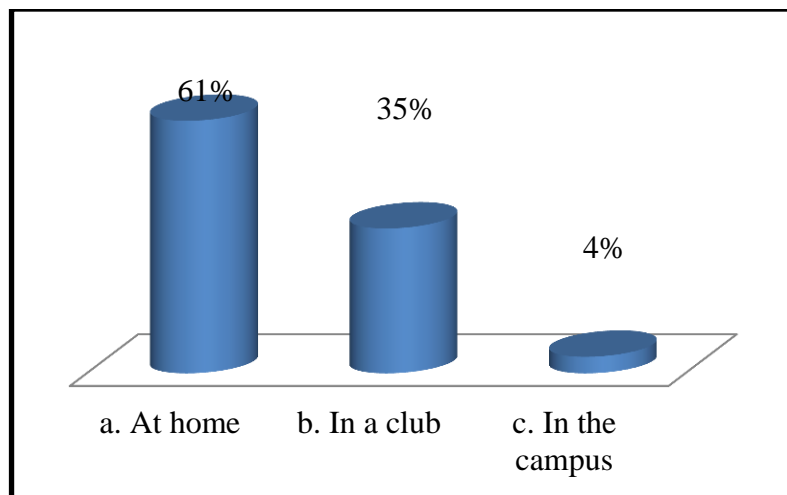
- According the respondents, they believed that when you practice sports activities with another person, the spirit of competition and fun will increase.
- Some of respondents affirmed that feeling motivation and love the group work and make social relationships while other respondents reported that they involved in formal group teams that require group.

Item 20. Where do you practice your preferable physical activities?

Table 3.20: Students’ Preferable Place to Practice Physical Activities

Options	Respondents	Percentage
a. At home	14	61%
b. In a club	8	35%
c. In the campus	1	4%
Total	26	100%

Figure 3.20: Students’ Preferable Place to Practice Physical Activities



To sum up the above yielded data, a noticeable percentage 61% confirmed that prefer place to practice physical activity at home, while 35% of respondents reported that prefer place in a club, however, 4% of respondents stated that prefer place to practice physical activity in the campus, these rules indicate that most of respondents prefer practice physical at home.

Additional comments of respondents:

- Some respondents claimed that prefer place to practice sports at home and club
- Another respondent assert that all of them are prefer place.
- However, some respondent stated that in swimming pool because require all of these condition.

3.3. Discussion and Interpretation of Findings

The analysis of the learners' questionnaire has revealed much information about the significant role of physical activity in reducing psychological problems. First, the analysis of the second section has shown that EFL students' academic performance is affected by many factors. Therefore, the majority of learners indicated that they evaluate their academic performance in English as good and affirmed that their level in English is better than before learning at university. Besides, they are not satisfied about their level. They justified that they need more to develop and improve their language because higher education needs work hard and capacities.

The majority of students are affected by many factors on their academic performance. In terms of psychological factors for instance lack of motivation, stress, and boredom. Also, Academic factors such as the busy programs and social and financial factors are considered too. Additionally, it can be seen that personal factors affecting in many situations. They justified that the resident students surely face these factors, and at the university student always faces these factors in most of the time because the situation changes.

Most learners affirmed that psychological factors affected students' academic performance, they have a great impact. This indicates that they were affected by many factors, the main factors that assert by respondents who are sometimes demotivated and bored. All respondents stated that the main reasons behind EFL students' psychological problems are students' personal and social factors, students' financial issues, academic factors, and underachievement. They justified that external factors affect students positively and negatively and students are in a sensitive stage of shaping their pathway.

The negative effects of psychological factors on their academic performance, the most of respondents faced problems and declined in the academic level. Then became

anxious, unmotivated, and unwilling to study. Therefore, they added that the negative effects feeling disappointed and negative thoughts. In addition the psychological factors play an important role in academic performance for being in good mood than the psychological pressure caused by the attitudes of teachers and the lack of motivation in period of exams.

Concerning students' strategies to overcome psychological problems., The majority of learners stated that practicing a physical activity is the best way for overcome and a large number of learners affirmed that they asked for help and additional comments they prefer to setting alone and some of them turn to prayer and reading Qur'an. Consequently, pupils display an interest with practicing physical activity .

The last section of pupils' questionnaire deals with benefits of physical activity. The analysis of the obtained data unveils that the majority of students support the idea of physical activities as beneficial for students ,and reported that there are many reasons behind the effectiveness of practicing physical activity. It enhances mental and emotional health and wellbeing . Also, it promotes creativity and lead to better concentration, then help to overcome psychological problems .

In the same path ,the majority of learners stated that practicing physical activity is the best way for overcoming psychological problems. They supported this questions by strongly agree and students affirmed that practice physical activity is reduce psychological problems such as stress, anxiety and depression . In addition ,they improves mood and self-esteem and increase motivation. This is reinforced in their previous answers. When most of learners who supported that they are practicing physical activities are reducing psychological symptoms .

3.4. Summary of the main results

The main aim of the learners' questionnaire was to identify the role of physical activity in reducing EFL students' psychological problems. The data revealed the importance of physical activity in reducing and overcoming psychological problems of students. Based on the analysis of the questionnaire, the main results helped answer the research questions. It can be concluded that factors affecting EFL students' academic performance in terms of personal, social, financial, academic, and psychological factors. The main psychological problems that faced students' academic performance are being unmotivated and boredom. Additionally, there are many reasons behind these problems as follows: personal, academic, social, and underachievement. Therefore, the main benefit of practicing physical activities in reducing EFL students' psychological problems is to reduce stress and increase motivation.

To sum up, the students' questionnaire helped us answer some of the research questions. It revealed that there is a significant relationship between physical activity and psychological problems.

Conclusion

Fieldwork is of great importance in practical research; it does not deviate from any research from the existence of this chapter of study because I considered the methodological pillar on which a researcher relies to map clear work and dimensions, add this to the methodological and scientific framework that a researcher must commit to in order to give scientific credibility to his research. This chapter shows in detail the results of our investigation in the field work which was supported by the use of the questionnaire of EFL students. The goal was to know their opinions and attitudes towards the role and the

importance of physical activities in reducing EFL students psychological problems to interpret easily the results according to the established methodology.

General Conclusion

General conclusion

After researching the role of physical activity in reducing psychological problems in English students at Biskra University. on the theoretical and applied study, based on the results obtained from the questionnaire, it was concluded that we tried to address a topic that touches on a basic segment of society, namely university students. This topic is the psychological problems of students and their relationship to academic performance, and through our study we have concluded that most students have psychological problems led some to anxiety, fear and aversion to study. In the light of the results of our research, which confirms that psychological problems have to do with academic achievement, as well as Physical activity is a critical core activity that is no less important than other activities, and is considered a breathing for students of The main purpose of the study is to develop mental and social abilities, especially the psychological aspect. It is also an activity that seeks and aims to improve the psychology and personality of the student, and it is breathing for students from the pressure and routine of studying, as they see it. On the basis of the findings, I found that physical activity is a crucial role and importance in a student's university life. It is not only a practice, but also a basic strategy governed on a scientific basis of benefit to a student, as reflected in its psychological, social and health implications for the student. In the latter, It can be said that physical activity has a positive role to play in the psychological aspects of a student, and I wish at last that I have achieved valuable results that highlight the role of physical activities in reducing the psychological problems of the student.

Recommendation

In the light of the results of this study, a number of recommendation could be made this is reflected in the following :

- physical and moral attention to the university students .
- Allocating places and special sports halls for the practice of physical activities in universities to make it an area to get rid of psychological problems .
- Students avoid psychological pressure, whether from teachers or parents .
- The necessity of training teachers and their interest in the psychological aspect of the student more considering his circumstances .
- All universities have psychologists who are able to solve the psychological problems they face .
- Attention to residence students because they are more susceptible to psychological problems .
- Providing lessons and advice to university students about the benefit of physical activities in reducing psychological problems

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Appendices

Appendix 01

A Questionnaire for EFL Students at Biskra University

Dear student,

I am a second-year Master student. I am conducting a research about ‘The Role of Practicing Physical Activities in Reducing College Students’ Psychological Obstacles’. Therefore, I would be so grateful if you could answer the following questionnaire, which aims at gathering the information needed for the accomplishment of my study. Please tick the appropriate box(es) or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, effort and collaboration.

Prepared by:

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Supervised by:

Mr. Khaled LEBIAR

2021-2022

Section One: General Information

Q1. Would you specify your gender, please?

- Male
- Female

Q2. Are you:

- A resident student
- A non-resident student

Q3. Have you found at university what did you expect before being a university student?

- Yes
- No

Please, explain

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Q4. How do you find learning at university?

- Easy
- Somehow difficult
- Difficult
- Very difficult

Justify your answer, please

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Section Two: Factors Affecting EFL Students' Academic Performance

Q5. How do you evaluate your academic performance(s) in English language?

- Excellent
- Good
- Average
- Below average

Q6. How do you evaluate your academic progress in learning English at university?

- My level is better than it was before learning at university
- My level is the same as it was before learning at university
- My level is weaker than it was before learning at university

Q7. Are you satisfied with your current level?

- Yes
- No

Justify your answer, please

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Q8. According to you, what are the main factors that greatly affect EFL students' progress at university?

- Personal factors (age, attitude, competence, etc)
- Social factors (family expectations, problems, pressure, distance, etc)
- Academic factors (difficult transition from high school to university, the busy program, etc)
- Financial problems
- Psychological factors (lack of motivation, lack of interest, stress, boredom, etc)
- All of them

If others, please specify

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.....

Section Three: Psychological Factors

Q9. According to you, to what extent can psychological factors affect EFL students' academic performance?

- They have great impact
- They have little impact
- They have no impact

Q10. How often do you feel:

Option	Always	Sometimes	Rarely	Depends on the task
Demotivated				
Anxious				
Unconfident				
Uninterested				
Bored				
Depressed				

Q11. According to you, what are the main reasons behind EFL students' psychological problems?

- Students' personal and social factors (health, family, job, etc)
- Students' financial issues
- Academic factors (environment, program, teachers, time, content, etc)
- Students' underachievement
- All of them

If others, please specify

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Q12. According to you, what are the negative effects of psychological factors on your academic performance?

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Q13. What do you do to overcome your psychological problems?

- Eating well
- Sleeping
- Hanging out with friends
- Asking for help
- Doing something that you are good in
- Practicing a physical activity

If others, please specify

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Section Four: Benefits of Physical Activity

Q14. Do you think that practicing physical activities is beneficial for university students?

- Yes
- No

Q15. Practicing physical activities is effective for academic performance because:

- It enhances mental health and wellbeing.
- It promotes creativity and learning.
- It leads to better concentration, memory, learning, and attention.
- It increases engagement and social activities.
- It leads to higher productivity levels
- It increases a sense of competition
- It helps to overcome psychological problems
- All of them

Q16. Practicing physical activities is the best way for overcoming psychological problems.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Q17. Practicing physical activities is beneficial for one's psychological state because:

- It reduced stress, anxiety, and depression
- It improves mood and self-esteem.
- It increases motivation, engagement and willingness to learn
- All of them

If others, please specify

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Q16. Do you practice any kind of physical activity?

- Yes
- No

If yes, how often?

- Always
- Sometimes
- Frequently

Q17. What are your preferable physical activities?

- Individual activities
- Team activities

Justify your answer, please

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Q18. Where do you practice your preferable physical activities?

- At home
- In a club
- In the campus

Thank you for your time, efforts and collaboration

الملخص

تهدف هذه الدراسة إلى التعرف على دور الأنشطة البدنية في الحد من المشكلات النفسية لدى طلاب الجامعة. ومن ثم ، فإننا نفترض أن الأنشطة البدنية لها دور فعال في الحد من المشكلات النفسية لطلاب اللغة الإنجليزية كلغة أجنبية. من أجل اختبار هذه الفرضية، تم إجراء دراسة وصفية تتبع النهج النوعي من أجل جمع وتحليل البيانات. تمت إدارة استبيان شبه منظم لطلاب اللغة الإنجليزية كلغة أجنبية (ن = 26) في جامعة محمد خضر بسكرة. وكشفت نتائج الدراسة أن المتعلمين يعتقدون أن النشاط البدني له دور فعال في الحد من المشاكل النفسية لأن العامل الرئيسي الذي يؤثر بشكل كبير على تقدم طلاب اللغة الإنجليزية كلغة أجنبية في الجامعة هو الشعور بعدم التحفيز والملل بسبب العوامل الشخصية والخارجية المختلفة. كما أظهرت النتائج أن ممارسة الأنشطة البدنية تعتبر أفضل طريقة للتغلب على المشاكل النفسية. ساعدت هذه النتائج في تأكيد فرضيتنا. في النهاية ، يوصى بأن تولي جميع الجامعات مزيداً من الاهتمام للجانب النفسي للطلاب وتوفير أماكن لممارسة الأنشطة البدنية.