



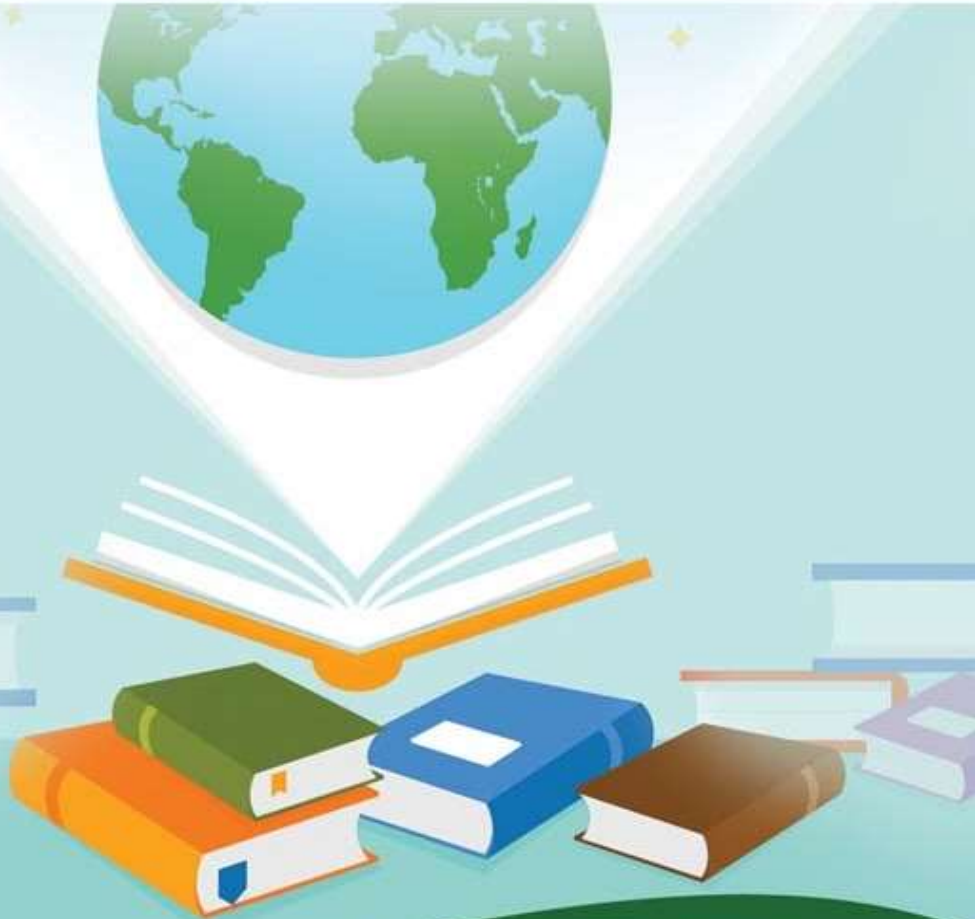
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كلية الآداب والعلوم الإنسانية بجامعة طيبة



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البريد الإلكتروني

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التالي عن طريق أي قارئ لأكواد QR



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التعريف بمجلة جامعة طيبة للآداب والعلوم الإنسانية

مجلة جامعة طيبة للآداب والعلوم الإنسانية هي مجلة علمية محكمة، تصدر عن كلية الآداب والعلوم الإنسانية، بجامعة طيبة، تنشر البحوث والدراسات الأصيلة، باللغتين العربية والإنجليزية.

الرؤية

الريادة في نشر البحوث العلمية الأصيلة في الآداب والعلوم الإنسانية

الرسالة

نشر الأبحاث العلمية المحكمة في مجالات الآداب والعلوم الإنسانية وفق المعايير المعمول بها عالمياً للتحكيم ونشر الأبحاث

الأهداف

- نشر الأبحاث الأصيلة في مجالات الآداب والعلوم الإنسانية التي تسهم في خدمة الإنسان وتقديم المجتمعات.
- تلبية حاجة الباحثين محلياً، وإقليمياً، وعالمياً لنشر الأبحاث الأصيلة في مجالات الآداب والعلوم الإنسانية.
- الإسهام في إيجاد مرجعية علمية محكمة في مجالات الآداب والعلوم الإنسانية.
- العمل على النهوض بعدد الاستشهادات المرجعية بأبحاث المجلة.
- الحصول على معامل تأثير إقليمي ودولي متميز في تخصص الآداب والعلوم الإنسانية.
- إدراج المجلة ضمن شبكة كلابريفيت للعلوم (ISI سابقاً) وكشاف الاستشهادات المرجعية الدولي للمجلات العلمية المصنفة عالمياً.

قواعد النشر بالمجلة

- البحوث المقدمة للنشر يجب ألا يكون قد سبق نشرها، حتى وإن كان من الباحث نفسه، أو مقدمة للنشر في جهة أخرى، وإذا قبلت للنشر فلا يسمح بنشرها، سواءً باللغة العربية أو بأية لغة أخرى.
- في حال ثبت أن بحثاً تم نشره بالمجلة قد نشر سابقاً في مجلة أخرى - ولو كان ذلك من طرف الباحث نفسه -، فإن للمجلة الحق في اتخاذ الإجراءات القانونية المناسبة ذات العلاقة.
- تمتنع المجلة عن تحكيم البحث الثاني لأي باحث إلا بعد صدور أربعة أعداد من تاريخ نشر بحثه الأول بالمجلة.
- يقدم الباحث طلباً بنشر بحثه متضمناً العناوين التي تمكن من الاتصال به ومراسلته عليها، وتعهده بالملكية الفكرية، ومشفوعاً بسيرته العلمية، والتزاماً بعدم نشر بحثه في أي جهة نشر أخرى وهذه المرفقات يتم تحميلها من الموقع الإلكتروني للمجلة على الرابط التالي) أمسح الكود QR أسفله عن طريق أي قارئ للأكواد للدخول لموقع المجلة)
- يُعدُّ إرسال البحث عبر موقع المجلة الإلكتروني قبولاً من الباحث بقواعد النشر في المجلة.
- لا ترد المجلة على استفسارات الباحثين عن حالة أبحاثهم، إلا بعد انقضاء فترة ستين يوماً (شهرين) من تاريخ وصول البحث للمجلة.
- تعتذر المجلة عن استقبال الأبحاث خلال الإجازات الدراسية في منتصف العام، ونهاية السنة الدراسية، وفق تقويم الدراسة في جامعة طيبة، المعتمد في موقع الجامعة الإلكتروني.
- تخضع الأبحاث المقدمة للمجلة للتحكيم من قِبَل محكمين متخصصين ومعتمدين لدى المجلة، وهئية تحرير المجلة حق تقرير أهلية البحث للتحكيم من عدمه ابتداءً.
- تقدم المواد العلمية والبحوث عن طريق نسخة إلكترونية عبر البريد الإلكتروني للمجلة
- تكتب الآيات القرآنية للبحوث العلمية في العلوم الشرعية وفق مصحف المدينة النبوية للنشر الحاسوبي.
- يشترط ألا يتجاوز عدد كلمات البحث (12000) كلمة، متضمنةً الملخصين العربي والإنجليزي والكلمات المفتاحية.
- يكون لكل بحث ملخصان: أحدهما باللغة العربية، والآخر باللغة الإنجليزية، على ألا يتجاوز عدد كلمات أي منهما (300) كلمة.
- يتم إدراج ما بين (4-6) كلمات مفتاحية كحد أقصى وتكتب باللغتين العربية والإنجليزية.
- يكون توثيق النصوص والاقتباسات باستخدام إحدى الطرق العلمية الموحدة في كامل البحث.
- القواعد الخاصة بإعداد قائمة المراجع: -
- تتضمن قائمة المراجع الأعمال التي استشهد فيها في متن البحث وترتب ترتيباً هجائياً.
- رومنة المصادر العربية بالحروف اللاتينية في قائمة مستقلة.
- ما تنشره المجلة يعبر عن وجهة نظر صاحبه، ولا يعبر بالضرورة عن وجهة نظر المجلة.

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دراسة تحليلية ببيومترية لأبحاث النشاط البدني والتحصيل الأكاديمي

د. سمير بن محمد سيد
قسم علوم الرياضة والنشاط البدني
جامعة طيبة
ssayyd@taibahu.edu.sa
المستخلص

يعتبر النشاط البدني والتحصيل الأكاديمي من المحددات الهامة لتطور النمو الاقتصادي. أظهرت الأبحاث أن النشاط البدني لطلاب الجامعات والأداء الأكاديمي مرتبطان ارتباطاً وثيقاً. الغرض من هذه الدراسة هو استخدام التحليل البيومترية لاستكشاف العلاقة بين النشاط البدني للطلاب والتحصيل الأكاديمي. كان إطار عمل PRISMA (عناصر التقارير المفضلة للمراجعات المنهجية والتحليلات الوصفية) بمثابة الأساس لهذه الدراسة مع استخدام برنامج تصور أوجه التشابه (Vosviewer). تتضمن هذه الدراسة الأبحاث التي تم إجراؤها خلال الفترة من ٢٠١١ م إلى ٢٠٢١ م. في عام ٢٠٢١ م، تم فحص ما مجموعه ١٢٦٣ مقالة بحثية تم تضمينها في قاعدة بيانات سكوبس لتحديد المقالات العلمية الأهم. اختارت نتائج الدراسة أهم الموضوعات البحثية المتعلقة بالنشاط البدني والتحصيل الأكاديمي، وهي: (١) الأنشطة البدنية، (٢) التحصيل الأكاديمي، (٣) الأداء الدراسي.

الكلمات المفتاحية: التحليل البيومترية، التحصيل الأكاديمي، النشاط البدني، نموذج PRISMA، قاعدة بيانات سكوبس.

A Bibliometric Analytical Study of Research on Physical Activity and Academic Achievement

Dr. Sameer Mohammed Sayyd

Department of Sports Science and Physical Activity

Taibah University

ssayyd@taibahu.edu.sa

Abstract

Physical activity and academic achievement are considered significant determinants of economic growth development. Research has shown that university students' physical activity and academic performance are strongly correlated. The purpose of this study is to use bibliometric analysis to investigate the connection between students' physical activity and academic achievement. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework served as the fundamental basis for this investigation. Using the program for visualizing similarities (Vosviewer), this study includes research executed throughout the period from 2011 to 2021. In 2021, a total of 1263 research articles that were included in the Scopus database were examined, deciding which journal articles are the most interesting. The study findings selected the most relevant research subjects concerning physical activity and academic achievement. These are (1) physical activities, (2) academic achievement, and (3) academic performance.

Keywords: A bibliometric analysis, Academic achievement, Physical activities, PRISMA, Scopus database.

1. Introduction:

Education is crucial to building human capital. Higher economic growth is made possible by a better-educated society (Yeager DS, Henderson MD, Paunesku D, Walton GM, D'Mello S, Spitzer BJ, Duckworth AL, 2014). This raises social values by encouraging individuals to care more about themselves and other people (Sanborn and Thyne, 2014). Promoting physical activity is one strategy that is gaining popularity for raising scholastic attainment (c.f. Guan and Tena, 2022). It is relatively inexpensive and simple to execute, and it may be used at school level as opposed to the national one. The total impact of physical activity on academic outcomes is still unclear. On the one hand, relevant literature concludes that exercise has a beneficial effect on cognitive function, enhancing long-term brain softness and raising people's resistance to disease (Fernandes, J., Arida, R.M. and Gomez-Pinilla, F., 2017).

Additionally, achieving academic performance throughout schooling is linked to many and long-lasting benefits for future academic achievement, income, and improved physical and mental health (Vedøy et al., 2021). This well-established link emphasizes the significance of pinpointing potential determinants of academic success. A widely-held belief that regular physical activity can improve academic performance via improving cognition (Lubans D, Richards J, Hillman C, Faulkner G, Beauchamp M, Nilsson M, Kelly P, Smith J, Raine L, Biddle S., 2016). Recent years have seen a significant increase in the amount of research investigating the relationship among physical activity and academic achievement, as well as a rise in systematic reviews (Vedøy et al., 2021; Marques, Santos, Hillman, and Sardinha, 2018).

The benefits of physical activity, include reduced chances of diabetes and cardiovascular disease (Haverkamp, Oosterlaan, Königs and Hartman, 2021). Recent evidence confirms that physical fitness, or the capacity to participate in physical exercise for an extended length of time is related to improved executive functions and academic success in teenagers (Martínez Vizcaíno, Aguilar, Gutiérrez, Martínez, López, Martínez, García, and

Artalejo, 2008; Chu, Chen, Pontifex, Sun, and Chang, 2019). Higher-order cognitive abilities, known as executive functions enable goal-directed behavior, are a necessary condition for successful learning, and are crucial for teenagers' social and psychological development (Diamond, 2013). But as adolescents age, their levels of physical fitness tend to decline (Venckunas, Emeljanovas, Mieziene, and Volbekiene, 2017), and this can result in less than ideal executive function development and academic success. Physical fitness encompasses a wide variety of health- and skill-related factors, therefore it is unclear which physical fitness components are linked to cognitive processes and academic success (Haverkamp et al., 2021).

Moreover, because physical education is the most significant physical activity experience that most children have, it is crucial for the establishment of a lifetime commitment to physical exercise and for lowering the dropout rate from it (Hulteen et al., 2015; Slavinski, Bjelica, Pavlovic, and Valentina, 2021). The student's reaction to this experience, which is influenced by environmental and educational factors (Bailey, Armour, Kirk, Jess, Pickup, Sandford, and BERA Physical Education and Sport Pedagogy Special Interest Group Bailey, 2009), will decide whether it is favorable or negative (Simonton, Garn, and Solmon, 2017). Global standards state that children and adolescents should partake in 60 minutes per day of moderate to vigorous physical activity (World Health Organization- WHO, 2010). Youth physical activity is, however, declining with the passage of time (WHO, 2010; Knuth and Hallal, 2009), and it has been widely acknowledged that physical inactivity is one of the largest public health issues of the twenty-first century (Blair, 2009).

Schools have been cited as effective venues for promoting physical activity (Kohl and Cook, 2013) given that school-based initiatives reach the majority of kids, regardless of their gender, ethnicity, or background, and because kids spend a significant amount of time at school during the week (Webster, Zarrett, Cook, Egan, Nesbitt, and Weaver, 2015). Indeed, studies have demonstrated that school-based initiatives can raise children and

young people's physical activity levels (Norris, Shelton, Dunsmuir, Duke-Williams and Stamatakis, 2015; Guan and Tena, 2022). Additionally, it has been suggested that 50% of referrals for physical activity should be made in schools (Kohl and Cook, 2013). As documented in previous research on physical activity promotion programs in schools, variables like teacher participation, integrating physical activity into lesson plans, and having access to appropriate spaces (e.g. outdoors), are essential for the implementation of physical activity in schools (Michael et al., 2019; Webster et al., 2017). Academic performance throughout school is linked to many long-lasting benefits for future educational success, income, and improved physical and mental health (Vedøy et al., 2021). However, results are erratic, and the majority of assessments reach the conclusion that more studies are necessary to solve the methodological flaws in the studies.

This study uses bibliometrics analysis to quantitatively assess publications on physical activity and academic success released during the years (2011–2021) in order to thoroughly examine the research landscape. The number of emerging trends in a certain field of study may be quantified and evaluated using bibliometrics analysis. For instance, both bibliometrics and content analysis have been widely used to evaluate the academic outputs of many different study areas. They were specifically designed to be used for the evaluation of academic study fields. This study conducted a comprehensive analysis based on 1263 research articles that were acquired from Scopus.

Furthermore, since there is now a growing number of studies on the relationship between physical activity and academic achievement, it is important to investigate the thematic organization of this field of research using a reliable machine-learning method that can examine significant, documented literature data spontaneously. The present research is being conducted to shed light on the issues raised, as well as what could be the trends in the fields of physical activity and academic accomplishment. Assessments of the changes in significant patterns of pertinent prominence and the expanding fields of inquiry are used to attain this goal. Additionally, analyses'

implications and insights are intuitively helpful to researchers in regards to decision-making regarding the study domains to concentrate on. These insights may be used in future studies. The goal of this study is to use bibliometrics analysis to examine physical activities, academic achievement articles that are included in Scopus. Scopus, the top abstract and citation database for peer-reviewed research worldwide, was used to compile all of the data for the current study.

Therefore, this research data set contained a variety of sources from top publications in the fields of physical activity and academic success. The researcher was able to examine how over time the research interests in physical activity and academic success have changed thanks to this approach. The scientific partnerships among leading contributors to the fields of physical activity and academic accomplishment were also depicted and analyzed in this study, which was not possible in earlier studies. The following section showcases what work has been done before and what ideas and models have been developed.

2. Related work:

Several studies have shown that physical activity improves academic achievement (Donnelly, Hillman, Castelli, Etnier, Lee, Tomporowski, Lambourne and Szabo-Reed, 2016). Benefits of academic performance throughout education are vast and long-lasting, including enhanced physical and mental health, increased income, and future academic success (Marmot and Bell, 2011). This well-known correlation emphasizes the significance of finding prospective academic achievement indicators. Regular physical activity is thought to enhance cognition, which in turn can help pupils perform better in the classroom (Lubans et al., 2016). Along with an increase in systematic reviews, the number of studies examining the relationship between physical activity and academic achievement has grown significantly in recent years (Donnelly *et al.*, 2016). Results are erratic nonetheless, and the majority of assessments reach the conclusion that further research is necessary to solve the methodological flaws in the executed

studies. A cross-sectional design has been used in the majority of studies, which is susceptible to cohort effects and unable to identify changes in predictors or outcomes that one specific person has experienced (Dumith, Gigante, Domingues, and Kohl, 2011). Because it can get over these inherent limitations, a longitudinal approach is utilized when considering potential long-term links between predictor and outcome variables.

The discrepant findings have been attributed to the absence of comparable measurements across studies (Marques et al., 2018). Studies in which physical activity has been measured objectively, on the other hand, tend to find no association between academic achievement and physical activity (Logi Kristjánsson *et al.*, 2010; Kantomaa *et al.*, 2016). Effectively-measured studies frequently indicate negative results (Oliveira *et al.*, 2017; Corder *et al.*, 2015). However, only a small number of studies (Owen *et al.*, 2018) have used an unbiased assessment of physical activity. Marques et al. (2018) examined the correlation between academic success and physical exercise using both subjective and objective metrics. Education is necessary to create human capital. Economic growth is enhanced when a population has a high level of education (Yeager et al., 2014). Helping people care more about one another and themselves, it also raises societal values (Sanborn et al., 2014). The encouragement of physical activity is one strategy that is gaining popularity for enhancing academic achievement (Guan and Tena, 2022). It may be used at the school level and is inexpensive and simple to implement. The overall impact of physical activity on academic performance is still uncertain. On the one hand, research suggests that exercise enhances long-term brain plasticity and may even make people less prone to illness (Fernandes et al., 2017).

Additionally, achieving academic performance through schooling has been associated with a variety of significant and long-term benefits for future academic success, prosperity, and improved physical and mental health (Vedy et al., 2021). This well-known correlation emphasizes the significance of finding prospective academic achievement indicators. According to Lubans et al. (2016), regular physical activity is expected to improve cognition, which in turn improves academic performance.

In conclusion, physical activity and academic achievement have now developed into an effective research area with a growing number of studies, so it is required to use an accurate machine learning method that can assess significant, documented literature data spontaneously in order to investigate the theme structure of such a study field. The current study aims to help clarify the difficulties brought up as well as potential trends in the areas of physical activity and academic achievement research. Assessments of the changes in significant patterns of pertinent prominence and the expanding fields of inquiry are used to attain this goal. Additionally, analyses implications and insights are intuitively helpful to researchers in regards to decision-making regarding the study domains to concentrate on. These insights may be used in future studies. The purpose of this research is to use bibliometrics analysis to look at articles that are included in Scopus that discuss academic achievement and physical activity. Additionally, Scopus, the top abstract and citation database for peer-reviewed research worldwide, was used to compile all of the data for the current study.

3. Materials and methods:

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework has been utilized to create this review (Moher et al., 2015). to identify the pertinent literature for this study to address the gap in the literature on the connection between physical activity and academic accomplishment. The current review's objective is to outline the research' profiles. Understanding of the connection between physical activity and academic achievement, according to writings during the past two centuries, the study combined the use of bibliometric techniques to accomplish this goal. Additionally, bibliometric analysis is centered on tracking works on a certain topic and disseminating the results by assessing these studies in light of numerous features (Martí-Parreño, Méndez-Ibáñez, and Alonso-Arroyo, 2016).

To locate high-quality research articles for the study, only pertinent publications in the Scopus database were used;

conferences and proceedings were excluded. During the scan on June 18, 2022, keywords in the title, summary, or keyword sections were searched by choosing the "Topic" option. The study comprised English and open-access publications from the collection of articles found following the search. It has been suggested that the terms and phrases "physical activity" and "academic achievement" refer to them. Given that it contains clever capabilities to view, evaluate, and track study output in many fields, including the humanities, technology, and science (Tober, 2011; Agapiou and Lysandrou, 2015).

Scopus has been employed in this research to acquire physical activity and academic performance journals. Additionally, we the researcher conducted a manual screening to weed out irrelevant articles in line with the criteria indicated in Table 1 in order to ensure the close importance of the examined publications to physical activity and academic attainment. In this way, 1263 publications were left over for more in-depth examination. Table 1 lists inclusion and exclusion standards. Figure 1 shows the framework for analytical research.

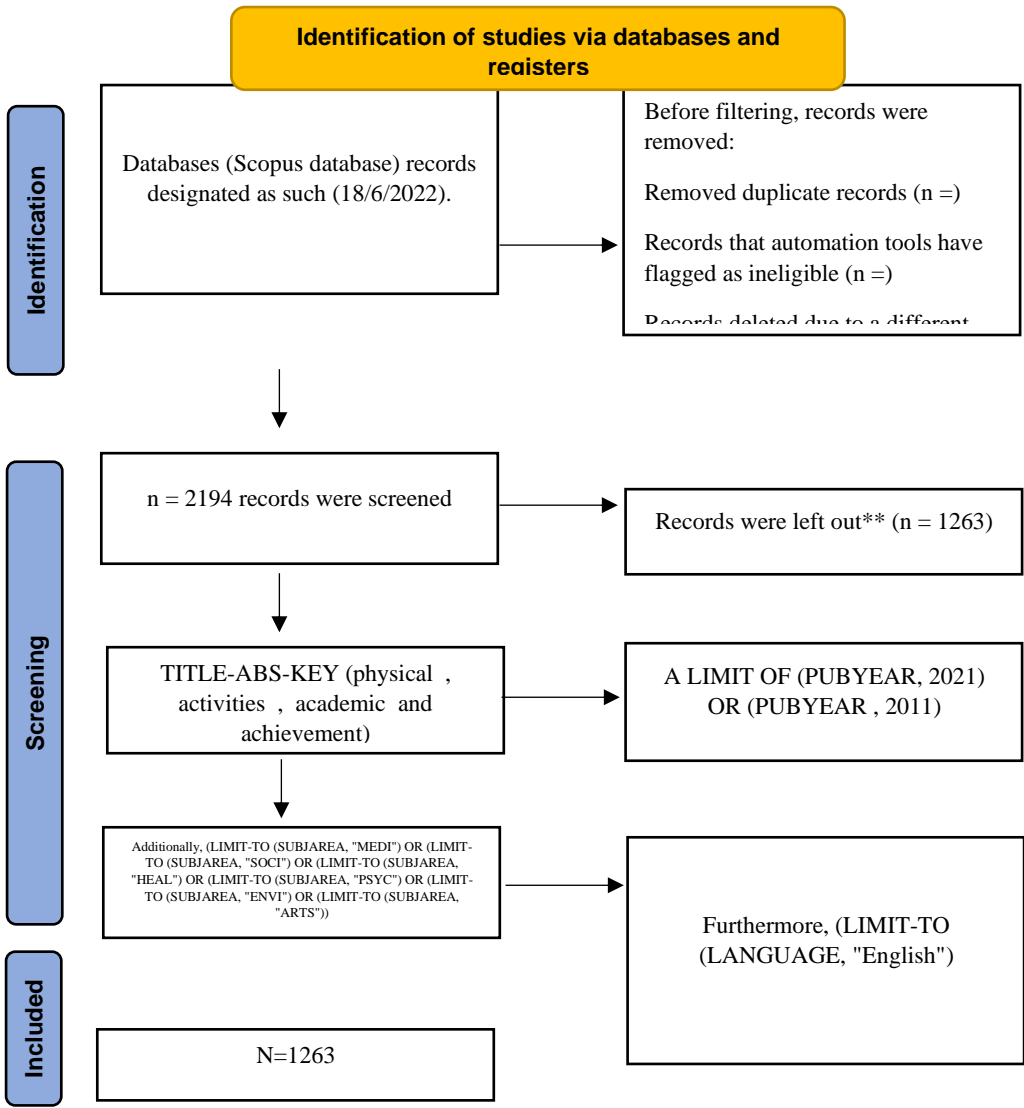


Figure 1: framework for analytical research

Table 1: Inclusion and Exclusion Criteria

Inclusion criteria	Physical activities and academic
	Physical activities and academic achievement
	Publications between (2011-2021) Research done in English language Subject area (Social sciences, psychology, education, learning, health sciences).
Exclusion criteria	Any other languages
	Not being included in Kinesiology, training, physiology.)

4. Study Findings:

This research aims to present the profile of physical activity and academic achievement during the last ten years. The research questions were presented concurrently with the findings of the studies discussed in this context. Based on the following research questions, the findings to discuss:

(RQ1) What are the Understanding of the relationship between physical activities and academic achievement publications by years for the last decade?

The year that each article in the previous 10 years was published is the first finding discussed in the context of content analysis. It was noted that the last two years have seen the majority of publications published. 191 research articles in all were released in the year 2021 that dealt with the connection between academic success and physical activity. There were 189 publications in all that were related to the same scientific subject in the year 2020. There were a total of 123 publications the next year, in 2019. As shown in Figure 2, the following publications were disseminated throughout the remaining years.

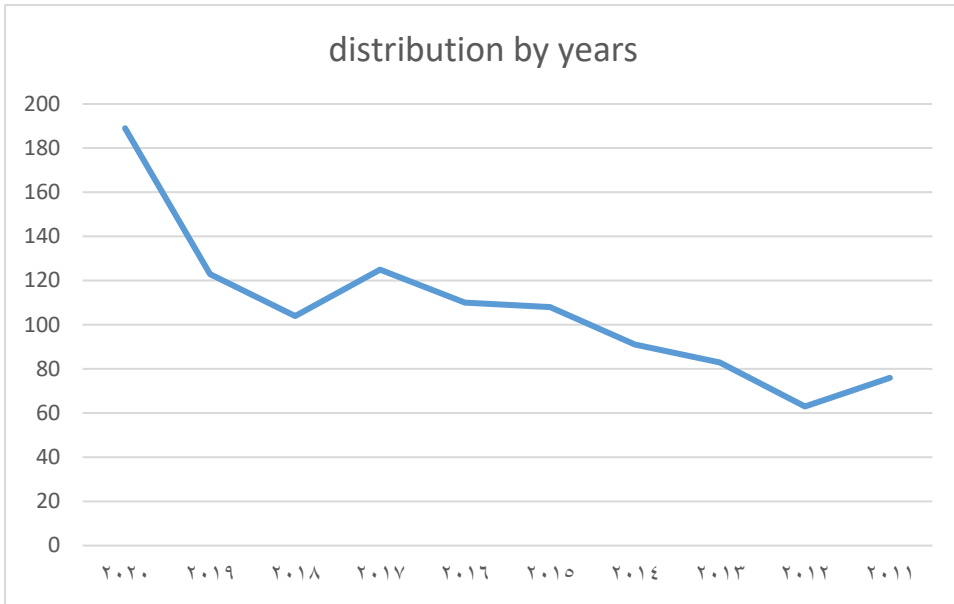


Figure 2: Year-based Distribution

(RQ2) What are the most current journals and writers on the relationship between physical activity and academic achievement?

In the evaluation of the most often referenced journals, "Total Publication", "Total Citation" "Cite Score of the journal", "The most cited article", "Times cited" and "Publisher" was selected to be the analysis criteria, which is shown in table 2.

Table 2 lists the top ten most fruitful journals on physical activity and academic achievement over the years (2011-2021).

N	Journal	TP	TC	Cite Score (2021)	Most cited publication	Times cited	Publisher
1	International Journal of Environmental Research and Public Health	30.739	137.015	4.5	(Alsharef et al., 2021)	74	Multidisciplinary Digital Publishing Institute (MDPI)
2	BMJ Open	14.598	57.646	3.9	(Rocque et al., 2021)	149	BMJ Publishing Group
3	BMC Public Health	7.231	35.475	4.9	(De Kock et al., 2021)	155	Springer Nature
4	Journal of Adolescent Health	7.075	7.660	7.1	(Rogers et al., 2021)	67	Elsevier
5	Journal of Pediatrics	2.670	13.907	5.2	(Fernandes et al., 2021)	60	Elsevier
6	Acta Paediatrica, International Journal of Paediatrics	1.485	6.449	4.3	(Buonsenso et al., 2021)	118	Wiley-Blackwell
7	Preventive Medicine	1.284	8.127	6.3	(Bruni et al., 2021)	66	Elsevier
8	American Journal of Preventive Medicine	1.146	9.000	7.9	(Daly et al., 2021)	48	Elsevier
9	Journal of Physical Activity and Health	461	2.633	4.1	(Wilson et al., 2021)	27	Human Kinetics Publishers Inc.
10	Journal of School Health	425	1.414	3.3	(Gazmararian et al., 2021)	12	Wiley-Blackwell

TP= Total Publications, TC= Total Citation.

The International Journal of Environmental Research and Public Health, which had a total of 30.739 publications and 137.015 total citations, was the most productive journal in terms of physical activity and academic achievement. It was followed by the BMJ

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Open, which had a total of 14.598 publications and 57.646 total citations, and the BMC Public Health, which had 7.231 publications and 35.475 total citations. Additionally, table 2 shows the distribution of the most productive publications in connection to academic attainment and physical activity.

On the other side, RQ2 considered the most active researchers in the field of academic achievement and physical activity. Author was the subject of a content analysis for the study field on physical activity and academic achievement. The analytic criteria were "Total Publications," "h-index," "Total Citations," "current affiliation," and "country," as indicated in table 3.

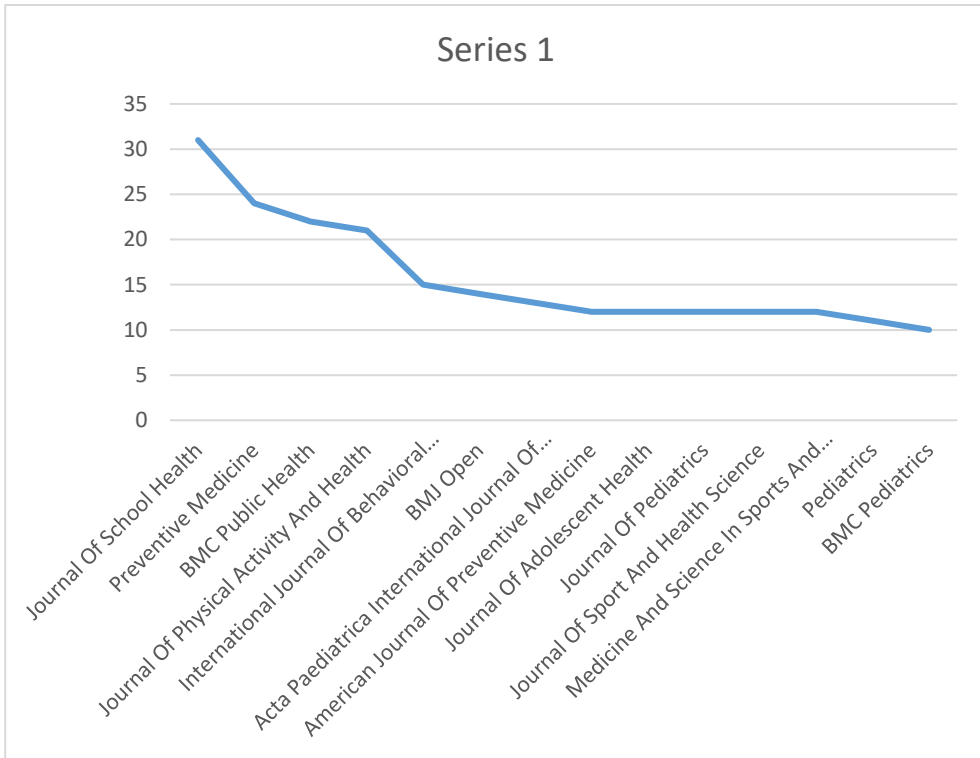


Figure 3: Most Profilic Journals

Table 3 List of the 15 most prolific authors in the physical activities and academic achievement.

N	Author	TP	H-index	Current affiliation	Country
1	Hillman, Charles H.	29	66	Northeastern University, Boston, United States	United States
2	Esteban-Cornejo, Irene	15	22	Universidad de Granada, Granada, Spain	Spain
3	Ortega, F. B.	12	73	Universidad de Granada, Granada, Spain	Spain
4	Lambourne, Kate	9	20	University of Kansas Medical Center, Kansas City, United States	United States
5	Sánchez-López, Mairena	9	26	Universidad de Castilla-La Mancha, Ciudad Real, Spain	Spain
6	Anderssen, Sigmund Alfred	8	59	Norges idrettshøgskole, Oslo, Norway	Norway
7	Castro-Piñero, José	8	30	Universidad de Cádiz, Cadiz, Spain	Spain
8	Donnelly, Joseph E.	8	46	University of Kansas Medical Center, Kansas City, United States	United States
9	Dumuid, Dot	8	19	University of South Australia, Adelaide, Australia	Australia
10	Lubans, David Revalds	8	59	The University of Newcastle, Australia, Callaghan, Australia	Australia
11	Martinez Vizcaino, Vicente J.	8	39	Universidad de Castilla-La Mancha, Ciudad Real, Spain	Spain
12	Sallis, James F.	8	145	Australian Catholic University, North Sydney, NSW, Australia	Australia
13	Ahn, Soyeon	7	22	University of Miami, Coral Gables, United States	United States
14	Cadenas-Sánchez, Cristina	7	25	Universidad Pública de Navarra, Pamplona, Spain	Spain
15	Fedewa, Alicia L.	7	18	University of Kentucky, Lexington, United States	United States

TP= Total Publications

(RQ3) What are the most productive countries and institutions in the relationship between physical activities and academic achievement?

Table 4 below lists the 15 most productive academic institution

N	Most productive academic institution	Country	TP
1	Universidad de Granada	Spain	28
2	University of Toronto	Canada	26
3	Northeastern University	USA	22
4	University of Illinois Urbana-Champaign	USA	21
5	Deakin University	Australia	19
6	The University of Sydney	Australia	19
7	Universidad de Cádiz	Spain	18
8	Karolinska Institutet	Sweden	17
9	Harvard T.H. Chan School of Public Health	USA	16
10	The University of Newcastle, Australia	Australia	15
11	University of Kentucky	USA	15
12	Columbia University	USA	15
13	University of California, San Diego	USA	15
14	University of Bristol	United Kingdom	14
15	University College London	United Kingdom	14

TP= Total Publications

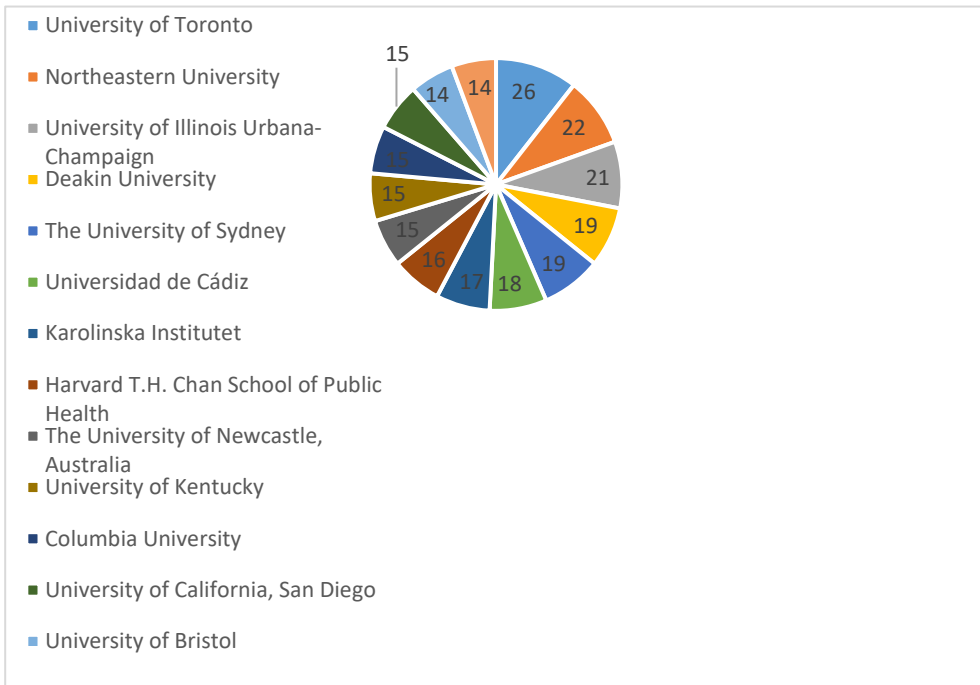


Figure 4: Most prolific universities in the research area

Table 5: Analysis results of co-occurrences between author key words

Keywords	Co-occurrences
Physical activities	177
Children	88
Academic achievement	85
Academic performance	73
Adolescent	56
Exercise	39
Cognition	37
Obesity	31
Mental health	30
Adolescent	28
Diet	14
Fitness	14

achievement" and "Physical activities". In addition, it is seen those keywords such as socioeconomic status, motivation, sedentary, and child development are less preferred in bibliometric analysis.

5. Conclusion:

This study review gives an overview of the association between physical activities and academic achievement research articles based on the 1263 research articles retrieved from the Scopus database. The following conclusions can be drawn from the present study. It is interesting to note that the number of publications in the topic of physical activity and academic achievement has increased, demonstrating the importance of this research field. For instance, in 2021, a total of 191 research articles were released. This examination of research review trends demonstrates a growing interest in physical activities and academic achievement research as a viable area of study. Such a study of the published sources shows that multidisciplinary disciplines focusing on the interaction of for sports generally are most supportive of physical activities and academic achievement. (*c.f.* Figure 6). Additionally, this analysis revealed that International Journal of Environmental Research and Public Health was the most prolific journal in the area of physical activity and academic achievement, while the research articles that were most often mentioned (72 times) were (Alsharif et al., 2021). This demonstrates the trend among studies that links academic achievement with physical activity. Spain made a major contribution to the literature under analysis, with the University of Granada being the most productive educational institution with a total of 28 publications. University of Toronto in Canada came in second with 26 articles. Furthermore, scientific research on collaboration indicates that areas and nations with greater interest in international cooperation—such as the USA, Australia, Spain, and Sweden—are likely to develop more quickly. The principal research keywords pertaining to the connection between physical activity and academic achievement are listed last. The most pertinent area for research on physical activity has been

highlighted by this study. These topics are (1) Physical activities, (2) Academic achievement (3) academic performance.

The findings in this report are subject to some limitations. The Scopus database was initially just used to gather data. As a result, not all scholarly journals are covered. As a result, articles from other databases such as the WoS, for instance—might not have been used in this research. The keywords themselves were the second drawback to this study; for instance, there were just two significant keywords used: academic achievement and physical activity. Any modifications to these two important terms would impact the outcome of this evaluation. In summary, this study suggests using sports as a key variable for future research findings. Further investigation and experimentation into sport sciences is strongly recommended.

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