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The role of practicing physical education and sports in achieving psychosocial adjustment among middle school students

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Abstract:

The purpose of this study is to determine the degree to which physical education and sports are practiced by intermediate students. The researcher used a descriptive correlational approach based on the scale tool for Zainab Choucair, and from a study community of 667 students, the researcher selected a random sample estimated to be 80 students from the first and third year for two averages belonging to the city of DJendel. The results of our study showed statistically significant differences in the degrees of psychosocial compatibility between students of the first- and third-year average, with the differences largely favoring third-year students. These findings suggest that physical education and sports practice.

Keywords: physical education and sports; psychosocial adjustment; middle school students.

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1. INTRODUCTION

Every aspect of education, including physical and sports education, which is a crucial component of general education, revolves around the students. which fills the adolescent's free time and fosters the development of morality, healthy reliance among citizens, good driving skills, and social integration. It also gives young people who aspire to be athletes the chance to compete for championships in sports and feel good about themselves and others. (Page 11 of Issam Abdulkhalek, 1972).

Exercise through a prescribed amount of physical education and sports has a vital role in a person's life. benefits in terms of the physical, psychological, social, and educational domains, energizing and strengthening the muscles in the former and helping to develop the latter, as well as preventing the psychological nodes that frequently lead to problems and psychiatric disorders in the latter. In terms of the social domain, it provides the person with the chance to interact with others, thereby establishing relationships such as friendship, fellowship, etc.

In terms of pedagogy, they facilitate the learning of new motor skills and information. They also help to spread sportsmanship, which includes moral politeness, personality formation, the display of traits like courage and rigor, cooperation, obedience, and a love of order. (Ayman al-Khuli, 1980, p. 133).

The Algerian State has incorporated it into educational programs at all levels due to its significance. It is now taught in educational institutions as a subject alongside other subjects. Another crucial factor that contributes to an individual's goodness is their psychosocial compatibility, which is regarded as one of the primary areas of great interest in psychosocial studies. An individual's proper compatibility is determined by how well their psychosocial and health needs interact. And this is only possible if the person's life is harmonious with the environment in which he lives. It is also important to acknowledge the role that the school plays in helping the person develop social consensus because it is in this environment that the person interacts with others and forms relationships with them before using them as a learning tool. The family plays a significant role in the socialization process, but adolescence is the most crucial stage of life because it is marked by profound changes in all facets of a person's life. This frequently leads to disputes as he looks for his true place. This is only accomplished if his living situation provides him with some measure of psychosocial fulfillment. Since we were teenagers, we have made an effort to research how physical education and sports instruction contribute to middle school students' development of psychosocial compatibility. The following issues have been brought up:



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What part do sports and physical education play in helping middle school kids develop psychosocial compatibility?

1. General question:

- Are there statistically significant differences between first and third-year pupils' average degree of psychosocial compatibility?

2.1 General premise:

Physical and sports education plays a major role in achieving the psychosocial compatibility of middle-school students.

3.1 Sub-hypotheses:

There are statistically significant differences between first and third-year pupils in the degree of psychological compatibility.

- There are statistically significant differences between first and third-year pupils in the degree of social compatibility.

There are statistically significant differences between first and third-year pupils in the degree of psychosocial compatibility.

2. Objectives of the study:

Our research often focuses on how physical and athletic education is identified in the middle stage and how it influences the level of psychosocial compatibility of middle stage pupils. Our study aims to address the following important topics in addition to the beneficial function that the professor plays in this:

- According to the variable level of school, differences between first- and third-year students are determined as average following psychological compatibility.

- This research is an addition to the remaining body of work in the fields of sports and physical education.

- Emphasize the role that physical education and sports education play in helping students develop their psychological skills.

3. The importance of the study:

Parents and those who are interested in the raising of young people have long been worried about mental health, and this study fell under the scope of social psychology in the educational setting. The ability to raise children well and guarantee their psychological compatibility in all domains is the biggest worry for parents. It is also crucial in emphasizing the role that physical education and sports



instruction have in students' psychosocial development. A few points that illustrate the significance of this research are as follows:

The current study emphasizes the value of physical education and sports-related learning as a way to increase group cohesion and achieve psychological compatibility.

- Draw attention to the sensitivity of age and the necessity of psychological compatibility for overcoming it.

4. Definition of terminology:

4.1 Physical and Sports Education Concept:

West and Butcher defines it as the pedagogical process aimed at improving human performance through a mediator, the physical activities chosen to achieve this.

Charles is defined as part of public education, an experimental field aimed at creating a physically, mentally, emotionally and socially fit citizen, through colors of physical activity for the purpose of achieving tasks as well as: motor, mental, social and fitness skills through physical activity. (Ayman al-Khuli and others, 1998, p. 17).

4.2 Compatibility Definition:

Lazarus "compatibility is a set of psychological processes that help an individual overcome multiple requirements and pressures. (Qadhafi Muhammad Ramadan, 1988, p. 109)

Ahmed Ezzat Rajeh argues that compatibility is an individual's ability to change his behaviour and habit when faced with a new attitude, material problem, social or moral or psychological conflicts, a change appropriate to these new circumstances. (Ahmed Ezzat Rajeh, 1985, p. 578)

Mustafa Fahmi Concordance also defined him as an ongoing dynamic process in which a person aims to change his behaviour to create a more harmonious relationship between himself and his environment, that is, the ability to build satisfactory relationships between one and one's environment. (Mustafa Fahmi, 1979, p. 23)

4.3 Procedural Definition of Compatibility:

is the process of modifying and changing one's behaviour according to the requirements of the environment so that this individual is able to achieve his personal and psychosocial consensus and thus feel satisfied.

4.4 Definition of psychological compatibility:



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Consensus means the individual's self-satisfaction. His life is free of tensions and psychological conflicts, coupled with feelings of guilt, anxiety and inadequacy, so that he can satisfy his motivations satisfactorily and not anger everyone. (Mustafa Fahmi, 1979, p. 34)

The researcher "Hamid Zahran" refers to psychological compatibility as synonymous with personal compatibility, meaning self-happiness and satisfaction, satisfying primary (internal) fungal motives and secondary (external) motivations, and thus expressing internal peace, as well as compatibility incorporates the demands of growth at its various consecutive stages. (Abdussalam Hamid Zahran, 1994, p. 08)

4.5 Definition of social compatibility:

Mahmoud Attiya here knew that social compatibility is the set of different responses that demonstrate an individual's enjoyment and sense of social security. (Hussein Ahmed Hashmeh and Mustafa Hussein Bahi, 2007, p. 55)

In another definition, a person's self-compatibility and compatibility with the surrounding medium are not separated but influenced and influenced by each other. A self-compatible individual is socially compatible and psychologists add: "Self-compatibility is an ability.

The individual to reconcile his or her motives with his or her social roles in conflict with these motives is not an internal conflict. " (Jamal Abu Dlo, 2009, p. 228)

4.6 Definition of psychosocial compatibility:

In spite of its noble characteristics, the process of compatibility will occur only to the extent that the individual achieves integration and overcoming conflicts in the light of society's requirements. "The good of God" that psychosocial compatibility is "the ability of an individual to reconcile his wishes and needs with the requirements of society on the one hand, its manifestations appear in the sense of personal security, his sense of worth, his sense of belonging, liberation, mental health and the absence of anti-social tendencies (Hussein Ahmad Hashmeh, 1990, p. 75)

5. Previous studies:

5.1 First Study:

An investigation by researcher Tuagzit Sahila was published in Challenge Journal volume 15. The study, which was conducted using a descriptive curriculum based on a questionnaire tool and targeted 80 randomly selected students at the Baraki municipal level, was entitled 15 No. 01 of 2023, The Impact of Mini-Games



on Social Compatibility during the Physical and Sports Education Class for Middle School Students. The study's goal was to show how mini-games can improve middle-level students' social moral aspects. The findings of the study indicated that there are statistically significant differences between small games and the social compatibility of middle-level students.

5.2 Second Study:

A study published in an article in the Challenge Journal volume by researcher Fernan Majid and colleagues. 14 No. 02 of 2022, "Sports Activity and Psychosomatic Symptoms in Adults," sought to highlight how engaging in sports can help identify the most significant psychological symptoms. The researcher used the interview tool in the case study curriculum and purposefully chose a sample of women who regularly go to gyms in the state of Patna.

The research findings indicate a robust correlation between engaging in sports and enhancing an individual's physical and mental well-being condition.

5.3 Third study:

A study by researcher Bard Abdullahi used a sample of 120 students who were practicing and those who were not in order to determine the contribution that physical education and sports instruction made to the development of certain psychological qualities in secondary students. The Psychological Skills Scale was utilized by the researcher, who adhered to the analytical descriptive curriculum.

The most significant findings showed statistical differences in all psychological removals but mental perception between physical education and sports practitioners and non-practitioners.

5.4 Fourth Study:

The goal of a 2017 study by researcher Drave Abdelnor was to determine how much middle school students' semi-sports games influenced the growth of certain psychological skills. The prescriptive curriculum was followed, and a sample of 94 practicing and non-practicing students were included in the study. The research tool utilized in the study was a questionnaire created by John BenBen and Christopher Shambrock in 1996. The most significant finding of the study was that semi-sports helped students develop certain psychological skills.

5.5 The fourth study:

Faruhah Ibrahim and Hasa Ibrahim. In order to highlight the impact of structured civic education activities on the moral development and social compatibility of first-stage primary students, a study conducted in 2014 with 60 elementary students served as a sample. The analytical descriptive curriculum was



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adhered to, and the measurement tool was employed. The study's most significant finding was that physical education programs included in the physical and sports education quota considerably improved psychological compatibility.

6. Exploratory Study:

In order to determine the validity and stability of the scale and to calculate the scientific coefficients of the scale, we distributed the scale to a sample of the participants in the exploratory study, numbering 20 students. This allowed us to determine the clarity of the scale's statements and their appropriateness, allowing the student to respond without needing an explanation.

7. Research Methodology:

Ammar Bouhoush and Mohammed Thneibat say that the method is the method adopted by the researcher in a study of the problem to discover the truth (Hamdan Muhammad Ziada, 1999, p. 07).

The descriptive correlational approach is the most appropriate method for our study because we are describing the phenomenon of how much physical education and sports practice affects middle school students' psychosocial compatibility while also illuminating the causes of it and its most significant effects. This method aims to gather information about the phenomenon under study or a specific scenario in order to analyze and interpret the data to determine its significance.

8. Research Community:

The community of our research includes the first- and third-year students of the middle school of May 8, 1945 and the middle school of Fadhila Saadane, whose total number is (667) students from the city of djendel.

8.1 Research sample:

The research sample also included 12% of the research population, so we obtained a sample of 80 students divided into 40 students from the first year and 40 students from the third year for both intermediates.

9. Fields of study:

9.1 Temporal domain:

The applied side lasted roughly two months, from the beginning of March until the end of May. During this time, the scientific material was brought to bear and results were processed using the proper statistical techniques. The theoretical side began in early February 2018 and ended in late March.

9.2 Spatial domain:



The current study was carried out in the city of djendal in the wilaya of Ain Defla, and this is at the level of the average municipality of djendal

10. Search Tool:

10.1 Psychosocial Adjustment Scale:

The Egyptian researcher "Rasha Abdel Rahman Mahmoud Wali" (2007) created the psychological and social compatibility scale, which has 76 phrases that represent 12 dimensions. Each phrase is given a binary estimation scale that gradually represents the degree: yes = one degree, and no = zero. One response is chosen for each phrase, and negative statements on the scale are corrected in the opposite direction. Ultimately, the scale's total score is calculated.

Table 1. Represents the distribution and direction of phrases in each dimension

number	Dimensions	Ferry numbers	
		Positive	negative
Psychological adjustment			
01	Interpersonal skills	08	2,3,6,7,17
02	A sense of self-worth	05	9,12,13,75
03	Self-reliance	04	15,55,73
04	Liberation from inclination to solitary	05	1,18,19,21,22
05	Health status	07	30
06	Emotional state	06	31
Social compatibility			
01	Tact in dealing with others	05	36,39,40,49,59
02	Community compliance	09	24,41,42,43,44,45,47,6,1,67
03	Driving capability	06	4,50,51,53,54,76
04	Relationships in the family	06	37,56,57,58,60



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05	Relations at school	09	38,46,57,58 ,60,	68
06	Relationships in the surrounding environment	06	20,25,48,71 ,72,	16
Total		76	52	24

Source: Rasha Abdel Rahman Mohamed Wali in 2007

11. Authenticity and stability of the scale:

11.1 Authenticity of the arbitrators:

When the scale was first administered to professors at the Institute of Sciences and Techniques of Physical and Sports Activities in Khamis Miliana, they were asked to provide their opinions on the following topics, and the researcher utilized the arbitrators' honesty to gauge the scale's sincerity:

- Assess the suggested phrases' suitability for the scale in question and the context in which they are to be used.
 - The first and third-year students' average B on the psychosocial compatibility scale (yes = 1, no = 0 in positive statements, and yes = 0, no = 1 in negative ones) needs to be corrected.
 - Share any further thoughts or recommendations you may have regarding the scale, and modify it to fit the needs of the setting in which it will be used.
- High percentages of agreement were found among professors who approved of the scale's accepted claims, indicating the validity of the instrument.

11.2 Scale stability:

We computed the correlation coefficients between the odd and even statements of the psychosocial compatibility scale where in the language of the scale's total score (0.98), and we employed the half-segmentation method to determine the value of the scale stability coefficient where the scale was applied to the sample.

12. Statistical methods and techniques used in research:

- Test: T. Test.
- Arithmetic mean.
- Standard deviation.
- Spearman Brunn Liaison Lab
- Statistical processor SPSS



13 Presentation, analysis and discussion of the results of the first hypothesis:

Hypothesis text:

- There are statistically significant differences between first-year and third-year students average in the degree of psychological compatibility.

Presentation of the results of the psychological dimension:

Table 2: Statistical indication of differences between first- and third-year pupils' degree of psychological compatibility

sample	arithmetical mean	standard deviation	Calculated T value	Table T value	degree of freedom	Statistical indication at 0.05	
first year	40	23.67	7.278	11.598	1.960	78	D. Statistically
third year	40	31.27	3.217				

Source: Prepared by the researcher based on SPSS results

14 Analysis and discussion of the table:

Based on the previous data, it is evident that the calculated value of (T) is greater than the tabular value of (T) in various social dimensions. Accordingly, we conclude that the differences obtained between the averages of raw grades between first-year average students and third-year average students are statistically significant in the positive direction of third-year average students. Table No. 03 clearly shows that there are significant differences between the average scores of the group of first-year students average and a group of third-year students average in the social dimension. Here, the value of (T) calculated = 8.345 is greater than (T) tabular estimated at = 1.960 at the degree of freedom 78 and at the level of significance 0.05.

14.1 Discussion of the results in light of hypothesis:

Through the results obtained, which came to the effect that the students of the third year are the most compatible of the students of the first year average and it is clear to us that the students of the third year have a great ability to interact positively with the surrounding family, society and environment, and they are characterized by self-control and their appreciation of responsibility, in addition to that they are characterized by the effectiveness of the social and psychological response and fit



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behavior matters with what happens in the sense of happiness in the soul and satisfaction with it, and satisfy the motives and needs The primary, innate and secondary interior, which indicates the existence of statistically significant differences in the degree of social compatibility in favor of third-year students average, as the study of the researcher Ibrahim Bahisa agreed with our study, where the most important results of his research resulted in the activities of physical education programmed in the share of physical education and sports contribute significantly to achieving psychosocial compatibility. It is possible to conclude that the second sub-hypothesis is true from this.

15. Presentation, analysis and discussion of the results of the third hypothesis: Hypothesis text:

- There are statistically significant differences between first-year and third-year students, average in the degree of psychosocial adjustment.

Presentation of the results of the psychosocial dimension:

Table 3: Statistical indication of differences between first- and third-year pupils' social dimension

Source: Prepared by the researcher based on SPSS results

sample		arithmetic mean	standard deviation	Calculated T value	Table T value	degree of freedom	Statistical indication at 0.05
first year	40	31.73	6.208	8.345	1.960	78	<i>D. Statistically</i>
third year	40	38.21	3.61				

15.1 Table Analysis and Discussion:

It is clear to us through the results obtained that Table No. 03 indicates that there are significant differences between the average scores of the group of first-year students average and a group of third-year students average in the social dimension, where the value of (T) calculated = 8.345 is greater than (T) tabular estimated at = 1.960 at the degree of freedom 78 and at the level of significance 0.05 In the light of the previous data, it can be said that the calculated value of (T) is greater than the tabular value of (T) in various social dimensions, we conclude that the differences Obtained between the averages of raw grades statistically



significant between first-year average students and third-year average students in the positive direction of third-year average students, and therefore it can be said that the second sub-hypothesis is realized.

15.2 Discussion of the results in light of hypothesis:

Through the results obtained, which came to the effect that the students of the third year are the most compatible of the students of the first year average and it is clear to us that the students of the third year have a great ability to interact positively with the surrounding family, society and environment, and they are characterized by self-control and their appreciation of responsibility, in addition to that they are characterized by the effectiveness of the social and psychological response and fit behavior matters with what happens in the sense of happiness in the soul and satisfaction with it, and satisfy the motives and needs The primary, innate and secondary interior, which indicates the existence of statistically significant differences in the degree of social compatibility in favor of third-year students average, as the study of the researcher Ibrahim Bahisa agreed with our study, where the most important results of his research resulted in the activities of physical education programmed in the share of physical education and sports contribute significantly to achieving psychosocial compatibility. From this it can be said that the second sub-hypothesis is realized.

16. Presentation, analysis and discussion of the results of the third hypothesis:

Hypothesis text:

- There are statistically significant differences between first-year and third-year students, average in the degree of psychosocial adjustment.

Presentation of the results of the psychosocial dimension:

Table 4: Statistical indication of differences between first and third-year pupils of psychosocial dimension

	sample	arithmeti c mean	standar d deviatio n	Calculate d T value	TableT value	degree of freedo m	<i>Statistical indication 0.05</i>	<i>at</i>
first year	40	55.4	13.486	13.24	1.960	78	<i>D.Statistically</i>	
third year	40	69.48	6.827					

Source: Prepared by the researcher based on SPSS results



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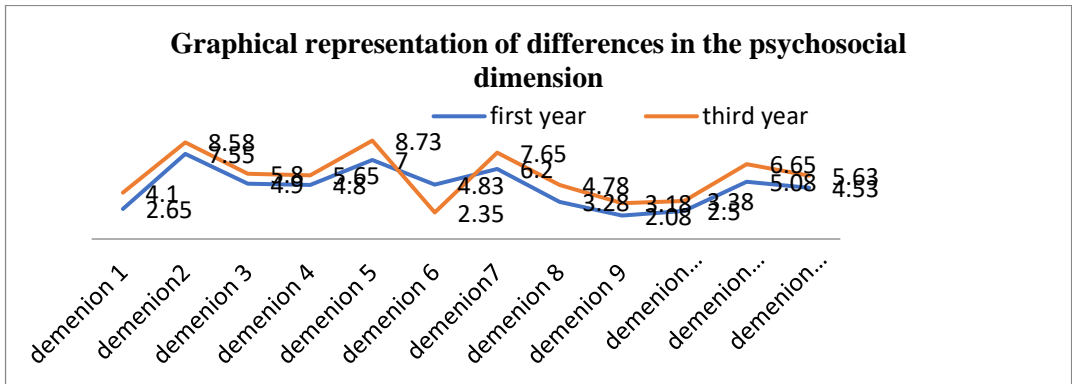


Figure n° 1: Represents the differences between pupils in the degree of social compatibility

16.1 Analysis and discussion of the table:

It is clear to us through the results obtained that Table (02) indicates that there are significant differences between the average scores of the group of first-year students average and a group of students of the third year average in the psychosocial dimension, where the value of (T) calculated = 13.24 greater than (T) grandfather and guardian estimated at = 1.960 at the degree of freedom 78 and at the level of significance 0.05, in the light of the previous data can be said that the value of (T) calculated is greater than the value of (T) grandfather guardian in various psychological dimensions and social, and therefore we conclude that the differences between the average total score raw for the scale of psychological and social compatibility statistically significant between students of the first year and the third year, and it is clear from the table that the average students of the third year is greater than the average of students of the first year average in the degree of compatibility, which indicates that they are more able to satisfy their needs and meet their biological and social demands, which leads to reducing stress and achieving balance and harmony with the surrounding environment in line with social standards and social change and the establishment of successful relationships With others and commitment to the ethics of society, and they are more receptive to criticism and participation in social activity, which leads to the achievement of social health and gives them opportunities for personal growth, which researchers define as the ability of the individual to harmonize with himself and the surrounding environment and feel happy and set goals and sound philosophy of life and seeks



to achieve them, as the practice of physical education and sports activity works to achieve psychosocial compatibility, and thus build a balanced and integrated personality in all respects, and obtain good psychological and social compatibility.

16.2 Discussion of the results in light of the hypothesis:

Through the results obtained, which came that the students of the third year average are the most psychologically and socially compatible than the students of the first year average, which was shown by the values of the differences in the average grades raw for psychosocial compatibility for students of the first year and the third year average, and with reference to previous studies represented in a study by researcher Tawaghzet Suhaila, which was under the title *The impact of mini-games in achieving social compatibility during the physical education and sports class for students of the intermediate stage*, where its results concluded that the games *The mini* has a role in improving the social moral aspect of middle school students, and the study of "*Rasha Abdel Rahman Mohamed Wali*" entitled *The extent to which the practice of physical education and sports reflects on the degree of psychosocial compatibility among middle school students*, whose results also concluded that there are differences between students of the third year of intermediate and students of the first year of intermediate in both the psychological dimension and the social dimension and the psychosocial dimension, and therefore the practice of physical education and sports plays a role in achieving psychosocial compatibility through the formation of Attitudes and behaviors facing new situations, a sense of psychosocial security, achieving happiness with others, adhering to the ethics of society, keeping pace with social standards, complying with the rules of social control, accepting change and proper social interaction, and thus reaching psychological and social health and finally achieving a state of harmony and balance in the relationship of the adolescent student with his friends, family members, local environment and community, which leads to satisfying his needs while accepting the demands and obligations imposed on him and the standards and values that satisfy him, thus establishing A harmonious relationship with the environment in which he lives, as the practice of physical education and sports is important in achieving psychosocial compatibility for middle school students and psychosocial compatibility increases according to the academic level, i.e. third-year average students are the most compatible of first-year students, and from it lies the saying that the research hypothesis has been achieved.

CONCLUSION



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Psychosocial compatibility is one of the most significant topics that have taken up a lot of space in mental health and psychology. Researchers and experts have given this topic a lot of attention, and the significance of studying it is increased by the fact that the sample we looked at, school-aged adolescents, is one in which compatibility processes occur continuously throughout life.

In order to satisfy his needs and desires, the adolescent makes every effort to respond in a balanced and adaptive way to others. A student who successfully achieves psychosocial compatibility has psychological and social health that demonstrates stability in a variety of family, work, and educational settings.

In order for students to achieve a high level of compatibility, those responsible for raising adolescents must work to transform their motivation to learn from just latent energy to a willingness and a continuous desire to give and think within a psychological environment that encourages study. The school continues to be the medium in which students grow outside of the family and where they spend a significant portion of their lives. This is because the educational message of the school aims at something more comprehensive and broader than just education and the acquisition of knowledge, but rather to form the personality of the adolescent and tend to his psychological and social development.

Our study only attempts to shed light on the role that physical education and sports participation play in helping middle school students achieve psychosocial compatibility. It is important to note that there are other aspects of learning that need to be researched, as well. A psychologically compatible student is one who is highly motivated to learn and has a high level of psychosocial compatibility. Appropriate conditions must be provided to ensure proper compatibility, which is based on how well the student satisfies his psychological needs and demands in order to reach his goals. As a result, learning and the psychological facets of personality continue to be intimately related.

Lastly, we believe that this study will even slightly improve the knowledge of students with experience in psychology and in relation to the topic of psychosocial adjustment, providing a foundation for future research.

Suggestions:

- The need to teach education and include it at all levels.
- Educating teachers of education on the subject of psychological and social adjustment so that they can deal with the student, who is considered a teenager who is considered a child with high energy, a blank page and unlimited possibilities.



- Make sure to study this type of topics and delve deeper into it.
- Giving greater importance to physical education and educating parents about it.
- Try to include this important material in the primary stage so that the child is raised healthy since his early inception because psychological and social compatibility is very important for that stage as we concluded in our research that the more the student practices physical education and sports increases psychosocial compatibility with the increase in his academic level.
- The need to conduct studies that include the variables studied and their impact on other levels.
- The need to conduct other studies in stages other than intermediate education.
- Benefiting from the media to increase the awareness of society and its awareness of the value of physical education and sports in providing the individual with psychosocial compatibility.
- Open the way to study our variable, which is represented by the level in other characteristics such as age or sex, for example.

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