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Physical and sports activities programs and their impact on obesity and the level of self-esteem among middle school students.

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Abstract

This research paper aimed to identify the effect of physical and sports activities programs on obesity and the level of self-esteem among middle school students. To achieve the objectives of this study, the descriptive approach was relied upon. The study sample included part of the study population, which is the middle school students, where 5 middle schools were selected in a randomly manner from 119 middle schools in the state of Tebessa-Algeria, the sample consisted of 256 students practicing and not practicing sports activities. The results of the study revealed that physical activity and sports programs have a positive impact on self-esteem and reducing obesity among middle school students.

Keywords: Physical and sports activities programmes; Obesity; Self-esteem; adolescence.

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1. INTRODUCTION

Physical and sporting activities represent a method for self-development and balance, and a means of strengthening mental health. For the practitioner, it also provides him with a social life subject to organization and direction, characterized by situations and interactions constructive social, which constitutes training for and support for successful social life, and also helps openness and sound social development of the practitioner's personality. Physical education and sports are considered a source to confront the psychological crises that occur to humans with a positive feeling of happiness and activity. Motor, as self-esteem is the main axis in building an individual's personality. and nothing can develop and advance a person like his self-esteem, as positive self-esteem is an immune system for the soul and spirit, which helps the individual review his various problems, face the challenges of daily life, and quickly recover from adversity. It also expresses relative compatibility and high psychological comfort and is highly linked to acceptance by others. Self-esteem remains an important component of mental health and is considered one of the important factors that greatly influence behavior in good mental health, which is given great importance in adolescence and is considered one of the most important topics. Which educational institutions are concerned with. The physical education and sports class, due to the programs it contains for physical and sporting activities practiced within the school, plays an important and pivotal role in building the individual's personality in all physical, moral, psychological, and social aspects.

It is one of the ways that leads to directing the physical and mental development of the individual using exercise, correct measures, and some educational and psychological methods. Disturbed psychological states often have a direct relationship to the health condition of the individual, and the exposure of a teenager to obesity leads to the generation of several cases of psychological disturbances and breakdowns in him that are manifested. Dissatisfaction with the body and his contempt for it, such that he feels that he is different from the rest of the individuals around him, which leads him to abstain from the rest of society and prefer solitude in order to avoid other people's comments about his body. Taking care of the body and its health has sometimes become a criterion for the health and cohesion of the mind. Despite the real efforts made by scientists and international organizations to reduce this phenomenon, its numbers are constantly increasing.



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Several European studies have confirmed that the problem of obesity and overweight has a direct relationship with the lack of sports culture and avoidance of sports activity. Despite the cheerful personality that usually characterizes the obese, obese people in general are ashamed to discuss the problem of their obesity and its consequences in a clear and frank manner. It is certain that the fat person hides deep suffering behind his cheerfulness, and this suffering cannot be revealed unless we talk deeply with these patients. There is also a feeling of frustration that is almost common to all obese people.

And Through this study, we are trying to highlight the extent of the impact of physical activity and sports programs on obesity and the level of self-esteem among middle school students.

1.1- Study questions:

The study seeks to answer the following question:

Is there an effect of physical activity and sports programs on obesity and the level of self-esteem among middle school students?

Under its cover fall the following sub-questions

- Are there statistically significant differences in the degrees of obesity between those who practice and do not practice physical activity and sports programs?
- Are there statistically significant differences in the level of self-esteem among the category of obese and non-obese students within the obesity index?
- Are there statistically significant differences for the obese category between those who practice and non-practice physical activity programs?

1.2- Hypotheses:

1.2.1- General hypothesis:

Physical activity and sports programs have a positive effect in reducing obesity and improving the level of self-esteem among middle school students.

1.2.2- Partial hypotheses:

- There are statistically significant differences in the degrees of obesity between those who practice and do not practice physical activity and sports programs.
- There are statistically significant differences in the level of self-esteem among the category of obese and non-obese students within the obesity index.
- There are statistically significant differences for the obese category between those who practice and do not practice physical activity and sports programs.

1.3- Objectives of the study:

The study aims to:



- Clarifying and demonstrating the role of physical and sporting activities in raising the level of self-esteem among students

Intermediate stage.

- Showing the relationship between practicing physical and sporting activities and building a balanced and compatible personality with the psychological problems of students, especially those who are overweight.

- Revealing the importance of body mass index and the type of activity practiced.

- Identify whether there are differences in self-esteem among middle school students who practice and do not practice physical and sports activities.

1.4- Importance of the study:

- Shedding light on the relationship between physical and sporting activities and building a healthy personality for the student from psychological and social aspects.

- Knowing the extent of the impact of sports activities on the psychological aspect of the student in the intermediate stage.

- Highlighting the most important solutions and recommendations that will help students who are overweight gain self-esteem and reduce the psychological pressures they face in middle school.

- Knowing basic information about the impact of physical and sports activities programs governed by the Ministry in educational institutions on obesity and self-satisfaction among students.

The study also attempts to help the teenager accept his external appearance and adapt to physical activity and sports programmes.

1.5- Explanation of concepts:

-Physical and sports activities programmes:

Al-aqili defined the program as a combination of objectives, activities, policies and procedures that must be carried out and the resources needed to accomplish a specific work and activity. (Aqili, 2009, p. 12)

According to Hareem, the program may be a main program with sub-programmes branching out from it, and in this case it requires coordination between all the sub-programs because any failure in one of them may lead to a failure in completing the program, and the scope of the programs expands to include any activity or function within the organization, so the program may be interested Production, marketing, development, or human resources. (Hareem, 2010, p. 23)

This is regarding the program. As for the concept of physical and sports activities, Larson sees that physical activity is a main system under which all other sub-



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systems fall. He considered sports physical activity to be a historically developed expression of other changes, such as physical training and physical culture, and these are expressions that are used until now, but with different meanings. (Al-Kholy, 2001, p. 12)

Sports physical activity is a set of skills that an individual can acquire under a certain age and employs what he has learned to improve the quality of life towards greater adaptation of the individual to his environment and society. Practicing physical activity and sports in which the benefits are not limited to the health and physical aspect only, but also have an impact. It is positive on other aspects, psychological and social, mental and cognitive, motor and skill, aesthetic and artistic, and all of these aspects form the individual's personality in a comprehensive, coordinated and integrated formation. (Al-Khouli, 2002, p. 22)

-Adolescence:

The term adolescence in the English language, is derived from the verb Adolescent in the Latin language, which means the gradual approach to sexual, physical, mental, and emotional maturity. Therefore, the meaning of adolescence differs from puberty, which means the maturity of the individual in terms of the physical aspect that enables the individual to reproduce and maintain the species. As for Harriman, he believes Puberty is a stage of organic physiological development that precedes adolescence and determines its development such that the individual transforms from an asexual being to a sexual. (AL-Zoubi, 2013, p. 15)

-Obesity:

Obesity is an increase in weight as a result of the accumulation of fats. Fats come from eating fatty substances and carbohydrates in excess of the body's needs, it is the accumulation of fat around certain organs in the body, or rather it is an increase in a person's weight above the normal rate (Al-Asmar, 1994, p. 41)

-Self-esteem:

Cooper Smith defined self-esteem as "an evaluation that an individual places on himself and works to maintain".

Self-esteem includes positive or negative individual attitudes toward oneself, and it also shows the extent to which the individual believes that he is important, capable, successful, and competent. That is, self-esteem is the individual's judgment of the degree of his personal competence, as Rosenberg defined it, as

the individual's comprehensive attitudes, whether negative or positive, toward himself. (Qahtan, 2004, p. 21)

1.6- Previous studies

- **Study by morino cervello and vera ruil 2007.** Title of the study: Physical self-concept among schooled children and the differences between gender, type of sport, and level of participation in physical activities.

Objectives of the study: Selecting the characteristics or characteristics of the psychomotor development of students in Spanish schools and the influence of gender, type of sport, size and number of times of practice.

Research sample: The research sample included 1086 students, divided into 570 male and 516 female students. Information through the form showed that 998 of the sample members practiced and 88 did not practice.

Study results: The results showed statistically significant differences between males and females in the dimensions of sports competence. Body attractiveness, muscular strength, and self-confidence for those practicing physical and sporting activities.

- **Study by Moisi Farid 2004:** This study aimed to highlight the relationship between self-esteem and achievement motivation among Algerian football players and to study whether there are statistically significant differences in achievement between players with high self-esteem and players with low self-esteem. The study sample consisted of 55 football players. For the first national department in Algiers, the self-esteem scale of Dr. Abdel-Rahman Saleh Al-Azraq and the achievement motivation scale were applied. After the study, the researcher concluded:

-There is a relationship between self-esteem and achievement motivation among football players.

-There are differences in achievement motivation between players with high self-esteem and those with low self-esteem.

- There is a relationship between the dimensions of self-esteem, as measured by the scale, and achievement motivation.

- **Study by Qaridi Khair 2020** entitled: Obesity and its relationship to the standard of living and physical activity among adolescents studying in Algeria.

Objective of the research: The researcher aimed to try to find out whether obesity has a relationship with the standard of living and physical activity among secondary school students in the northern state of Setif.



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The research sample. It was represented by secondary school students in the northern wilaya of Setif, aged 15-18 years, numbering 528 students.

Results. The results of the study showed

- There are statistically significant differences in the body mass index among secondary school students aged between 15 and 18 years.

-There are statistically significant differences in the standard of living of secondary school students between the ages of 15 and 18.

-There are statistically significant differences in the level of physical activity between males and females among secondary school students aged between 15 and 18 years.

2. Theoretical side:

2.1- physical and sports activity

2.1.1- Scientific foundations of physical and sports activity:

Specialists in the field of sports consider that any activity has foundations upon which it is based, so that they are considered as components of the activity that do not deviate from what surrounds the person in the various special scientific fields, which makes them not separate the following foundations as a basis for physical activity.

- Biological foundations:

What is meant by the nature of muscle work during physical activity is sports, in addition to the various other systems that supply it with energy, such as the circulatory system, the respiratory system, the skeletal system, and the cardiac circulatory system.

- Psychological foundations:

They are all the moral, volitional, cognitive and administrative characteristics of the individual's personality, motivations and emotions, and they help

To analyze the most important aspects of sports activity through behavior. It also contributes to accurate analysis of operations

Related to sports activity, in addition to helping with good and appropriate preparation and appropriate motor training.

- Social foundations:

It means teamwork, cooperation, familiarity, and interest in the performance of others, and these qualities can be developed through various aspects of sporting activities. (Allawi, 2004, p. 12)



2.1.2- Objectives of educational physical sports activity from a psychosocial perspective:

The effect of physical education is not limited to physical growth and preparation, but extends to include physical qualities

Moral and administrative, they are keen that their source and pioneer be the natural phase of the individual and must be used His love for movement in order to facilitate his development and creativity, and this cannot be achieved without studying and diagnosing its characteristics Personality as a subject of this activity to contribute to an accurate analysis of the psychological process associated with motor activity.

Physical education and sports also contribute, in their sense, to improving the lifestyle and the relationships of individuals with groups.

It also makes Human life healthy and strong, and by helping individuals adapt to the group.

Physical education works to develop leadership capabilities among individuals, that leadership that makes the individual a brother and helper

It is guided and develops his noble and good qualities, through which the child becomes a member of a local group.

Physical education is considered a fertile field for civil harmony, as it develops the spirit of discipline, cooperation and responsibility

A sense of civic duty and works to alleviate tensions that constitute a source of disagreement between individuals, one group or between groups belongs to one social body. (Abd el-Khaleq, 1992, p. 10)

2.2- Obesity.

2.2.1- The concept of obesity: We define obesity as the accumulation of fat above the normal rate for age, gender, and body type. It is a state of excess fat, not weight gain. An obese individual may be less than normal weight, as his percentage of fat is large in relation to the weight of red meat (weak muscles). Obesity is also determined by men having more than 20% fat and women having more than 30% fat (Issam & Halmaa, 1984, p. 131)

This means that there are a number of adipocytes in the human body charged with storing excess energy in the body, and the latter are in the form of fat cells. The presence of a clear increase in the percentage of this tissue (more than 20% and 30% for males and females, respectively) gives us what we call obesity. (Bouzit, 1996, p. 04)



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2.2.2- Obesity prevention and treatment:

Gerard Salma (2000) pointed out how to combat obesity, where he stated that we must focus on the following principles:

- Fighting inactivity: shifting from inactivity to activity.
- Eliminate excessive and unplanned nutritional intake.
- Reducing the number of calories so that they should be eaten as much as needed
- Treating the causes that lead to inactivity.

Combating obesity is considered one of the most important priorities for doctors in the world today due to its complications. Because of the dangers it poses to the individual, they were interested in developing strategies to combat this phenomenon. It is based on basic axes based on long-term studies, as studies have shown that taking a well-thought-out eating program contributes to reducing body mass. As well as relying on a program of physical activity based on scientific foundations with healthy dimensions, with the aim of combating obesity, by increasing energy expenditure and developing muscle mass. (chatard, 2004, p. 145)

2.3- Self-esteem

2.3.1- The concept of Self-esteem

"Rogers" (1951) defines self-esteem as self-attitudes that involve emotional and behavioral components.

"Cooper Smith" (1967), believes that it is an assessment that a person sets for himself and by himself, and works to maintain it. It includes the individual's positive and negative attitudes toward himself. It also shows the extent to which the individual believes that he is capable, important, and competent.

"Abdel-Rahim Bekhit" defines it as a set of trends and beliefs that the individual calls upon when he faces the world around him. It is the individual's judgment towards himself and may be in approval or rejection. (Al-Fahal, 2000, p. 06)

2.3.2- Levels of self-esteem:

- **Low self-esteem:** Low self-esteem constitutes a real disability for its owner, so people of low self-esteem focus on their faults. Their shortcomings and bad qualities, and they are more likely to be influenced by protection pressures and listen to their opinions and rulings. A person of this type is also characterized by a loss of confidence in his abilities, emotional disturbance due to his inability to find a solution to his problems, his belief that most of his attempts will fail, and he



constantly works on the assumption that he cannot achieve success. (Al-Haj & Al-Shayeb , 2015, p. 17)

- **High self-esteem:** Studies conducted in the field of self-esteem have shown that people with high self-esteem always emphasize their abilities, their strengths, and their good characteristics, and that they have high and lasting confidence in themselves. They initiate good experiences with their expectation of success, are not sensitive in different situations, and are confident in their information. (Al-Haj & Al-Shayeb , 2015, p. 188)

3. Methodological procedures for the study:

3.1- Study population:

The study population consists of middle school students. The sample included students from some middle schools in the state of Tebessa, where the number of middle schools at the state's level was 119 middle schools, of which five middle schools were chosen randomly.

3.2- The research sample:

Considering that the sample is the cornerstone of any field study based on the scale as a basic component, we find that its concept “sample” is part of the study population and is chosen so that it is a faithful representation of the statistical population from which it was drawn. In this research, it included a portion of the middle-school study population. The sample was selected randomly and included students from some middle schools in the state of Tebessa. The number of sample members was 256, including 88 overweight students (61 obese students practicing physical and sporting activities and 27 non-practicing), As for the number of those practicing physical and sporting activities out of the total sample was estimated at 195 practitioners and 61 non-practicing students.

- Temporal scope:

The study was implemented in early March 2023 until late May 2023

3.3- Study Approach:

-Descriptive method:

There is no doubt that any researcher who aspires to be scientific finds himself required to develop a plan, method, or approach through which he determines the steps he followed in arriving at the results he achieved.

In this study, reliance was placed on the descriptive approach as a method of description, analysis, and interpretation as Scientific position for a social or demographic problem

3.4- Data collection tools:



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The research tools are the self-perception scale and the body mass index scale. This is to collect information that helps us reach results and answers to the hypotheses that we put forward at the beginning of the study.

- **Body mass index** = person's weight in kilograms / (person's height in meters)²
- **Physical self-perception scale:** It contains 25 statements that measure six dimensions of general self-concept, perceived physical self-worth, self-concept of Physical competence, self-concept of physical appearance, and self-concept of two physical attributes, strength and endurance, in addition to the dimension of importance given to the physical aspect.

The scale has a hexagonal scale that contains positive and negative statements:

It never applies to me - It does not apply to me often - It does not apply to me sometimes - It applies to me sometimes - It applies to me often - It applies to me always.

-Classification of statements according to each dimension:

General self-concept: It is at the top of the pyramid, given that the theoretical model relied on is the multidimensional hierarchical model, and the lesson numbers for this dimension in the scale are: (19-13-7-1-20-23).

Physical self-worth: It is at the direct level under the general self-concept and represents the importance that the individual gives to the physical aspect. The lesson numbers for this dimension in the scale are: (28-14-22-24).

Self-concept of Physical competence: These are the mathematical skill and the mathematical learning skill, as well as confidence in the mathematical aspect. The numbers of the measured phrases are represented in: (2 - 4 - 8 - 10 - 16).

Self-concept of physical appearance: It includes physical attractiveness, the ability to maintain an attractive and attention-grabbing body, and confidence in outward appearance. The numbers of the dimension phrases in the scale are: (5-11-17).

Self-concept of physical strength: It is perceived physical strength, muscle size, and confidence in physical abilities in situations that require strength. The numbers of the scaled phrases are: (6 - 12 – 18)

Self-concept of endurance: It includes the ability to maintain a certain level of effort during running exercises and confidence in abilities that require persistence. The numbers of the dimension phrases are represented on the scale: (3-15 -21- 9-25).

3.5- Validity and reliability of the study tools:

1-The BMI measure is a scientific measure that helps us calculate the percentage of fat accumulated in the body to find this body type, so it is valid in the Algerian environment.

2-Physical self-perception scale:

This scale was previously used in the Algerian environment by "Saeed Zerrougui Youssef", and it obtained a reliability coefficient of 0.80, which is significant at the 0.01 level, using the split-half method, while the self-reliability coefficient using the square root method and the reliability coefficient reached 0.89

4. Results:

4.1- The first partial hypothesis:

There are statistically significant differences in the degrees of obesity between those who practice and do not practice physical activity and sports programs.

.4.1.1- Analyze the results of the paragraphs related to the first partial hypothesis.

Table 1. represents the degrees of obesity for those who practice and do not practice physical and sports activities

Physical activities	sample	Mass index	Percentage	mean	standard deviation	T-test	significance level	Degree of freedom	sig
Practitioners	195	2.09	%76.17	0.76	1.51	2.28	0.05	254	significant
Non-practitioners	61	2.88	%23.82	0.23	0.47				

Through the results obtained in Table No. (01), it becomes clear that the percentage of practitioners is estimated at (76.17%), which is bigger than the percentage of non-practitioners, which is estimated at (23.82%). Looking at the total mass index, we note that those who practice physical activities had lower degrees of obesity than non-practicing middle school students. The arithmetic mean for the two categories was 0.76 and 0.23, respectively, at a significance level of 0.05 and with a degree of freedom of 254. If we compare the calculated t-



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test value of 2.28, we find that they are bigger than the critical value of 1.96, meaning that there are statistically significant differences in Degrees of obesity among those who practice and do not practice physical and sporting activities.

4.2- The second partial hypothesis:

There are statistically significant differences in the level of self-esteem among the category of obese and non-obese students within the obesity index.

4.2.1- Analyze the results of the paragraphs related to the second partial hypothesis.

Table 2. represents the differences between obese and non-obese people in the self-esteem of middle school students.

Dimensions	Self-esteem	sample	mean	standard deviation	t-test	significance level	Degree of freedom	sig
General self-concept	obese	88	2.90	0.92	1.08	0.05	254	non-significant
	non-obese	168	2.64	1.06				
Physical self-worth	obese	88	2.88	1.52	1.20	0.05	254	non-significant
	non-obese	168	2.38	1.48				
Physical competence	obese	88	3.30	1.00	0.27	0.05	254	non-significant
	non-obese	168	3.29	0.99				
physical appearance	obese	88	3.78	1.10	2.73	0.05	254	significant
	non-obese	168	3.07	0.99				
Endurance	obese	88	3.11	1.32	1.24	0.05	254	non-significant
	non-obese	168	2.71	1.42				
physical strength	obese	88	3.07	1.34	0.76	0.05	254	non-significant
	non-obese	168	3.82	1.24				



When reading the table, we notice that the arithmetic mean for obese and non-obese people in the general self-concept dimension, respectively, is 2.90 and 2.64, under a standard deviation of 0.92 and 1.06, at a significance level of 0.05 and a degree of freedom of 254. We find that the calculated t-test value is 1.08 and the critical value is 1.96.

Since the calculated t-test value is smaller than the critical value, then there are no statistically significant differences in the self-esteem dimension for the obese and non-obese categories in the general self-concept.

As for the perceived physical self-value, we note that the arithmetic mean is 2.88 and 2.38, respectively, with a standard deviation of 1.52 and 1.48 at a significance level of 0.05 and a degree of freedom of 254. We find that the value of the critical T-test is 1.96 and the calculated value is 1.20.

Since the critical t-test value is bigger than the calculated value, there are no statistically significant differences between obese and non-obese people on the dimension of perceived self-worth.

As for the self-concept dimension of physical competence, we note that the arithmetic means are respectively 3.30 and 3.29 under a standard deviation of 1.00 and 0.99 at a significance level of 0.05 and a degree of freedom of 254, where the critical t-test value is 1.96 and the calculated value is 0.27.

Since the critical t-test value is bigger than the calculated value, there are no statistically significant differences in the physical efficiency dimension between obese and non-obese people.

As for the self-concept of physical appearance, we note that the arithmetic mean for obese and non-obese people, respectively, is as follows: 3.78 and 3.11, and a standard deviation, respectively, of 1.10 and 0.99, at a degree of freedom of 254. We find that the value of the critical T-test is 1.96, and the calculated value is 2.73.

Since the critical t-test value is smaller than the calculated value, there are statistically significant differences between obese and non-obese people regarding the self-concept of physical appearance in favor of the non-obese people.

As for the self-concept of physical condition or endurance, we notice that the arithmetic mean, respectively, for obese and non-obese people is as follows: 3.11 and 2.71 under a standard deviation of 1.32 and 1.42 at a degree of freedom of 254. We find that the critical value for the t-test is 1.96 and the calculated value is 1.24.



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Since the critical t-test value is bigger than the calculated value, there are no statistically significant differences between obese and non-obese people regarding the self-concept of physical condition.

As for the self-concept dimension of physical strength, we note that the arithmetic means are respectively 3.07 and 3.82 under a standard deviation of 1.34 and 1.24 at a significance level of 0.05 and a degree of freedom of 254, where the critical T-test value is 1.96 and the calculated value is 0.76.

Since the critical value is bigger than the calculated value, there are no statistically significant differences between obese and non-obese people regarding the self-concept of physical strength.

4.3- The third partial hypothesis: There are statistically significant differences for the obese category between those who practice and non-practice physical activity programs.

4.3.1- Analysis of the results of the third partial hypothesis.

Table 3. represents the level of self-esteem for the obese category, for those who practice and do not practice physical and sporting activities.

Dimensions	Self-esteem	sample	mean	standard deviation	t-test	significance level	Degree of freedom	sig
General self-concept	Practitioners	61	2.55	1.46	2.25	0.05	86	significant
	Non-practitioners	27	2.58	1.30				
Physical self-worth	Practitioners	61	2.26	1.52	2.08	0.05	86	significant
	Non-practitioners	27	2.66	1.41				
Physical competence	Practitioners	61	2.84	1.00	0.91	0.05	86	non-significant
	Non-practitioners	27	2.96	1.04				
physical appearance	Practitioners	61	2.61	1.44	2.18	0.05	86	significant
	Non-practitioners	27	2.87	1.32				
endurance	Practitioners	61	3.56	1.07	2.43	0.05	86	significant
	Non-practitioners	27	3.29	1.15				



physical strength	Practitioners	61	2.46	0.94	0.19	0.05	86	non-significant
	Non-practitioners	27	2.86	1.05				

When reading the table, we notice that the arithmetic mean for these two categories in the general self-concept dimension, respectively, is 2.55 and 2.58, under a standard deviation of 1.46 and 1.30, at a significance level of 0.05 and a degree of freedom of 86, where the critical T-test value is 1.96 and the calculated value is 2.25. Considering that the critical t-test value is smaller than the calculated value, then there are statistically significant differences between obese people who practice and do not practice sports activities in the general self-concept dimension in favor of the practitioners.

As for the perceived physical self-worth, we note that the arithmetic mean for these two categories is 2.26 and 2.66, respectively, under a standard deviation of 1.52 and 1.41, at a significance level of 0.05 and a degree of freedom of 86. also The calculated t-test value is 2.08 and the critical value is 1.96. Since the critical t-test value is smaller than the calculated value, there are statistically significant differences among obese people who practice sports activities and those who do not practice sports activities in the dimension of perceived physical self-worth at a significance level of 0.05 in favor of the practitioners.

As for the self-concept dimension of physical competence, we note that the arithmetic mean for these two categories, respectively, is 2.84 and 2.96 under a standard deviation of 1.00 and 1.04 at a significance level of 0.05 and a degree of freedom of 86, where the calculated t-test value is 0.91 and the critical value is 1.96. Considering the calculated t-test value is smaller than the critical value, then there are no statistically significant differences between practitioners and non-practitioners on the physical competence value dimension.

As for the self-concept dimension of physical appearance, we note that the arithmetic mean for these two categories, respectively, for obese practitioners and non-practitioners of sports activities is 2.61 and 2.87, with a standard deviation of 1.44 and 1.32 at a significance level of 0.05 and a degree of freedom of 86, where the calculated t-test value is 2.18 and the critical value is equal to 1.96 Since the critical t-test value is smaller than the calculated value, there are statistically significant differences among those who practice physical activities and those who do not practice physical activities on the self-concept dimension of physical appearance in favor of the practitioners.



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As for the self-concept of physical condition, we note that the arithmetic mean for these two categories, respectively, of obese people who practice and do not practice sports activities, is 3.56 and 3.29, and a standard deviation of 1.07 and 1.15 at a significance level of 0.05 and a degree of freedom of 86, where the critical T-test value is 1.96 and the calculated value 2.43.

Since the value of the critical (t) test is smaller than the calculated value, there are statistically significant differences among practitioners and non-practitioners of sports activities on the dimension of self-concept of physical condition at the significance level of 0.05 in favor of the practitioners.

Regarding the self-concept dimension of physical strength, we note that the arithmetic mean for obese practitioners and non-practitioners of physical activities is 2.46 and 2.86, respectively, and a standard deviation of 0.94 and 1.05 at a significance level of 0.05 and a degree of freedom of 86. Also, the calculated t-test value is 0.19 and the critical value is 1.96.

Since the critical t-test value is greater than the calculated value, there are no statistically significant differences between practitioners and non-practitioners in the self-dimension of physical strength at a significance level of 0.05.

5. Discussing the study hypotheses:

5.1- Discussing the first partial hypothesis in light of the results:

From Table No. 01, we notice that there is a statistical significance in favor of the practitioners, as the lack of physical activity is one of the most important causes leading to obesity. As many studies have confirmed, practicing physical activities is an effective and important element for controlling weight and preventing obesity, especially in childhood. And adolescence and getting rid of it in the future. Physical activity is the ideal way to increase energy expenditure and reduce the percentage of fat in the body, provided that this activity continues to become a lifestyle, taking into account the basic principles of practicing physical activity. From this, the hypothesis: there are statistically significant differences in Degrees of obesity among those who practice and do not practice physical activity and sports programs can be accepted.

5.2- Discussing the second partial hypothesis in light of the results:

From Table No. (3) we find that there are statistically significant differences between obese and non-obese people within the obesity index in favor of the non-obese in the physical appearance dimension, as the individual's perception of his body affects his overall self-perception, and the physical self-concept that the



individual forms about himself is considered a criterion that governs Through it, it affects itself positively and negatively. The study of Biddle and Goudas 1994 indicated that physical self-esteem participates in overall self-esteem, especially among adolescents, and Bandura 1982 indicated that positive perception of the body leads to positive feelings and also facilitates the building of social relationships. (Moisi & others, 2010, p. 57)

As for the rest of the dimensions, the general self-concept, the perceived self-concept, the concept of physical competence, as well as the concept of physical condition and the concept of physical strength, the results showed that there were no statistically significant differences. This may be due to the peculiarities of the adolescence stage and the psychological and physiological changes it contains, in which the adolescent focuses on his external appearance, and pays less attention to other aspects and does not take advantage of sports practice as he should. Thus, it can be said that there are no statistically significant differences in the level of self-esteem among the group of obese and non-obese students within the obesity index, and therefore the second partial hypothesis is not achieved.

5.3- Discussing the third partial hypothesis in light of the results:

From Table No. (3) we find that practicing sports activity has an effective effect in raising self-esteem, and this is due to what the students confirmed through their answers, where we notice that there is a statistical significance in the dimension of general self-concept and perceived physical self-concept, as well as the self-concept of physical appearance and the self-concept of physical condition, this is due to the age period that is characterized by excessive energy among adolescents, which helps them move a lot and exploit physical activities to discharge these energies and feel satisfied when achieving victory and achieving the goals of sports programs. And this is consistent with the study of Sonstroem (1948), which confirmed that participation in physical activity leads to raising self-esteem or the physical appreciation that the individual feels. The physical value that the individual feels plays the role of mediator between the feeling resulting from practicing physical activities and various psychological dimensions, including general self-concept. (Moisi & others, 2010, p. 57)

We also note that there are no statistically significant differences among students in the following dimensions: (self-concept of physical competence, self-concept of physical strength), Despite what is included in the executive program decided by the Ministry of National Education, the size of physical education and sports classes is small in order to achieve a real impact on the health of adolescents, and



Physical and sports activities programs and their impact on obesity and the level of self-esteem among middle school students.

despite their great benefit, they remain relative to achieving their desired goals. Thus, the third hypothesis can be accepted, which says that there are statistically significant differences for the obese category between those who practice and non-practice physical activity programs.

5.4- Discussing the results of the general hypothesis: After analyzing the results of the study related to middle school students, some hypotheses were proven correct through their answers, which confirmed that physical and sports activity programs have a positive effect in reducing obesity and improving the level of self-esteem among middle school students.

by presenting, analyzing and discussing all the results obtained that fulfilled some partial research hypotheses, the general hypothesis of the research can be accepted, which is that physical and sports activity programs have a positive effect in reducing obesity and improving the level of self-esteem among middle school students.

6. CONCLUSION:

From this study, we extracted several results, and it became clear to us that sports activities are a means to achieving a major goal, which is building an individual with a balanced personality integrated in all physical, psychological, and social aspects by helping the teenage student prevent obesity and the ability to self-esteem. Also, practicing sports activities programs is beneficial in Achieving psychological stability for the individual, satisfying his motivations that help him feel reassured and expressing his personality, and giving him the strength of determination to confront the problem of obesity and its resulting negative effects. Finally, it can be said that physical and sports activity programs have a positive effect in reducing obesity and improving the level of self-esteem among middle school students.



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