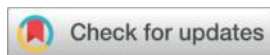# Investigating the Relationship Between Psychosocial Climate and Mental Health Among Students at the Institute of Physical Education and Sports at Chlef University

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Abstract

This research aims to identify the level of psychosocial climate and mental health among students of the Institute of Physical Education and Sports, as well as to establish the relationship between these two constructs. The researchers employed a descriptive quantitative methodology to match the nature of the investigation. Data collection instruments consisted of the Psychosocial Climate Scale and the Mental Health Scale. Statistical analysis utilized arithmetic means, hypothetical means, and Pearson correlation coefficients. The findings revealed that students at the Institute of Physical Education and Sports at Chlef University demonstrate a favorable psychosocial climate, exhibit good psychological well-being, and experience a statistically significant positive relationship between psychosocial climate and mental health dimensions.

Keywords: psychosocial climate, mental health, Institute of Physical Education and Sports, undergraduate students.

1. Introduction

The study of psychosocial climate in educational settings has garnered substantial attention within academic research and scientific inquiry. Numerous investigations have sought to comprehend learner behavioral patterns within scholastic environments by examining personality characteristics and the contextual influences that permeate the individual's psychological and social spheres. These environmental factors exert substantial influence on all dimensions of personality and determine the trajectory of academic performance through interactions within the educational setting, manifesting either positive or negative effects. The psychosocial climate, as defined in contemporary psychology literature, refers to the qualitative aspect of reciprocal interpersonal relationships, which manifests as an aggregate of psychological conditions that either facilitates or impedes productive activities and comprehensive personal development within group contexts[1].

Since students' mental health is substantially influenced by the prevailing psychosocial climate within the university setting, numerous scholars have emphasized the institution's responsibility in establishing an appropriate climatic context to ensure adequate psychological well-being and facilitate academic success. The World Health Organization underscores the university's crucial role as a setting for promoting mental health through the enhancement of personal identity, development of self-esteem, fostering adaptive capacity, behavioral regulation, dissemination of effective psychosocial competencies, and facilitation of learning capabilities. Consequently, the psychosocial climate that characterizes the university environment constitutes a fundamental factor in achieving these health promotion objectives and ensuring students' psychological adjustment[2].

Recent empirical investigations by Austin and Benibishti (2005) demonstrated that a favorable psychosocial climate elevates academic achievement, exhibiting the most substantial impact on cognitive capacity and academic skill development, independent of socioeconomic variables[3].

This investigation endeavors to elucidate the relationship between psychosocial climate and mental health among students at the Institute of Physical Education and Sports at Chlef University through systematic examination of the research questions presented below.

Research Questions

- What is the level of psychosocial climate among students at the Institute of Physical Education and Sports at Chlef University?

- What is the level of mental health among students at the Institute of Physical Education and Sports at Chlef University?

- Does a statistically significant relationship exist between psychosocial climate and mental health among students at the Institute of Physical Education and Sports at Chlef University?

Primary Hypothesis

Psychosocial climate exerts a measurable influence on mental health levels among students at the Institute of Physical Education and Sports at Chlef University.

Secondary Hypotheses

- The level of psychosocial climate among students at the Institute of Physical Education and Sports at Chlef University attains an adequate rating.

- The level of mental health among students at the Institute of Physical Education and Sports at Chlef University attains an adequate rating.

- A statistically significant relationship exists between psychosocial climate and mental health among students at the Institute of Physical Education and Sports at Chlef University.

Research Objectives

The primary objectives of this investigation are:

- To determine the level of psychosocial climate among students at the Institute of Physical Education and Sports at Chlef University.

- To assess the level of mental health among students at the Institute of Physical Education and Sports at Chlef University.

- To examine the existence and magnitude of a statistically significant relationship between psychosocial climate and mental health among this population.

Operational Definitions of Key Constructs

Psychosocial Climate: The psychosocial climate represents a multidimensional construct whose component elements are difficult to delineate except for research-specific purposes. Some scholars have distinguished between psychological and social climates, while others conceptualize them as a unified construct. Contemporary psychology literature identifies the psychosocial climate by equivalent terminology including ethical-psychological climate, psychological atmosphere, and group psychological environment. Since individuals exist within collective contexts, psychological climate cannot be isolated from social climate. The social environment encompasses the human collectives in which individuals engage, including family units, recreational associations, educational institutions, universities, occupational settings, and communities. It encompasses the constellation of values, customs, ideals, social norms, traditions, regulatory structures, formal systems, legal ordinances, and principles that characterize the society in which individuals reside[4].

Mental Health: Mental health constructs have been conceptualized through diverse theoretical frameworks and definitions within the field of psychological science, as investigators address behavioral manifestations and characteristics distinguishing psychological adjustment from maladjustment. Early conceptualizations by Adolf Meyer, the pioneer of mental health terminology, characterized it as the advancement of personal and social behavioral functioning toward psychological adjustment and the prevention of psychiatric disorders. Contemporary definitions emphasize the individual's capacity to adapt to the external environment in ways that facilitate subjective satisfaction while developing competence in addressing life challenges.

According to contemporary definition, mental health signifies the individual's capacity to achieve psychological adaptation with self and social integration within society, resulting in an existence free from psychological distress and characterized by enthusiasm. Mental health constitutes a construct synonymous with psychological adjustment, encompassing psychosocial adaptation, the capacity to establish effective and reciprocal interpersonal relationships acceptable to both self and others, academic adjustment, and professional competence[5].

2. Methodology

2.1. Research Design

Given the nature of the research inquiry concerning sport-specific behavioral patterns and psychometric assessment, a descriptive quantitative research design was employed to address the investigation's objectives.

2.2. Study Population

The population comprised all students enrolled at the Institute of Physical Education and Sports at Hassiba Benbouali University of Chlef across all academic levels (first and second cycle) and both gender categories (male and female) in all specialization tracks.

2.3. Sampling Procedure

A stratified random sampling methodology was employed to obtain results of enhanced precision by ensuring representation across both gender categories (male and female), all academic levels (first and second cycle), and all specialization tracks at the Institute. The sample consisted of 100 undergraduate and postgraduate students who completed the assessment instruments.

Academic Level	Sport Training		School Activity	Physical	Sport Management		Total
	Male	Female	Male	Female	Male	Female	
First Year (Common Core)	18	15	00	00	00	00	33
Second Year (License)	08	03	05	05	00	00	21
Third Year (License)	05	03	06	01	03	01	19
First Year (Master)	05	00	05	00	03	00	13
Second Year (Master)	05	00	05	00	04	00	14
Total	41	21	21	06	10	01	100

Table 1: Distribution of sample participants by demographic variables

2.4. Data Collection Instruments

2.4.1. Psychosocial Climate Scale

The Psychosocial Climate Scale, developed by Diram Musa Abbas (2018), was utilized to assess the perceived psychosocial climate. The instrument comprises 42 items distributed across six dimensions:

- Communication

- Attraction toward academic content

- Psychosocial integration

- Self-orientation

- Self-confidence

- Motivational influence

Climate Dimensions	Item Distribution
Communication	19, 21, 22, 25, 30, 32, 40
Attraction toward Academic Content	4, 12, 23, 28, 33, 37, 42
Psychosocial Integration	8, 14, 18, 27, 31, 39, 41
Self-Orientation	2, 3, 10, 16, 20, 26, 33
Self-Confidence	1, 5, 7, 9, 11, 13, 15
Motivational Influence	6, 17, 24, 29, 34, 36, 38

Table 2: Item distribution across psychosocial climate scale dimensions

2.4.2. Mental Health Scale

The Mental Health Scale, developed by Al-Saadoon (2013), consisting of 30 items with both positive and negative valence, was employed in this investigation. Five response alternatives were provided: (always applies, usually applies, sometimes applies, rarely applies, does not apply). Positive items (1, 2, 3, 5, 6, 7, 10, 11, 12, 13, 14, 15, 18, 19, 20, 22, 23, 28, 30) were scored 1-5, while negatively-valenced items (4, 8, 9, 16, 17, 21, 24, 25, 26, 27, 29) received reverse scoring.

2.5. Psychometric Characteristics

Preliminary validation involved administration of instruments to a subsample of 10 students matching inclusion criteria. This pilot phase identified comprehension difficulties with specific terminology, necessitating linguistic revision to enhance clarity and ensure instrument comprehensibility in final administration.

2.6. Psychometric Properties of Instruments

2.6.1. Reliability of the Psychosocial Climate Scale

Test-retest reliability was established through instrument administration and readministration across a 12-day interval. Reliability coefficients (Pearson r) are presented in Table 3. The reliability coefficients for the six dimensions and the total scale ranged from 0.76 to 0.92, demonstrating acceptable internal consistency.

Psychosocial Climate Dimensions	Reliability Coefficient
Communication	0.92
Attraction toward Academic Content	0.85
Psychosocial Integration	0.89
Self-Orientation	0.81
Self-Confidence	0.76
Motivational Influence	0.80
Total Scale Score	0.91

Table 3: Reliability coefficients for psychosocial climate scale and subscales

2.6.2. Reliability of the Mental Health Scale

Reliability coefficients were similarly established through test-retest methodology across a 12-day interval. The mental health scale demonstrated a total reliability coefficient of 0.75, indicating acceptable temporal stability.

Mental Health Scale	Reliability Coefficient
Total Scale Score	0.75

Table 4: Reliability coefficients for mental health scale

2.7. Statistical Analysis

Data analysis was conducted utilizing the Statistical Package for Social Sciences (SPSS) software, which facilitated comprehensive data processing, calculation of descriptive statistics, and examination of inferential relationships. SPSS comprises a suite of statistical procedures widely employed in human sciences research for quantitative data analysis.

3. Results and Discussion

3.1. First Hypothesis: Psychosocial Climate Levels

Hypothesis statement: The level of psychosocial climate among students at the Institute of Physical Education and Sports at Chlef University attains an adequate rating.

Assessment Variable	Mean	SD	Hypothetical Mean	Rating
Psychosocial Climate Total Score	162.53	24.39	126	Good

Table 5: Psychosocial climate levels among Institute students

The results demonstrate that students at the Institute of Physical Education and Sports at Chlef University achieved a mean psychosocial climate score of 162.53 (SD = 24.39), substantially exceeding the hypothetical mean of 126, thereby supporting the first hypothesis. This positive climate reflects the nature of sport science specialization, wherein psychosocial climate constitutes a fundamental environmental requirement for psychological functioning. The climate encompasses interpersonal elements and intellectual contexts, functioning as a critical determinant of psychological adjustment and attitudinal formation. Students confronting demanding environmental circumstances require elevated awareness of the psychosocial climate, which exerts substantial influence on performance outcomes. These findings corroborate prior research by Haider Kadhim Abd Al-Zahra demonstrating adequate psychosocial climates among physical education and sports students[6].

3.2. Second Hypothesis: Mental Health Levels

Hypothesis statement: The level of mental health among students at the Institute of Physical Education and Sports at Chlef University attains an adequate rating.

Assessment Variable	Mean	SD	Hypothetical Mean	Rating
Mental Health Total Score	99.56	18.89	90	Good

Table 6: Mental health levels among Institute students

Results demonstrate that students achieved a mean mental health score of 99.56 (SD = 18.89), surpassing the hypothetical mean of 90, thereby supporting the second hypothesis. Contemporary mental health conceptualization emphasizes the individual's adaptive capacity within personal and social domains,

resulting in psychological well-being characterized by absence of distress and manifestation of vitality. Mental health encompasses psychosocial adaptation, development of effective interpersonal relationships, and behavioral regulation[5:1].

3.3. Third Hypothesis: Relationship Between Psychosocial Climate and Mental Health

Hypothesis statement: A statistically significant relationship exists between psychosocial climate and mental health among students at the Institute of Physical Education and Sports at Chlef University.

3.3.1. Communication Dimension

Variable	Mean	SD	Correlation	Significance
Communication	27.63	4.99	-0.034	Non-significant
Mental Health Total	99.56	18.89		

Table 7: Correlation between communication and mental health

The communication dimension demonstrated no statistically significant relationship with overall mental health (r = -0.034, p > 0.05).

3.3.2. Attraction Toward Academic Content Dimension

Variable	Mean	SD	Correlation	Significance
Attraction toward Academic Content	27.85	5.35	0.321**	Significant**
Mental Health Total	99.56	18.89		

Table 8: Correlation between attraction toward academic content and mental health

A statistically significant positive relationship emerged between academic content attraction and mental health (r = 0.321, p < 0.01), indicating that students demonstrating greater engagement with course material report elevated psychological well-being.

3.3.3. Psychosocial Integration Dimension

Variable	Mean	SD	Correlation	Significance

Psychosocial Integration	26.72	4.62	0.430**	Significant**
Mental Health Total	99.56	18.89		

Table 9: Correlation between psychosocial integration and mental health

Psychosocial integration demonstrated a moderate positive relationship with mental health ($r = 0.430$, $p < 0.01$), suggesting that effective group integration and social adaptation substantially contribute to psychological adjustment.

3.3.4. Self-Orientation Dimension

Variable	Mean	SD	Correlation	Significance
Self-Orientation	26.72	4.77	0.378**	Significant**
Mental Health Total	99.56	18.89		

Table 10: Correlation between self-orientation and mental health

Self-orientation exhibited a significant positive relationship with mental health ($r = 0.378$, $p < 0.01$), reflecting that clarity regarding personal aims and values facilitates psychological well-being.

3.3.5. Self-Confidence Dimension

Variable	Mean	SD	Correlation	Significance
Self-Confidence	27.63	4.61	0.211*	Significant*
Mental Health Total	99.56	18.89		

Table 11: Correlation between self-confidence and mental health

Self-confidence demonstrated a statistically significant positive relationship with mental health ($r = 0.211$, $p < 0.05$), indicating that personal belief in capability contributes to enhanced psychological adjustment.

3.3.6. Motivational Influence Dimension

Variable	Mean	SD	Correlation	Significance
Motivational Influence	25.98	4.84	0.426**	Significant**
Mental Health Total	99.56	18.89		

Table 12: Correlation between motivational influence and mental health

Motivational influence exhibited the strongest relationship with mental health ($r = 0.426$, $p < 0.01$), suggesting that encouragement and incentive structures within the academic environment profoundly impact psychological well-being.

3.3.7. Overall Relationship: Total Scale Scores

Variable	Mean	SD	Correlation	Significance
Psychosocial Climate Total	162.53	24.39	0.343**	Significant**
Mental Health Total	99.56	18.89		

Table 13: Correlation between total psychosocial climate and mental health

The overall analysis revealed a statistically significant positive relationship between psychosocial climate and mental health ($r = 0.343$, $p < 0.01$). This finding supports the primary hypothesis and demonstrates that the psychosocial climate environment exerts measurable influence on students' psychological well-being. The majority of psychosocial climate dimensions exhibited positive associations with mental health outcomes, indicating that environmental factors—particularly motivational structures, psychosocial integration, and self-oriented development opportunities—substantially facilitate psychological adjustment. These environmental influences directly translate into enhanced behavioral and practical performance among students[6:1].

4. Conclusions

This investigation yielded the following empirical conclusions:

- Students at the Institute of Physical Education and Sports at Chlef University report experiencing a favorable psychosocial climate.

- Students at the Institute of Physical Education and Sports at Chlef University report adequate mental health and psychological well-being.

- No statistically significant relationship exists between the communication dimension and overall mental health scores.

- Statistically significant relationships exist between mental health and the following psychosocial climate dimensions: attraction toward academic content, psychosocial integration, self-orientation, self-confidence, and motivational influence.

- A statistically significant positive relationship exists between total psychosocial climate scores and total mental health scores.

These findings underscore the importance of cultivating positive psychosocial climates within higher education institutions specializing in sport and physical education. Environmental factors that promote student engagement with academic content, facilitate group integration, encourage self-directed development, foster confidence, and establish motivational structures constitute essential elements in supporting student mental health and psychological adaptation.

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