

*The Role Of Practicing Adapted Physical Sports Activity In Enhancing,
The Self-Confidance Of Children With Special Needs
(A Variety Of Disabilities) From The Point Of View Of Educators
In The Pedagogical Center Of Ain Defla State*

دور ممارسة النشاط الرياضي البدني المكيف في تعزيز الثقة بالنفس لدى أطفال ذوي الاحتياجات الخاصة
(مختلف الإعاقات) من وجهة نظر المربين بالمركز البيداغوجي لولاية عين الدفلى

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ملخص:

تهدف هذه الدراسة إلى الكشف عن دور النشاط البدني المكيف في تعزيز الثقة بالنفس لدى الأطفال ذوي الاحتياجات الخاصة بمختلف إعاقاتهم، وذلك من وجهة نظر المعلمين بالمركز النفسي-البيداغوجي لولاية عين الدفلى. ولتحقيق أهداف الدراسة، تم تطبيق مقياس لدور النشاط البدني المكيف في تعزيز الثقة بالنفس، والذي صمّمه الباحثان بعد التحقق من خصائصه السيكومترية، على عيّنة مكونة من 46 معلماً تم اختيارهم وفق أسلوب المسح الشامل لطبقة التدريس بالمركز. وقد تم اعتماد المنهج الوصفي التحليلي في معالجة البيانات.

وبعد جمع البيانات وتحليلها، أظهرت النتائج أن النشاط البدني المكيف يُسهم بشكل كبير في تعزيز الثقة بالنفس لدى الأطفال ذوي الاحتياجات الخاصة بمختلف إعاقاتهم، وذلك بحسب آراء معلمي المركز.

الكلمات المفتاحية: النشاط البدني المكيف، الثقة بالنفس، الاحتياجات الخاصة.

Abstract:

This study aims to explore the role of adapted physical activity in enhancing self-confidence among children with special needs, with various types of disabilities, from the perspective of teachers at the Psychopedagogical Center of the Wilaya of Aïn Defla. To achieve the objectives of the study, a scale measuring the role of adapted physical activity in promoting self-confidence—designed by the researchers after verifying its psychometric properties—was administered to a sample of 46 teachers selected through a comprehensive survey of the teaching staff at the center. The analytical descriptive method was adopted for data processing.

After collecting and analyzing the data, the results revealed that adapted physical activity plays a significant role in enhancing self-confidence among children with special needs, regardless of the type of disability, according to the teachers' perceptions at the center.

Keywords:

Adapted Physical Activity, Self-Confidence, Special Needs.

1. Introduction

Adapted sports physical activity is considered as one of the most effective educational tools that aims to develop a multifaceted person in the society by promoting comprehensive development in all aspects of personality; including psychological, motor, cognitive, social, and physical health. It is also viewed as one of the widespread educational activities among teens, especially in educational institutions and pedagogical centers that provide education and care for individuals with special needs (A variety of disabilities).

According to Bouziane (2017) engaging in Adapted sports physical activity is the main factor that helps individuals with disabilities accept and make up for their limitations is engaging in flexible physical activity. It turns their disability into a challenge rather than a limitation and helps them overcome their psychological and social conflicts, ultimately enhancing their status within the community they belong to. Our religion guides us to respect all human beings regardless of their appearances or abilities, and consider them as incapable or worthless. The way society look at people with special needs often causes them to feel inferior and insufficient, thus it reduces their ability to adapt to themselves and the society, as cited in Bouziane's work (2017), which encourages society to prioritize providing education and care to this group of people by integrating them into educational and pedagogical institutions.

Self-confidence plays a crucial role in building and developing people's personalities. Without it the human being loses his self respect and becomes vulnerable to criticism, can be manipulated easily, and ends up living a miserable life. It also provides individuals with power, motivation, passion, and courage, pursuing them in order to achieve their aims, dreams, and future expectations without fear. Rather they can be responsible for their own decisions and be proud of themselves. People who have low self esteem often struggle to engage in conversations and express what they want which can lead to depression and a strong inability to impact their social surroundings. Hence, all human beings must have confidence in themselves in order to face life and live peacefully; which was emphasized by Ibrahim El-Fiky (2010, p. 7).

Therefore, this research problem was raised prompting us to find an answer to the following question. Does practicing adapted physical sports activities for children with special needs play a role in enhancing their self-confidence from the perspective of teachers at the Pedagogical Center of Ain Defla Province?

The aim of this study is to investigate the role of adapted physical sports activities in enhancing self-confidence among special needs' individuals from their teachers' view-points.

The relevance of this topic is derived from the importance of the topic itself, as it addresses a pivotal issue that needs attention and thorough research. It represents a significant scientific contribution into the field of education and psychology, especially that it examines a relatively new topic with few existing references. Besides, the results of this study can be beneficial for all parties involved in the subject, including teachers and institutions.

2. Key Concepts of the Study and Previous Studies

2.1 Concepts and Terminology of the Study:

- **The Concept of Physical Sports Activity:**

Al-Khouli (2001, P. 12) defined it as:

"One of the most refined forms of human motor behavior, and the most organized among other types of physical activities."

Mechri and Abed (2018, p. 17) view physical sports activity as:

"An educational activity that focuses on raising kids in a balanced and healthy manner; emotionally, socially, physically, and mentally, by using multiple sports programs and fields, under the supervision of specialized experts seeking the objectives of sports activity." "The strong believer is better and more beloved to Allah than the weak believer," the Prophet (peace be upon him) once stated.

- **Adapted Physical Activity:**

Helmy an El sayed (1998, P. 223) defined it as 'it refers to sports, games, and programs altered to meet the type and severity of the disabilities, based on their interests and their capacities.

We define it operationally as modifying some sport activities to suit individuals with special needs, allowing them to participate significantly and safely.

- **Self-confidence:**

It was defined by Okacha (1999, P. 10) as 'It is a personal feature through which an individual feels efficient and capable of facing obstacles and different conditions by using their utmost abilities and capacity to achieve intended purposes

It is a positive state of mind, feeling, attitude, and behavior that fosters a healthy. Psychological growth and help individuals reach the maximal attainable level of psychological and interpersonal integration as well as mental wellness.

We operationally refer to it as 'Self-confidence is the individual's trust in their own character, confidence in their abilities and decisions, and their capacity to manage situations effectively.

- **Children with Special Needs (A variety of disabilities):**

The world Health Organization WHO defines disability as "A condition of deficiency or incapability in physical or mental abilities due to genetic factors, which limits individual from practicing certain activities that a normal person of the same age would be able to perform "(Hardo Center, P. 08).

We define people with special needs as 'children who have a physical or mental impairment, or a deficiency in one of their senses that substantially limits one or more major life activities. They require special needs and care.

2.2 Previous Studies:

The work of **Somaya Mostafa (2009):** Titled "The Effectiveness of a Counseling Program in Developing Self-Confidence among Female Students.

This study aimed to explore the effectiveness of the proposed counselling program in enhancing self-confidence among female students of the Islamic University in Gaza, it attempted to find the level of confidence the sample have, and to assess whether there were any statistically significant differences between the post-test and follow-up test scores of the experimental group.

As for the study methodology, it followed a quasi-experimental approach, with the sample that consists of an experimental group of 17 female students from the Islamic University.

The pilot sample consisted of 23 first-year students from the Faculty of Education, randomly selected based on a competition program.

The data collection methods used in this study was a questionnaire about self-confidence and sessions from the proposed counseling program designed to enhance self-confidence.

- Study by Mohamed and Belghali (2016) entitled: "The Role of Adapted Physical Activity in Developing Certain Personality Traits (Neuroticism – Aggressiveness – Depression – Excitability) Among Individuals with Physical Disabilities."

This study aimed to determine the role of adapted physical activity in developing certain personality traits (neuroticism, aggressiveness, depression, excitability) among individuals with physical disabilities. To achieve this main objective, the researchers employed the descriptive method, using the Freiburg Personality Inventory as a tool to collect information from a randomly selected sample of 40 individuals with physical disabilities. The sample was randomized in terms of age, marital status, occupation, and educational level, and was purposefully stratified by gender. The sample was divided into two matched groups: 20 individuals practicing wheelchair basketball from the Al-Nasr Association team in Mostaganem, and 20 non-practicing individuals from the Vocational Training Center for People with Special Needs in Oued Rhiou, Relizane.

- Study by Laghwati and Zamzam (2016) entitled: " The Reality of Adapted Physical Activity in Some Centers for Individuals with Hearing and Physical Disabilities in Mostaganem province ".

This study aimed to highlight the importance of adapted physical activity in the integration and care of individuals with special needs, particularly regarding psychological aspects, and to examine the actual implementation of adapted physical activity in centers for individuals with disabilities. It also sought to uncover the reasons behind the reluctance of disabled individuals to engage in adapted physical activity.

The research sample included 25 individuals with disabilities and 20 educators, all from the Center for the Deaf and Mute in El-Hajjaj, Sidi Ali, Mostaganem, a questionnaire was used for data collection. Findings: Adapted physical activity faces several issues, most notably the lack of financial and moral support for disabled sports, insufficient expertise, and poor management of the sports sector within the centers.

- Study by Khashab (2016) entitled: "The Role of Adapted Physical Activity in Reducing the Inferiority Complex among Athletes with Physical Disabilities "

The objective of this study was to explore the role of adapted physical activity in reducing feelings of inferiority among athletes with physical disabilities. The researcher employed a descriptive approach, using a questionnaire to gather data from a sample of 10 wheelchair basketball players from the Nour El-M'sila Sports Club.

- It contributes to achieving self-acceptance among athletes with physical disabilities.

- Study by Bouziane (2017) entitled: " The Effect of Adapted Physical Activity on Disability Acceptance among People with Special Needs in Algeria".

This study aimed to assess the importance of adapted physical activity in providing psychological compensation for individuals with special needs and facilitating their acceptance of physical or sensory-motor impairment. It also sought to identify the key factors that aid in disability acceptance. The sample consisted of 100 individuals with special needs, evenly divided between two groups: participants in wheelchair basketball and participants in goalball, both from Algerian sports clubs. The sample was purposefully selected based on independent variables (sports practice, family status, occupational status, and Islamic faith). A specialized tool was developed to measure disability acceptance.

Findings: Wheelchair basketball players demonstrated a higher degree of acceptance compared to goalball players (visually impaired). Adapted physical activity had a significantly positive impact on disability acceptance in both physically disabled and visually impaired individuals.

- Study by Raqiq and Haj Ammar (2019) entitled: "The Level of Self-Confidence When Practicing Physical Activity among Secondary School Students "

This study aimed to determine the level of self-confidence among secondary school students during physical activity. The researchers used a descriptive approach, employing a self-confidence scale to gather data from a sample of 60 male and female students from two secondary schools: Hachama Ben Aouda High School in Sidi Lakhdar and Hamza Ali Bouachra High School in the municipality of Miliana. Key findings the level of self-confidence among secondary school students was high, and no significant differences were found based on gender.

Commentary on Previous Studies from reviewing the above studies related to adapted physical activity and self-confidence among individuals with special needs,

It is evident that they have been beneficial both theoretically and practically. However, the current study is distinguished by several points: While sharing the overarching aim of exploring the role of adapted physical activity, this study differs in its focus and specific objectives. For example, Bouziane's (2017) study investigated the psychological compensation of individuals with special needs through adapted sports, whereas Mohamed & Belghali (2016) and Khashab (2016) focused on individuals with physical disabilities—the former aiming to develop personality traits and the latter to reduce feelings of inferiority through adapted activity.

Other studies, such as that of Soumeya Mostafa (2009), focused on building self-confidence among female university students, including those with special needs, through guidance programs. Raqiq and Haj Ammar (2019) examined self-confidence levels during physical activity among high school students. Laghwati and Zamzam (2016) emphasized the importance of adapted physical activity for the integration and care of individuals with special needs.

Notably, the present study focuses specifically on the contribution of adapted physical activity to enhancing self-confidence among individuals with special needs—a topic that, to the best of our knowledge, has not been previously addressed in this manner by other researchers.

Both the previous and current studies adopted the same methodology, similar sample characteristics, and comparable data collection tools.

Previous research has also supported the researchers in this study in constructing the research tool, identifying the appropriate methodology, and selecting suitable statistical methods for interpreting the results.

3. Methodological Procedures of the Study

3.1 Study Delimitations:

The study is defined by the following scopes:

Subject Scope: The current research focuses on identifying the role of adapted physical activity in enhancing self-confidence among individuals with special needs from the perspective of educators.

Human and Spatial Scope: Educators at the pedagogical center in Ain Defla Province.

Temporal Scope: The field study was conducted from the beginning of January to the end of February 2021.

3.2 Method Used: To achieve the study's objectives, the descriptive-analytical method was employed. This method aims at the systematic description of facts, diagnosing relevant aspects, analyzing them, and interpreting the results.

3.3 Study Tools: To collect data pertinent to the study topic and to reach reliable results through a scientifically valid approach, a scale was designed to assess the role of adapted physical activity in enhancing self-confidence among individuals with special needs. The scale consists of 28 statements distributed across five dimensions:

- Self-reliance
- Willpower and decision-making
- Social aspect
- Satisfaction with appearance
- Trust in God.

Respondents answered using a five-point Likert scale: (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). The scale is scored using a five-point range: (1, 2, 3, 4, 5) for positive statements, and (5, 4, 3, 2, 1) for negative ones. The development of the scale followed these steps:

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- Reviewing relevant literature and previous studies.
- Referring to scientific sources dealing with adapted physical activity and self-confidence in individuals with special needs.
- Constructing the initial version of the tool and validating its psychometric properties through a pilot study sample.
- Verification of the Psychometric Properties of the Scale: To ensure the psychometric validity of the scale related to the role of adapted physical activity in enhancing self-confidence among individuals with special needs, the scale was submitted to five expert professors in the field for content validation.

They were asked to evaluate the relevance of the items to the objectives of the study and their linguistic accuracy.

After reviewing the feedback and comments of the expert panel, the results of the validation process indicated that most items received an agreement rate exceeding 85% among the judges.

In addition, discriminant validity was used to further verify the construct validity of the scale. The following table presents the t-test values comparing the high and low scorers on the scale measuring the role of adapted physical activity in enhancing self-confidence among individuals with special needs.

Table1:

t-test values for high and low scorers on the scale of the role of adapted physical activity in enhancing self-confidence among individuals with special needs.

Independent Samples t-Test			Levene's Test		Lower third (n = 08)		Upper third (n = 08)		
Variable	df	t	Sig. (Levene's Test)	F	SD (SD)	Mean (M)	SD (SD)	mean m	Sig. (t-test)
The role of adapted physical activity in enhancing self-confidence	14	-16.04	0.11	2.78	1.77	83.00	3.96	107.62	0.01

It is evident from Table (1) that there are differences between the mean scores of individuals who scored high on the Adapted Physical Activity Scale, with a mean value of (107.62) and a standard deviation of (3.96), and the mean scores of individuals who scored low on the same scale, which was (83) with a standard deviation of (1.77)—in favor of the high scorers (upper third).

Moreover, the table shows that the F-value is (2.78) with a significance level of (0.11), indicating no statistically significant difference, i.e., there is homogeneity between the upper and lower groups. Based on this, the results of the independent samples t-test for two homogeneous groups were interpreted. The t-value was (-16.04) at 14 degrees of freedom and a significance level of (0.01), which means that there are statistically significant differences in favor of the high scorers on the Adapted Physical Activity Scale. Therefore, the scale successfully differentiates between high and low scorers, which indicates its construct validity, and consequently, it can be applied to the main study sample.

As for the reliability of the scale, Cronbach's alpha coefficient (α) was used. The reliability coefficient value is presented as follows:

Table 2:

Cronbach's Alpha Coefficient (α) for the Scale Measuring the Role of Adapted Physical Activity in Enhancing Self-Confidence among Individuals with Special Needs

Variable	Number of items	Cronbach's alpha (α)
The role of adapted physical activity in enhancing self-confidence	28	0.76

Reliability of the Scale Using Cronbach's Alpha:

The reliability of the scale was calculated using Cronbach's alpha equation for internal consistency, as we aimed to determine the extent to which the items are consistent in measuring the role of adapted physical activity in enhancing self-confidence among individuals with special needs. Given that the scale includes five response alternatives, it is appropriate to apply Cronbach's alpha method. The resulting alpha coefficient was 0.76, which indicates an acceptable level of internal consistency, meaning that the scale explains 76% of the variance in measuring the

intended construct. This provides evidence for the stability of the concept of the role of adapted physical activity in enhancing self-confidence among individuals with special needs in the current study.

3.4 Statistical Methods Used in the Study:

To process the data, the Statistical Package for the Social Sciences (SPSS) was used, applying the following statistical methods: Correlation coefficient and Cronbach's alpha coefficient to determine the psychometric properties of the research tool. Frequencies, percentages, arithmetic means, and standard deviations. One-sample t-test to identify the difference between the expected and observed mean values.

4. Presentation and Interpretation of the Study Results

To answer the research question: Does the practice of adapted physical activity by children with special needs play a role in enhancing their self-confidence from the perspective of educators at the pedagogical center in the Wilaya of Aïn Defla?

To address this exploratory question, the arithmetic mean was used to assess the role of adapted physical activity in enhancing self-confidence among children with special needs from the educators' perspective at the pedagogical center in Aïn Defla.

The arithmetic mean was calculated for each item of the scale and the overall score. The principle of numerical rounding was applied to determine the response judgment criterion by identifying the scale range (minimum and maximum values). The range was computed as $(5 - 1 = 4)$, which was then divided by the number of levels in the scale $(4 / 5 = 0.80)$ to obtain the length of each category. This value was then added to the lowest scale value (i.e., 1) to determine the upper limit of each category.

This method aids in summarizing and clarifying the role of adapted physical activity in enhancing self-confidence among children with special needs.

Table 3:

Criterion Adopted for Interpreting the Role of Adapted Physical Activity in Enhancing Self-Confidence Among Individuals with Special Needs

The role of adapted physical activity in enhancing self-confidence among individuals with special needs	Arithmetic Mean
1.00 – 1.17	very low
1.80 – 2.59	low
2.60 – 3.39	moderate
3.40 – 4.19	high
4.20 – 5.00	very high

The preceding table displays the interpretive criterion for the role of adapted physical activity in enhancing self-confidence among individuals with special needs. A role that falls between the values (1.00 – 1.79) is interpreted as occurring to a very low degree, while a role between (1.80 – 2.59) occurs to a low degree. A role that falls between (2.60 – 3.39) is considered to occur to a moderate degree, and a role between (3.40 – 4.19) occurs to a high degree. Finally, a role that falls between (4.20 – 5.00) is regarded as occurring to a very high degree.

Below, we present the arithmetic means and standard deviations of the items in the scale measuring the role of adapted physical activity in enhancing self-confidence among individuals with special needs, as perceived by educators at the pedagogical center in the Wilaya of Aïn Defla. The following table illustrates this:

Table 4: Arithmetic Means and Standard Deviations of the Scale Items Measuring the Role of Adapted Physical Activity in Enhancing Self-Confidence Among Individuals with Special Needs, from the Perspective of Educators at the Pedagogical Center of the Wilaya of Ain Defla - Arranged in Ascending Order.

n	scale statement	mean	standard deviation	level
1	Feels shy when meeting new people	2,41	1.12	low
2	Gets what he/she wants without any physical effort	2,71	1.27	moderate
3	Hesitates in some sports situations	2,71	1.04	moderate
4	Apologizes to those he/she wronged during physical activities	2,78	1.13	moderate
5	Finds it difficult to make decisions during sports encounters	2,84	1.01	moderate
6	Feels nervous in sports gatherings	2,91	0.98	moderate
7	Avoids situations that require confrontation	2,95	0.98	moderate
8	Leads the sports team without embarrassment	3,08	0.98	moderate
9	Feels jealous when a teammate succeeds instead of him/her	3,10	1.10	moderate
10	Performs physical activities as required	3,13	1.04	moderate
11	Fears the audience during different sports activities	3,15	1.11	moderate
12	Fears admitting mistakes in front of teammates	3,21	1.07	moderate
13	Cares about looking good in sports attire	3,30	1.11	moderate
14	Participates in various sports events	3,36	0.93	moderate

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15	Relies on others when asked to complete a sports activity	3,37	1.03	moderate
16	Avoids consulting the coach	3,39	1.10	moderate
17	Doubts his/her sports abilities compared to peers	3,43	0.78	high
18	Quickly makes new friends during physical activity sessions	3,47	1.04	high
19	Feels proud when wearing sports attire	3,47	1.00	high
20	Likes to engage with others while doing sports activities	3,50	0.96	high
21	Gets along well with teammates	3,52	1.09	high
22	Feels uneasy when asked to perform a sports activity	3,58	0.95	high
23	Feels that his/her sports attire appearance attracts others	3,63	0.97	high
24	Feels lucky when wearing sports attire	3,67	0.96	high
25	Achieves what he/she wants during sports activities	3,69	0.75	high
26	Cooperates with teammates during physical activity sessions.	3,80	1.04	high
27	Feels that teammates are conspiring against him/her during activities.	3,89	0.67	high
28	panics just thinking about having a sport activity.	3,97	0.77	high

Table 4 shows that the arithmetic means ranged between (2.41 – 3.97), indicating that the role of adapted physical activity in enhancing self-confidence among individuals with special needs spans from the low to the high level. The item ranked first (within the high range) was:

“He/she feels panic just by thinking that he/she has a physical activity session”, with an arithmetic mean of 3.79. On the other hand, the item that came in last place (within the low range) was:

“He/she feels shy when facing new people”, with an arithmetic mean of 2.41. Moreover, we did not rely solely on descriptive statistics to understand the role of adapted physical activity in enhancing self-confidence among individuals with special needs. We also utilized inferential statistics by applying the t-test to determine the difference between the observed and expected arithmetic means of the sample members. The following table illustrates this:

Table 5:

A table presenting the t-test used to determine the difference between the observed and expected mean scores of the sample participants.

The Role of Adapted Physical Activity in Enhancing Self-Confidence in People with Special Needs	Significance Level	Degrees of Freedom	Observed Mean	Expected Mean	t-value
	0.01	45	92.08	84	5.54

Based on the obtained results, it is clear that practicing adapted physical activity plays a role in enhancing self-confidence among individuals with special needs. This is evidenced by the fact that the observed arithmetic mean was higher than the expected arithmetic mean, where a value of 84 marks the threshold between high and moderate levels. Moreover, the value of the t-test for a single sample reached (5.54) and was significant at the level 0.01, indicating a 99% confidence in the existence of statistically significant differences between the means in favor of the sample mean. Accordingly, the sample participants affirmed that adapted physical activity plays a moderate role in enhancing the self-confidence of individuals with special needs at the Pedagogical Center in the Wilaya of Ain Defla.

Based on the above findings, we conclude that adapted physical activity does play a role in enhancing self-confidence among individuals with special needs from the perspective of their caregivers. It is well known that adapted physical activity represents a comprehensive service network designed to identify problems and assist in solving them across various psychological and social dimensions, including motor assistance, educational programs, training methods, and teaching strategies tailored for individuals with special needs. Furthermore, it helps the person with a disability adapt to the challenges of modern life, integrate effectively into society, overcome inferiority complexes, and rise to challenges. It also supports children with disabilities in adapting, learning, integrating with non-disabled individuals, and demonstrating their competence and personal capabilities.

According to Bay (2019), adapted physical activity has had a positive effect on the academic integration of children with special needs. The role of adapted physical activity enables the child to enjoy life within suitable limits for themselves and their families, who often suffer due to the lack of adequate care and therapeutic interventions for this group.

Furthermore, the study by Boussekra (2008) concluded that the procedural objectives formulated in the training program units were directly aligned with the objectives of practicing motor and sports activities for children with mild intellectual disabilities, and with their developmental characteristics. The use of various activities and motor exercises during the implementation of the proposed training program contributed to the development of fundamental motor and social skills among the studied sample.

Adapted physical activity, particularly through modified games and programs tailored to the type and severity of disability, aligns with the abilities of individuals with special needs and has a positive impact on self-perception, as confirmed by the study of Ben Abdelrahmane and Zouaq (2019).

Additionally, practicing physical and sports activities as a humanitarian profession contributes significantly to the care of individuals with special needs. Caring for this group presents a scientific challenge from various perspectives, especially since they are unable to fully exercise their rights in a meaningful way. However, the role of adapted physical activity in enhancing self-confidence was

found to be moderate among the sample, possibly because physical activity is not the only factor that fosters confidence in individuals with special needs. The type of activity may benefit one child but not another, depending on the nature of the disability and the specific local context. This was supported by the study of Bouziyan (2017), which noted that some caregivers lack the sports-related knowledge that aligns with the nature and degree of disabilities among children with special needs, and tend to confine them to classroom settings.

Adapted physical activities play a crucial role in promoting the health, physical, psychological, and social well-being of individuals with special needs. They improve their social situation and promote automatic social integration. However, urban areas facilitate integration more easily compared to rural areas, which are often distant from institutions dedicated to this group, as concluded by the study of Laalam (2018).

5. Conclusion:

Practicing adapted physical activity by children with special needs contributes to enhancing their self-confidence. Through these activities, the child begins to realize their psychological and social self, seeks means to achieve their goals, and does not merely indulge in wishful thinking about success and progress in life. Instead, they work, learn, train, and develop their talents, reinforcing their abilities through available resources. Thus, they can progress with confidence, as adapted physical activity plays a key role in building personality and promoting social integration.

To further activate the role of adapted physical activity in enhancing self-confidence among children with special needs, we recommend the following creating a competitive environment among children with special needs in centers to foster self-confidence, a sense of competition, and achievement motivation. Strengthening the relationship between caregivers and children with special needs (A variety of disabilities) to increase their self-confidence through adapted physical activities based on the type of disability.

Including adapted physical activity programs within special needs care centers. Providing training for caregivers in various fields to ensure proper care for individuals with special needs (A variety of disabilities).

- Ensuring the availability of infrastructure, tools, and both material and pedagogical resources necessary for implementing the programs.
- Enhancing the role of guidance and counseling services within special education centers.

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