

**The role of recreational sports in the development of some dimensions of the psychological immune response during physical education class: Field study of Obaidullah Brothers High School students -Biskra-**

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**Abstract:**

This study examines how recreational sports affect high school students' psychological immune response during physical education and sports classes. This study used the descriptive approach and sampled 54 students from a study community of 270 students at the Obaidullah Brothers High School in Biskra, with 130 male and 140 female students. They were randomly selected, and data collection tools included measures of self-confidence, psychological adjustment, and optimism, as well as statistical methods from the torsion coefficient, flattening coefficient, multiple nonlinear regression, and spss statistical package program. It was concluded that recreational sports in physical education class contributed to the psychological immune response.

**Keywords:** Recreational Sports; Physical Education; Psychological Immune Response ; High School Students

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## **1. Introduction:**

Sports games are regarded as one of the most important forms of entertainment in our time, as civilizations and peoples have paid attention to them, and high-end nations have maintained their growing interest in them, which has always been directly proportional to civilizational development, in addition to assisting and contributing to the treatment of many different physical and psychological diseases.

Since the practice of recreational sports was limited to individuals practicing leisure time through a group of individual and group sports games that are free from intense sports competition, which are not limited to a specific group of society, but are practiced by men and women, old and young, especially students of educational institutions during physical education class, which has a strong relationship with the psychological side of the students.

The physical and sports education class is one of the most important places for students to participate in recreational sports, which have become one of the most important means in modern educational curricula in developed countries. This, in turn, plays an important role in developing students' mental health and resolving some psychological issues, as well as influencing their psychological immune system. We must focus on strengthening students' psychological immunity because it is their first line of defense against

psychological disturbances and trauma. The stronger the psychological immunity of the body, the fewer mental illnesses will occur, and the fewer mental illnesses, the fewer organic diseases will be associated with them.

As a result, the practice of recreational games by students, particularly secondary school students, may significantly contribute to the development of their psychological side, which also reflects the extent of their psychological immune system response and their ability and willingness to develop the psychological immune response through movement and recreational sports.

Based on what was previously presented, and as physical education and sports teachers, we have some experience with students, which enabled us to notice this problem towards students, as we wanted to know the role of recreational sports during physical education class and its impact on the psychological aspect of students.

**Study problem:**

The problem of this study can be formulated in the following main question:

**Does participation in recreational sports during physical education class contribute to the development of psychological immune response in high school students?**

The following sub-questions fall under this problem:

- Does participation in recreational sports during physical education class contribute to the development of self-confidence in high school students?
- Does participation in recreational sports during physical education class contribute to the psychological adjustment of high school students?
- Does participation in recreational sports during physical education class contribute to the development of optimism in high school students?

### **Study Hypothesis:**

This study proceeds from the following main hypotheses:

**Recreational sports played a role in the development of certain dimensions of the psychological immune response of high school students during physical education class**

The following sub- hypotheses fall under this main hypotheses:

- Recreational sports played a role in the development of self-confidence dimension in high school students during physical education class.
- Recreational sports played a role in the development of the psychological adjustment dimension of high school students during physical education class.

- Recreational sports played a role in developing the optimism dimension of high school students during physical education class.

**\* Study objectives:**

The study's objectives were to look into the role of recreational sports in physical education class in developing some dimensions of the psychological immune response in secondary school students. In addition, the role of recreational sports during physical education in the development of each dimension of self-confidence, psychological compatibility, and optimism among secondary school students was verified.

**\* Study importance:**

The study's significance was to draw researchers' attention to several studies in the field of recreational sports programs to develop the psychological immune response in children and students of educational institutions. And studying and diagnosing the psychological state of the students from various perspectives, as well as developing the students' desire and motivation, as well as establishing programs for psychological and social upbringing and contributing to scientific and cognitive enrichment, even if by a small percentage.

**2. Study terms definition:**



## **2.1 Sports Games:**

Adnan DarwishJalloul defined sports games as simple-organized games in which more than one person competes according to simple rules and is not limited to a specific age, gender, or physical level. They are primarily recreational and entertaining, and they may or may not use tools or devices(Ghazali , Felfoul, & Makhtari, 2021, p. 04).

Procedurally, the researcher defines it as simple sports that are practiced during physical education class, in which the student does not require high motor performance and is not restricted by specific rules and laws, but is characterized by motor performance freedom.

## **2.2 Psychological immunity:**

Psychological immunity is defined by Kamal Morsi (2000) as the ability of an individual to face crises, bear difficulties and calamities, and resist the resulting thoughts and feelings of anger, discontent, enmity, revenge, despair, helplessness, defeatism, and pessimism(Al-Shanawani, 2019, p. 04).

Procedurally, it is defined by the researcher as a highschool student's ability to protect himself from potential negative influences, pressures, threats, risks, frustrations, and psychological crises encountered in the school environment.

## **2.3 Self-confidence:**

Zahran defines self-confidence as an educated psychological or neurological readiness to respond positively or negatively to people, objects, subjects, situations, or symbols in the environment that inform the immune response (Al-Khafaf & Daoud, 2008, p. 05).

Procedurally, the researcher defines it as a personal trait in which the student feels competent and capable of dealing with the various circumstances that surround him, using his full potential to achieve his goals.

#### **2.4 Psychological compatibility:**

Wollman defined it as “the ability of the individual to meet his needs and most of his psychological and social requirements through a harmonious relationship with his living environment.

(Bahi , Hana, & Heshmat, 2002, p. 84).

Procedurally, it was defined by the researcher as the process of attempting to strike a balance between the needs, stimuli, and opportunities available to students through their environment and school environment.

#### **2.4 Optimism:**

Optimism is defined by Marshall as a personal readiness for positive expectation of events. Optimism is defined as the belief that the future is a repository of required or desired desires and ambitions,

regardless of the individual's ability to control or achieve those desires(Al-Ansari , 1998, p. 15).

Procedurally, it is defined by the researcher as the students' outlook and foresight toward the future, which causes them to expect the best and wait for success, excellence, and the occurrence of good, and they exclude what is otherwise.

### **3. Literary Review:**

#### **3.1 Study of (Islam Mansour Abdel Moneim, 2021)**

Under the title:"The Impact of Home Sports Recreational Practice on the Psychological Immunity of a Sample of University Students in Light of the Corona Pandemic," published in the Journal of Sports Sciences at Alemannia. In light of the Corona pandemic, the study sought to determine the impact of home recreational sports practice on psychological immunity among a sample of university students. The descriptive survey method was used by the researcher, and the research sample was drawn at random from students of some practical and theoretical faculties, practicing and non-practicing home sporting recreational activities at the University of Germany. A basic sample of 400 male and female students was divided into (248) practitioners and (152) non-practitioners, and an exploratory sample of 70 male and female students who are practitioners and non-practitioners of home sports recreational activities was selected from





the same research community but from outside the basic research sample. The researcher used a psychological immunity measure, and the most important findings were that home sports recreational practice plays a positive role in improving the psychological immunity of university students participating in home sports recreational activities in the face of the Corona pandemic. There are also statistically significant differences in the axes of the psychological immunity measure between a sample of university students who participate in recreational activities and home sports and those who do not.

### **3.2 Study of (Sajla Faeq Hashem and Zahraa Zaid Shafiq, 2017)**

Under the title:"Self-confidence among Kindergarten children (before, during, and after) playing and its relationship to parental treatment methods," according to the Journal of the College of Education for Girls, University of Baghdad. The study aimed to uncover kindergarten children's self-confidence (before, during, and after) playing and its relationship to parental treatment methods. The descriptive method was used by the researcher, and the research sample was chosen by the intentional method, with an estimated number of 180 children, 90 males and 90 females, and the sample of fathers was equal to sons, with an estimated number of 180, 90 fathers and 90 females. The research population was estimated to be 6336 children from Riyadh in Baghdad governorate, 3208 boys and 3128

girls from 47 kindergartens affiliated with Baghdad's Second Rusafa Directorate. The researcher also used a measure of kindergarten children's self-confidence during play, as well as a measure to reveal parental treatment methods for kindergarten children. The most important findings were:

- kindergarten children enjoy self-confidence in the stage after playing from the two stages (before, during) playing, and parents enjoy equal and balanced parental methods with their children.
- Parental treatment methods have a weak correlation with self-confidence prior to playing, but this relationship strengthens and progresses positively with self-confidence (during and after) playing in kindergarten children.

### **3.3 Study of (Ben Ali Adda, 2021)**

A doctoral thesis at the University of Algiers 03 Institute of Physical Education and Sports titled "Recreational sports activity and its impact on the degree of general psychological adjustment among secondary school students (15-17). The study sought to determine the extent to which recreational sports activity contributes to and influences the degree of general psychological adjustment among secondary school students. The descriptive survey method was used by the researcher because it was appropriate for the nature and objectives of the research, and the research sample was chosen at random, consisting of 1580 male and female students from a research community estimated at 7900 male and female students who

participated and did not participate in recreational activities from a total of 57 secondary schools. The general psychological adjustment questionnaire was also used by the researcher to collect data for the study. The most important findings were: recreational sports activity contributes positively to secondary school students' psychological adjustment, and its five dimensions (personal, family, social, health, and school). The contribution of recreational sports activity to raising the degree of general psychological adjustment was greater for female practitioners than for male practitioners.

### **3.4 Study of (Mutasim Kamel Abu Alia, 2022)**

Under the title:"Academic optimism and its relationship to learning motivation among physical education students at Palestine Technical University," and it was published in the Palestine Technical University Research Journal. The purpose of the study was to determine the relationship between academic optimism and learning motivation among physical education students at the University of Palestine. The descriptive survey method was used by the researcher, and the stratified random method was used to select the research sample. It was estimated that 77 male and female students out of a total population of 33.04 were involved. The researcher also used the academic optimism and learning motivation scales, and the most important findings were that the overall academic level was very high, at 82.40 percent. Furthermore, the study sample's overall learning motivation was high, with a percentage estimated at 75.60 percent, and there was a strong positive statistically significant relationship between academic optimism and learning motivation for the sample.

#### 4. The applied framework of the study:

##### 4.1 Study methodological procedures:

###### 4.1.1 Exploratory Study:

The exploratory study was conducted with our presence in the field of study for the purpose of identifying the study sample and how it deals with the study scale, as well as ensuring the extent of their understanding of the phrases of the scales and identifying the difficulties that will face us, while the elements of the sample were identified, the duration of the study was known, and an initial idea of the study was taken.

###### 4.1.2 Study Approach:

It is a method of describing the subject to be studied using proper scientific methodology and developing the results in expressive numerical forms that can be interpreted (Al-Mahmudi , 2019, p. 46).

In keeping with the nature of the current study, we used the descriptive approach, which is thought to be the most appropriate and suitable for studies that describe phenomena, diagnose and scrutinize them, by collecting data, tabulating and organizing it, then analyzing and interpreting it, and producing unique results for the study.

###### 4.1.3 Study community and sample:

- **Study community:** It refers to the entire group of people, events, or observations that are the subject of research or study (Muhammad, Abu Nassar, & Mobaideen, 1999, p. 84). As a result, all students and departments of the High School of Obaidallah Brothers in Biskra were

represented in the study community, with an average of 270 students across all domains and levels.

- **Study sample:** The study sample is a subset of the study community that is chosen in a specific way in order to conduct the study on it and then generalize the results to the entire original study community (Muhammad, Abu Nassar, & Mobaideen, 1999, p. 84). This study was based on a sample of 54 students, 24 males and 30 females, who were chosen at random from the study's original community. As the study sample is known, each member of the original community has an equal chance of appearing in the sample.

**Table 1.** It represents the distribution of the study sample

Sample members	Male	%	Female	%	Total	Percentage from study community
Number	24	8.89	30	11.11	54	20%

**Source:** Prepared by the researcher (2022) using the SPSS program's outputs

#### 4.1.4 Study limitations:

##### The limits of the study:

- The study dealt with the role of recreational sports during the physical education class in developing some dimensions of the psychological immune response among High School students.
- **Spatial limits:** The study was conducted at Obaidallah Brothers High School in Biskra, Algeria.
- **Human Limits:** The study was applied to a sample of students in Obaidallah Brothers High School.

- **Temporal limits:** The study was implemented in late November of the first semester during the academic year 2022/2023.

#### 4.1.5 Tools used in the study:

The researcher used the following means and tools to obtain the necessary data to carry out this study:

- **Arab and foreign sources:** books, scientific articles, and previous local, Arab, and foreign studies on recreational sports and psychological immunity were all represented in the exploratory study on the theoretical side.
- **Scale:** A method of estimating a specific trait or behavior by assigning a numerical rank, or a quantitative rate, whether social, emotional, normal, or abnormal. Where the examiner selects the degree that applies to the subject from a list of degrees on a graduated scale, and the examinee can answer the scale himself or have someone else do so (Masouda & Hassani, 2017, p. 197). The self-confidence scale of Dr. Ahmed Qawasmeh and Adnan Al-Farah, modified in 1996, was also used in this study. And the psychological compatibility test developed by Dr. Abdullah Hazaa Ali Al-Shafie and Tariq Nizar Majeed Al-Talib (2007). In addition to the level of optimism for (Eid Muhammad, Faraj Sahar, & Heba Sami, 2015). The self-confidence scale consisted of 26 sentences, the psychological adjustment scale of 30, and the optimism scale of 35 sentences.

#### 4.1.6 Study tools scientific conditions:

- **the scale stability:** The psychometric characteristics of the instrument used in this study were calculated by calculating

stability, used in this study were calculated by calculating stability, which is defined as the extent of accuracy, consistency, or stability of its results when applied to a sample of individuals twice (Zaydan & Mohamed, 2017, p. 213). The researcher used the spss program to calculate the stability Cronbach's alpha coefficient, which reached 0.728 for the self-confidence measure, 0.841 for the psychological compatibility measure, and 0.931 for the optimism measure, and these values are close to the correct one, indicating that the tools have a high degree of stability.

It was also used to calculate psychometric properties:

- **Scale validity:** It is known that the test or tool measures what it was designed to measure. Validity is a well-studied concept, much like consistency. Achieving the validity of the measurement tool is unquestionably more important than achieving consistency, because the measurement or test tool may be stable but not honest (Sabe & Khafaga, 2002, p. 167).

The apparent honesty of the arbitrators represented the validity of the tool in this study, which was represented by distributing the three-dimensional measures of the study to five arbitrators specialized in the field of sports psychology, where some phrases were modified and adapted to suit the environment and the study sample. Calculating the square root of the stability coefficient (Cronbach's alpha) yielded the self-honesty coefficient for the self-confidence scale of 0.853, the self-honesty coefficient for the psychological adjustment scale of 0.917, and the self-honesty coefficient for the optimism scale of 0.964. This ensures that the tools used in this study are highly reliable and valid.

The following table summarizes the results of the most important psychometric characteristics of the study tools

**Table 2.** It shows the stability coefficients of the study measures using the method of internal consistency

Variables	Cronbach's alpha	validity coefficient
Self confidence measure	0.728	0.853
Psychological compatibility measure	0.841	0.917
optimism measure	0.931	0.964

**Source:** Prepared by the researcher (2022) using the SPSS program's outputs

#### 4.1.7 Statistical methods used:

After gathering, organizing, tabulating, and processing the data using the SPSS program for the purpose of discussing the study's hypotheses in light of its goals and prior research. Skewness, Kurtosis, correlation coefficient, and multiple nonlinear regression were the statistical techniques used.

#### 4.2 Presentation and interpretation of results:

##### 4.2.1 Regression validity to test study hypotheses:

Because the normal distribution of the study sample is one of the conditions for applying regression, this test seeks to determine whether the study data follows a normal distribution or not. This is accomplished by calculating the skewness and kurtosis coefficients for the study variables. The data is close to a normal distribution,



whenever the skewness coefficient for all variables is in the range [-3, +3], and the kurtosis coefficient is in the range [-1, +1], and the following table shows that:

**Table 3.** It shows the normal distribution test for the study variables

Variables	Skewness	Kurtosis
Self confidence	-0.361	-0.046
Psychological compatibility	-0.102	-0.959
Optimism	-0.988	-0.306

**Source:** Prepared by the researcher (2022) using the SPSS program's outputs

Because the study variables have a normal distribution, regression analysis can be performed to ensure the reliability of the results.

#### 4.2.2 First hypothesis results presentation and discussion:

It states that: Recreational sports played a role in the development of self-confidence dimension in high school students during physical education class. Multiple non-linear regression was used to test it, as shown in the table below:

**Table 4.** It shows the results of regression analysis of the role of recreational games on the development of self-confidence

Indicators	Beta regression coefficient	Calculated F	Tabular F	F level of significance	Correlation coefficient R	Coefficient of determination R <sup>2</sup>

Self confide nce	-4.223	48.141	-2.006	<0.001	0.817	0.667
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**Source:** Prepared by the researcher (2022) using the SPSS program's outputs

The level of significance is greater than 0.001, indicating that the correlation coefficient is 0.817 significant, indicating a strong direct relationship between recreational sports during physical education class and the self-confidence dimension, as confirmed by the calculated F value of 48.141, which is greater than the tabular F value of -2.006.

We accept the alternative hypothesis, which states that recreational sports played a role in the development of self-confidence dimension in high school students during physical education class at a significance level of 0.001. This is consistent with the findings of SajlaFaeq Hashem and Zahraa Zaid Shafiq's study (2017). Which aimed to identify kindergarten children's self-confidence (before, during, and after) playing and its relationship to parental treatment methods, the most important results of which were:

- Kindergarten children enjoy self-confidence in the post-game stage of the two stages (before, during) play, and parents enjoy equal and balanced parenting styles with their children.
- Parental treatment methods have a weak correlation with self-confidence before playing, but this relationship is strengthened and goes positively with self-confidence (during and after) play in children.

### 4.2.3 Second hypothesis results presentation and discussion:

It states that: Recreational sports played a role in the development of the psychological adjustment dimension of high school students during physical education class. Multiple non-linear regression was used to test it, as shown in the table below:

**Table 5.** It shows the results of regression analysis of the role of recreational games on the development of psychological compatibility

Indicators	Beta regression coefficient	Calculated F	Tabular F	F level of significance	Correlation coefficient R	Coefficient of determination R <sup>2</sup>
Psychological compatibility	-3.041	5.915	3.633	0.008	0.583	0.34

**Source:** Prepared by the researcher (2022) using the SPSS program's outputs

We note that the level of significance is greater than 0.001, implying that the correlation coefficient is 0.583 significant, implying that recreational sports have a strong direct relationship with the dimension of psychological compatibility. This is supported by the calculated value of F 5.915 being greater than the estimated tabular value of F of 3.633.

We accept the alternative hypothesis, which states that recreational sports played a role in the development of the psychological adjustment dimension of high school students during physical education class at a significance level of 0.001.

This is consistent with the researcher Ben Ali's doctoral study several years ago (2021), which aimed to identify: Recreational sports activity and its impact on the degree of general psychological adjustment among secondary school students (15-17). With its five dimensions, recreational sports activity contributes positively to the degree of psychological adjustment among secondary school students, according to the findings (personal, family, social, health, and school). The contribution of recreational sports activity to raising the degree of general psychological adjustment was greater for female practitioners than for male practitioners.

#### **4.2.4 Third hypothesis results presentation and discussion:**

It states that: Recreational sports played a role in developing the optimism dimension of high school students during physical education class. Multiple non-linear regression was used to test it, as shown in the table below:

**Table 6.** It shows the results of regression analysis of the role of recreational games on the development of optimism

Indicators	Beta regression coefficient	Calculated F	Tabular F	F level of significance	Correlation coefficient R	Coefficient of determination R <sup>2</sup>
Optimism	-4.223	2.653	7.447	0.119	0.316	0.1

**Source:** Prepared by the researcher (2022) using the SPSS program's outputs

The significance level coefficient is greater than 0.05, indicating that the relationship is not significant, and thus the alternative hypothesis is not fulfilled. This is supported by the calculated F value of 2.653, which is lower than the tabular F value of 7.447, indicating that recreational sports played no role in developing the optimism dimension of high school students during physical education class.

We reject the alternative hypothesis and accept the null hypothesis, which states that: At the significance level of 0.01 recreational sports played no role in developing the optimism dimension of high school students during physical education class. This also confirms the lack of a relationship between sports games in class and students' optimism, which contradicts the findings of the researcher MutasimKamel Abu Alia's study titled Academic optimism and its relationship to learning motivation among physical education students at Palestine Technical University. As a result of this:

- The overall academic level was very high at 82.40%.
- The study sample's overall learning motivation level was

75.60%.

- Academic optimism and learning motivation have a strong positive statistically significant relationship among students in the sample.

## **5. CONCLUSION:**

The goal of this study is to determine the role of recreational sports in physical education class in the development of some dimensions of the psychological immune response in secondary school students. Furthermore, sports games in general contribute to the development of students in many aspects (physical, social, and mental), particularly psychological development, which is represented by producing a good individual in society with a balanced personality and strong psychological immunity characterized by both self-confidence, psychological compatibility, and optimism.

After presenting and analyzing the results related to the study's hypotheses, some previously analyzed and interpreted results were obtained, which confirmed that:

- Recreational sports during physical education class play a role in developing the self-confidence dimension of secondary education students.
- Recreational sports played a role in the development of the psychological adjustment dimension of secondary school students during physical education class.
- Recreational sports in physical education class have no role in developing the optimism dimension of secondary school students.

We conclude from this that recreational sports during physical education class play a role in the development of some dimensions of

the psychological immune response in secondary school students. This is consistent with a study conducted in 2021 by researcher Islam Mansour Abdel Moneim, who sought to determine the extent of the impact of home sports recreational practice on the psychological immunity of a sample of university students in the aftermath of the Corona pandemic. The researcher's most important findings were that home sports recreational practice plays a positive role in improving the psychological immunity of university students who participate in home sports recreational activities in the face of the Corona pandemic. There are also statistically significant differences in the axes of the psychological immunity measure between a sample of university students who participate in recreational activities and home sports and those who do not.

Regarding the lack of influence of recreational sports on the dimension of optimism, the high level of optimism among students may be due to external factors that are not attributable to recreational sports during physical education class, such as students' future outlook and foresight, as well as their desire to achieve success and academic aspirations, which cause them to expect the best and wait for success and excellence.

Among the recommendations made by our research, we mention the following:

- The importance of sports practice for students of all ages and skill levels, with an emphasis on participation in recreational sports in physical education class.
- Developing students' skills through multimedia and allowing them to participate in sports in an effort to promote mental health.

- Developing the desire and motivation of students and implementing psychological and social development programs.
- Students' psychological immunity will be investigated from multiple perspectives.
- Systematically and consistently examining the personality and psychological condition of students.
- Developing a spirit of collaboration between the administration and teachers in order to better serve the students, particularly in the sports arena.

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