

**The impact of sports on the mental health of students with motor disabilities**

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**Abstract**

The study aimed to identify the impact of sports on the mental health of students with motor disabilities, to achieve the objectives of the study, the researcher used the descriptive analytical method (quantitative research), through the use of a questionnaire that included (30) paragraphs, and to answer the study questions, the study was applied to a sample of Teachers of special education schools in the city of Jerusalem, where the study sample reached (35) male and female teachers of physical education who were chosen in a simple random way in the schools of the city of Jerusalem. High, and there were also no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in it according to the gender variable of the teacher, and the opinions of the disabled were there were no differences in the level of the impact of sport on the mental health of people with motor disabilities according to the type of disability variable. The least impact of sport on mental health is that sport helps in increasing the opportunities for social interaction between people with motor disabilities and the rest of the ordinary students. Mobility, and working to renew the classroom environment system to achieve the desired educational goals, in addition to making sure to encourage the individual with acquired motor disability to participate in a sports club, given that exercise is part of the motor functional rehabilitation so as to prevent the affected muscles from atrophy.

**Keywords:** sports, mental health, motor disabilities, Jerusalem, physical education

**Introduction**

Sports is the expression of life, activity and vitality. The person who practices sports in his life is the person who is best able to express the spirit of life that is characterized by movement and dynamism. Indeed, by practicing sports, a person achieves the purposes and goals of life that require effort and activity. It works to reduce the negative charges, which are hidden in the human being and replace them with energy and positive charges, making him feel comfortable, happy, optimistic and hopeful, and since the person while practicing sports and sports activities secretes certain hormones that give rise to comfort and happiness. Sports activities are a method for building constructive social relations

with people and enhancing the meanings of affection and familiarity between them. In addition, sports, as it is important for a normal child, is more important for a physically disabled child. There is no doubt that the disability affects its owner, whether he was born with it or suddenly appeared in his life as a result of an accident or disease that he was exposed to. He is able to integrate with society, as he always feels helpless and weak from within, and this affects him by withdrawing, calming, and withdrawing from his society and those around him. In himself what drives him forward (Al-Saeed, 2017).

Therefore, we can say that the goal of the modified sports activities is to help the physically challenged to achieve mental, physical, social and psychological development so that he accepts his disability and coexists with it and relying on themselves to meet their needs so that they are not a burden on society but rather a productive force in all fields, so they participate in the progress of society. We find that the various sports activities have made some modifications, whether in the performance itself, in the stadiums, or in the rules for playing and the laws to suit the disabilities. The laws regulating these games have also been modified to allow them to participate in addition to providing them with some skills that help them in life, physical fitness and limitation. One of the morphological deviations that occur to them as a result of disability (Kadhim, 2019).

In view of the importance of the study and the impact it has on changing the psyche and temperament of the physically handicapped student, and seeing for himself that he can do this and that and does not depend on anyone, and his participation in sports activities lies in spreading the spirit of cooperation and love among his ordinary peers, so I chose the title of my study, which addresses part of the Problems of physically handicapped students in the sport class and the impact it has on himself. The title of the study is: The impact of sport on the mental health of physically handicapped students.

### **Study Problem**

If physical and sports activities are important activities in the life of the average individual, then they are more important in the life of the disabled individual, as they play a great role in upgrading the physically disabled from a position of isolation and introversion and the negative effects that follow on their behavior, to a position in which the disabled are disabled. More self-confident, more liberal and integrated into society. And the role they play in changing their psychology from depression to feeling happy and excited with their normal age peers. Given the importance of the human element in the development and advancement of society, one of the priorities of this segment becomes the application of policies and strategies that include interest in the sport of the physically disabled, despite the efforts made in all countries of the world to provide and develop physical and sports activities, but they remain below the level in our society. Given the importance of sport and the impact it has on the psyche of the physically disabled. The mental health of people with disabilities in general and those with motor disabilities in particular is one of the important issues in their lives and their interactions with people. The problem of the study lies in answering the following main question:

What is the impact of sports on the mental health of people with motor disabilities? From the main question, the following two sub-questions are derived:

## The impact of sports on the mental health of students with motor disabilities

**1** - Are there differences in the level of influence of sport on the mental health of people with motor disabilities according to (the age of the disabled, the Gender of the disabled, the severity of the disability, the type of disability)?

**2** - Are there differences in the level of influence of Sports on the mental health of people with motor disabilities according to (the teacher's educational qualification, the teacher's years of experience)?

### **Study hypotheses**

1 - There are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the level of the impact of sport on the mental health of people with motor disabilities according to the disabled gender variable.

2 - There are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the level of influence of sport on the mental health of people with motor disabilities according to the age of the disabled variable.

3 - There are no statistically significant differences at the significance level ( $0.05\alpha \leq$ ) in the level of influence of sport on the mental health of people with motor disabilities according to the disability severity variable.

4 - There are no statistically significant differences at the significance level ( $0.05\alpha \leq$ ) in the level of influence of sport on the mental health of people with motor disabilities according to the type of disability variable.

5 - There are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the level of influence of sport on the mental health of people with motor disabilities according to the teacher's educational qualification variable.

6 - There are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the level of influence of sport on the mental health of people with motor disabilities according to the variable years of experience for the teacher.

### **Study importance**

The importance of this study is that it can be useful

Provides an opportunity for physical education and sports teachers to learn about the impact of sports on mental health and its results for students with motor disabilities, helping to develop skills and improving sports performance for students with motor disabilities, and raising the level of activity and effectiveness, contributing to opening the way for researchers to conduct more similar studies and research For this study in the field of psychological, social and cultural health of students with motor disabilities and not to be marginalized

### **Study Objectives**

The study aims to:

1 - Recognize the impact of sports on the mental health of people with motor disabilities.

2 - Identifying if there are differences in the level of influence of sport on the mental health of people with motor disabilities according to (the age of the disabled, the Gender of the disabled, the severity of the disability, the type of disability.)

3 - Identifying if there are differences in the level of influence of sport on the mental health of people with motor disabilities according to (the teacher's educational qualification, the teacher's years of experience).

### **The limits of the study**

**Time limits:** The study took place in the second semester of the 2021 school year

**Spatial limits:** special education schools in the city of Jerusalem

**Human limits:** all students with disabilities

**Objective limits:** the study was summarized on the impact of sports on the mental health of students with motor disabilities.

### **Study Terminology**

**Physical exercise:** means the movement carried out by the human body through the muscular system, as this leads to the expenditure of energy that exceeds the energy expended during rest and includes all physical fitness activities and daily life skills. (Allam, 2018).

**Mental health:** the individual's ability to be in harmony with himself and with the society in which he lives, and this in turn leads to enjoying a life free of turmoil and full of enthusiasm. Mental health is a term synonymous with the concept of normality and means psychosocial compatibility, and also refers to self-love and the ability to form positive social relationships. (Al-Hawij, 2017).

**People with motor disabilities:** UNRWA (2016) defined moderate motor disability (procedural definition): it is often the easiest type to identify and causes difficulty in performing bodily functions related to movement and movement (such as walking, climbing stairs, standing, maintaining or changing posture) or in body movements) such as reaching, bending or kneeling, and using the upper extremities including grasping or using fingers to grasp or manipulate objects. People with reduced mobility may use assistive devices such as walking sticks, crutches or wheelchairs.

### **Previous studies**

Through the two researchers' review of a set of previous studies that dealt with the subject of the study, they were diverse and their objectives and results are different. Kahil (2018) conducted a study aimed at identifying the reality of recreational activities (sports) practiced for people with motor disabilities, as the study sample included (190) disabled people. Physically, they were selected in a comprehensive inventory of the disabled in the rehabilitation center for the disabled, and the researcher used the questionnaire, and the most important results of the study were the clarity of the concept of recreation and its objectives among the physically disabled within the center, also the most places practiced by the disabled in recreational activities inside the center, and there is a clear neglect by family members on the Encouraging the disabled to practice recreational activities, and the study recommended working on spreading the concept, importance and objectives of recreational activities by presenting

topics that know the benefits of practicing recreational activities. Physically practicing sports activity in Algeria, which included a sample of 29 physically disabled people who practice basketball on a wheelchair, and the researcher used the satisfaction scale About life, the results of the study were as follows. The category of physically disabled persons who practice sports activities is characterized by a high degree of life satisfaction, and there are no statistically significant differences at the level (0.05) in the level of life satisfaction among the physically disabled who practice sports due to the variable of gender, degree of disability and educational qualification. And there are also statistically significant differences at the level (0.05) in the level of life satisfaction among the physically disabled who practice sports activity due to the job variable. The study recommended conducting studies of the concept of life satisfaction among people with special needs in Algeria, and Ibn Shuwaikh (2017) conducted a study that was The aim of the study was to identify the level of sports knowledge among the physically disabled who practice competitive physical and sports activity in Algeria, and the study sample included (20) physically disabled males and females practicing basketball on a wheelchair. The competitive athlete, and there are no differences between the level of the mathematical cognitive measurement of the physically disabled who practice physical activity and competitive sports due to the variable Gender, type of disability, nature of disability, and type of sport. Also, there are differences between the level of sports cognitive measurement of the physically disabled practitioners of competitive physical and sports activity due to the variable of seniority in practice. In reaching high levels, Ibn Zaidan, Makrani and Sefi (2017) conducted a study, the aim of which was to identify the level of health awareness of the physically handicapped who practice sports, and the sample included (100) physically disabled, and the researcher used the health awareness scale, and the results of the study were as follows: The health awareness of the physically disabled who practice sports activity and the level of health awareness of the physically disabled who are not practicing sports is medium, and there are statistically significant differences between the sample of sports and non-sports activity in all fields in favor of the sample of practitioners, and the study recommended the need to spread health awareness in all institutions and centers for people with disabilities. through various media. Al-Arjan (2016) presented a study, the aim of which was to identify the level of health awareness, physical composition, exercise of sports activity, and body image among physically disabled individuals in Oman. The study sample consisted of (300) physically disabled individuals. The results of the study indicated that there were statistically significant differences in the level of health awareness, and in body image according to the variables of BMI classifications and sports practice for health, and there was a decrease in the level of satisfaction with body image, a decrease in the level of health awareness among the sample members, and an increase in the type indicators. Unhealthy life, the incidence of many diseases related to lack of movement, and the existence of an association between disability and the incidence of some chronic diseases associated with lack of movement, which constitutes an added health burden on the quality of life for individuals with physical disabilities. It recommended conducting and designing a strategy at the national level, which aims, in its entirety, to activate sports activity for people with mobility challenges, while Ibn Damou and Djilali (2016) conducted a study that aimed to identify the role of recreational sports activity in alleviating some mental health obstacles for the physically disabled in Algeria. The study sample included (30) of whom (15) were practicing recreational activity in the Al-Amal Association in the state of Mostaganem and their selection was random, and (15) were not practicing recreational activity, they were chosen from the community and schools, and the results of the study were as follows that the recreational activity has an effective role in ridding the disabled Physically, it is a characteristic of depression, and it has a positive role in getting

rid of the trait of hostility, and also the movement of the physically disabled person for recreational activities did not make him overcome obsessive-compulsive disorder, and the study recommended cutting social isolation and helping the physically disabled to communicate with others through sports. Ibn Zaidan, Makrani and Abbas (2015) conducted a study entitled Sports Practice and its Impact on the Development of Some Life Skills for the Physically Handicapped in Mostaganem Province, Algeria. The study sample included 31 individuals with motor disabilities practicing basketball. The results of the study showed that the degree of possession of the life skills in question for the practitioners of low-level sports is highly, and the degree of possession of the life skills in question for the practitioners of moderate sports.

The origin is very high, and sports practice has a positive role in developing life skills for motor disability challengers, and the study recommended the use of life skills in sports activities programs by linking what the handicapped takes to what he faces in his daily life situations, and Abu Juma and Habiba presented, ( 2015) A study whose aim was to identify the role of sport in treating some psychological problems associated with acquired mobility disability in Algeria. The athlete and (30) practice samples for sports activity, and the researcher used a measure of body image, and a measure of self-esteem, and the results of this study were that there are statistically significant differences between practitioners of sports activity and non-practitioners in terms of satisfaction with shape, ability to self-esteem and psychological acceptance of disability. The results of sports activity practitioners are higher than non-practitioners, as sports activity not only contributes to improving the physical condition, but also goes beyond the psychological state, and the study recommended the need to provide psychological services and psychological counseling. The study was conducted by Barzouk and Dia El-Din (2015), which aimed to identify the role of adapted physical activity in reducing depression among the physically disabled, and the study sample was chosen by a deliberate method, which consisted of 28 Physically disabled people were registered to practice sports, and the researchers used questionnaires in the research to collect data, and the results of the study were such that high rates of depression for physically disabled people who do not practice physical activity, low rates of depression for physically disabled people who engage in physical activity, and there are statistically significant differences between the tribal and remote scale of the research sample in favor of measurement The dimension is the effect of sports practice, through which the degree of depression among the physically disabled decreased, and there are statistically significant differences between the dimensional measurement of the sample practicing basketball and the sample practicing athletics in favor of the dimensional measurement of the sample practicing basketball after the collective sports practice that requires friction and through which it decreased The degree of depression among the physically impaired. Faraji (2015) conducted a study aimed at identifying the role of adapted sports physical activity in developing the characteristics of motivation for people with special needs - motor disabilities - in Algeria, in order to achieve the goals of the study. Data and information, and the study was applied to a sample of (6) sports coaches with special needs - motor disability - and (52) with special needs - motor disability - practicing adapted physical activity, and the results were as follows that the most important motive develops the characteristics of motivation to dissolve special needs. It is the will and determination of this category to exercise hard sports despite all the conditions they suffer from, and then the moral incentives of the coach, as was conducted by Lankhorst, Zinkles, Vershoren, Millie, Takin (2015, (lankhor, stzwinkles, verschuren, meily&taken), which was The aim of the study was to identify the health effects of sports participation in children and adolescents with

motor disabilities, and the sample included all children and adolescents aged 10-19 years with motor disabilities, and the researcher used statistics. The results of this study found that the group participating in sports regularly showed higher levels of physical activity associated with better health outcomes and better motor performance than people who did not exercise. Hermassi & A study, the aim of which was to identify the relationship between anthropometric parameters and physical self-esteem in comprehensive motor disability among physical activity practitioners. The researcher took a sample that consisted of (24) persons with motor disabilities, and the sample was divided into a control sample and an experimental sample, i.e. a sample of practicing sports and a sample not practicing sports. The researcher used Rosenberg's self-esteem scale. The results of this study found that there is a significant difference between the degrees of self-esteem of disabled people who practice sports in contrast to those who do not exercise, and that there is a significant impact of sports on self-confidence and self-esteem.

### **Commenting on previous studies**

It is clear from previous studies that all previous studies dealt with topics related to the subject of the current study, the impact of sports on the mental health of students with motor disabilities, as it was in different environments, including Arab and foreign. It is noted that these studies were between 2020 and 2013, and this confirms that The topic related to the impact of sport on the mental health of students with disabilities in general is one of the important and contemporary topics that the researchers were interested in, while we find that the current study differed in terms of the objective, as it aimed to know the impact of sport on the mental health of students with motor disabilities, and this was not Previous studies dealt with it, and thus it lost in terms of subject and objective, and the current study was distinguished from previous studies in the study community (students with motor disabilities), where the researcher did not find any study whose community was students with disabilities, and the current study dealt with the variables of the questionnaire as a tool for the study, which Most of the Arab and foreign studies agreed with her.

### **Study Approach**

The descriptive approach was used based on the nature of the study and its objectives that fit the purposes of the study (quantitative research), which is the appropriate and best approach in the opinion of such studies. Logical with evidence and proofs that give researchers the ability to develop specific frameworks for the problem, and this is used to determine the results of the research.

### **Study population and sample**

The study population consists of all (300) teachers with motor disabilities for the year 2020/2021, 35 teachers with motor disabilities were selected by means of an intentional sample who agreed to fill out the questionnaire that the researcher was able to reach them in special education schools, after distributing (35) questionnaires for citizens, and all of them were retrieved, as it turned out that (3) of them are not valid for statistical analysis, they were excluded, and thus the sample size reached (32) of sports teachers with motor disabilities in the city of Jerusalem, and table (1 and 2) They explain the characteristics of the study sample of students and teachers, and they were as follows:

### **Table (1) Description of the sample of students**

| variable            | Category      | Number    | Percentage  |
|---------------------|---------------|-----------|-------------|
| Gender              | Male          | 18        | 56.30%      |
|                     | Female        | 14        | 43.80%      |
| Age                 | from 8 to 12  | 8         | 25.00%      |
|                     | from 13 to 18 | 8         | 25.00%      |
|                     | more than 18  | 16        | 50.00%      |
| disability Type     | acquired      | 11        | 34.40%      |
|                     | Congenital    | 21        | 65.60%      |
| disability severity | Simple        | 7         | 21.90%      |
|                     | medium        | 20        | 62.50%      |
|                     | intense       | 5         | 15.60%      |
| <b>Total</b>        |               | <b>32</b> | <b>100%</b> |

**Table (2) Description of the sample of teachers**

| Variable                      | Category                  | Number    | Percentage  |
|-------------------------------|---------------------------|-----------|-------------|
| <b>Academic qualification</b> | Diploma or less           | 6         | 18.80%      |
|                               | Bachelor's                | 21        | 65.60%      |
|                               | Master's degree or higher | 5         | 15.60%      |
| <b>Years of Experience</b>    | From 1 To 5 Years         | 20        | 62.50%      |
|                               | From 6 To 10 Years        | 5         | 15.60%      |
|                               | From 11 To 15 Years       | 5         | 15.60%      |
|                               | More Than 16              | 2         | 6.30%       |
| <b>Total</b>                  |                           | <b>32</b> | <b>100%</b> |

**Study Tool**

The researchers designed a questionnaire on the subject of the impact of sport on the mental health of students with motor disabilities, based on previous studies, where the questionnaire consisted of two parts, the first related to the demographic characteristics of the sample members: (gender, age, educational qualification, and years of experience), as well as includes Some of the characteristics related to students, namely (gender, age, type of disability, and severity of disability), and the second section consists of (30) paragraphs, which were computerized electronically, and in order to determine the degree of response averages of the study sample members, the following degrees were adopted.



| Degree | Arithmetic Average range |
|--------|--------------------------|
| Low    | Less than 2.33           |
| Medium | 2.34 – 3.67              |
| High   | More than 3.68           |

### Tool Validity

The validity of the study tool was verified and presented to a group of specialized and experienced arbitrators from Palestinian universities, and their number was (10) arbitrators. Notes The questionnaire was outputted in its final form.

### Tool reliability

To verify the reliability of the tool, the researchers calculated the reliability of the total degree of the reliability coefficient for the fields of study according to the reliability equation Cronbach's alpha, and the result indicated that this tool had reliability that satisfies the purposes of the study, where the total degree reached (0.78), and this degree indicates the existence of internal consistency between vertebrae

### Statistical Processing

After collecting the questionnaires and ensuring their validity for analysis, they were encoded (giving them certain numbers), in preparation for entering their data into the computer to perform the appropriate statistical treatments, and analyzing the data according to the study questions. Resolution, t-test, one way ANOVA, Pearson correlation coefficient, and Cronbach Alpha reliability equation, using SPSS (Statistical Package For Social Sciences).

### The results of the study questions

The study questions were answered using statistical treatments that give accurate results with regard to the study questions. The study questions were presented and answered according to the order in which they came, and they were as follows:

The main question: What is the impact of sports on the mental health of people with motor disabilities?

To answer this question, the calculation of arithmetic averages, standard deviations, and scores was extracted for the items of the questionnaire, which are related to the impact of sports on the mental health of people with motor disabilities from the teachers' point of view, as shown in the following table (4).

**Table (4.1) Arithmetic averages, standard deviations, and scores for the items related to the extent of the impact of sports on the mental health of people with motor disabilities from the teachers' point of view**

| Rank | Number | Item | Arithmetic average | standard deviation | Level |
|------|--------|------|--------------------|--------------------|-------|
|------|--------|------|--------------------|--------------------|-------|

|     |    |  |      |      |      |
|-----|----|--|------|------|------|
| 1.  | 5  | Sport improves the psychology of people with motor disabilities.   | 4.4  | 0.66 | High |
| 2.  | 18 | Sport helps people with motor disabilities in forming social relationships with others.  | 4.39 | 0.61 | High |
| 3.  | 27 | Sport instills a spirit of enthusiasm and optimism in the psyche of people with motor disabilities   | 4.37 | 0.91 | High |
| 4.  | 28 | Sports on the field make people with mobility disabilities feel satisfied with themselves  | 4.36 | 0.66 | High |
| 5.  | 30 | Sport helps people with motor disabilities to strengthen their abilities in the face of frustrations.  | 4.31 | 0.97 | High |
| 6.  | 9  | Sport helps people with motor disabilities get out of depression   | 4.28 | 0.77 | High |
| 7.  | 19 | A sport that helps increase the chances of social interaction between people with mobility disabilities and the rest of the ordinary students. | 4.22 | 1.04 | High |
| 8.  | 20 | Sport works to increase the effectiveness of people with motor disabilities in the local community.  | 4.22 | 0.87 | High |
| 9.  | 29 | Sports increase the motivation of people with motor disabilities towards learning.   | 4.2  | 0.83 | High |
| 10. | 4  | Sport increases the inclusion of people with motor disabilities.   | 4.18 | 0.99 | High |
| 11. | 10 | Sports reduce the inferiority of students with motor disabilities.   | 4.16 | 0.95 | High |
| 12. | 23 | Sports increase the feeling of people with motor disabilities that they are able to give.  | 4.14 | 1.11 | High |
| 13. | 22 | Sport helps to develop acceptable social behavioral patterns for people with motor disabilities  | 4.13 | 0.98 | High |
| 14. | 2  | Schools do not provide suitable sports equipment for people with motor disabilities.   | 3.88 | 0.98 | High |
| 15. | 1  | People with motor disabilities see sports skills as difficult.   | 3.79 | 0.79 | High |

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|     |    |   |      |      |        |
|-----|----|---|------|------|--------|
| 16. | 17 | People with mobility disabilities do not practice sports due to the lack of suitable halls for them.  | 3.77 | 1.1  | High   |
| 17. | 3  | People with motor disabilities are unable to perform some sports skills, which constitutes an obstacle to pushing them to participate in sports.                  | 3.69 | 0.97 | High   |
| 18. | 6  | The unwillingness of some ordinary students to participate with people with mobility disabilities in sports lessons.  | 3.66 | 0.97 | Medium |
| 19. | 15 | Teachers with motor disabilities do not give enough time to perform mathematical skills.  | 3.51 | 1.11 | Medium |
| 20. | 16 | There is no cooperation between the school and parents of people with a movement disability in motivating students with a movement disability to practice sports. | 3.49 | 1.08 | Medium |
| 21. | 12 | It is difficult for people with motor disabilities to face the problems they face in sports lessons   | 3.47 | 1.02 | Medium |
| 22. | 7  | People with a mobility disability believe that sports are not important.  | 3.26 | 1.14 | Medium |
| 23. | 8  | Some teachers refused to have people with motor disabilities in their classes.  | 3.24 | 1.11 | Medium |
| 24. | 13 | Misbehavior of ordinary students towards people with motor disabilities in sports classes, such as hitting or mocking them.                                       | 3.13 | 1.26 | Medium |
| 25. | 14 | Parents refuse the participation of their child with a motor disability in activities and sports within the school  | 3.09 | 1.28 | Medium |
| 26. | 11 | Sport makes teachers and students feel compassion for people with motor disabilities.   | 2.84 | 1.32 | Medium |

|                     |    |  |             |             |        |
|---------------------|----|--|-------------|-------------|--------|
| 27.                 | 21 | Sports People with a movement disability feel very ashamed of their disability on the field. | 2.72        | 1.35        | Medium |
| 28.                 | 24 | Sport makes people with motor disabilities feel inferior and weak when integrating them.     | 2.72        | 1.51        | Medium |
| 29.                 | 26 | Sport increases the feeling of introversion for people with motor disabilities               | 2.53        | 1.48        | Medium |
| 30.                 | 25 | Sport increases the feeling of isolation for people with motor disabilities                  | 1.97        | 1.06        | Low    |
| <b>Total degree</b> |    |  | <b>3.67</b> | <b>1.03</b> | High   |

The results indicate that physical education teachers agree on the impact of sports on the mental health of people with motor disabilities to a large extent, as the total arithmetic mean of these phrases was (3.67). The most characteristic features that teachers agreed on was represented in sports improving the psychology of people with motor disabilities, as these phrases got the highest arithmetic average of (4.38). Followed by sports, it helps people with motor disabilities to form social relationships with others with an average of (4.38), while the least characteristic that teachers agreed upon was sports that helps people with motor disabilities strengthen their abilities in the face of frustrations. This phrase obtained the lowest arithmetic average of (4.31) . Where the study sample finds that practicing sports for students with motor disabilities improves their psychology, motivates them, encourages them, and makes them challenge themselves to reach the highest positions. In addition, it does not underestimate them in front of their ordinary friends, but rather integrates them into society and makes them of great importance.

**The second question:** Are there differences in the level of influence of sport on the mental health of people with motor disabilities according to (the age of the disabled, the Gender of the disabled, the severity of the disability, the type of disability)?

**To answer this question, it was transformed into the following hypotheses:**

**The first hypothesis:** There are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the level of influence of sport on the mental health of people with motor disabilities according to the gender variable.

The first hypothesis was examined by calculating the results of the t-test and the arithmetic averages of the response of the study sample members to the level of the impact of sport on the mental health of people with motor disabilities according to the gender variable of the disabled, as shown in Table (4) as follows:

**Table (4.2): Results of the independent samples T-test of the response of the sample members to the impact of sports on the mental health of people with motor disabilities according to the gender variable of the disabled**

| Gender | Number | Arithmetic average | standard deviation | T Value | Significance level |
|--------|--------|--------------------|--------------------|---------|--------------------|
| Male   | 18     | 3.89               | 0.51               | 0.455   | 0.049              |
| Female | 14     | 3.52               | 0.974              |         |                    |

Table (4.2) shows that the T-value for the total score is (0.455), and the significance level is (0.049), that is, there are differences in the level of the impact of sport on the mental health of people with motor disabilities according to the gender variable of the disabled, and the differences were in favor of males who believe that sports A greater impact on improving mental health, while disabled females believe that sports do not significantly affect their mental health improvement, and thus the first hypothesis was rejected, and this is due to the differences in the level of influence of sports on the mental health of people with motor disabilities, where there is a difference between a disabled student and a female student. Disability in the effect of sport on improving their mental health, in addition to the fact that the same sport is practiced by both parties, but here there is a significant difference in improving the psychology of males is higher than females., This study was unique in using the Gender variable as there are no previous studies that dealt with the use of disabled Gender as a variable to study it.

**The second hypothesis:** There are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the level of influence of sport on the mental health of people with motor disabilities according to the age of the disabled variable.

The second hypothesis was examined by calculating the Pearson correlation coefficient and the statistical significance between the level of influence of sport on the mental health of people with motor disabilities according to the age variable of the disabled, as shown in the following table (5).

**Table (5): Pearson correlation coefficient and the statistical significance of the level of influence of sport on the mental health of people with motor disabilities according to the disabled age variable**

| Variables |                      | handicapped age | Pearson's factor | Significance level |
|-----------|----------------------|-----------------|------------------|--------------------|
| Sport     | Psychological health | 8 – 12          | 0.06             | 0.054              |
|           |                      | 13 – 18         | 0.01             | 0.08               |
|           |                      | more than 18    | 0.24*            | 0.136              |

It is clear from these data that there are no differences in the impact of sports on the mental health of the physically disabled, and the differences were in favor of the age group (18 and over), where the value of the statistical significance for this group was (0.136), which is greater than the significance level (0.05), and it is also clear that The greater the age of the disabled within the age groups, the greater the effect of sports on improving mental health, because the value of the statistical significance for all groups was greater than (0.05), and thus the second hypothesis was accepted, and this is due to the absence of differences in the level of influence of sports on the mental health of people with motor disabilities. As the age of the disabled person increases, the impact of sports on mental health increases dramatically because it gives him a sense of presence, and also makes him a useful person practicing a hobby and makes him a player or a swimmer or other different sports that contribute to raising and improving morale, this study is uniquely using the age variable where There are no previous studies that dealt with the use of disabled age as a variable to study it.

### The third hypothesis

**The third hypothesis:** There are no statistically significant differences at the significance level ( $0.05\alpha\leq$ ) in the level of influence of sport on the mental health of people with motor disabilities according to the disability severity variable.

The third hypothesis was examined by calculating the Pearson correlation coefficient and the statistical significance between the level of influence of sport on the mental health of people with motor disabilities according to the severity of the disability variable, as shown in Table No. (5) as follows:

**Table (6): Pearson correlation coefficient and statistical significance of the level of influence of sport on the mental health of people with motor disabilities according to the severity of the disability variable**

| Variables |                      | disability severity | Pearson's factor | Significance level |
|-----------|----------------------|---------------------|------------------|--------------------|
| Sport     | Psychological health | Simple              | 0.66             | 0.215              |
|           |                      | medium              | 0.52             | 0.112              |
|           |                      | intense             | 0.36-            | 0.023              |

It is clear from these data that there are differences in the impact of sport on the mental health of the physically disabled due to the severity of the disability variable, and the differences were in favor of the category (simple), as the value of the statistical significance for this category was (0.215), which is greater than the significance level (0.05), and it is also clear The lower the severity of the disability, the greater the effect of sport, as the disabled of the (severe) category see that there is no effect of sport on mental health, and thus the third hypothesis was rejected.

Fourth hypothesis: There are no statistically significant differences at the significance level ( $0.05\alpha\leq$ ) in the level of influence of sport on the mental health of people with motor disabilities according to the type of disability variable.

## The impact of sports on the mental health of students with motor disabilities

The fourth hypothesis was examined by calculating the results of the "t" test and the arithmetic averages of the response of the study sample members to the level of the impact of sport on the mental health of people with motor disabilities according to the variable of the type of disability, as shown in Table (7).

**Table (7): Results of the "T" test for independent samples of the response of the sample members to the impact of sport on the mental health of people with motor disabilities according to the type of disability variable**

| disability | Number | Arithmetic average | standard deviation | T Value | Significance level |
|------------|--------|--------------------|--------------------|---------|--------------------|
| acquired   | 11     | 3.79               | 0.723              | 0.685   | 0.147              |
| Congenital | 21     | 3.73               | 0.874              |         |                    |

Table (4.5) shows that the T-value of the total score is (0.455), and the significance level is (0.147), that is, there are no differences in the level of the impact of sports on the mental health of people with motor disabilities according to the variable of the type of disability, as the disabled see the disabled. Acquired and congenital disabilities that sports have an impact on improving mental health, and thus the fourth hypothesis was rejected, and this is due to the absence of differences in the level of influence of sports on the mental health of people with motor disabilities. The disability is great, the less the impact of sport on the psyche of the disabled person, because he cannot lower the levels of sport, and the less the severity of the disability, the less the impact of sports on mental health.

**The third question:** Are there differences in the level of influence of sport on the mental health of people with motor disabilities according to (the teacher's educational qualification, the teacher's years of experience)?

To answer this question, it was transformed into the following hypotheses:

Fifth hypothesis: There are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the level of influence of sport on the mental health of people with motor disabilities according to the teacher's educational qualification variable.

**The third hypothesis was examined by calculating the arithmetic averages of the response of the study sample members about the level of influence of sport on the mental health of people with motor disabilities according to the teacher's educational qualification variable, as shown in the following table (8)**

**Table (8): Arithmetic averages and standard deviations of the response of the study sample members about the level of influence of sport on the mental health of people with motor disabilities according to the teacher's educational qualification variable**

| teacher's age             | Number | Arithmetic average | standard deviation |
|---------------------------|--------|--------------------|--------------------|
| Diploma or less           | 6      | 3.85               | 0.078              |
| Bachelor's                | 21     | 3.78               | 0.081              |
| Master's degree or higher | 5      | 3.801              | 0.146              |

It is noted from Table No. (8) that there are apparent and statistically significant differences in the level of the impact of sports on the mental health of people with motor disabilities according to the teacher's educational qualification variable, and the differences were in favor of the category (Masters and above) compared to the two categories (Diploma and less, and Bachelor's), as well as the differences in favor of The category (bachelor) with the category (diploma or less), meaning that the higher the educational degree, the higher the teachers' view of the role of sports in improving the mental health of the physically disabled, and thus the third hypothesis was rejected, and this is due to the existence of differences in the level of influence of sports on the mental health of people with disabilities. Mobility. Teachers are a physical education specialist. The master's degree holder has more information to give to students with disabilities, while holders of diplomas and less and bachelor's degrees do not have the most information to apply to students with motor disabilities. This study is uniquely based on the use of the teacher qualification variable, as there are no previous studies that dealt with the use of the qualification Scientific teacher as a variable to be studied.

The sixth hypothesis: There are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the level of influence of sport on the mental health of people with motor disabilities according to the variable years of experience for the teacher.

The fourth hypothesis was examined by calculating the arithmetic averages of the response of the study sample members about the level of influence of sport on the mental health of people with motor disabilities according to the variable years of experience for the teacher, as shown in the following table (9).

**Table (9): Arithmetic averages and standard deviations of the response of the study sample members about the level of influence of sports on the mental health of people with motor disabilities according to the variable years of experience for the teacher**

| Years of Experience | Number | Arithmetic average | standard deviation |
|---------------------|--------|--------------------|--------------------|
| From 1 to 5 years   | 20     | 3.68               | 0.83               |
| From 6 to 10 years  | 5      | 3.71               | 0.43               |
| from 11 to 16 years | 5      | 3.73               | 0.41               |
| More than 16        | 2      | 4                  | 0.12               |

It is noted from Table No. (9) that there are apparent and statistically significant differences in the level of the impact of sport on the mental health of people with motor disabilities according to the



variable years of experience of the teacher, and the differences were in favor of the group (16 or more) with the rest of the groups, and the differences were in favor of the group (11-16) with Categories (1-5) and (6-10), meaning that teachers with years of experience (16 or more) and (11-16) see that sports have an impact on the mental health of the physically disabled to a higher degree than the rest of the categories, and thus the fourth hypothesis was rejected. This is due to the presence of differences in the level of the impact of sport on the mental health of people with motor disabilities. The teachers who specialize in physical education, the more years of experience, the more it becomes to deal with students with disabilities, which encourages them. This study was unique in using the educational qualification variable as there are no previous studies that dealt with To use the teacher's years of experience as a variable to study.

### **Recommendations**

Based on the results of the study, the researcher recommends the following:

- 1 - Encouraging the exercise of sports for people with motor disabilities.
- 2 - Taking care of training and rehabilitating the physical education teacher, through educational brochures and training courses, to educate them about dealing and training people with motor disabilities and urging them to exercise.
- 3 - Work on renewing the classroom environment system to achieve the desired educational goals.
- 4 - Encouraging the individual with acquired motor disability to participate in a sports club, on the grounds that exercise is part of the motor functional rehabilitation so as to prevent the affected muscles from atrophy.
- 5 - Encouraging the individual with acquired mobility disability to join him in useful activities such as sports activities to change his focus on his disability and avoid isolation, especially among individuals who attached great importance to the physical and aesthetic aspect of their bodies.
- 6 - Encouraging individuals with acquired motor disabilities to participate positively in recreational sports activities, as it teaches them cooperation and increases their self-esteem.
- 7 - Urging the dissemination of a spirit of optimism and self-confidence for individuals with motor disabilities, particularly those who have been exposed to disabilities after childhood.
- 8 - Preparing scientific seminars and lectures by specialists to educate these groups about the importance of exercising.

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