

## Building an observational network to motor Excessive Among middle school students

بناء شبكة ملاحظة لقياس الإفراط الحركي لدى تلاميذ الطور المتوسط

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**Abstract:** The importance of our study lies in building an observational network that can measure, identify the hyperactivity of middle stage students in sports and physical education classes and which can be applied in the field. We based the frame of our observational network on the Glickman model, Recording behavior by repetitions model, Recording behavior by Time intervals model. In this research paper, we have proposed a note card to detect hyperactivity behavior in the physical and sports education class, where the note card consisted of the date of the observation procedure, location, duration, procedural behavior, pupils' names and grades and contains three areas: impulsive attention deficit and opposing behavior This card aimed at measuring hyper motion behavior For middle school pupils, and the generalization of the use of this card in the future in the detection of hyperactivity, this card included in its final. We used a quantitative grading estimate where the hyperactivity behavior of an average first year pupil could be recorded accordingly. We concluded that the proposed behavioral procedures in the observational network measures hypermobility

**Keywords:** Observation network( Observation card ), hyperactivity/hypermobility, middle stage .

**الملخص:** تكمن أهمية دراستنا في بناء شبكة ملاحظة نقيس ونتعرف من خلالها على الإفراط الحركي لدى تلاميذ الطور المتوسط في حصص التربية البدنية والرياضية وتطبيقها ميدانيا، واستعنا في بناء شبكة الملاحظة بنموذج جلکميان، نموذج تسجيل السلوك بطريقة التكرار، نموذج لتسجيل السلوك بطريقة الفواصل الزمنية. في هذا البحث قمنا باقتراح بطاقة ملاحظة للكشف عن سلوك فرط الحركة في حصة التربية البدنية والرياضية حيث تكونت بطاقة الملاحظة من تاريخ إجراء الملاحظة والمكان والمدة والسلوك الإجرائي وأسماء التلاميذ والدرجاتو تحتوي على ثلاث مجالات: تشتت الانتباه الاندفاعية والسلوك المعارض استهدفت هذه البطاقة قياس سلوك فرط الحركة لتلاميذ الطور المتوسط، وتعميم استخدام هذه البطاقة مستقبلا في الكشف عن الإفراط الحركي، شملت هذه البطاقة في صورتها النهائية على ثلاثة أبعاد (تشتت الانتباه، الاندفاعية، السلوك المعارض) وكل بعد يتكون من 5 سلوكيات

إجرائية. استخدمنا التقدير الكمي بالدرجات حيث يمكن تسجيل سلوك فرط الحركة لتلاميذ سنة أولى متوسط وفق ذلك. وتوصلنا إلى ان الإجراءات السلوكية المقترحة في شبكة الملاحظة تقيس الإفراط الحركي. - الكلمات المفتاحية : شبكة (بطاقة) الملاحظة، الإفراط الحركي، الطور المتوسط.

**-The theoretical side:**

**\* Introduction and problematic of the study:**

The hyperactivity is one of the phenomena and behavioral problems that parents and teachers suffer from before children, and one of the manifestations of hyperactivity behavior in children is that it is difficult for them to sit in their places for more than a few minutes, as they run and climb and cannot control their movement. He continues to talk to attract the attention of others without noticing their distress and excessive emotionalism, so they break things and close the doors violently, collide with any danger and lose control of their actions and make a great effort to try to curb their emotional movements (Amina Shalaby, 2009, p. 216) Among the most important indicators of hyperactivity that appear in the physical education and sports class of students, especially in the intermediate stage, can be noticed, distraction, impulsivity and oppositional behavior. Attention deficit hyperactivity disorder is one of the most prominent behavioral problems that a child suffers from, especially in the middle stage of his life, and it is one of the most prominent school obstacles that prevent the proper functioning of work within educational institutions, and thus hinder the professional performance of the teacher, Which leads to a low level of student achievement and that the spread of this phenomenon within the school community has an impact on all parties to the educational process, and that ignoring it leads to the emergence of other, more complex problems. (Yobi Nabila, 2014, p.5)

**Among the most important previous studies** that dealt with this is the study of Muhammad Wazzani, Qamrawi Muhammad 2017 entitled Exercising in the

school environment and reducing Titled Exercising Within School and Reducing Hyperactivity Disorder, as the study aimed to know the extent of the effect of exercising inside and outside the school environment in reducing attention disorders and hyperactivity. Motor activity And an attempt to draw the students' attention to the importance of sport and its effect on behaviorally disturbed children and try to determine the pattern of disorder to distract attention and hyperactivity, Through the introduction and inclusion of the subject of sports practices and the most important findings of the researcher, the continuous and consecutive awareness of the parents of children who suffer from this disease in order to follow-up and early care for them, which allows the development of programs consistent with the nature of the disorder. And the study of Ainad Thabet Ismail 2016 Under the title of an exploratory and preventive study of children with hyperactivity disorder with attention deficit, where the study aimed to find out what are the signs of impaired cognitive, behavioral, cognitive, and behavioral modification activity in people with hypermotor activity with attention deficit and the conclusion reached that there are differences Statistical significance between the experimental sample and the control sample and the differences are in favor of the experimental sample, and the researcher recommended conducting a general survey to measure the prevalence of this disorder among children with hyperactivity with lack of attention. And the study of Yobi Nabila 2015 entitled the effectiveness of behavioral therapy for children who are hyperactive and distracted, as the study aimed to understand the phenomenon of distraction and hyperactivity, and the enlightenment of parents and teachers about it and its effects, and among the most important results was a decrease in hyperactivity behaviors. Less distraction, in addition to adjusting their academic level so that they pay more attention and without interrupting other people's speech. Samira Sharqi's 2007 study entitled The Relationship

between Attention Accompanied by Hyperactivity, El Hajj Lakhdar Batna University. Where the study aimed to try to find out the prevalence of attention deficit disorder accompanied by hyperactivity in the primary school And to verify the existence of a relationship between hyperactivity disorder and the cognitive / impulsive style of primary school students, and the most important findings of the researcher. There are differences between males and females in the prevalence of ADHD, there are no differences between males and females in the two dimensions The gendered cognitive method of inattentive hyperactive students.

**The problem of the study:** Dr. Abdullah Muhammad Al-Sabi sees that hyperactivity is a pathological medical condition that has been called in the past decades by several names, including the hyperactivity syndrome- Simple brain damage - educational difficulties - and so on, and it is not an increase in the level of motor activity, but a very noticeable increase that goes beyond the limits of the normal range, whether at home, the street or school, Which causes him to fail in his life due to the lack of focus with his excessive impulsivity and excessive and permanent haste. To reach a diagnosis of that condition, certain and specific conditions must be met by him and the diagnosis is made by a specialist in this field. (Muhammad Wazzani, Qamrawi Muhammad, 2017, p. 59) Hence the importance of the observation network for early detection of hyperactivity behavior and the proposed observation network in our study works in this early detection of hyperactivity behavior and thus taking the necessary decisions and activities by specialists, parents or teachers In that and thus the appropriate and appropriate behavior with this category of society, Which necessitated us and called us to conduct this study represented in building an observation network for early detection of hyperkinetic among intermediate stage pupils within the physical education and sports class according to a set of behavioral procedures

under three areas (distraction, impulsivity, oppositional behavior) So that we can take the necessary decisions, actions and directions with this group. Accordingly, **the general question** came: Are the three dimensions, with their suggested indicators (behavioral measures), that can be adopted to measure the degree of hyperactivity in the education and sports class? And there **were three partial questions**: Does this, after distraction, measure excessive movement in the physical education and sport class? Does it measure the excessive movement dimension in the physical education and sport class? Does opposition behavior measure excessive movement in Physical Education and Sports class? **The aim of our study** was to build an observation network to detect hyperactivity behavior, to find out whether the three dimensions (distraction, impulsivity and oppositional behavior) With its proposed indicators (behavioral measures), it actually measures the excessive mobility of students in the physical education and sports class. **The importance of our study** lies in the creation of a note card through which we measure and identify the motor overload of students in physical education and sports classes within educational institutions and apply them in the field through three behavioral measures represented in distraction, impulsivity and oppositional behavior.

**Keywords: Observation Network:** Among the techniques used, especially in the field study, the tool is that it makes the researcher more related to research, and the scientific observation represents a methodical method that the researcher performs with complete accuracy according to specific rules to reveal the details of phenomena and to know the relationships that link their elements. The note depends on the researcher observing a phenomenon from Phenomena in the field of research, field or laboratory, recording and collecting observations or using audio-visual equipment. (Khaled Hamed, 2008, p. 127) They are organized technical methods that contain a number of behaviors or factors that are

important to the teaching process and are usually used to watch and monitor its operations and then classify and interpret them to reach appropriate decisions to improve and develop them. (Abdel Hafeez Qadri, 2019, p. 69) Procedurally: It is an organized process according to specific requirements that the pupils watch to reveal their level or behaviors.

**Hyperactivity:**Abdulaziz Al-Sayed defined the hyperactive person as the child who suffers from an excessively socially unacceptably high level of activity, the inability to focus attention for a long time, lack of self-control, and the inability to establish good social relationships with colleagues, his parents, and his teachers.(Mahmoud Fattouh Muhammad Saadat, 2000, p. 29) Procedurally: hyperactivity behavior is behavior characterized by excessive movement and leads to mental disorders and problems.**The intermediate stage:** It is the stage after the primary stage, and the ages of the pupils are usually between 12-15 years, and it is called the adolescence stage. (Hawish Ali, 2016, p. 65)**The applied side: the methodological methods used:** We visited some of the averages of the state of Souk Ahras and conducted an interview with some professor of physical and mathematical education for intermediate education in order to get acquainted with the teachers with the excessive movement behavior of students, suggesting behavioral procedures for the excessive movement of students according to the professors of specialization,The possibility of conducting this study in the field, as well as consulting on the proposed draft of the observation network according to the behavioral procedures that the teachers consider that it measures the kinetic excess of students with 12 physical and sports education professors from different averages. To verify the validity of the tool, the content of the content was calculated as the note card was presented to seven of the arbitrators (doctors of science and technology institutes for physical and sports activities)In order to verify the validity of the

note card by ensuring the integrity of the procedural formulation of the note card and its clarity and the ability to reveal the excessive movement behavior. ) - Modifying the observation card, and we used Lawshe statistical method to obtain an index of agreement between the arbitrators regarding the procedural behavior of the dimension:

$$CVR = \frac{ne - N*2}{N*2}$$

CVR: Content Ratio .

Ne: The number of arbitrators who indicated procedural behavior in measuring each dimension.

N: The total number of arbitrators.

**Table 1 shows the validity of the content for procedural behaviors on the dimensions of hyperactivity.**

Domains	Behavioral actions	CVR
Attention Deficit	Lack of focus while performing some educational situation	0.57
	Distraction of the mind while explaining the goal of physical and sports education	0.64
	Lack of motor coordination in some situations that need thinking	0.50
	Frequently forgetting some skills and movements	0.50
	Not absorbing some educational situations	0.64
Impulsivity	Not waiting for his role in the application of exercises	0.64
	The wheel in completing exercises and educational positions	0.71
	Violent reactions with colleagues.	0.50
	Interrupt the professor's speech before completing his explanation	0.71

	He played childish games while participating in physical education and sports	0.64
Opposing behavior	Failure to comply with the instructions and directions of Professor T-B-R.	0.64
	Debate the professor or commander of the regiment about everything he says	0.50
	Objection to accepting the role	0.71
	Colleagues in trouble	0.64
	Imposing authority on colleagues	0.71

Through the table, the sincerity of the content in the first behavioral procedure for the field of distraction reached 0.57 and in the second behavioral procedure 0.64 and in the third behavioral measure 0.50, and in the fourth behavioral measure, it was 0.71. The fifth behavioral measure was 0.64 and the validity of the content for the third field was the opposite behavior in the first behavioral procedure 0.64 and the second behavioral measure was 0.50 and the fourth behavioral measure was 0.64 and the fifth behavioral measure was 0.71 and this indicates that the behavioral procedures Honestly features high content.

**Sincerity-related honesty:** Sincerity means that it measures what was set to measure it, honesty is like steadiness, a well thought-out concept, and achieving the validity of the measuring instrument is more important and there is no doubt than achieving consistency because the measuring instrument or tests may be constant, but they are not sincere. (Fatima Awad Saber, Mervat Ali Khafaga, 2002, p. 167) where we calculated the Pearson correlation coefficient for each procedural behavior with the associated dimension on the study sample.

**Table 2 shows the correlation coefficient of the honesty associated with the test**



Domains	Behavioral actions	Pearson correlation coefficient	sig	Result
Attention Deficit	Lack of focus while performing some educational situations	***0.549	0.00	There is a statistically significant correlation
	Distraction of the mind while explaining the goal of physical and sports education	***0.375	0.00	There is a statistically significant correlation
	Lack of motor coordination in some situations that need thinking	***0.616	0.00	There is a statistically significant correlation
	Frequently forgetting some skills and movements	***0.387	0.00	There is a statistically significant correlation
	Not absorbing some educational situations	***0.661	0.00	There is a statistically significant correlation
Impulsivity	Not waiting for his role in the application of exercises	0.464***	0.006	There is a statistically significant correlation
	The wheel in completing exercises and educational positions	0.448***	0.008	There is a statistically significant correlation
	Violent reactions with colleague	0.680***	0.008	There is a statistically significant correlation

				significant correlation
	Interrupt the professor's speech before completing his explanation	0.581***	0.00	There is a statistically significant correlation
	He played childish games while participating in physical education and sports.	0.533***	0.00	There is a statistically significant correlation
Opposing behavior	Non-compliance with the instructions and directions of the professor of physical education and sports	0.710***	0.00	There is a statistically significant correlation
	Debate the professor or commander of the regiment about everything he says	0.459***	0.00	There is a statistically significant correlation
	Objection to accepting the role	0.597***	0.00	There is a statistically significant correlation
	Colleagues in trouble	0.608***	0.00	There is a statistically significant correlation
	Imposing authority on colleagues	0.359***	0.00	There is a statistically significant correlation

Through the table we note that The Pearson correlation coefficient of 0.549 for the first behavioral measure of the distraction dimension and the significance level reached 0.000 which is statistically significant at the level of 0.01, the

Pearson correlation coefficient was 0.616 for the third behavioral procedure, the significance level was 0,000 and the statistic D is at 0.01 level, the Pearson correlation coefficient was 0.680 for the third behavioral procedure, and the function level was 0.008, which is statistically significant at the level of 0.01, the Pearson correlation coefficient was 0.581 for the fourth behavioral procedure, and the function level reached 0,000 and the statistic D is at the function level 0.01, and the Pearson correlation coefficient was 0.533 for the fifth behavioral procedure, the function level reached 0,000 and the statistic D is at 0.01 level. The Pearson correlation coefficient for the dimension of opposing behavior was 0.710 for the first behavioral procedure, and the function level reached 0,000 and statistically significant D is at the level of 0.01 , the Pearson correlation coefficient was 0.608 for the fourth behavioral procedure, the function level reached 0,000 and the statistic D is at the function level 0.01 , there is a statistically significant correlation, which means that the proposed observation card is distinguished by a high degree of honesty related to the test.

**Reliability: The stability factor was calculated according to the kapaa coefficient.**

**Table 3 shows the Kapaa stability factor and the observation card stability**

Domains	Behavioral procedures	Kappa de Cohen	Sig	Result
Attention Deficit	Lack of focus while performing some educational situations	0.019	0.00	There is a statistically significant correlation
	Distraction of the mind while explaining the goal of physical and sports education	0.035	0.00	There is a statistically significant

				correlation
	Lack of motor coordination in some situations that need thinking	0.048	0.00	There is a statistically significant correlation
	Frequently forgetting some skills and movements	0.000	0.00	There is a statistically significant correlation
	Not absorbing some educational situations	0.032	0.00	There is a statistically significant correlation
Impulsivity	Not waiting for his role in the application of exercises	0.025	0.006	There is a statistically significant correlation
	The speed in completing exercises and educational positions	0.053	0.008	There is a statistically significant correlation
	Violent reactions with colleagues	0.025	0.008	There is a statistically significant correlation
	Interrupt the professor's speech before completing his explanation	0.008	0.00	There is a statistically significant correlation
	He played childish games while participating in physical education and sports	0.033	0.00	There is a statistically significant

				correlation
Opposing behavior	Non-compliance with the instructions and directions of the professor of physical education and sports	0.049	0.000	There is a statistically significant correlation
	Debate the professor or commander of the regiment about everything he says	0.027	0.000	There is a statistically significant correlation
	Objection to accepting the role	0.016	0.000	There is a statistically significant correlation
	Colleagues in trouble	0.045	0.000	There is a statistically significant correlation
	Imposing authority on colleagues	0.069	0.000	There is a statistically significant correlation

Through the table, the coefficient was 0.019kapaa for the first behavioral procedure for the distraction dimension and the function level reached 0,000 and the function level reached 0,000 Kapaa and the coefficient of Kapaa0.032 for the procedure The fifth behavioral and the function level reached 0.000 with respect to the first behavioral procedure for the impulse dimension The Kapaa coefficient reached 0.025 for the procedureThe second behavioral function reached 0,000 and the Kapaa coefficient reached 0.053 for the third behavioral procedure The Kapaa coefficient reached 0.025 and the function level reached 0,000 for the fourth behavioral procedure the Kapaa0.033 coefficient reached

and the function level reached 0,000 in relation For the first behavioral procedure for the dimension of opposing behavior, the Kapaa coefficient was 0.049, and the function level reached 0,000 .For the second behavioral procedure, the Kapaa coefficient was 0.069, and the function level was Kapaa0.069 The function level wasThe 0.000 are all below our certified significance level of 0.01which indicates that there is statistical Dale compatibility, which means that the note card is static.

**The field of our research** as a whole extended from 12/01/2020 to 31 /05 2020, and the field of application of the observation network to the study sample was from 09/02/2020 to 09/03/, 2020, and the professor is the one who applied the observation network.The research sample is not a question of the research since it started to identify the problem of research and its objectives because the nature of the research, it's proxis and it's plan control the steps of it'simplmentation and the selection of it's tools such as sample, questionnaires and necessary tests.(Kaid Abdel Haq, Abd Al-Rahman Adas, 2011, p. 94) Our sample study was the average first year's five-part average grade division, of which we randomly selected one section, with 35 pupils and students from the middle of SOUK AHRAS. We used SPSSIn processing data obtained through the proposed observational network, he also used the Pearson Act and the Kappa Laboratories Act to determine the degree to which the instrument is truthfulness and stability in the collection of data and information in the study.

## **2-Display, interpret, and discuss the resultsView the results of dimension 1:**

### **Distraction**

**Table 4 shows the results of Ca2 for the conformity quality of the rocedural behaviors of the distraction.**

Procedural behaviors	Df	Chi-Square	Sig
Lack of focus while performing some educational situations	31,429	4	0.000
Distraction of the mind while explaining the goal of physical education and sports	27,971	3	0.000
Lack of motor coordination in some situations that need thinking	16,771	3	0.001
Frequently forgetting some skills and movements	33,143	2	0.000
Not absorbing some educational situations	12,400	4	0.002

It becomes clear to us through the above table that there is a statistical significance at the level of 0.01 and this is through the value of  $\chi^2$  for the first procedural behavior of the dispersion dimension which is around 31,429 as the value of sig is equal to 0.000. It is less than the level of 0.01 and it is clear to us through the above table that there is an indication of a statistic at the significance level of 0.01, and this is through the value of  $\chi^2$  of the third procedural behavior of the dimension of attention, which is estimated at 16,771, since the value of sig equals 0.010. It is less than the level of a function of 0.01 and this is through the value of  $\chi^2$  for the fourth procedural behavior of the dimension of attention which has a value of 33,143 where the value of sig equals 0.000 which is less than the level of 0.01 and it is clear to us. Through the above table, there is a statistical significance at the level of 0.01 and this is through the value of  $\chi^2$  for the fifth procedural behavior and is estimated for the dimension of dispersion which is estimated at 12,400 as the value of sig is equal to 0.002. It is less than the level of 0.01 and from it we conclude that the proposed behavioral measures in the axis of distraction measure the behavior of Hyperactivity.

**Display the results of the second dimension: impulsivity**

Table 5 shows procedural behaviors to calculate impulsivity

Number	Procedural behaviors	Mean	Standard Deviation	Degree
1	Not waiting for his role in the application of exercises	3,53	1,05	Highly rated
2	The speed in completing exercises and educational situations	3,58	0,28	Highly rated
3	Violent reactions with colleagues	2,85	0,27	Moderate degree
4	Interrupt the professor's speech before completing his explanation	2,73	0,18	Moderate degree
5	He played childish games during physical and sport education classes	3	0	Moderate degree
Total		3,13	2,78	Medium

Through the table, it is clear to us in the impulse dimension to measure hyperactivity that the arithmetic mean of the first procedural behavior was estimated at 3.53, the standard deviation has a value of 1.05 and is a high degree and the degree of the presence of behavior with a degree High and the average of the fourth procedural behavior is estimated at 2.73, the standard deviation has a value of 0.18, the degree of the presence of behavior with an average degree and the average of the fifth procedural behavior is estimated at 3, while the standard deviation has a value of 0 and the degree of the presence of behavior is high. Therefore, we conclude that the proposed behavioral measures in the axis of impulsivity measure the behavior of hyperactivity.



Table No. 6 shows the results of Ca2 for the conformity quality of the rocedural behaviors of the impulse dimension.

Procedural behaviors	Chi-Square	Df	Sig
Not waiting for his role in the application of exercises	14,57	4	.000
The speed in completing exercises and educational situations	74,29	3	.000
Violent reactions with colleagues	20,00	3	.000
Interrupt the professor's speech before completing his explanation	51,43	2	.000
He played childish games during physical and sport education classes	65,71	4	.000

It is clear to us through the above table that there is a statistical significance at the significance level of 0.01 and this is through the value of ka 2 for the first procedural behavior of the impulse dimension which is approx. and it becomes clear to us that there is a statistical significance at the level of 0.01 and it becomes clear to us that there is an indication Statistical at the significance level of 0.01 and this is through the value of ka2 of the fourth procedural behavior of the impulse dimension, which is estimated at 51, 43, where the probative value of sig is equal to 0.00 It is less than 0.01 and it becomes clear to us that there is a statistical significance at the level of 0.01 and this is through the value of Ca2 for the fourth procedural behavior of the impulse dimension which is estimated at 65, 71 and where the probative value of sig is equal to 0.00 and it is less than the level of 0.01 and from it we conclude that the proposed behavioral measures in the axis Impulsivity measures the behavior of hyperactivity.

**Presentation of the results of the third dimension: opposing behavior**

**Table No. 7 shows the results of the ka2 for the conformity of procedural behaviors to the dimension of opposing behavior**

Procedural behaviors	Chi-Square	Df	Sig
Non-compliance with the instructions and directions of the Physical and Sports Education Professor	40.00	4	.000
Debate the professor or commander of the regiment about everything he says	44,76	3	.000
Objection to accepting the role	32.74	3	.000
Colleagues in trouble	48,57	2	.000
Imposing authority on colleagues	21,714	4	0.000

It becomes clear to us through the above table that there is a statistical significance at the significance level of 0.01 and this is through the value of ka2 for the first procedural behavior of the dimension of the opposing behavior, which is estimated at 40, 00 as the probability value sig equals 0.000 It is less than the level of 0.01. It is clear from the above table that there is a statistical significance at the level of 0.01 This is through the ka2 value of the fifth procedural behavior of imposing authority on colleagues, estimated at 21,714 where the probative value of sig is 0.000 which is less than the level of 0.01, and from it we conclude that the proposed behavioral measures in the axis of opposing behavior measure the behavior of hyperactivity.

**Discussion of the results: 1 - Discussion of the first hypothesis:**The first hypothesis stipulated that after distraction, it measures motor excess in students,

and this is through the results that showed that the proposed behavioral measures for dimension of attention measure motor excess in students and through the results of our study we agree with what Dr. Al-Rashedi confirmed. The disorder of hyperactivity is associated with brain injury and its characteristics include hyperactivity, impulsivity, dispersion and aggression and accompanied by the extent of short attention. "In the same context, Dr. Abdul Aziz Al-Sayed confirmed that the hyperactive person is a child who suffers from a high level of hyperactivity unacceptable socially, and the lack of The ability to focus attention for a long time, And lack of self-control and the inability to establish good social relations with colleagues, his parents, and his teachers. Our study is consistent with what was confirmed by the American Psychiatric Association in the Diagnostic and Statistical Manual of Mental and Mental Disorders, "that the inability to pay attention and susceptibility to dispersion and the difficulty faced by the child in focusing when carrying out an activity which leads to not completing the activity successfully" and through all of that we confirm that the proposed behavioral procedures After distraction, it measures hyperactivity, so the first hypothesis is fulfilled.

**2- Discussing the second hypothesis:** The second hypothesis stipulated that impulsivity measures motor hyperactivity among students and this is what our study results showed that the proposed behavioral measures for impulse dimension measure hyperactivity behavior and this is what Dr. Klassen emphasized. "Hyperactivity behavior includes inappropriate levels of growth that appear in lack of attention, impulsivity and excessive movement as it correlates Weak academic performance, unsatisfactory relationships with friends, family members, and teachers, and low self-esteem" Our results are identical to what Goldstein confirmed" The student with attention disorder with hyperactivity suffers from four disorders: dispersion, high arousal, impulsivity

and difficulty in satisfying him. In general, the proposed measures for the dimension of impulsivity measure the behavior of hyperactivity, and this is through the agreement of a group of studies, and from it we conclude that the hypothesis that impulsivity measures the behavior of hyperactivity among students within the class of physical education and sports is achieved.

**Discussion of the third hypothesis:** The third hypothesis stipulated that opposing behavior measures kinetic excess among students within the class of physical education and sports, and this is through our study results that showed that the proposed behavioral measures for the dimension of opposing behavior measure hyperactivity and these results are somewhat consistent with what was confirmed by Dr. Diaa Talib Munir. To be overactive is a behavioral disorder characterized by three symptoms are impulsivity and lack of attention, excessive, unintended and socially unacceptable movement, a group of secondary symptoms, poor academic achievement, weak relations of others, obedience, aggression, and creating chaos. "Our study is partly consistent with what Dr. Saeed Younus Hassan mentioned," there are three main symptoms of impulsivity, poor attention, and excessive movement accompanied by symptoms Secondary ones include weak relationship with others, weak ability to withstand frustration, a tendency to chaotic and oppositional behavior, and emotional and emotional imbalance. "In general, the proposed behavioral measures for dimension of opposing behavior measure motor overkill among students. Consequently, the third hypothesis is fulfilled.

**3- Conclusions and suggestions:** The proposed observation network and its domains can reveal the hyperactivity behavior of students within the physical and sports education class. Distraction, impulsivity, oppositional behavior, three areas according to their behavioral procedures, through which we can measure the hyperactivity behavior of students.- The necessity of more studies related to

suggesting and establishing observation networks that contain other dimensions that measure motor hyperactivity.- Attention to children with hyperactivity behavior.- Paying attention to early detection of children with hyperactivity behavior so that they can be treated easily.

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