
Physical education and sports and their relationship to psychological anxiety among students in the secondary stage, the state of Annaba as a model

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Abstract:

We dealt with a topic entitled: Physical education and sports and its relationship to psychological anxiety in an important stage of the student's life, which is the secondary stage, which would increase the severity of general anxiety in adolescents, and the general goal is the importance that physical education and sports provide in reducing their psychological anxiety, and the descriptive approach was used using the questionnaire tool, as it represented the original community withdrawn from the sample and the community of our research was the students of the baccalaureate, estimated at 1175 students. Taken from high schools in the state of Annaba, the sample was also randomly selected because it gives equal opportunities to all members of society, at the level of secondary schools of the municipality of Hajjar, Annaba state, and the number of forms distributed reached 336, but only 308 forms were accepted, because the rest 13 forms were canceled and 15 did not get them, it was found from the analysis of the results obtained in this study that physical education and sports have an impact on reducing the percentage of psychological anxiety among baccalaureate students during the class and outside its times, so it must be known that the physical education share Mathematics has a role in alleviating psychological anxiety among baccalaureate students.

Keywords: Physical education and sports, psychological anxiety, adolescence, secondary stage.

Introduction:

Physical education and sports in our time has become the basis of integrated growth by preparing the healthy and effective individual in his surroundings and society, and for that its goals and programs have become one of the basic elements on which modern developed societies are built, but we find many people understand education, physical and sports wrongly, especially in our Algerian society, some see it as just exercises and others saw it as competitions. Worse still, we find those who see it as a waste of time. It has become the duty of researchers to clarify the exact concept of it and highlight the benefits it provides to students in all its aspects, but what we note is that most of the efforts have been devoted to knowing the impact of physical education sports on the physical aspects of the student as one of the first goals and has not been paid sufficient attention to the positive effects of the latter on the psychological aspects of the student despite the existence of studies that prove that

sports practice positive psychological effects on the individual and accordingly, the intensification of efforts and harnessing energies to research in such areas has become the duty of both researchers and scholars in this field, and we wanted in this study to focus the manifestation of emotionality, which is anxiety, which is a dangerous and rooted phenomenon, especially in our society today, the latter can prevent between the individual from being happy and makes him that troubled individual tense anxiety and may have exceeded that to become exhausted body complains of many difficulties and psychological crises, and for this has been called the term silent killer, but anxiety is more acute when it is synchronized with adolescence accompanied by transformations that will create the appropriate atmosphere for him and through what we mentioned we will address physical education and sports as a strategy to alleviate anxiety Our interest to do this study entitled "Physical education and sports and its relationship to psychological anxiety among secondary school students" The researcher shows through the introduction the general scientific framework of the topic he addresses, then the special scientific framework that focuses on it, poses the problem, formulates hypotheses, research methodology, objectives and results.

Problem statement:

The secondary education stage is the important stage of the education ladder, as it is preceded by the basic education stage, followed by higher education, where the transition to it is the conditions for completing the basic education stage, as well as the completion of the secondary education stage is a condition for pursuing higher education, and this is after success in the baccalaureate exam, where the latter is conducted in one annual session, the date of which is determined by the Minister of Education, and the date of termination of registration is also determined. As for the subjects The exam contains written exams identical to the official programs taught in the final sections, but passing this exam requires psychological preparation and avoiding the psychological pressure imposed on the student by the family and professors, which may constitute psychological anxiety hindering his performance in the exam and this may cause a state of lack of self-confidence and the study of Gizzi and Traci J (2001) "Predicting Risk-Taking Behavior in Adolescents: The Effect of Future Orientation, School logging and School Attachment" The study examined the impact of school in predicting the behavior of adolescent secondary school students in terms of the apparent risk in their behaviors (absence from school without permission, sexual behaviors) and by measuring the three study variables (the effect of orientation towards the future, study absorption and attachment to School) found that they are latent predictors of the behavior of adolescents and they are behind the behavior of adolescence they have, and from here appears the interest of the study to move towards the future as a variable through which to predict the behavior, as it is since ancient art and science, has its origins, principles and objectives through which the process of education and gaining motor skills is enhanced, and has become in our time the basis of integrated growth by preparing the healthy individual effective in his surroundings and society, For this reason, its objectives and programs have become one of the basic factors and elements on which modern and developed societies are based, and it has become the duty of researchers to clarify the exact concept of it and highlight the benefits it provides to students in all its aspects, but what we notice is that most of the efforts have been devoted to knowing the impact of physical education and sports on the physical aspects of the student as one of its first goals and has not been clarified Sufficient attention to the positive effects provided by the latter on the psychological aspects of the student, despite the existence of studies that prove that sports practice has positive psychological effects on the individual, and accordingly, intensifying efforts and harnessing the energies of research in such areas has become the duty of all researchers and scholars in this field, and perhaps this is what We paid

to address in this study the manifestation of emotional manifestations that almost dominate the student's psyche, which is psychological anxiety, which is a dangerous and rooted phenomenon, especially among students who are about to take the baccalaureate exam, and psychological anxiety is more acute when it is synchronized with adolescence accompanied by several physical and emotional transformations that will create the appropriate atmosphere for him, and there is no doubt that thinking and anxiety From the future of things that have become preoccupied or thought of the adolescent, and the adolescent today and we mean baccalaureate students are concerned with the future and think greatly about the future and fear the future and what it holds for them, has indicated the study of Ibrahim Shawky Abdel Hamid (2002) that the problems related to the future as perceived by young people reflect their attitudes towards the future and their expectations for him. Their expectations for the personal future are positively correlated with self-esteem, as well as negatively related to their tensions. What adds to the importance of studying young people's perceptions of their personal future is linked to both motivation for study and the level of achievement, we cannot ignore the positive psychological effects that accrue to the individual as a result of practicing various sports activities, the impact of sports practice on the emotional life of the individual penetrates to the deepest levels of behavior, in addition to the health benefits that the individual reaps, sport provides him with opportunities for fun and joy, and the prevailing climate is the climate Fun and fun prevail as a person relieves anxiety and pressure, and this is proven by previous studies such as the study of Ogilvy Witko, which proved the positive psychological effects of sports and a decrease in the level of general anxiety⁽¹⁾. and if playing and practicing sports are two of the best ways to alleviate psychological anxiety, how can we overlook the role of physical education and sports Which exceeded the limits of the body to include the horizons of thought, perception, feelings, sensations, emotions, motives, tendencies, needs and desires, and generally included all aspects of personality and thus went beyond the scope of bones and muscles to comprehensiveness, which took its modern concept from the theories of psychology and has now become one of the latest educational methods because through physical activity it brings together the body and the soul as a single unit⁽²⁾ This is why Algeria has recently paid a lot of attention to it when it issued several orders related to the organization and development of physical education and sports, including Order N° 09-95 of 25/02/1995, which explains the following: "Physical education and sports education is a subject included in the programs and examinations of education and training"⁽³⁾ as Kubiš Kikuzlik considered it part of general education aimed at forming the citizen mentally, emotionally and socially, through several types of physical activity chosen to achieve the goal⁽⁴⁾ Perhaps we benefit from this comprehensive definition of physical education and sports, as well as studies of those looking for play and sports practice as the two basic components and vital elements of physical education and sports to stand on an important point, which is the positive psychological effects, as how to play and practice sports this role in alleviating psychological anxiety, and we find physical education and sports, which is the source of games and the summit of codified sports practice, suffers from a lack of studies in this aspect, despite all this evidence that justifies these psychological values for them, and from During the above we ask the following question:

- Is there a relationship between physical education and sports with psychological anxiety among secondary school students?

Sub-questions:

1. Do students feel psychological anxiety before practicing physical education and sports?
2. Is there a difference in the degree of psychological anxiety between group and individual games among students?

General hypothesis:

-There is a relationship of physical education and sports with psychological anxiety among secondary school students

Partial hypotheses:

1. There is a relationship between physical education and sports to combat psychological anxiety before practice among secondary school students.

2. Group games have a relationship in reducing psychological anxiety among secondary school students compared to individual games.

Research Objectives: Deals with the subject of psychological anxiety in an important stage of the student's life, which is the secondary stage, which would increase the severity of general anxiety in adolescents, this stage is accompanied by psychological and physiological changes, but the thing that attracted our attention is the important relationship provided by sport in order to reduce their psychological anxiety, in addition to the physical and physical benefits provided through its various diverse activities that help them improve and develop fitness. Physical It greatly supports the psychological aspects of the adolescent, and it has become necessary for students to know the positive psychological effects provided by physical education and sports in addition to physical effects and this will not be done until the awareness of teachers as well as parents of the general and comprehensive goals of physical education is complete, and it is noted at this point that the attention of researchers did not focus only on the physical aspects and did not give enough to the importance of physical education and sports from the psychological aspects, despite the diversity of many theoretical as well as applied approaches Through which they tried to highlight these benefits. It is not possible to educate any individual, as we mentioned, unless research and studies are within his reach, and we want to show the relationship of physical education and sports with psychological anxiety among secondary school students.

Procedural concepts:

Physical and sports education: It is an integral part of public education, aimed at forming the citizen physically, mentally, emotionally and socially through several types of physical activity selected to achieve the goal.

Psychological anxiety: Fear, stress or anxiety that is characterized by fear, horror or instability and is often unknown to one, and may include a constant fear of future events or emotional behavior with them towards any choice or decision

Secondary education: It is the stage that follows the basic stage and extends until the eighteenth year usually (from 15 to 18), where the framing at this stage moves from the basic means of learning, expression and understanding, i.e. language and arithmetic, and the use of these means in studying various aspects of thought and life and the search for knowledge, and acquiring it, in addition to acquiring concepts, intellectual skills, attitudes and social, material and intellectual ideals⁽⁵⁾

Adolescence: Adolescence is the period in which the adolescent breaks the cocoon of childhood to go out to the outside world and begin to deal with it, and integrate into it, and this period is accompanied by several physical and psychological transformations, as it is considered a revolution on all parts of the body.

Previous and related studies:

First study:

It was carried out by students "Ben Delmi Rahma, Amraoui Khoula, Ghanay Fatima, Hamidi Najwa" in the academic year (2009, 2008) at the University of Constantine.

Entitled:

The role of physical education and sports in reducing mental disorders among students of the fourth average, a field study of some secondary schools in Oum El Bouaghi.) Where the hypothesis of the study (physical education and sports play a positive role to reduce the psychological pressure of secondary school students) and the results were as follows:

Physical education and sports have a role in reducing psychological stress, such as anxiety, during physical education and sports class.

Second study:

It was carried out by students "Ben Delmi Rahma, Amraoui Khoula, Ghanay Fatima, Hamidi Najwa" in the academic year (2009, 2008) at the University of Constantine.

it was completed by students Rabhi Said and Bouguerra Suleiman, University of Biskra, 2009-2010 entitled "The course of the physical education and sports class in alleviating psychological stress among middle school students, and the hypotheses of the study were somewhat similar to our hypotheses, where the general hypothesis of this study is as follows: The physical education and sports class plays an effective role in relieving psychological stress among adolescents from 12 years to 15 years.

The partial hypotheses were: the high degree of psychological stress before practicing physical education and sports class among students, as well as the hypothesis: group games have a greater role in alleviating psychological stress among middle school students.

Third study: 2004

The importance of psychological preparation in reducing and alleviating anxiety in women

Psychological preparation is important for the development of psychological processes of adolescent pupils, such as sensory perception and attention processes, motor perception, remembering and the ability to respond to motor, in addition to stabilizing the psychological state of the pupil (thinking, emotion, will.) So it is here that the role of the educator lies in possessing experience and knowledge in the field of psychological preparation, familiarizing him with all psychological topics and mastering their foundations, to study and limit the personality of the adolescent, from the side of growth Mental and special psychological states, psychosocial states, and therefore psychological preparation proceeds from information that can be acquired through the evaluation and observation of the personality of adolescent pupils from all psychological aspects. Psychological preparation cannot be considered as a work for a specific circumstance related to the preparation of a physical education and sports lesson for the good conduct of classes as can be imagined by many educators and professors, but it is a preparation that forms a future base that brings its results after a long period of educational work and psychotherapy together, through which it allows providing psychological possibilities for the adolescent, and his ability to overcome and control his behavior and in some psychological cases, especially in difficult stages and Leading from his life, reaching this level allows to achieve outstanding results in the sports field. So the psychological preparation of the adolescent pupil before the beginning of any lesson and during it makes him adapt himself through the formation and mastery of important personal qualities in practice, and among these important moral qualities we find: the spirit of wrestling, self-

confidence and calm, if these qualities are completed when the adolescent can often reach psychological comfort. The importance of the link between these qualities is evident during the practice of sports activities, for example, the use of the spirit of wrestling without nerve control and self-confidence leads to a kind of aggression and unsportsmanlike and immoral behavior and in the end the interest in the psychological preparation of the adolescent pupil helps to understand his psychological problems and the ability to solve or reduce them, through multiple sports activities, and psychological preparation needs to aspire and be able to. Knowing how to work and deal with this category, the guidance in this case is towards educational work and the formation of a fixed personality. The role of sports activities in reducing the severity of anxiety in adolescents: The continuous and regular practice of sports activities has an effective impact on the adolescent, because there is compatibility between the physical and psychological sides, and the human being is seen as a psychological unit and on this basis, psychologists advise practicing sports activities, and inserting them into educational institutions because they activate the body, calm the soul and reduce the severity of anxiety and get the individual out of his isolation and gain self-confidence, it is a tool of personality building tools, And always looking to find the psychological balance of the individual or adolescent, and it discipline in the practice of sports activities and this is very important in getting him out of psychological suffering. Muhammad Saeed Azmi: Methods of developing and implementing a physical education lesson Al-Wafa

Fourth study:

The role of play as a way to reduce the intensity of anxiety in the adolescent:

The approach to the individual to try to identify him requires the presence of a means and perhaps the most privileged and used are games, the psychologically disturbed individual who has suffered failures at the level of relations between him and his community is afraid to fail again in his experience with other people, and so every intervention and assistance requires the establishment of a relationship that is at first glance starting from the means, play and activity that possesses this definite trait where there is a reassuring element of this behavior, which is the other with its value and attractive effect evaluates the first indirect relationship, the psychologist seizes this feature emanating from the nature of the young individual and proceeds from satisfying its needs equally. We also take into account the playing environment in alleviation or psychotherapy, it is varied that gives the individual an opportunity for family situations for various aspects of frustrations, it helps to control anxiety and express worrying conflicts, whose meanings are different according to Cernov Victor - the psychological achievement of the boy

Mohamed Khalifa Barakat: Psychotherapy and Mental Health Clinics, 1979

Exploratory study:

Collecting information, reviewing previous research and notes related to the subject of research, and contacting specialists in this field in order to provide sufficient data and familiarity with the subject in all respects so that we can form a comprehensive and complete idea and thus prepares the theoretical framework for this topic. Before distributing the questionnaires related to the research, we conducted an **exploratory study** on the sample in order to see the field practice in high schools and contact some students in order to collect the largest number of Possible information through which to address the problem posed, and try

to get to know more about the field study community by identifying their study times and locations.

Research methodology: We used the descriptive approach is an investigation that pours into a phenomenon as it exists in the present with the intention of diagnosing it and revealing its aspects and determining the relationships between its elements.

Based on the above, we adopted the descriptive survey approach to study the relationship between physical education and sports in and psychological anxiety among students.

Research Areas:

Time Range:

Between 18/02/2019 to 25/10/2019

Spatial field: Annaba province "Highly Perfect Rashachi Mohamed High School, Mohamed Bouazdia High School, Cloufi Mohamed High School"

Statistical tools used in the research: After the application stage and then unpacking the data by the tool used (questionnaire) in the tables for the purpose of analyzing and processing them statistically through a set of operations, in order to find the following statistical analysis:

- Frequencies and percentages to describe the different answers of the sample items, and also to describe the data and give an idea of the size of the differences between the different answers to the questions of the students.

We relied on extracting the percentage using the method (triple rule) as follows:

$$100 * R / Q = P$$

P: Percentage.

Q: the number of sample members.

R: Number of repetitions.

Study population: estimated at 1175 students taken from the aforementioned high schools.

Research sample and how to select it:

The sample was randomly selected because it gives equal opportunities to all members of the community.

The research community consists of students who are about to obtain the baccalaureate degree who are at the level of high schools in the municipality of Hajjar, Annaba province, and the number of forms distributed reached 336, but unfortunately, only 308 forms were accepted, because the rest of 13 forms were canceled and 15 did not get them.

Study Tools: A questionnaire.

Questionnaire: In this research, we have used the questionnaire technique as the most successful way to verify the problem that we have posed, and this is because it is a set of questions linked in a systematic way, to make it easier for us to collect the information to be obtained based on the previous hypotheses, and it is also a way to collect information directly from its original source

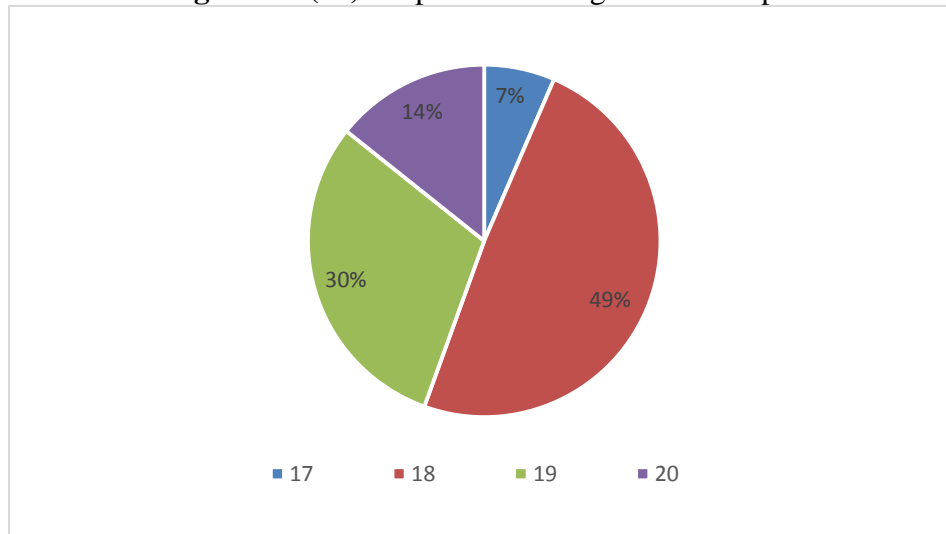
Search variables

Age:

Table N° (01): Represents the age of the sample

Age	17	18	19	20	Total
Number of repetitions	20	151	93	44	308
Percentage	06.49 %	49.02 %	30.19 %	14.28 %	100 %

Figure N° (01): Represents the age of the sample



Analysis: From the results obtained in the table, it is clear that the ages of the students are different. Therefore, 49.02% is the oldest for the age of 18 years, while the second age is estimated at 30.19% for the age of 19 years, while the third age is 14.28%, which represents the age of 20 years, and the fourth age is 6.49%, which is for the age of 17 years.

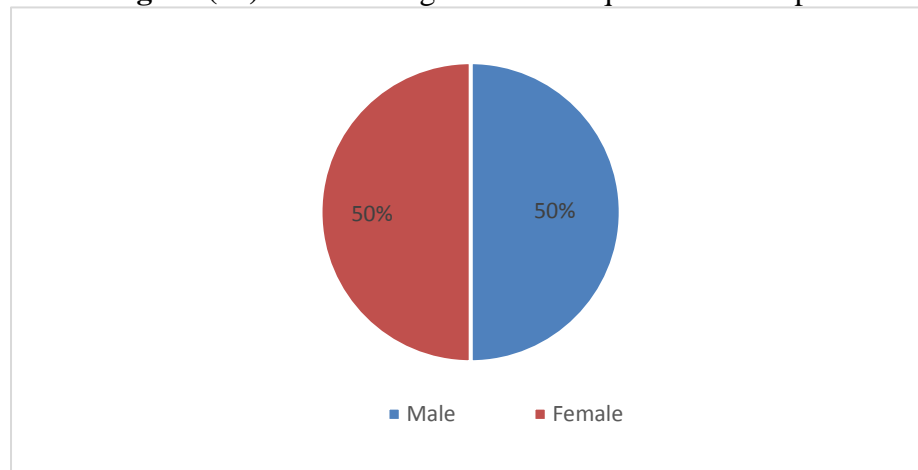
Conclusion: Through our observation of the table, we conclude that the age of the sample inside secondary schools is 18 years, which is a large percentage estimated at 49.02%, which is the largest category in secondary schools

Gender:

Table N° (02): Shows the gender of the questioned sample

Gender	Number of repetitions	Percentage
Male	154	50 %
Female	154	50 %
Total	308	100 %

Figure (02): Shows the gender of the questioned sample



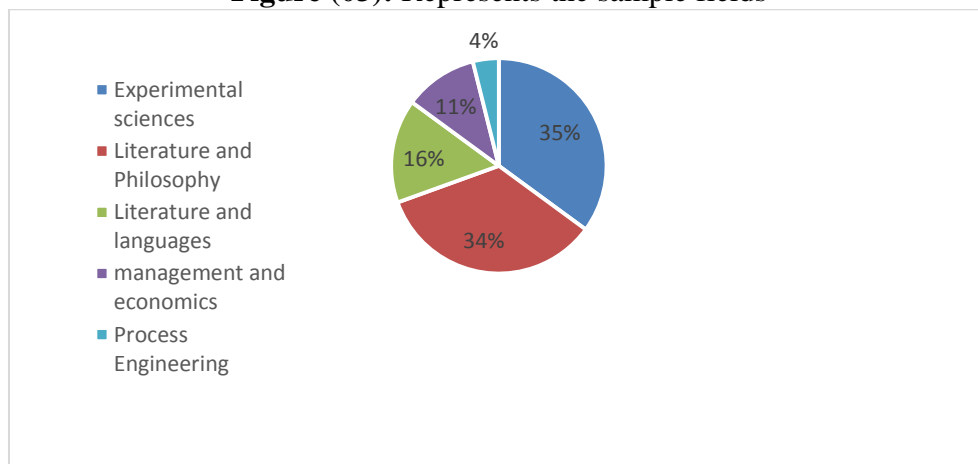
Analysis: Through our reading of the table, we find that the sample taken to study the research is equal between the genders, 50% males, and 50% females, equivalent to 154 male and female students from high schools.

Field

Table N° (03): Represents the sample fields

field	Experimental Sciences	Literature and philosophy	Literature and languages	Management and economy	Process Engineering	Total
Number of repetitions	108	106	48	34	12	308
Percentage	35.06 %	34.41 %	15.58 %	11.03 %	3.89 %	100 %

Figure (03): Represents the sample fields



-Analysis: From the table it is clear that the selected fields in the sample are of different proportions.

35.6% is the largest for the field of Experimental Sciences, while the field of Arts and Philosophy is estimated at 34.41%, while the field of Literature and Foreign Languages is estimated at 15.58%, and the fourth percentage is 11.03%, which is for the field of Management and Economics, and the field of Process Engineering is estimated at 3.98%.

Discussion and analysis of the results obtained:

Discussion of the **results** of the first dimension: This dimension includes ten questions related to the first hypothesis, which is the degree of psychological anxiety before practicing physical education and sports.

These questions are: (1,2,3,4,5,6,7,8,9,10).

Table N° (04): Represents the frequencies and percentages of the statements of the first hypothesis

Questions	Number of repetitions	Percentage	Number of repetitions	Percentage
	Yes		No	

First question	281	91.23%	27	8.76%
Second question	296	87.33 %	39	12.66 %
Third question	264	85.71 %	44	14.28 %
Fourth question	256	83.11 %	52	16.88 %
Fifth question	244	79.22 %	64	20.77 %
Question Six	286	92.85 %	22	7.14 %
Question Seven	238	77.27 %	70	22.72 %
Question Eight	285	92.53 %	23	7.46 %
Ninth question	281	91.23 %	27	8.76 %
Tenth question	271	87.98 %	37	12.01 %

Discussion of the results of the table:

This table shows the frequencies and percentages of the first dimension statements: Through the results obtained above for the first question, we noticed that the majority of students, 91.23% of the total sample, liked the physical education and sports class, while 08.77% of the total sample did not like the physical education and sports class.

It is also clear from the results shown in the third question, which shows us the large percentage of 85.71% of students feeling worried when canceling the physical education and sports class due to bad weather, while 14.28% expressed that they are not worried when canceling a class for bad weather.

We see from the table the fifth question, which shows that 79.22%, which is the largest, are worried in the classes that precede the physical education and sports class, while 20.77% of students are not worried in the classes that precede the physical education and sports class.

We also note through the table that seventh question shows that 77.27% of students feel nervous and anxious before the physical education and sports class, and this anxiety and tension can be due to the pressure of the study that precedes the physical education and sports class, while 22.72% of them do not suffer from anxiety and tension before the physical education and sports class.

- Discuss the first hypothesis in light of the results obtained:

The first partial hypothesis states that there is a relationship between physical education and sports and the degree of psychological anxiety among students before practice, and through the results obtained, we find that the majority of students were the results of their answers in the direction of the hypothesis set, and we found that 91.23% of students love to practice physical education and sports, and this is due to the place occupied by the latter in the hearts of students and the lofty goals it achieves, while we found that 85.71% of students are anxious. When canceling the physical education and sports class, as well as we found that 79.22% of students are anxious and upset in the classes that precede the physical education and sports class, and we find that 77.27% of students feel anxious and nervous before practicing physical education and sports, and these results are consistent with the hypothesis set, and what further confirms this hypothesis are the results of previous studies that dealt with this topic, the study conducted by Rabhi Said and Bouguerra Slimane, University of

Biskra, 2009-2010 agree with our results, as their findings support our hypothesis and the conclusion they reached was that the physical education and sports class is an essential subject for the study program, and that it also has a role in alleviating problems in adolescents and has to do with the psychological aspect, as well as helping the physical education and sports class to get rid of The pressure they feel before it and always the degree of psychological pressure is high just before the class, and when canceling the physical education and sports class for bad weather conditions, they feel worried, and this is evident to us through the extent to which students love a class, and all this is due to its importance and effective role for adolescents and this is what drives them to attend all its classes, and what further confirms the hypothesis developed is what the researchers were exposed to, as Joe Tsomu, the first accelerator of physical education in Germany, who emphasizes the recreational value of play in his book Games Training and recreation of the body and mind His theory assumes that the human body needs to play as a way to restore its vitality, play is a way to get rid of stress after long work hours, and it also helps to restore the energy spent at work, which is an anti-nerve serum, mental stress and psychological anxiety.

Discussion of the results of the second dimension: This dimension includes eight questions related to the second hypothesis, which is the possibility of identifying the degree of psychological anxiety during the practice of physical education and sports class among students.

These questions are: (11, 12, 13, 14, 15, 16, 17, and 18)

Table N° (05): Represents the frequencies and percentages of the second hypothesis statements

Questions	Number of repetitions	Percentage	Number of repetitions	Percentage
	Yes		No	
First question	59	19.15 %	249	80.84 %
Second question	63	20.45 %	254	79.54 %
Third question	46	14.39 %	262	85.06 %
Fourth question	261	84.71 %	47	15.25 %
Fifth question	104	33.76 %	204	66.33 %
Question Six	271	87.98 %	37	12.01 %
Question Seven	250	81.16 %	58	18.83 %
Question Eight	88	28.57 %	220	71.42 %

Discussion of the results of the table:

This table shows 05 the frequencies and percentages of the second dimension statements.

Through the results shown above and according to the first question, we find that the very large percentage estimated at 80.84% of students do not come to worry during the practice of physical education and sports class, while we find 19.15% who come to anxiety during the practice of physical education and sports class.

It is also clear to us in the second question in the table that the majority expressed that they did not fall into technical and legal errors during the practice of physical education and sports class, and this was 79.54%, while 20.45% expressed that they made technical and legal errors while practicing the physical education and sports class, and we note through the results obtained in the third question that 06.85% of students are not disturbed while practicing physical education and sports class, while 14.93% have disorders during the class, and as we note Through the previous results in the fourth question, it is clear that 84.74% of students control their nerves during the physical education and sports class, and this is due to its nature, as it is a recreational session for students and is devoid of behaviors that would increase the rate of students losing their temper, while 15.22% believe that they do not control their nerves during the physical education and sports class.

-Discussion of the second hypothesis in light of the results obtained:

The third partial hypothesis states that: team games have a greater role in relieving anxiety than individual games.

Through the results obtained, we find that the majority of students had the results of their answers in the direction of the hypothesis set, where we obtained 87.01% of the total students prefer group games, and 89.93% of students who make them happy group play, and also we find that 85.71% of students are helped by group play in alleviating anxiety compared to individual play, and we also find that 88.63% of students feel comfortable playing a team game, and these results are consistent with the hypothesis set, which makes us We can say that this hypothesis is proven and what increases the confirmation of this hypothesis is the results of previous studies that dealt with this topic, for example, researchers such as Barouch and Andreola to the role of games in achieving emotional compatibility in adolescents Ammaster also stressed that the use of games helps the adolescent to deal with tools and games at the subconscious level to rest from the stress and anxiety associated with it, so play and Social and emotional participation leads adolescents with anxiety to feel satisfied, satisfied, self-reassured, self-realized, joyful, enjoyed, pleasure and satisfaction with life, all of which are sources of happiness that relieve stress and anxiety. Considering that physical education and sports lessons are mostly given in the form of games, we must say that the latter contribute abundantly to the revival of psychological comfort, and have an effective role in emptying the pent-up emotions of the individual and work to reduce the degrees of anxiety and give the adolescent happiness, pleasure and psychological satisfaction, all of which are factors that increase his ability to adapt in his life with society, and this is also confirmed by the study of Rabhi Said and Bouguerra Suleiman, Biskra university, 2009-2010 where they stressed that students see and agree that group games are better than individual games and that they help them alleviate the psychological pressure they suffer, as confirmed by the study of Waqf Hamza and others, that the subject of physical education and sports is distinguished from the rest of the other subjects dynamic relationships based on assistance, cooperation and competition and for this basis the student must be given the opportunity to take positions and control his abilities, by integrating him into the cohort and participating in physical activity and gradual reincarnation of various roles and also refinement Morally by accepting the laws, respecting them and applying the laws within the cohort and towards the colleague (showing sportsmanship), it is also a way for the student to express his emotions in a positive way with joy and satisfaction while practicing the activity and accepting defeat

Conclusion and search results:

The essence of this research centered on the relationship of physical education and sports in reducing psychological anxiety among baccalaureate students, and the problem was as

follows: To what extent does physical education and sports reduce psychological anxiety among students who are about to take the baccalaureate exam?

In the first, we formulated hypotheses as follows: the first is the high degree of psychological anxiety before practicing the physical education and sports class among baccalaureate students, and the second is: The degree of psychological anxiety can be identified during the practice of physical education and sports class, and the last hypothesis was: Group games have a greater role in reducing psychological anxiety among baccalaureate students compared to individual games.

After that, we touched on the basic concepts that focus on our research topic, which are physical education and sports, psychological anxiety, secondary education, baccalaureate education, baccalaureate student and adolescence.

In order to answer our questions, we relied, on the practical and field side, on the questionnaire technique, which concerns a sample of third year secondary students who are going to take the baccalaureate exam, and through the results obtained as a result of doing this study on the sample, we reached important conclusions about our hypotheses, it was found from the analysis of the results obtained in this study that physical education and sports have a relationship in reducing psychological anxiety among baccalaureate students during and outside the session. For this it must be known that the share of physical education and sports is of great importance in the level of psychological anxiety among baccalaureate students, being specialists in the field of physical education and sports we are supposed to care about the share more, especially from the psychological side, at the end of this research we would like to reaffirm that the objectives of physical education and sports exceed the limits of what the student imagines as well as the teachers of the subject, and that highlighting these goals, especially psychological ones, is the results of intensifying research and studies.

Since this study is consistent with some other psychological studies in terms of alleviating anxiety through the activities provided in the physical education and sports curriculum such as games and physical exercises, and with our awareness of the danger of psychological anxiety on students because of the negative effects they have on their psychology, and with our deep belief that this study cannot reach the degree of perfection in research and investigation and that its ability to do the right thing is possible as the error is the nature of things, we believe that Access to comprehensive psychological education requires those who are responsible for it.

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