IOSR Journal of Sports and Physical Education (IOSR-JSPE)
e-ISSN: 2347-6737, p-ISSN: 2347-6745, Volume 3, Issue 2 (Mar. – Apr. 2016), PP 04-08
www.iosrjournals.org

Impact of the Inactive Courses on the Health Fitness Case Scholar Girls♀

kamel kohli[1], Zerf Mohammed [2]
[1](sport training, Physical Education Institute / University of Mostaganem, Algeria)
[2]((sport training, Physical Education Institute / University of Mostaganem, Algeria)

Abstract: *The majority of studies support the effect physical inactivity which contributes substantially to the global burden of disease. while university study has several specialties in the majority do not have any physical activity due to hours of study which becameIdle time. From that our aims interest in this study are to examine the impact of Inactive Courses studies on physical abilities casescholar girls♀.*
Our experience was conducted in the Laboratory OPAPS" Physical Education Institute" University of N Mostaganem for academic years 2014-2015. Wherewe have tested the sample based on the field tests developed by CSEP / CSEP © Canadian Society for Exercise Physiology to determine the impact of Inactive Courses due to Attend lecturesOn the Health physical abilities for academic year2014-2015 (pretest in December 2014 and retest inMay 2015) where the research samples were selected by the intentional manner included 60 students 20 girls who will pass the baccalaureat,20grils registered in first year department literature languages and 20 registered in first year physical education and sports. Based on the data analysis we confirm:

- *Inactive Courses contribute to the low level of physical fitness*
- *Integration Physical activities in the programs of different academic specialties*
- *Imposition law of fitness and health in all sectors*

Keywords*: Subject Physical Education, Health physical abilities, Scholar girls♀.*

I. Introduction

Physical educationis an educational course related to the physique of the human body. It is taken during primary and secondary education and encourages psychomotor learning in a play or movement exploration setting to promote health.[1]whereas this practice differs from country to another for example, In France, physical education has been a compulsory subject since 1880 and 1882. Every week the pupils are taught 3 hours of PE in primary school, 4 hours in the first form of secondary school, then 3 hours in high school[2].While in South America (including Caribbean countries) 73 minutes in primary schools and 87 minutes in secondary schools[3]. Where in Algeria are 2 hours per week in middle and high school[4] this difference leads us to the short time required to engage the student in physical activity, where the studies indicate that time of physical activity is reduced to improve academic results in many countries.[5]Whereas the researchers discovered that exercise influenced specific measures of cognition and academic achievement.[6]

From this perspective the importance of this study was to reveal the contradictions between the two philosophers which agreed the importance of physical training and fitness reflected the philosophy of physical education at the time[7] and which approved that physical education and sports would never be a component of the curriculum. The curriculum would be devoted to the exclusive training of the mind[8].

Through views differ, our objectives inthis study line onthe beneficial effects of Physical Education within and beyond the curriculum to successfully participate in physical activity throughout life thing confirmed by[9]and[10]. Where the effect of the physical inactivity contributes to substantially and global burden of disease confirmed by[11],[12]and[13].Based on the review of literature our addresses follow the impact of University-Based Adapted Physical Activity Practice for Children and Youth; and Theory-Driven Evaluation[14] which are very important to preview Health reality for students After excluding of the Subject Physical Education and Sports,to improve academic results in our university.

Where our background confirms that Physical activity and academic results two very important goals in the student life. However, devote his time to study and have a healthy body in a holy spirit requires reviewing of the Algerian university programs where the integration of the Physical activities is very necessary in the different specialties of study. recommendation proved by the intervention studies which show that spending increased time in structured physical education does not reduce academic achievement and may even contribute to achievement (Riva L. Rahl, 2010)

From that our addresses in this study come to examined the effects of numbers of inactive hours due to courses in theaters. Where the similar studies shown the impact of the physically active as lifestyle which reduce pain and contribute to an improved physiological, emotional and social functioning in everyday life (Bossen et al., 2014, Martin, 2013 and van der Ploeg et al., 2004). Based on thisbackgrounderour data analysis come to

check and prevent the effect of its devices quality of life studies in the decreased offitness health according tothe recommendationsProposed by [15],[16]and[10]**.**

II. Methods

- **STUDY POPULATION AND DESIGN**

the data of This cross-sectional study was conducted in the Laboratory OPAPS" Physical Education Institute" University of Mostaganem for academic years 2014-2015. Where we have tested the sample based on the field tests developed by CSEP / CSEP © Canadian Society for Exercise Physiology to determine the impact of physical inactivity due to idler time, to improve academic results On the Health physical abilities for the academic years (pretest in December 2014 and retest in May 2015)

- **Statistical Analysis**

The research samples were selected by the intentional manner included 60 students ages ±18 years 20 girls who will pass the baccalaureat,20grils first year department languages and 20 first year physical education and sports for the academic year 2014-2015. for their homogeneity in pre-tests we have calculate Anova which are note significant in all the tests practice in this study see table 1

Table 1 shows the Descriptive statistics pre-test for the sample

Variables		N	Mean	S-D	F	Sign
BALANCED	Bac	20	4,3000	,80131	,306	,737
	Language	20	4,2000	,83351		
	EPS	20	4,1000	,78807		
	Total	60	4,2000	,79830		
FLEXIBILITY	Bac	20	4,1500	,81273	,027	,973
	Language	20	4,1000	,78807		
	EPS	20	4,1500	,74516		
	Total	60	4,1333	,76947		
MUSCULAR FORCE	Bac	20	3,5000	,51299	,064	,938
	Language	20	3,5500	,51042		
	EPS	20	3,5000	,51299		
	Total	60	3,5167	,50394		
ENDURANCE	Bac	20	3,2500	,71635	,034	,966
	Language	20	3,3000	,65695		
	EPS	20	3,2500	,71635		
	Total	60	3,2667	,68561		
Body mass index	Bac	20	3,4500	,51042	,355	,703
	Language	20	3,6000	,68056		
	EPS	20	3,5000	,51299		
	Total	60	3,5167	,56723		

- **Measures**

We have tested the sample based on the field tests developed by CSEP / CSEP © Canadian Society for Exercise Physiology see the scorecard and descriptions of the proposed test

Fig 1 the scorecard and descriptions of the proposed test[17]

PROFIL DE FORME

Club :.....
Nom :.....
Prénom :.....
Adresse :.....
.....

Poids :.....
Taille :.....
IMC(voir fiche « poids » :) :.....

Date de reccueil des données :.....

EQUILIBRE
Test 1 : Equilibre sur une jambe (équilibre statique) 1 2 3 4 5

SOUPLESSE
Test2 : Souplesse avant debout 1 2 3 4 5

FORCE MUSCULAIRE
Test 3 : Force de préhension 1 2 3 4 5
Test 4 :Résistance des cuisses 1 2 3 4 5

ENDURANCE
Test 5 : Test de marche de 6 min 1 2 3 4 5

INDICE DE POIDS
Test 6 : 1 2 3 4 5

Pour chaque exercice, la valeur moyenne se situe à 3.
Si vous avez une majorité de :

- 1 et de 2, il est temps de reprendre une activité physique ou d'augmenter votre niveau d'activité actuel.
- 3 et de 4, vous êtes en assez bonne forme mais vous avez encore une marge de progression.
- 4 et de 5, BRAVO ! Continuez comme cela !

First test: Balance on one leg (static equilibrium) Purpose: To measure the effectiveness of postural control on a reduced surface support.[18]

Second test: Flexion front trunk (flexibility before standing) Purpose: To measure the flexibility of the trunk and lower limbs posterior chain.[19]

Third test: Measurement of the isometric strength of the muscles of the hand and forearm (grip strength) Purpose: To measure the maximum force gripping by dynamometer[20]

Fourth test: Test stand - sit 30 seconds (strength in the lower limbs) Purpose: To measure the strength of the lower limbs and the ability of muscles to contract to produce movement.[21]

Fifth test: 6-minute walk test (allows an evaluation of the endurance ability) Purpose: To evaluate the cardiovascular endurance and mobility.[22]

Sixth Test: Body Mass Index Calculate your body mass index (BMI) BMI = weight / square meter Size[23]

Evaluation for each test, the mean value is 3.

If you have a majority:

- 1 and 2, it is time to resume physical activity or increase your current activity level.
- 3 and 4, you're in pretty good shape but you still have room for improvement.
- 4 and 5, BRAVO! Keep doing this!

III. Results

Table 2 shows the Descriptive statistics re-test for the sample

Variables		Bac	Langue	EPS	F	Sign
BALANCED	Bac	--	,60*	-,40	6,94	,002
	Language	-,60*	---	-1,00*		
	EPS	,40	1,00*	---		
FLEXIBILITY	Bac	--	,55*	-,70*	12,45	,000
	Language	-,55*	---	-1,25*		
	EPS	,70*	1,25*	---		
MUSCULAR FORCE	Bac	--	,65*	-0,4	10,16	,000
	Language	-,65*	---	-1,05*		
	EPS	0,4	1,05*	---		
ENDURANCE	Bac	--	,50*	-,50*	8,47	,001
	Language	-,50*	--	-1,00*		
	EPS	,50*	1,00*	---		
Body mass index	Bac	--	,85*	-0,15	11,316	,000
	Language	-,85*	---	-1,00*		
	EPS	0,15	1,00*	---		

Tough the table 2 were the Anova is significant in all compare retestsallowing us to calculate the LSD to classify sample based on the protocol assessment used where the EPS girls aregood shape flowing by bac girls and in the last position Language girls from that we confirm the effect of physical inactivity due to long hours classes that will contribute to degradation of the level Health Physical Abilities a result approved by (James F. Sallis and Jordan A. Carlson, 2015), (Pate, Russell R., Buchner, David, 2014), (Lee, I-M, Shiroma FJ, Lobelo F, et al, 2012). From the approve we agreed the judgment of [24] that We must get serious importance about improving the health of the nation by affirming our commitment to healthy physical activity in our case requires physical fitness in the recruitment of students. For the reasons we confirm that the relationship of physical activity and cognitive competence has been approached primarily in the context of intellectual development and academic achievement thing confirmed by [25] and [26].

IV. Discussion

Based on the indicate of [27] the focus on academic learning is important, in order to preserve a comprehensive approach to teaching children social and emotional skills. Where[28]sitThat still leaves social studies are in art, music, and physical education on the periphery of curriculum areas. A balanced school curriculum should make for a well-rounded individual in all academic disciplines. However, [29] confirm that participation in health-related physical education classes can have a positive effect on students' academic achievement.

From the proof our results confirmthat the Insufficient physical activity levels due tothe lack of subject physical education and sport as unit educational in the programof department literature languages are a serious health problem which conducted decline of fitness [30]. where the Regular practices physical activity as EPS and Bac girlsdevelop the Health Physical Abilities which promote optional health[31]otherwise the physical activityincreases the capacity function which upon the quality of life. differently the low exercise level confirms ourhypothesesthatidler time due to long hours of study deteriorate the Health Physical Abilities. From that we recommend the subject of Physical activity as a treatment To compensate the level of traffic during the

weekwhere the similar study show that student engaged in daily physical activity show better motor activity, academic performance[32] approved by[33] and[34].

However,in our case improve academic results on minimizing the time of physical activities conduct our students to Physical inactivity which is recognized as an important risk factor for multiple causes of death and chronic morbidity and disability[35]. It also increases the risk of stroke and such other major cardiovascular risk factors as obesity, high blood pressure, low HDL ("good") cholesterol and diabetes[36]

In addition, physical activity improves endurance and strength, allowing you to perform activities more effectively and for longer periods.[37] from that our result line in The investigation of the relationships between improve academic results, physical activity, fitness, and health which are an important research field[38]to improve the health fitness by integrating EPS sitting in different academic specialties.

V. Conclusions

We found that frequent participation in outdoor physical activity in the long-term was associated with better health-related in The contents of the training program. Where the superiority of students of Physical Education and Sports Institute Compared to other groups explain to us that Sport is fundamentally a social phenomenon that encompasses all of these social forms of human activity[39]where the physical activity required to maintain optimal health which is regular, planned, and structured with the aim of improving or maintaining of one or more aspects of physical fitness[40] a result which consist with the results of bac group.

Accordingly, to ourresults, we refer to fitness rating help which determine health-related agility, balance, body composition, cardiorespiratory endurance[41] as a Health Physical Abilities where[42]confirm thatHealth-related physical fitness is composed of components representing as a vital component of the physical education curriculum confirmed by [43] and [44]. Whereas the insufficient physical activity levels in the lack of module physical education and sport in the unit educational program are a serious public health problem which well bea severe consequence in the nearest future (N. A. Garrett et al, 2004)because Sport is fundamentally a social phenomenon that encompasses all of these social forms of human activity.

Likewise, the concept of fitness and its health benefits are vital components of a physical education curriculum. where The integration of these two very important content areas in our university programs might be accomplished with the study of a unit in the programs of different academic specialties.[45]

Acknowledgments

We are grateful to the Laboratory OPAPS" Physical Education Institute" University of Mostaganem. Where this study was released for the design; collection, analysis, and interpretation of data; writing of the report; or the decision to submit the manuscript for publication the authors arethe only responsible.

References

[1]. Anderson, D, The Discipline and the Profession. Foundations of Canadian Physical Education, Recreation, and Sports Studies. Dubuque, IA, Wm. C. Brown Publishers, 1989.
[2]. Mrs Rajani. J. Dalvi, INTRODUCTION TO PHYSICAL EDUCATION, India: Lulu.com, 2014, p. 56.
[3]. Ken Hardman,Ken Green, Contemporary Issues in Physical Education: International Perspectives, UK: Meyer & Meyer Verlag, 2011, p. 14.
[4]. Boubeker YAHIAOUI, "L'éducation physique et sportive scolaire en Algérie," Insaniyat, Vols. XVII 2-3, no. 60-61, pp. 195-222, 2013.
[5]. Marshall, Nick Draper andHelen, Exercise Physiology: For Health and Sports Performance, UK: Routledge, 2014, p. 459.
[6]. Tomporowski, Phillip, McCullick, Bryan, Pesce, Catherine, Enhancing Children's Cognition With Physical Activity Games, USA: Human Kinetics, 2015, p. 26.
[7]. Jane M. Shimon, Introduction to Teaching Physical Education: Principles and Strategies, USA: Human Kinetics, 2011, p. 44.
[8]. Dhiraj Kumar Singh, Principle and History of Physical Education and Sports, India: Sports Publication, 2010, p. Chapter 9.
[9]. Dominic Haydn-Davies, Emerick Kaitell, Physical Education: Beyond the Curriculum, USA: Coachwise 1st4sport, 2010, p. 5.
[10]. Bette Loef, Ellen L. de Hollander, Cécile R.L. Bootb, Karin I. Proper, "Physical activity of workers with and without chronic diseases," Preventive Medicine Reports, Vols. 3,, p. 30–35, 2016.
[11]. James F. Sallis and Jordan A. Carlson, "Population Health: Behavioral and Social Science Insights Physical Activity: Numerous Benefits and Effective Interventions," Agency for Healthcare Research and Quality, Rockville, MD, 2015.
[12]. Pate, Russell R., Buchner, David, Implementing Physical Activity Strategies, USA: Amazon France, 2014, p. CHapter9.
[13]. Lee, I-M, Shiroma FJ, Lobelo F, et al, "Effect of physical inactivity on major non-communicable diseases worldwide: an analysis of burden of disease and life expectancy," Lancet, vol. 380, pp. 219-29, 2012.
[14]. Roxane E Seaman B P E, Adapted Physical Activity Course Practicum: Theory-Driven Evaluation, USA: ProQuest, 2007, p. 11.
[15]. Carroll et al, "Vital signs: disability and physical activity—United States, 2009–2012," MMWR Morb. Mortal. Wkly Rep, vol. 63 , no. 18, p. 407–413, 2014.
[16]. de Hollander et al, "Beweeg- en sportgedrag van mensen met een chronische aandoening of lichamelijke beperking (Exercise- and sports behavior of people with a chronic disease or physical disability)," RIVM, Bilthoven, 2015.
[17]. Mr. Duclos, P. Rochcongar, Drs J. and F. DEPIESSE PRUVOST and gentlemen AUCOUTURIER J. and F. LE CREN, federal technical staff,, "Evaluation test of fitness for the "Days Feel Sport»," CNOSF Medical Commission, National Olympic Committee and sports french, 2012.
[18]. Mikael Krogerus, Roman Tschäppeler, The Test Book: 64 Tools to Lead You to Success, UK: 3a exmouth house, 2014, p. N°18.

[19]. Craig Liebenson, Functional Training Handbook, UK: Wolters Kluwer Health, 2014, p. 79.
[20]. Shultz, Sandra, Houglum, Peggy, Perrin, David, Examination of Musculoskeletal Injuries With Web Resource-4th Edition, USA: Human Kinetics, 2015, p. 109.
[21]. David J. Magee, Orthopedic Physical Assessment, UK: Elsevier Health Sciences, 2013, p. 134.
[22]. James R. Sills, The Comprehensive Respiratory Therapist Exam Review, UK: Elsevier Health Sciences, 2015, p. 512.
[23]. William H. Holmes, William C. Rinaman, Statistical Literacy for Clinical Practitioners, UK: Springer Shop, 2015, p. 132.
[24]. Stuart Biddle and Nanette Mutrie, Psychology of Physical Activity, USA: Psychology Press, 2001, p. 3.
[25]. Society for the Study of Human Biology. Symposium, Nicholas G. Norgan , "Physical Activity and Health," Cambridge University Press, UK, 1992.
[26]. Stuart J. H. Biddle, Nanette Mutrie, Trish Gorely, Psychology of Physical Activity: Determinants, Well-Being and Interventions, UK: Routledge, 2015, p. 125.
[27]. Lynea Gillen, Jim Gillen, Yoga Calm for Children: Educating Heart, Mind, and Body, USA: Three Pebble Press, LLC, 2008, p. 16.
[28]. Marlow Ediger , Quality School Education, India: Discovery Publishing House, 2010, p. 33.
[29]. J. Brinker, Academic Incentives Impact on Increasing Seventh-graders Physical Activity, US: ProQuest, 2008, p. 56.
[30]. N. A. Garrett et al, "Physical inactivity: direct cost to a health plan," The American Journal of Preventive Medicine, vol. 27, no. 4, p. 304–309, 2004.
[31]. L. B. Robbins et al, "Physical activity research in nursing," Journal of Nursing Scholarship, vol. 33, no. 4, p. 315–321, 2001.
[32]. Ms Jacqueline Merchant, Ms Barbara Griffin, Anne Charnock, Sport and Physical Activity: The Role of Health Promotion, USA: Palgrave Macmillan, 2007, p. 77.
[33]. Committee on Physical Activity and Physical Education in the School Environment,Institute of Medicine,Food and Nutrition Board, Educating the Student Body Taking Physical Activity and Physical Education, USA: National Academies Press, 2013, p. 4.
[34]. Dan J Graham,James Aaron Hipp,Simon Marshall,Jacqueline Kerr, Emerging Technologies to Promote and Evaluate Physical Activity, UK: Frontiers E-books, 2014, p. 132.
[35]. Majid Ezzati, Comparative Quantification of Health Risk, Geneva: World Health Organization, 2004, p. 729.
[36]. Noemie P. Beaulieu, Physical Activity and Children: New Research, USA: Nova, 2008, p. vii.
[37]. Jerrold S. Greenberg, George B. Dintiman, Barbee Myers Oakes, Physical Fitness and Wellness: Changing the Way You Look, Feel, and Perform, UK: Human Kinetics, 2004, p. 15.
[38]. Krell-Rösch, Janina, Interdependence of Physical (In-) Activity, Fitness and Cognition, KIT Scientific Publishing, 2014, p. 1.
[39]. Karin Volkwein-Caplan, Sport Fitness Culture, UK: Meyer & Meyer Verlag, 2013, p. 14.
[40]. Encyclopedia of Human Nutrition, UK: Access Online via Elsevier, 2012, p. 33.
[41]. McConnell, Karen, Corbin, Charles, Corbin, David, Health for Life, USA: Human Kinetics, 2014, p. 175.
[42]. Sharon A. Plowman and Denise L. Smith, Exercise Physiology for Health Fitness and Performance, UK: Wolters Kluwer Health, 2013, p. 12.
[43]. Anne Williams and Joanne Cliffe, Primary PE: Unlocking the Potential, UK: McGraw-Hill Education (UK), 2011, p. 72.
[44]. John Porcari, Cedric Bryant, Fabio Comana, Exercise Physiology, USA: F.A. Davis, 2015, p. 448.
[45]. Lynn Dale Housner, Integrated Physical Education: A Guide for the Elementary Classroom Teacher, USA: Fitness Information Technology, Incorporated, 2000, p. 72.
[46]. Riva L. Rahl, Physical Activity and Health Guidelines: Recommendations for Various Ages, USA: Human Kinetics, 2010.