

The role of physical education lesson in reducing the rush of students	
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عنوان الدراسة:

دور درس التربية البدنية في التقليل من الاندفاع لدى التلاميذ

أهداف الدراسة:

- معرفة دور درس التربية البدنية والرياضية في التقليل من الاندفاع الانفعالي لدى التلاميذ.
- معرفة دور درس التربية البدنية والرياضية في التقليل من الاندفاع الحركي لدى التلاميذ.
- معرفة دور درس التربية البدنية والرياضية في التقليل من الاندفاع العقلي لدى التلاميذ.
- **مشكلة الدراسة:** طرح سؤال إشكاليتنا على النحو التالي:

هل لدرس التربية البدنية دور في التقليل من الاندفاع لدى التلاميذ؟

الفرضية العامة:

لدرس التربية البدنية دور في التقليل من الاندفاع لدى التلاميذ

الفرضيات الجزئية:

- لدرس التربية البدنية دور في التقليل من الاندفاع الانفعالي لدى التلاميذ.
- لدرس التربية البدنية دور في التقليل من الاندفاع الحركي لدى التلاميذ.
- لدرس التربية البدنية دور في التقليل من الاندفاع العقلي لدى التلاميذ.
- **المنهج المتبع:** اتبع الباحث المنهج الوصفي.
- **عينة الدراسة:** تم الاختيار بالطريقة العشوائية لأساتذة التعليم المتوسط بالمسيلة.
- **الأدوات المستعملة:** استمارة استبيان.

اقتراحات:

- وجوب الاهتمام بالمراهقين خاصة في هذه المرحلة الحرجة وذلك بالاهتمام بهم، وتوجيههم من اجل حل مشاكلهم النفسية.
- ضرورة زيادة الحجم الساعي لدرس التربية البدنية حتى يتسنى تحقيق كامل الأهداف.
- تعليم التلاميذ كيفية الاستجابة للتعليمات وإتباعها بدقة و وضوح.
- تحديد فترة زمنية لإيحاء النشاط للتدريب وتعليم التلاميذ أهمية الوقت والالتزام به.

The Problem of the Study:

The educational process is an arduous process, and each teacher must learn the basic principles of science which can facilitate this process. The framework for which it is assigned is governed by success or failure. The environment within the class affects the entire educational process and thus affects students' behavior, levels and motivation. The teacher of physical education should take into consideration the needs of the pupils psychologically, especially if the students in adolescence, which is one of the most important stages in the life of the individual is the basis on which the character is built with all its features and names and thus be the basis on which to build his entire life and through the upbringing T receives it begins to acquire a certain pattern of behavior and that if passed from this stage safely, it enjoys mental health, physical, emotional and mental If the opposite happened, it may face many problems that extend to an advanced stage of age and the most common behavior in the This stage is a problem of rushing within the department where the process of learning from the students requires a good focus during the reception of information and as a result of this impulse, which has a negative reflection on the educational process as there are many complaints from teachers and teachers for what is caused by their instability and recklessness without taking into consideration the B that gets about chaos and a coup and a breach of the school system that makes it difficult to control the teacher section.

The physical education lesson, as well as the improvement of the physical characteristics of the human being, have many educational and developmental goals in which the tasks that help in achieving the desired goals must be achieved. This refers to the development of the motor skills and to the use of theoretical knowledge and information in the field of sports. The peaceful competition and finally the development of high-level positive motives for sports activity personality traits.

The lesson should also increase the mental abilities so that the student is placed in an educational environment in all cases such as sufficient space and auxiliary tools. At the beginning of the educational area there are special terms used and the students understand these terms and the ability to deal with them and implement them. Tasks

required of them. The types of impulse students experience are the motor side, the emotional impulse in attitudes and the mental impulse (remembering, attention, and other mental processes).

The General Question:

Has the physical education session any role in reducing the rush among pupils?

Where the general question was divided into partial questions:

Partial questions:

1 - Has the study of physical education a role in reducing the emotional rush of pupils?

2 - Has the study of physical education a role in reducing the momentum of pupils?

3 - Has the study of physical education a role in reducing the mental rush of pupils?

General hypothesis:

The physical education session has a role in reducing the rush among pupils.

Hypotheses:

1 - The lesson of physical education has a role in reducing the emotional rush of pupils.

2 - The study of physical education has a role in reducing the momentum of pupils.

3. Physical education studies have a role in reducing students' mental stress.

Suggestions:

- We should take care of adolescents, especially at this critical stage by listening to them, and guiding them to solve their psychological problems.

- The need to extend the time of the physical education session in order to realize all the planned Aims.

- Teach pupils how to respond to the instructions and follow it accurately and clearly.

Objectives of the study:

1 - Knowing the role of the lesson of physical education and sports in reducing the emotional rush of students.

2 - Knowing the role of the lesson of physical education and sports in reducing the momentum of students.

3 - Knowing the role of the lesson of physical education and sports in reducing the mental rush of students.

The importance of the study:

The importance of research is that the stage of intermediate education, which is a stage from which the individual moves from childhood to a new stage, the period of adolescence, which determines the course and objectives of the next, and the importance of our study of the contributions made, both theoretical and applied through studying the contribution of lesson Physical education in reducing the rush of students, especially in this difficult period in the life of the individual.

- Utilization of solutions and proposals.

- Increase in the scientific balance of students and professors

Key words:

Rush:

Language: He sped into talking, and the horse sped faster in his path, and they fought in the war pushing each other.

The term "rushing to make decisions" is not a treatment for the coming information, and it is a big mistake in decision-making, as we find the lack of calm and excess movement and the ease of emotional excitement, which causes inconvenience to others and notes through manifestations such as the movement and climbing.

"It is a response that is accompanied by recklessness and recklessness without the consequences or consequences," said Mohamed El Sayed Abdel Rahman Mona Khalifa Hassan.

Procedural: It does not give enough time to think about its occurrence in a problem and hasty decision-making.

Adolescence:

Language: The adolescent is a teenager is a teenager if the jet dream and tired of prayer, the last until the time of others.

The term "adolescence" is derived from the verb in a sense of truth or inferiority. It means the approach of the dream and the completion of maturity.

As Shadley Mall has defined it in his book Teen Psychology is a period of emotions that is deeply affected by crises Psychological, suffering, frustration, conflict, anxiety and difficulties of consensus.

Procedural: The difficult stage in an individual's life is the result of the changes that occur to him.

Studied Language: Drawing lesson taught any pardon, and studied the wind and studied the book lesson and study, and studied the books and taught and managed any study.

The physical education lesson is defined as the small unit in the curriculum in the overall curriculum of the physical education and sports curriculum in the school. It includes all aspects of the activities that the teacher wants the students to practice in this school, and acquire the skills included in these activities in addition to the accompanying Direct or indirect education.

Previous Studies:

Algerian Studies:

The first study: a municipal study entitled The relationship of the cognitive style of independence to the dependence on the cognitive field in the attention of elementary students⁵⁵, A sample of 139 pupils and students randomly drawn from primary teachers was sampled (59 males and 80 females).

Tool used: Attitude test with hyperactivity.

Results: There is a statistically significant relationship between the student's method of being independent or dependent on the field and the attention process.

He second study: the study of Samira oriental entitled relationship between attention deficit disorder hyperactivity and cognitive approach (Troy - rush). The following question was raised: Is there a relationship between Attention Deficit Disorder with Hyperactivity and Cognitive Mode (Troy-Rush) in primary school students?

The general question has been emptied into secondary questions:

1. Are there differences in the use of the knowledge-based method of puberty between males and females?
2. Are there differences between the sexes in the attention ratio with motor activity?

⁵⁵ Municipality of Ben Rata: Relation of the Cognitive Method of Independence, Dependence on the Perceptual Field of Attention among Primary School Students, Magister Thesis, Al-Haj Lakhdar University, Batna, Algeria, 2007.

3 - Are there differences in the use of the cognitive method (Troy - rush) among children in attention.

Research goals:

- 1 - Enrich and increase the theoretical balance on this problem.
- 2 - Try to shed light on this type of subject.
- 3 - Enlightening teachers and psychologists on the educational process by means of diagnosing this type of behavior.

Research importance:

- 1 - The subject of the study behavior affects the life of the student.
- 2 - The subject of the study is a point of convergence of the concerns of psychology school education cognitive psychology.

Sample: A group of students and students of the fourth year of primary education from the three schools of Batna.

Curriculum used: Descriptive approach to suitability for this type of subject⁵⁶.

Samira Shawky's study on the relationship between Attention Deficit Disorder and Hyperactivity and Cognitive Style. The following question was raised:

Is there a relationship between Attention Deficit Disorder with Hyperactivity and Cognitive Method (Troy-Rush) in primary school students?

The general question has been emptied into secondary questions:

1. Are there differences in the use of the cognitive method (puberty-impulse) between the sexes?
2. Are there differences between the sexes in the ratio of attention with motor activity?
- 3 - Are there differences in the use of the cognitive method (Troy - rush) among children in attention.

Research goals:

- 1 - Enrich and increase the theoretical balance on this problem.
- 2 - Try to shed light on this type of subject.
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Research importance:

⁵⁶ Samira Shawki: The Relationship between Attention Deficit Disorder in Hyperactivity and Cognitive Style (Troy-Rush), Master Thesis, Department of Psychology, Al-Haj Lakhdar University, Batna, 2007.

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Curriculum used: descriptive approach to its suitability for this type of subject.

- Arabic Studies:

- 1 - Study on the method of knowledge and the evolution of social and social responsibility in a sample of students of the College of Education for girls in Jeddah, prepared by Mona Saad bin Faleh Al - Omari.

The problem of the study: What is the relationship between the cognitive method and the rush in the light of the response time and the number of errors and social responsibility in a sample of female students of the Faculty of Education scientific and literary specialization.

Partial questions:

A) Are there differences between the students of the study sample in social responsibility?

B- Are there differences in both the cognitive style, the acceleration and the social responsibility due to the different age of the students of the College of Education for Girls in Jeddah?

C) Are there differences in the cognitive method of socialization and social responsibility due to the different social status of female students of the College of Education for Girls in Jeddah?

Objectives of the study:

1- Studying the relationship between the cognitive method in the light of the response time and the number of mistakes and social responsibility in a sample of female students of the Faculty of Education in its scientific and literary specialization.

2- Studying the differences between female students and the levels of the study sample in social responsibility.

3 - Studying the differences between the students of the scientific and literary section in both the cognitive and social responsibility.

4 - Studying the differences in the cognitive method, the evolution of social responsibility and the result of different age and social status of students of the Faculty of Education, Jeddah.

Study Methodology: The descriptive approach that fits in with this study and its hypotheses.

Study population: Scientific and literary students aged between 19 and 27 years.

Sample of the study: a random sample of 400 students of the Faculty of Education 200 students from the literary departments and 200 students from the scientific departments.

Statistical Description: Calculation of frequencies and percentages.

Study Tools: A Standard Mating Scale The standard of social responsibility.

A personal data form prepared by the researcher.

Results:

1- There is no statistical significance between the cognitive method, the acceleration in the light of the response time, the number of errors, and the social responsibility in a sample of female students of the Faculty of Education for Girls.

2 - There are no statistically significant differences between the students with the cognitive style and the cognitive style of social responsibility.

3 - There are no statistically significant differences in the averages of the students' degrees in the cognitive method, which is the result of the difference in time immersion.

4- There are no statistically significant differences between students of the scientific and literary sections of the study sample in social responsibility⁵⁷.

A study entitled Children's impulse and their relation to their temporal disability and their level of achievement prepared by Abdul - Aziz the person

Sample: A sample of 2 to 5 primary children aged 6 to 10 years

Sample selection of 10 schools.

The researcher used homogeneity of shapes.

⁵⁷ Muna Saad Faleh Al - Omari: The Cognitive Method of Troy Rush and its Relation to Social Responsibility, Magister Thesis, Department of Psychology, College of .2007Education, Jeddah, Saudi Arabia,

Results of the study: The response time is positive for the level of general educational achievement for children⁵⁸

2- A study on the effect of the interaction of cognitive methods, the treatments in achievement and memory in physics, prepared by Abdel-Maksoud Hanim Ali⁵⁹.

Sample: A sample of 277 secondary school students

Tools used: Use a verbose scale.

The results of the study: Often students with the type of contemplation were better in memory and collection of impulse in physics.

3 - A study entitled cognitive motivation and some strategies of learning and study and cognitive methods and their relationship to each of the collection, a message, Jeddah, Saudi Arabia, 1994⁶⁰.

Sample of the study: 164 students from the Teachers College in Arar, Saudi Arabia

Scale: Corresponding verbal.

Choices: Cognitive Motivation.

The results of the study found that the cognitive and impulse cognitive style is influenced by motivation. The trainees were more motivated than the rushing individuals. They also pointed to a significant correlation between meditation and impulse, some learning strategies, information processing, selection, attention and concentration.

4 - The basic in volleyball by Najla Abbas Al-Zuhairi⁶¹

Objective of the study: To identify the effect of the methods of discovery oriented and complex in learning some basic skills of volleyball.

⁵⁸ Abdul Aziz Al shaks: A Study of Children's Impulsiveness and their Relation to Their Time Disabilities and their Level of Achievement, Magister Thesis, Cairo, Egypt, 1991.

⁵⁹ Abdul Maqsood Hanim Ali: The Effect of Interaction of Cognitive Methods in the Achievement and Recollection in Physics, PhD Thesis, unpublished, Zagazig University, Cairo, Egypt, 1987.

⁶⁰ Mahmoud Hamdi Ali: Cognitive Motivation and Some Strategies of Learning, Study and Cognitive Methods and their Relation to Collectivity, Magister Thesis, unpublished, Jeddah, Saudi Arabia, 1994.

⁶¹ Najla Abbas Al-Zuhairi: The Influence of Discovery and the Cognitive and Reflective Field of Knowledge in the Learning and Preservation of Some Basic Skills in Volleyball, Magister Thesis, unpublished, Jeddah, Saudi Arabia, 2002.

Sample of the study: 72 female students of the fourth grade were randomly selected.

Results: There were statistically significant differences between the tribal and remote tests and the six groups in the research.

The results of the study: that the expectant people were able to use more mature strategies of the rushing, which means that the Almtamlim were better in solving problems than the rush.

Discussion of literature review (previous studies):

We have noticed through previous studies that it dealt with the subject of the rush from the subject of the subject of rush and its relationship to the achievement of the study and from the field of cognitive knowledge in exchange for the rush to learn some skills in volleyball, and from the study of cognitive methods and their relationship to collection, Of the students, and from it touched on the relationship between the memory behind the strategic behavior of the rush, and from it touched on the method of cognitive rush and its relationship to social responsibility.

The second aspect is the field study in order to take advantage of how to raise the questions of the subject and the limits of the research and the way to address our subject and finally the results obtained. And compare it with our research.

- Exploration study:

The research aims to explore the conditions surrounding the phenomenon that the researcher wishes to study and to identify the most important hypotheses that can be placed and subject to scientific research, a precise formulation which is further explored in a later stage. It is research that deals with new topics that were not previously addressed by the researcher. The researcher is ignorant of many of its aspects and its dimensions. It aims to reveal mysterious or missing rings in the chain of human thinking, which helped in analysis, linkage and scientific interpretation, adding new pillars to human knowledge.

The pupils were contacted by the teachers of intermediate education. The main role of the physical education lesson was discussed and its contribution to reducing the mental, emotional, and emotional rush. The hypothesis of knowledge rush was deleted and we were informed that pupils should not be distributed to students.

The Directorate of Education was also contacted to find out the number of professors and the supplements to control the study community and identify the members of the sample.

- **The followed Approach:** The researcher follows the Descriptive Approach.

The Study Sample: Middle school teachers, from M'sila, were randomly selected for the study.

The Used Instruments: a questionnaire.

Statistical Methods:

This study was used in the statistical package system SPSS for the 18th edition "is one of the most famous and most popular software packages in the field of statistical processing of data, as this program has many unique characteristics that distinguish it from other similar programs, the most important of these characteristics, simplicity of use and ease of understanding.

Where both:

- The calculation of the truth of internal consistency "means the existence of a relationship of a type between two variables so that the degrees of both variables are affected by the other increase or decrease, and this relationship may be a positive relationship, the correlation is positive, means the greater the value of one of the two variables,

The other variable, and vice versa, is an inverse relationship. The negative correlation means that the greater the value of one variable, the less the value of the other variable, and vice versa.

Adjust the study variables:

The independent variable: It examines its effects on another variable and changes the researcher and examines the implications of this in another variable is the variable whose effect is to be known.

The independent variable in our research is the physical education lesson.

The dependent variable is the variable that changes with the change of the independent variable, ie, it reflects the effects of the change in the independent variable if there is a relationship between the two variables.

The dependent variable: rush

Curriculum used:

*The method used in this study is the descriptive approach.

*The descriptive approach was used to suit the nature of the subject.

Study Tools:

The questionnaire was used as a tool for collecting data and information.

Scientific conditions of the tool:

Honesty:

The measurement instrument is true if it measures what it claims to measure. The need for such a clear characteristic provides researchers with evidence to support their claims with respect to the qualities measured by their tests, where the degree of honesty is the most important factor for measurements and tests and is primarily related to test results.

In this note, we have relied on the sincerity of the arbitrators where this honesty (sincerity of the arbitrators) is calculated after being presented to a number of specialists and experts in the field to be measured by the test. If the experts agree that this test measures the behavior that was set for measuring it, the researcher can rely on expert judgment.

In order to determine the suitability of the questionnaire with the objectives of the study and using the opinions of the arbitrators, we presented it to a group of professors who were seen with experience and experience in the field of scientific research and have the required scientific degree. We benefited from the observations we obtained. Output the final form of the form.

The accuracy of the internal consistency of the tool was calculated by distributing the questionnaire to a sample of 60 members of the original community by calculating correlation coefficients Pearson through the use of the statistical package system spss for the 18th edition between the score of each of the three axes and the total score of the questionnaire as we calculated The correlation coefficients between the score of each statement and the total score of the axis as well as the total score of the questionnaire and the following tables show that.

Table showing the coefficient of correlation of the degree of each of the terms of the first axis with the total score of the first axis.

Phrases	Coefficient of correlation
The physical education lesson makes pupils more sedate and reassuring.	0.61
Reduces pupils' excessive self confidence.	0.73
Total score	0.94

Table showing the coefficient of correlation of the degree of each of the expressions of the second axis with the total score of the second axis.

Phrases	Coefficient of correlation
Increases student memory.	0.88
Improves student feedback.	0.93
Increase students' expectations.	0.57
Total score	0.94

Table showing the coefficient of correlation of the degree of each of the expressions of the third axis with the total score of the third axis.

Phrases	Coefficient of correlation
The physical education lesson makes pupils more precise in motor performance.	0.77
Makes pupils organize during the performance of motor skills.	0.71
Helps students take care of the details of movements before performance.	0.88
Reduces pupil hyperactivity.	0.78
Total score	0.92

2.2 Persistence:

The common definition of stability is that it indicates the reliability of the measuring instrument and the use of the test. This means that the test shows that it yields the same results consistently if the test is used more than once under similar conditions (the same conditions). The stability of the questionnaire was estimated on a sample of 60 individuals using the Alpha chromabach coefficient, which is suitable for the study of the current study.

Following are the results of the alpha chromabach stability coefficient, which is very high using the SPSS statistical package for its 18th edition. The table shows the stability coefficient for each axis and the overall stability of the questionnaire:

Axles	Number of Phrases	Alpha Cronbach coefficient
The first axis: The study of physical education has a role in reducing the emotional rush	19	0.88
The second axis: The study of physical education has a role in reducing the mental impulse	18	0.89
The third axis: Physical education lesson has a role in reducing the motor rush	18	0.86
Total	55	0.89

2-3. Objectivity:

In order for the research to be objective, the researcher should look at the research object objectively, ie, a view that is far from personal and personal desires. This is the view in which the objectors are equal, regardless of the different angles of vision.

Rush is considered one of the most disturbing behaviors on a number of psychological, social and educational aspects, as the adolescent student seeks to achieve and assert his independence as he reaches a stage in which his idea has crystallized and as a result of confirming this idea he collides with the authority of the teacher, The

sense of the meter seeks to rush and mood behavior, and therefore the student faces multiple problems related to perception, which may hinder him from focusing his attention for a period of exciting or stop, which is the result of multiple problems related to the awareness of the thing that he pays attention to the details of performance It takes a short period of time to identify the situation from receiving, interpreting, encrypting, and retrieving information.

Axis I: emotional rush.

Phrase No. 02: Reduces pupils' self-confidence.

Purpose of the phrase: Learn the role of the lesson in reducing the self-confidence in the pupils.

Function non-function	Level of significance	Degree of freedom	K ² Scheduled	K ² calculated	Percentages	Duplicates	Answers
Function	0.05	02	5.99	12.16	11.1	4	Always
					58.3	21	Sometimes
					30.6	11	Never

Table (07) represents the role of the lesson in reducing the self confidence in the pupils.

By analyzing the results of the table, we found that 11.1% of the teachers answered Always, and most of them answered Sometimes with 58.3% and others answered Never with 30.6%.

The statistical treatment of the questionnaire by the statistical treatment of the questionnaire by calculated Ka 2 equals (12.66), which is greater than the value of Ka 2 (5.99) at the degree of freedom of 02 and the level of significance of 0.05, then there are differences of statistical significance.

The results show that we have scientifically proven through statistical analysis that physical education plays a major role in reducing self-confidence in students. It reduces the negative attitude towards colleagues as a result of friction and group practice and becomes positive and as a result decreases the level of impulse.

The second axis:

Phrase 25: Makes students more focused on what is required of them.

Purpose of the phrase: learn the role of the lesson in making pupils more focused on what is required of them.

Function / non-function	Level of significance	Degree of freedom	K^2 Scheduled	K^2 calculated	Percentages	Duplicates	Answers
Function	0.05	02	5.99	27.16	%72.2	26	Always
					%25	09	Sometimes
					%2.8	1	Never

Table (30): The role of the lesson is to make students more focused on what is required of them.

By analyzing the results of the table, we found that 72.2% of the teachers answered Always and some of them answered Sometimes with a percentage of 25% and others answered Never with 2.8%.

The statistical treatment of the questionnaire by means of the statistical treatment of the questionnaire by the calculated $K_a 2$ equals (27.16), which is greater than the value of $K_a 2$ (5.99) at the degree of freedom 02 and the significance level of 0.05, then there are differences of statistical significance.

Therefore, we conclude that we have proved scientifically through the results of statistical analysis that the lesson of physical education has a large role in maintaining the concentration of students for a long time is the highest attention to the lesson and the activities carried out to help students to maintain their focus on what is required to achieve goals set by the professor and then The lack of psychological fatigue and thus less level of errors and with them less rush in the positions that are placed during them.

Third Axis:

Phrase No. 42: Reduces the speed of the wrong reaction during the performance of motor skills.

Purpose of the phrase: Learn the role of the lesson in reducing the speed of the wrong reaction during the performance of motor skills.

Function / non-function	Level of significance	Degree of freedom	K ² Scheduled	K ² calculated	Percentages	Duplicates	Answers
Function	0.05	02	5.99	22.10	%30.6	11	Always
					%66.7	24	Sometimes
					%2.8	1	Never

Table (47): The role of the lesson in reducing the speed of the wrong reaction during the performance of motor skills.

By analyzing the results of the table, 30.6% of the teachers answered Always and some of them answered Sometimes with 66.7% while others answered Never with 2.8%.

The statistical treatment of the questionnaire by the statistical treatment of the questionnaire by calculated Ka 2 equals (22.10), which is greater than the value of Ka 2 (5.99) at the degree of freedom 02 and the level of significance of 0.05, then there are differences of statistical significance.

Through the results we conclude that we have proved scientifically through statistical analysis that the study of physical education a significant role in reducing the speed of the wrong reaction during motor skills, the lesson makes pupils especially adolescents more trojan in the situations they are subjected to and then reduce and lack of rush, which leads to performance High and high in learning the various motor skills of students.

Results :

- 1 - The lesson of physical education has a role in reducing the emotional rush of pupils.
- 2 - The study of physical education has a role in reducing the momentum of pupils.
3. Physical education studies have a role in reducing students' mental stress.

Works Cited :

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