



Research Article

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The Impact of Practicing Sports Activities on the Emotional State of Jordanian University Students

Dr. Lubna Mahmoud Obeidat

Fatima Nasser Aljarrah

Irbid University College,
Al Balqa Applied University,
P.O. B. 206, Salt 19117, Jordan

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Abstract

This study aims to identify the effect of sports activities on the emotional state of Jordanian university students and its relationship to variables (student specialization, student's place of residence, and student's age); the descriptive approach was used in its survey form by developing a questionnaire to measure students' perceptions of the importance of practicing physical activities consisting of (30) items. The study sample consisted of (186) students. The results of the study indicated that the average answers of the sample of the study were a high degree of the importance of practicing physical activities, which revealed full awareness of the importance of those activities from students, the results also indicated that male students are more aware and aware of the importance of practicing female physical activities, and the results of the study indicated that the student's specialization (scientific or human college) and for the benefit of students of human specializations from students of scientific colleges, as well as the place of residence, the results show that it has a statistically significant effect for the benefit of the villagers, as the results reflected that the students who live outside the city are more aware of the importance of practicing these activities, and the results of this study may be beneficial for both parents and teachers to increase awareness of their children to practice physical activities in their everyday lives of all ages.

Keywords: sports activities, physical health, mental health

1. Introduction

Sports physical activity has become a great field in which many scientists and specialists compete with their studies and research to develop, advance, and reach the maximum benefit of humanity in this field; it is one of the most important factors for preserving and promoting public health, which is a measure of the progress of nations. The progress of nations is based on the progress of the health of their peoples. It is also the basis for preserving the youth's abilities, benefiting from it, and providing it with what is beneficial for the private and public sectors, where sports and physical activity aims to develop the individual's physical, mental and emotional, and social capabilities so that as an integrated unit he can influence and be affected by society.

As practicing sports activities earns adequate body health, the individual becomes more

endurable and the positions required to make the mind active and the individual more ready to think and absorb, as it gains the body values that make it more acceptable in the society. (Shtewee, 2017)

Sports physical activity is considered a means of general education through which various types of sports activities are carried out to form a good citizen physically, socially, and psychologically. The latter develop emotional balance and reduces anxiety and psychological pressure by controlling and directing some behaviors through exercises and games, this is to achieve the highest level of integration and cooperation for the advancement of the individual and the group development of society and provide the ability to make decisions in multiple psychological situations with stable thinking (Bulhailah, 2017).

The directed sports activity with its various lessons, including skills, movements, and games, made it one of the favorite activities among students in schools, according to their different educational stages, and the social interaction of the student within the school during practice, and outside the school through good social relations in the surrounding community, and works to assert themselves through this interaction, and increase self-confidence and self-esteem, that is, it achieves the integrated growth of students in all spiritual, physical, mental, emotional and social aspects, and it is one of the most successful educational programs that aim to achieve the integrated growth of students from all sides (Mullah, 2001).

Yassin (2008) believes that practicing directed sports activity, in general, is a valuable opportunity to modify and develop the behavior and personal characteristics of practitioners of sports activities such as self-confidence, cooperation, and respect for laws. Sports practice with its activities characterized by movement is an important means of unloading excess energies, self-expression, and existence, building a balanced and integrated personality of the child free of behavioral problems, developing their mental, emotional and social perceptions, and setting the first building blocks of the personality. Sports practice contributes to student education through sporting activities, as it is an educational system that has goals that seek to improve general human performance through physical activities chosen as an educational medium with distinct educational characteristics. Also, the practice of sports activity directed by the correct educational methods affects the student. It earns him attitudes, values, and behaviors that make him fit with himself and with the members of the community in which he lives, where various sports activities play an important role in developing the shortcomings of students, so if the student loses his ability to enjoy in any aspect of life, these activities compensate for this deficiency, through his sense of his potential during practice (Ibrahim, 2006).

1.1 Statement of the Problem

Physical sports activity with its systems, rules, and multiple types is an important field and an essential element in preparing a good individual by providing him with vast experiences and skills that enable him to adapt to his society and make him able to form a continuous and developed life with a culture of globalization that requires the most appropriate and strongest. A person needs to practice sports activity, as the latter is considered one of the important fields of comprehensive development that take advantage of the instinct of the individual and that is the movement, to reach educational goals, as most scholars and researchers emphasized that physical and sports education is an integral part from general education. It represents an important part for humans in general and pupils within educational institutions in particular because it provides some of the benefits that accrue to him due to practicing physical activities that do not stop only on the physical side. However, its positive, beneficial effects extend to Psychological, social and cognitive aspects.

Physical and athletic activity is considered an essential factor in achieving psychological and emotional balance for students by controlling and directing some behaviors through a set of exercises devoted to that, whether individual or collective.

From this, we cannot ignore the positive psychological effects that accrue to the individual due to practicing various sports activities. The effect of physical exercise on the individual's emotional life penetrates to the deepest levels of behavior. In addition to the health benefits gained by the individual,

sport provides opportunities for pleasure and joy, just as the prevailing climate is a climate of joy and pleasure, as the person relieves anxiety and stress.

1.2 Purpose of the Study

The purpose of this study is to identify the effect of sports activities on the emotional state of Jordanian university students and its relationship to variables (student specialization, student's place of residence, and student's age).

1.3 Questions of the Study

The study seeks to answer the following questions:

1. What is the degree of university students' practice of patterns of physical activities?
2. Is there a statistically significant effect at the level of $\alpha=0.05$ of the student's gender on the degree of his physical activities exercises?
3. Is there a statistically significant effect at the level of ($\alpha=0.05$) of the student's specialization on the degree of his practice of physical activities?
4. Is there a statistically significant effect at the level of ($\alpha=0.05$) to the student's residence on the degree of his practice of physical activities?
5. Does physical activity have an effect on physical health from the perspective of the students themselves?
6. Does the practice of physical activities affect mental health from the viewpoint of the students themselves?
7. Does the age of the individual affect the degree of physical activity?

2. Previous Studies

Younis (2011) carried out a study aimed at identifying the effect of the practice of physical and sports education on the psychosocial adjustment of students of intermediate education in Algeria, and the sample of the study consisted of (165) students, including (35) students who were not practicing physical and sports education from all averages of the governorate of Biskra. The researcher used the comparative approach by comparing the results of the scale applied to students practicing physical and sports education and non-practicing students by answering the same scale and comparing the answers of the sample. The study results showed that there are statistically significant differences in the scale of psychosocial adjustment among middle school students practicing and not practicing physical and sports education.

The study of Mukhtar et al. (2012) also aimed at identifying the role of physical activity in developing psychosocial compatibility among high school students (16-17 years). In the Ain Salih Department, secondary school and the study sample consisted of secondary phase students (16-17 years) in the Ain Salih Department secondary school, and the researcher used the descriptive approach. The study results showed that the exercise of physical activity for secondary school students has a relationship with their normal psychological and social development. There is a difference in psychosocial compatibility between practitioners and non-practitioners of activity, and there is no difference in psychological compatibility between males and females.

As for the Hadiqy Study (2014), the study aimed to identify the importance of physical activity in the intermediate stage and the extent of its contribution to preparing the righteous individual in all respects. And the sample of the study consisted of (80) students from the various averages of the municipality of Sidi Amran in the wilayat of Al-Wadi, chosen randomly. The researcher used the descriptive approach. The study results showed that school physical activity contributes to achieving the elimination of isolation, and this is done by giving the student some skills that make him trust himself, influence others, and be influenced by them. Through some specially designed sporting

activities, and it contributes to achieving belonging to the group through activities that help develop respect for others and acceptance of the other; it also contributes to achieving prevention of neurological symptoms.

Peguero (2010) conducted a study to measure the importance of physical activity among students in American society. The study sample consisted of (316) students of Latin and Asian origin who were chosen from several secondary and preparatory schools in Los Angeles, USA. The researcher developed a tool to measure the degree of students' physical activities; the results of the study indicated that students realize the importance of physical activities on their psychological and physical health; however, the results indicated that students of Latin origin practice more types of physical activities than students of Asian descent.

The longitudinal study by (Kort Butler and Hagemen, 2011) aimed to reveal the relationship between physical activity, mental health, and self-esteem in the United States of America. The study sample consisted of (5399) male and female students; the students were followed for a period of (12) consecutive years; the results of the study indicated a linear relationship between age and self-esteem; So that the level of self-esteem was increasing steadily as the individual practicing physical activities progressed.

Blomfiles and Barber, 2011 conducted a study to study the relationship between the concept of self and the degree of individual physical activities among students at the secondary level in remote areas in Australia. The study sample consisted of (1504) male and female students chosen from (26) high schools; the study results indicated that students who practice physical activities have a higher social concept than others who do not practice physical activities. There is also a development in developmental psychological experiences among students practicing physical activities.

Seguin & Case's (2010) study aimed to reveal the relationship between the degree to which parents encourage physical activities, mental health, and social adequacy among a sample of (72) male and female students in Miami, USA. The researcher used a questionnaire developed to study this relationship, and the results of the study indicated a positive relationship between the encouragement of parents and the degree of physical activities and mental health of their children, so that the families that encourage their children students to practice physical activities, their children enjoy mental health and social participation more than other American families.

As for the Martincevic (2010) study aimed to study the relationship between the degree of physical activities and academic and personal growth among students at the primary level in Croatia, the study sample consisted of (816) male and female students. The study results indicated the positive effects of students' psychological health and the degree of growth of psychological characteristics among those who practice physical activities so that this is reflected in their positive academic achievement.

Dumais (2009) conducted a study aimed mainly at knowing the relationship between the degree of physical activity and all variables of sporting ambitions, academic achievement, and student gender. The study sample consisted of (476) male and female students chosen from San Antonio, USA. The researcher developed a questionnaire to measure this relationship, and the results of the study indicated that there are statistically significant differences between the degree of physical activities and student gender, sports aspirations, and academic achievement in favor of male students, while the differences in theater activities were in favor of female students.

The study of Hasan and Khalaf (2009) also aimed to identify the effect of the mathematical monotony class on the social behavior of fourth-graders in the Diyala governorate. And the research sample included (62) male and female students, of whom (31) were randomly chosen from slow-learning students from schools in the Baquba center and the rest of the normal students from the same schools from which the sample of slow-learning students was chosen, to compare the effect of a mathematical monotony on the school social behavior scale, taking into account the scientific foundations of the scale, in terms of honesty, consistency, and objectivity. The study results have shown that the current school curriculum applied to slow-learning students has had no tangible effect in developing and improving their school social behavior. And there were statistically significant differences between students who were slow to learn and the normal and for the benefit of normal

students on the school social behavior scale.

3. Study Methodology

This study used the quantitative and qualitative approaches (Maxwell, 1996), Creswell (2003) to answer the study questions and hypotheses. The study tool (questionnaire) was applied and used the interview method to determine the effect of age on the degree of physical activity, and the main study tool (questionnaire) was applied to answer the rest of the study questions quantitatively.

3.1 Study population

The study population consists of all the students at Irbid University College, enrolling in 2018/2019 within the undergraduate stage.

3.2 The Study Sample

A stratified random sampling technique was used to achieve the objectives of this study. The study sample consisted of (186) male and female students chosen from the study population.

3.3 Validity and reliability of the physical activities scale

Gall & Borg (2007) defined validity as those true assumptions that make test scores relevant, meaningful, and suitable for measuring what those parts of the test should measure. Therefore, the researcher developed a tool to measure sports activities, making sure that each paragraph reflects a practical aspect practiced by students where the scale items are divided into dimensions where each dimension reflects a group of formulated items so that the items measure the impact of sports activities on the psychological and physical health of students at the university education stage. Also, the three dimensions that make up the scale were determined based on the researcher's review of the scales that were previously prepared to measure sports activities. The scale consists of two main parts, the first part reflects the demographic variables that the researcher measures their impact, and the second part on the scale items that measure the degree of physical activities by the students, which are (30) items divided into three dimensions, each dimension consists of 7-14 items, the answer scale consists of a quadrant scale: always, often, sometimes, Scarcely, so that the participant in the study chooses the answer he deems appropriate and applies to him during the practice of his practical life from the items of the scale, and the items of the scale were divided into the following dimensions:

- Dimension The degree of physical activities: It consists of items 1-14
- Dimension The effect of physical activities on physical health: it is reflected in items 15-21
- Dimension The effect of physical activities on mental health: it is reflected in items 22-30

The researcher has taken the following procedures to achieve the validity and reliability of the scale of physical activities:

1. Content validity: Where the scale of the degree of exercise in sports activities was presented to ten arbitrators specialized in the field of sports, measurement, and evaluation from Al-Balqa Applied University; To show the technical suitability of each scale item, the degree of clarity and appropriateness, in addition to the degree of affiliation of each item for each dimension of the study, and some items of the scale have been modified according to the amendments of the arbitrators.
2. Internal consistency validity: Where this type of validity was achieved by applying the scale of sports activities to (50) Male and female students from outside the original study sample for this study, and Pearson correlation coefficient was used to measure the relationship between each vertebra and the overall score of the scale. The results indicated the suitability of each item of the scale statistically to measure sports activities among students.

3. Test-retest reliability: Test-retest measured the reliability by applying it to a sample consisting of 30 male and female students from outside the original study sample, and Pearson correlation coefficient was found between the application times with a two-week interval the value of the Pearson correlation coefficient was (88.0), a value that indicates the appropriateness of the scale to measure students' physical activities.

3.4 Study procedures

After specifying the study sample, the aim of the study was clarified, and how to answer the scale; Represented by reading each item of the scale, and defining the point of view in each item; and by choosing the alternative that is appropriate from the scale of the answer corresponding to the items, this has ranged in average application time (20-25) minutes.

3.5 Study variables

3.5.1 Independent variables

1. Gender: It has two levels: Male and Female.
2. Specialization: It has two levels: (students of human colleges, students of scientific colleges).
3. The student's place of residence: It has four levels: (city, village, Badia, countryside).

3.5.2 The dependent variable

The students' awareness of the importance of their physical activities is measured by the total student responses on the scale.

3.6 Correction

The answer scale consists of five alternatives, and the following are: (Always= 5, Often=4, Sometimes=3, rarely=2, never=1) these weights reflected the negative items, and the scores of the people examined were limited to the scale between (30 - 150). The boundary score has been considered (90). The separation between positive and negative direction, and this value is the result of the product of the process of multiplying the number of items of the scale (30), with Average score (scale alternatives answer (3)).

3.7 Statistical processing

Statistical analysis was performed using the SPSS package and to answer the study questions. The arithmetic averages, standard deviations were calculated, and the "t" test to detect differences attributable to the following independent variables: gender has two levels (males and females), and specialization has two levels (Scientific and humane) ANOVA Way One was also performed. Considering that the place of residence of the student is an independent variable that has four levels (city, village, desert, countryside), the dependent variable is the students' perceptions towards the importance of their physical activities expressed by the total student answers on the scale of the importance of the activities of the practice of physical activities that range between (30 - 150).

4. The Results of the Study and Its Discussion

This part includes a presentation and discussion of the results obtained from answering the study questions and analyzing them.

4.1 Results related to the first question "What is the degree of university students' practice of physical activity patterns?"

Arithmetic averages and standard deviations for the scores of the study sample individuals were calculated on the items of the scale of physical activity level and the total score, according to the student's gender variable, and Table (1) shows the results of this comparison:

Table 1: Means and standard deviations for the scores of the study sample according to the student's gender variable

Item number	Item	Male		Female	
		Mean	Standard deviation	Mean	Standard deviation
1	I make a habit of usually walking every week	3.18	1.215	2.19	1.015
2	I tend to use elevators intentionally, whether at home or work	3.44	1.347	2.99	1.247
3	I run continuously every week	3.40	1.340	3.04	1.040
4	I tend to use a bike or an automatic running machine consistently	3.56	0.998	3.01	0.898
5	I make sure to swim regularly every week	1.84	0.898	1.02	0.666
6	I am keen on exercising moderate physical activity such as table tennis, volleyball, bowling	3.62	1.331	1.26	1.031
7	I make sure to do sports that require physical exertion, such as soccer, handball, volleyball	3.87	1.389	1.33	1.0898
8	I practice martial arts like karate, judo	3.77	1.356	2.66	1.002
9	I do bodybuilding, weight lifting	3.39	1.222	1.17	1.075
10	I tend to do physical activities at home like working in the garden or at home	3.23	1.002	1.11	1.256
11	I make sure to use the stairs instead of the elevator	3.55	1.184	2.11	1.232
12	I tend to walk when buying my needs from the market	3.77	1.089	2.55	1.222
13	I am keen to participate in the physical activities organized by the university	3.33	1.070	3.55	1.223
14	I tend to do physical activities that require high physical exertion	3.29	1.279	1.09	1.324
Total		3.768		2.053	

The previous Table shows that the average responses of the study sample from male students for all items that measure patterns of practicing physical activities came above (3). Except for one item, the mean of the sample responses was lower than that. As the arithmetic averages for the items ranged between (1.84- 3.87) and Item (7), which states, "I strive to do sports activities that require physical exertion, such as football, handball, volleyball ..." got the highest mean as Its value was (3.87), while the lowest average response was to item (5), which states "I make sure to practice swimming regularly every week", as the mean value for it (1.84). This is a clear indication of the keenness of university students to practice physical activities that are common in Arab society, such as volleyball and football, while members of the study sample do not tend to practice swimming as a physical activity despite its importance; this is due to the lack of swimming pools or the increase in subscriptions, if available. The researcher believes that the students who study at the university are from rural areas and cities that do not have swimming pools except with high monthly or annual contributions, which prevents students from practicing swimming regularly.

As for the study sample of female students, the arithmetic means for the items ranged between (1.02 - 3.52) Item 13, which states "I strive to participate in the physical activities organized by the university," obtained the highest arithmetic average; As its value was (3.52), While the lowest average answers were for item (5) which states, "I make sure to swim regularly every week." The value of the arithmetic means for it is (1.02), and this is a clear indication of the university students' keenness to practice physical activities while they are at the university. While the study sample individuals did not

tend to practice swimming as physical activity, they are not available in universities. The researcher believes that the nature of the girl's family upbringing prevents her from engaging in physical activities such as the student; What confirms this is that the average responses of the study sample to the questionnaire items as a whole were lower for females than for male students; The mean of female students' answers was (2,053), while male students had (3,768).

4.2 Results related to the second question: "Is there a statistically significant effect at the level of $\alpha=0.05$ of the student's gender on the degree of his physical activities exercises?"

To answer this question, the statistic (T) was used for independent samples; This is to know the effect of the student's gender on the practice of physical activities, and Table (2) shows that.

Table 2: Results of the (T) test to examine the differences between the averages of the study sample for the degree of physical activity in light of the student's gender variable

Gender	Number	Asthmatic mean	Standard deviation	The difference between the averages	T Value	Statistical significance
Male	93	3.768	1.119	1.715	5.03	*0.0000
Female	93	2.053	1.195			

*Statistically significant at the level ($\alpha=0.05$)

It is clear from Table (2) that the average answers of male students towards physical activities were positive, reaching (3,768) which is higher than the average answers of female students towards physical activities (2,053), as the same Table shows that there are statistically significant differences between the average of male and female answers, in favor of males, where the value of "T" (5,03) which is statistically significant at a level ($\alpha=0.05$) this result is consistent with the study of (Dumais, 2009), this result can be explained by the fact that the practice of physical activities is more related to males than it is to females in Arab society, in addition to that the opportunities available for males to practice physical activities more generally than for females, male students also have sufficient opportunities to leave the home and practice multiple physical activities compared to females, and male students focus on performing physical activities more gender than females, while females focus on school attendance and academic achievement, which leads to an increase in the desire of male students to practice many physical activities more than female students, Which leads to the formation of more positive trends in males than in females during the exercise of these activities.

4.3 Results related to the third question "Is there a statistically significant effect at the level of ($\alpha=0.05$) of the student's specialization on the degree of his practice of physical activities?"

To answer this question, the T statistic was used for independent samples to determine the effect of the student's specialization (scientific, Humanitarian) on the practice of physical activities, and Table (3) Shows this.

Table 3: Results of (T) test to examine the differences between the averages of the study sample for the degree of physical activities in light of the student's specialty variable

Gender	Number	Asthmatic mean	Standard deviation	The difference between the averages	T Value	Statistical significance
Humanitarian	113	3.19	2.15	1.43	3.11	*0.042
scientific	73	1.76	2.22			

*Statistically significant at the level ($\alpha=0.05$)

It is clear from Table (3) that the average answers of students who study within human majors towards practicing physical activities were more positive than among students who study within scientific specialties, where the average answers of students who study within human majors (3.19), It is higher than the average of the responses of students who are studying within scientific disciplines (1.76), as it appears from the same Table that there are statistically significant differences between the average answers of the study sample according to the variable of the student's specialization, in favor of human specialties; as the value of "t" was 3.11, it is statistically significant at the level of $\alpha = 0.05$, this result can be explained by the fact that the practice of physical activities is more for students in human majors because of the availability of sufficient time for these students to practice physical activities than for students in scientific disciplines, in addition to the tendency of students in scientific disciplines to use time to follow their educational achievement more than students in human disciplines, the researcher believes that the size of the study sample for students who study within the human disciplines has had a role in the presence of statistically significant differences for the benefit of these students.

4.4 Results related to the fourth question "Is there a statistically significant effect at the level of ($\alpha=0.05$) to the place of residence of the student on the degree of his practice of physical activities?"

To answer this question, the researcher used the One-Way Analysis of variance, and Table (4) shows the results of the analysis:

Table 4: One-Way Analysis of variance

Source of contrast	Sum of squares	Degrees of freedom	Average squares	F Value	Statistical significance
Between groups	807,041	3	269,01	6,593	0.0000
Within groups	7427,207	182	40,80		
Overall	8234,284	185			

The previous Table shows that there are statistically significant differences in the student's place of residence on the degree of his physical activities, where the value of the One-Way analysis of variance was (6,593). A cognitive test was performed for the dimensional differences to find out the differences in favor of any student housing groups (city, village, Badia, and countryside), and Table (6) shows the statistical differences in favor of any group.

Table 5: Results of the Chevy Difference Test according to the student's place of residence variable to the extent of his physical activities

Group	The average	City	village	Badia	countryside
City	3.343		**0.00	0.602	0.650
village	3.617			**0.00	0.532
Badia	3.514				0.567
countryside	4.028				

Table (5) shows that the average students practice physical activities according to the variable of the place of residence of the student from the viewpoint of the students themselves came in favor of the students who live in the countryside; Where the highest averages came: It was statistically significant at the alpha level (0.05); Then (village), then Badia, and finally for students who live in cities, and this indicates that students who live outside cities are more practicing physical activities than students who live in cities, and this confirms that the student's residence has a great role in practicing physical activities in his daily life.

4.5 Results related to the fifth question, "Does physical activity have an effect on physical health from the perspective of the students themselves?"

To answer this question, arithmetic averages and standard deviations were used for items that reflect the effect of physical activities on students' physical health, and Table (6) shows the analysis results.

Table 6: Mathematical averages and standard deviations for the effect of physical activities on students' physical health

Item number	Item	Male		Female	
		Mean	Standard deviation	Mean	Standard deviation
1	Physical activities are essential for good physical health	3.68	1.30	3.79	1.2
2	Physical activities help me get a proper body	3.44	1.40	2.99	1.55
3	I prefer not to do physical activities only for physical health	3.40	1.40	3.04	1.40
4	Practicing physical activities helps me to enjoy physical solid health	2.56	0.998	3.01	0.898
5	Practicing physical activities helps me avoid some diseases	3.84	0.98	3.02	0.866
6	Practicing physical activities helps increase the activity of the body's organic systems	3.62	1.31	3.26	1.31
7	When physical activity is optional, I care about physical activity for the general health of my body	3.87	1.22	2.63	1.22
	Total	3.487		3.105	

The previous Table shows that the average responses of the study sample from male students for all items that reflect the effect of physical activities on the physical health of students came higher than (3) except for one item, the average sample answers about it were less than that;(item 4) where the arithmetic averages for the items ranged between (3.87- 2.56). Item (7), which states, "When physical activity is optional, I care about my general health in my body," got the highest mean, as its value was (3.87). In contrast, the lowest mean answers were to item (4), which states "Physical activity helps me to enjoy strong physical health," where the value of its mean was (2.56), and this is a clear indication that university students are aware of the importance of exercising physical activities and its positive impact on their physical health in general. And their keenness to engage in physical activities that help them enjoy healthy physical health; the researcher believes that teaching sports for all as a compulsory course for all students of different scientific specializations plays a major role in raising student's awareness of the importance of physical activities on the physical health of students.

As for the study sample of female students, the arithmetic means for the items ranged from 3.79- 2.63, item (1), which states, "Physical activities are necessary to obtain good physical health," with the highest mean. Its value was 3.79, while the lowest average answers were to item (7), which states, "When physical activity is optional, I care about exercising it for my physical health," where the value of the arithmetic mean for it reached (2.63). This is a clear indication of the university students' keenness to practice physical activities in general and their awareness of its importance positive impact on their physical health.

4.6 Results related to the sixth question, "Does the practice of physical activities have an effect on mental health from the viewpoint of the students themselves?"

To answer this question, arithmetic averages and standard deviations were used for items that reflect the effect of physical activities on students' mental health, and Table (7) shows the analysis results.

Table 7: Mathematical averages and standard deviations for the effect of physical activities on students' mental health

Item number	Item	Male		Female	
		Mean	Standard deviation	Mean	Standard deviation
1	Practicing physical activities gives the individual more self-confidence	3.18	1.55	3.10	1.11
2	Physical activities help me relieve nervousness and stress	3.74	1.32	3.88	1.14
3	There is a relationship between physical activity and the relief of depression	3.40	1.30	1.04	1.150
4	Practicing physical activities helps me relieve stress caused by life's problems	3.65	0.93	3.41	0.82
5	Practicing physical activities helps me avoid psychological conflicts	3.74	1.25	3.702	1.30
6	Not exercising physical activities makes me suffer from relaxing as a result of daily stress	1.62	1.24	1.26	1.30
7	Practicing physical activities encourages the individual to appropriately adapt to the surrounding environment	2.87	1.22	2.33	1.10
8	Practicing physical activities develop a sense of enjoyment	3.55	1.31	3.55	1.20
9	Practicing physical activities helps the individual to exercise better self-control	1.40	1.25	3.40	1.13
	Total	3.03		2.85	

The previous Table shows that the total average responses of the study sample of male students to all items that reflect the effect of physical activities on the mental health of students came above (3); where the arithmetic averages of items ranged between (3.74- 1.40) item (2) which states, "The exercise of physical activities helps me relieve nervousness and tension" got the highest mean. As its value was (3.74), While the lowest average answers were to item (9), which states, "The exercise of physical activities helps the individual to control himself better." Where the value of the arithmetic mean for it (1.40), and this is a clear indication of university students' awareness of the importance of physical activities and its positive impact on their mental health in general and their desire to engage in physical activities that help them enjoy healthy mental health. The researcher believes that teaching sports for all as a compulsory course for all students of different scientific specializations plays a major role in raising students' awareness of the importance of practicing physical activities on students' mental health.

As for the study sample of female students, the arithmetic averages ranged between (1.04 – 3.88) item (2), which states, "The exercise of physical activities helps me relieve nervousness and tension" and got the highest mean. As its value was (3.88), while the lowest average responses were to item (3), which states "There is a relationship between exercising physical activities and relieving depression," as the mean value for it (1.04), this is a clear indication of the university students' keenness to practice physical activities in general and their awareness of its importance in the positive impact on their mental health. The result of this question indicates the importance of physical activity and its positive impact on student's mental health, and this result is consistent with studies of (Blomfiles & Barber, 2011) and (Seguin & Case, 2010) and (Martincvic, 2010), and this indicates a clear awareness among both sexes of the study sample of the importance of physical activity and its positive reflection on their mental health.

It is noted that the average answers of the study sample to the importance of exercising physical activities on the mental health of the individual were higher for male students (3.03) than for the overall average for female students (2.85); Which indicates that the feeling and the sense of the importance of physical activities for male students more than for female students.

4.7 Results related to the seventh question, "Does the age of the individual affect the degree of physical activity?"

To answer this question, a sample of 15 male and female students was interviewed, and the focus was on their question about whether they believe that the individual's age affects the degree of his physical activities? The study sample answers were analyzed in a manner that focuses on the content of the answer for each student. Male students were unanimous in impacting the individual's age on the degree of his physical activities while female students did not give the age any effect, which is because the levels of physical activity and its shape are different for males than for females. The study sample also agreed that physical activities might decrease as an individual gets old.

Social upbringing in Jordanian society plays a significant role in the differences in the answers of the study sample to all study questions. The results of this study indicated that the mean of responses for male students was higher than for female students, and this is due to the male's ability to leave home at any time; Unlike females, this provides a broader scope for male students to practice physical activities and feel the importance of sports activities in a positive impact on an individual's physical and psychological health. The study results showed that there are statistically significant differences on the scale of psychosocial adjustment among middle school students practicing and not practicing physical and sports education. And there are statistically significant differences on the scale of psychosocial adjustment among middle school students practicing physical and sports education by gender.

5. Conclusion

The practice of directed sports activity, in general, is a valuable opportunity to modify and develop the behavior and personal characteristics of those who practice sports activities such as self-confidence, cooperation, and respect for laws. Sports practice with its activities that are characterized by movement is one of the essential means of discharging excess energies, self-expression, and existence, building a balanced and integrated personality for the student free from behavioral problems, developing their mental, emotional and social perceptions, and developing the first building blocks of personality. Sports practice contributes to educating students by practicing sports activities. It is an educational system with its goals that seek to improve general human performance through selected physical activities as an educational mediator distinguished with vital academic and educational characteristics. Also, practicing sports activity directed by correct educational methods affects the student and gains him sound attitudes, values, and behaviors that make him compatible with himself and with members of the society he lives in; the various sports activities play an essential role in developing students' deficiencies. If the student loses his ability to enjoy any aspect of life, these activities compensate him for this deficiency by feeling his potential during practice.

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