

The Reality of Social Recreational Determinants for Students of the Faculty of Physical Education for Girls in Cairo

Maha Ali Sweilem

Professor of Sport Psychology, Department of Psychological and Social Sciences in Sports, Faculty of Sports Science for Girls, Helwan University

swelemmaha431@gmail.com

Amal Fikry Naeem

Professor of Sports Recreation, Department of Sports Management and Recreation, Faculty of Sports Science for Girls, Helwan University

aml.fekry@pef.helwan.edu.eg

Zeinab Desouky Khalifa

Lecturer, Department of Sports Management and Recreation, Faculty of Sports Science for Girls, Helwan University

zeniab.desouky@gmail.com

Marwa Mohamed Fathy Ismail

marwita.2025@gmail.com

Research Abstract:

The researchers, through reviewing previous studies and both Arabic and international scientific references, concluded that social recreational determinants play a significant role in utilizing leisure time. These determinants enhance motivation for participation and positively influence students' academic performance. Given the current extraordinary circumstances caused by the COVID-19 pandemic, with governments imposing restrictions on public gatherings and closing schools, universities, clubs, and recreational facilities, there has been a negative impact on participation in activities as well as on students' academic performance. This prompted the researchers to conduct this study to explore the reality of social recreational determinants among students.

The researchers employed the descriptive methodology using both survey and analytical approaches. The study's sample was selected comprehensively, comprising 320 specialists from the research population. Additionally, a questionnaire was administered to a sample of 30 female students from the Faculty of Physical Education at Helwan University. The results revealed that the reality of recreational activity determinants was moderate, with the overall response rate reaching 76.55%.

ملخص البحث :

يرى الباحثون من خلال الاطلاع على الدراسات السابقة والمراجع العلمية العربية والأجنبية أن المحددات الترويحية الاجتماعية تلعب دوراً مهماً في استثمار وقت الفراغ مما يزيد من دافعية الممارسة وتأثيرها على التحصيل الدراسي لدى الطلاب ونظراً لما تمر به البلاد من ظروف طارئة (جائحة كورونا) الآن ولما فرضته الحكومات من حظر التجمعات العامة وإغلاق المدارس والجامعات والأندية والمنشآت الترويحية كافة فهذا أثر بالسلب على ممارسة الأنشطة وأيضاً على التحصيل الدراسي لدى الطلاب مما دفع الباحثون لإجراء تلك الدراسة للتعرف على واقع المحددات الترويحية الإجتماعية لدى الطلاب.

وأستخدم الباحثون المنهج الوصفي بأسلوبه المسحي والتحليلي ، وتم إختيار عينة البحث بطريقة الحصر الشامل من مجتمع البحث والبالغ عددهم (٣٢٠) أخصائي ، وتم تطبيق استمارة الإستبيان على طالبات كلية التربية الرياضية بجامعة حلوان والبالغ عددهم (٣٠) ، حيث أظهرت النتائج أن واقع محددات الانشطة الترويحية كانت متوسطة فقد بلغت النسبة المئوية للاستجابة على الدرجة الكلية ٧٦.٥٥٪.

The Reality of Social Recreational Determinants for Students of the Faculty of Physical Education for Girls in Cairo

Introduction and Research Problem:

In the modern era, the term "recreation" is frequently mentioned in various contexts and by many individuals. However, it often does not convey a single, unified concept, as numerous definitions attempt to explain its meaning.

Mohamed Kamal defined recreation as the types of activities that individuals engage in during their leisure time, which result in relaxation and psychological satisfaction (El-Samnoudi, Mohamed Kamal, 2016: 30). Furthermore, Mustafa El-Sayeh and Mohamed Abdel-Monem (2008) emphasized that recreation contributes to enhancing decision-making skills and developing a sense of self-worth among university students. Additionally, recreational education aims to foster happiness and joy derived from engaging in recreational activities during leisure time (El-Sayeh, Mustafa, Abdel-Monem, Mohamed, 2008: 135).

Recreation is one of the most engaging forms of physical activity that naturally attracts the attention and interest of individuals. Since its inception, sports have been closely associated with leisure time. Despite becoming a distinct social and cultural system in modern times, recreation remains inherently tied to leisure, as it is fundamentally built upon recreational goals. There is a convergence in values between sports and recreational systems in terms of their importance, such as enjoyment, joy, relaxation, stress relief, health, fitness, fair competition, self-expression, and self-fulfilment. (Ibrahim, Mohamed, 2008: 173).

The significance of recreational activities lies in their ability to equip individuals with various skills and experiences, contribute to the development of creative talents, and provide opportunities for innovations that benefit both individuals and society. Achieving these outcomes requires certain determinants, primarily social factors such as support from family, friends, university faculty, and others. Social support is considered a crucial factor in promoting participation in sports activities for both males and females (Adam, Mubarak, 2007: 76).

The study conducted by Thuraya Younis and Fathi Abdulwahab found that the educational process faces numerous challenges, most of which stem from low motivation to engage in certain activities. This often results in weakened academic performance. Consequently, this issue has become a phenomenon that requires identifying its causes and finding appropriate solutions to improve the educational process and enhance university students' academic achievement (Younis, Thuraya, Abdulrahman, Fathi, 2012: 42).

The researchers, based on their review of previous studies and both Arabic and foreign scientific references, believe that recreational determinants play a significant role in utilizing leisure time, which may enhance motivation for participation and, in turn, positively impact students' academic achievement. Given the exceptional circumstances brought about by the COVID-19 pandemic and the resulting government-imposed restrictions on public gatherings, as well as the closure of schools, universities, clubs, and recreational facilities, these factors have negatively affected both participation in activities and academic performance. This prompted the researchers to conduct this study to explore the recreational determinants and their relationship to academic achievement among female students at the Faculty of Physical Education for Girls in Cairo.

Research Aim:

To identify the social recreational determinants among female students at the Faculty of Physical Education for Girls in Cairo.

Research Question:

What are the social recreational determinants among female students at the Faculty of Physical Education for Girls?

Research Terminology:**• Recreational Determinants:**

"The fundamental factors that influence female physical education students, represented by their perception of physical and psychological competence and social interaction within activity programs and their various forms, aiming to achieve the objectives of these programs. These are supportive factors for engaging in sports during leisure time" (Al-Mustafa, Ihsan, 2007).

• Social Recreational Determinants:

Social factors and conditions that affect the type and understanding of recreational activities, as well as how they are participated in and utilized within the community. These determinants play a crucial role in shaping individuals' and groups' experiences in recreational activities (Ismail, Mohamed El-Sayed, 2020, p. 12).

Research Procedures:**• Research Methodology:**

The researchers adopted the descriptive approach using both survey and analytical methods, as it aligns with the nature and objectives of the research.

• Research Population:

The research population consisted of third-year female students at the Faculty of Physical Education, Helwan University, totaling 320 students enrolled in the academic year 2022/2023.

Research Sample:**1. Exploratory Sample:**

The researchers selected a random sample from the same research population but excluded them from the main sample. This exploratory sample consisted of 30 third-year female students, representing 9.38% of the total population. The purpose of this sample was to calculate the scientific validity and reliability of the questionnaire on social recreational determinants under study. The exploratory phase was conducted from March 7, 2023, to April 20, 2023.

2. Main Research Sample:

The researchers applied the questionnaire to the main research sample, consisting of 257 third-year female students, representing 80.31% of the total population enrolled in the academic year 2022/2023. The primary

purpose was to answer the research question regarding identifying the social recreational determinants among female students at the Faculty of Physical Education in Cairo.

Data Collection Tools:

In light of the theoretical readings and reference studies, and in accordance with the requirements of the research, the researchers used the following tools for data collection:

1. **Personal Interviews with Experts in the Field of Recreation and Sports Sociology.**
2. **Questionnaire:** "Social Recreational Determinants among Female Students at the Faculty of Physical Education for Girls in Cairo," developed by the researchers.

Scientific Validity of the Questionnaire Under Study:

A. Validity Coefficient:

The researchers calculated the validity coefficient as follows:

1. Judgmental Validity:

- The researchers reviewed specialized scientific references and previous studies in the fields of recreation and sports sociology, such as the studies of Mohammad Sayed Ismail (2020), Marazqa Jamal (2013), Mohammad Ibrahim Al-Dhahabi (2008), Alexandris et al. (2008), and Ihsan Ahmed Mustafa (2008), to identify the items that represent the questionnaire under study.
- The researchers presented **15 items** for social recreational determinants that could be applicable for female students in the Faculty of Physical Education at Cairo University.
- These items were reviewed by a panel of **9 experts** in the fields of recreational sports and sports sociology (Appendix 1), who provided their opinions on the appropriateness of the items, whether any should be added, modified, or removed (Appendix 3).
- After presenting the items to the experts, the following items were removed: **items 3 and 6**. Additionally, some items were revised based on theoretical analysis and feedback from the experts (Appendix 1).
- When formulating the items, the researchers ensured that the items met the following criteria:
 - Clear phrasing.
 - No indication of the expected type of response.
 - Easy-to-understand language.
 - Simple, comprehensible vocabulary.
 - No double meaning in the items.

2. Revised Item Review:

- After the items were revised, they were presented again to the experts to confirm the clarity and accuracy of the phrasing, as well as to determine the direction of the items (whether positive or negative relative to the axis of the study).
- The experts agreed on modifying the questionnaire using a **three-point Likert scale** for the responses.
- No specific time limit was set for answering the questionnaire.
- The validity coefficient was calculated using the **La Roche index**, which indicated the acceptance of the items for inclusion in the questionnaire.

Table (1)
Experts' Opinions on the Statements of the Social Recreational Determinants
Questionnaire for Female Students of the Faculty of Physical Education
for girls in Cairo

(N = 9)

No.	Statements	Suitable	Not Suitable	Approval Percentage
1	Positive attitudes from my family toward practicing recreational sports encourage me to participate.	9	-	100%
2	Encouragement from faculty members to engage in recreational sports motivates me to participate.	9	-	100%
3	Practicing recreational sports enables me to engage with the group and feel comfortable with them.	1	8	11.11%
4	My participation in recreational sports makes me feel free with my friends.	9	-	100%
5	Practicing recreational sports makes me care about others and embrace socially accepted values.	8	1	88.88%
6	The customs and traditions of the society I live in allow me to engage in recreational sports.	2	6	22.22%
7	My family stability allows me to engage in recreational sports.	9	-	100%
8	All of my friends are active in recreational sports.	8	1	88.88%
9	Support from my family for participating in recreational sports makes me feel that I am worthy of their trust.	9	-	100%
10	I receive support and encouragement from my friends to practice recreational sports.	8	1	88.88%
11	The sufficient awareness of the importance	9	-	100%

No.	Statements	Suitable	Not Suitable	Approval Percentage
	of practicing recreational sports encourages me to engage in it.			
12	Practicing recreational sports makes my friends share my interests and ideas.	9	-	100%
13	It contributes to forming new friendships.	9	-	100%
14	It generates feelings of happiness and enjoyment.	8	1	88.88%
15	It provides opportunities to strengthen friendly relationships among my colleagues.	9	-	100%

It is evident from Table (1) that the experts' opinions regarding the statements of the "Recreational Social Determinants Survey for Female Physical Education Students" ranged between (11.11% - 100%). The researchers accepted statements with an approval rate of (80%) or higher. Therefore, (13) statements were approved.

Second: Internal Consistency Validity:

- The survey scores were represented by the total scores obtained by the student for answering all the statements. Numeric values (3 – 2 – 1) were assigned for statements with a positive direction, and the reverse (1 – 2 – 3) was assigned for statements with a negative direction.
- The maximum and minimum scores for the survey were determined as follows:
 - Maximum score = $3 \times 13 = 39$
 - Minimum score = $1 \times 13 = 13$
 Thus, the highest score for the survey is (39), and the lowest score is (13).

Table (2)
The correlation coefficient between the score of each statement in the recreational and social determinants questionnaire and the total score

No.	Statements	correlation coefficient
1	Positive attitudes from my family toward practicing recreational sports encourage me to participate.	0.511*
2	Encouragement from faculty members to engage in recreational sports motivates me to participate.	0.589*
3	Practicing recreational sports enables me to engage with the group and feel comfortable with them.	0.222

No.	Statements	correlation coefficient
4	My participation in recreational sports makes me feel free with my friends.	0.725*
5	Practicing recreational sports makes me care about others and embrace socially accepted values.	0.672*
6	The customs and traditions of the society I live in allow me to engage in recreational sports.	0.146
7	My family stability allows me to engage in recreational sports.	0.571*
8	All of my friends are active in recreational sports.	0.539*
9	Support from my family for participating in recreational sports makes me feel that I am worthy of their trust.	0.566*
10	I receive support and encouragement from my friends to practice recreational sports.	0.514*
11	The sufficient awareness of the importance of practicing recreational sports encourages me to engage in it.	0.517*
12	Practicing recreational sports makes my friends share my interests and ideas.	0.745*
13	It contributes to forming new friendships.	0.555*
14	It generates feelings of happiness and enjoyment.	0.470*
15	It provides opportunities to strengthen friendly relationships among my colleagues.	0.671*

The table value of “ r ” at a significance level of 0.05 = 0.361.

It is evident from the results of Table (2) that the correlation coefficient between each statement and the total score for the first axis ranged between ($r = 0.146$ to $r = 0.745$). By comparing the calculated “ r “ value with the table value of “ r “, a statistically significant correlation was found between the statements and the total score for the axis, except for statements (3 and 6), which were therefore excluded. Thus, the total number of survey statements became (13). The results indicate that the statements in the first axis exhibit an acceptable degree of validity.

B - Reliability Coefficient:

To ensure the reliability of the survey under study, the researchers applied the social determinants survey to a sample of (30) individuals from the research population, excluding the main sample. The reliability coefficient was then calculated using both the Cronbach's Alpha and Split-half methods. Table (3) illustrates the results.

Table (3)
Reliability coefficients using split-half and Cronbach's alpha for the recreational and social determinants questionnaire under investigation

(N = 30)

No.	Dimensions of the Questionnaire	Cronbach's Alpha Coefficient	Split-Half	
			Spearman-Bro	Guttman
1	Recreational and Social Determinants	0.711	0.739	0.754

The tabulated value of (r) at 28 degrees of freedom and a significance level of 0.05 = 0.361

It is evident from the results in Table (3) that the value of the Cronbach's Alpha and Split-half reliability coefficient for the survey under study was 0.711. There was a statistically significant correlation between the first and second applications of the social recreational determinants survey across all 15 statements, indicating the reliability of the survey under study.

The final version of the social recreational determinants survey:

The final version of the social recreational determinants survey was reached, proving its validity in measuring the social recreational determinants for female students at the Faculty of Physical Education in Cairo. The survey consisted of 13 statements. The scoring key for the scale was set on a three-point rating scale as follows:

1. **Agree = 3 points**
2. **Somewhat agree = 2 points**
3. **Disagree = 1 point**

The total score for the survey ranges from a minimum of 13 points to a maximum of 39 points. It is important to note that the higher the student's response score on the survey, the greater the indication of the practice of the social recreational determinants.

Seventh: Implementing the Main Research Experiment:

After confirming the validity and reliability, the researchers conducted a main study by applying the social recreational determinants survey to the main sample of third-year female students at the Faculty of Physical Education, Helwan University, enrolled in the 2022/2023 academic year. This took place during the period from March 7, 2023, to April 20, 2023. The researchers then recorded and organized the raw scores and prepared them for statistical processing based on the prepared scoring key.

Eighth: Statistical Treatments:

The statistical treatments for the research data were conducted using the SPSS statistical software. The researcher used the following statistical treatments:

1. Frequencies.
2. Arithmetic mean.
3. Standard deviation.
4. Chi-square (χ^2).
5. Cronbach's alpha correlation coefficient.
6. Split-half method.
7. t-test.

Presentation, Interpretation, and Discussion of the Results:

First: Presentation, Interpretation, and Discussion of the Results of the Research Question: What are the recreational and social determinants for female students at the Faculty of Physical Education in Cairo

Table (4)
Arithmetic Mean, Standard Deviations, Coefficient of Variation, and Ranking for the Recreational and Social Determinants Questionnaire Under Investigation (N = 257)

No	Questionnaire	Arithmetic Mean	Standard Deviations	Coefficient of Variation
1	Recreational and Social Determinants	25.607	1.812	7.08

It is evident from the results in Table (4) that the arithmetic mean for the social determinants questionnaire has reached (25.607).

The researchers attribute these results to the importance of social recreational determinants, which have a unique nature as most of their activities are carried out in outdoor environments. The researchers argue that access to sports equipment, the availability of playgrounds and outdoor spaces, as well as closed halls for engaging in recreational activities, in addition to ensuring safety and security in these locations during free time, are all crucial. This is coupled with the role of human leadership that manages the facilities, providing an effective, safe, and attractive approach for individuals within sports programs and their various directions to achieve the goals of recreational activities. All these social recreational determinants contribute to encouraging and guiding students, providing them with opportunities to discover their talents, develop their skills, and prepare them for adopting proper behavior during their free time by engaging in recreational activities.

Hence, the problem of free time and the lack of proper investment in it, while relying on supportive tools like recreational activities in educational institutions, along with participation in recreational programs, are key factors in preventing deviant behavior and dissipating emotional tensions. The findings of this study are consistent with the results of Eid Ben Smeesha's study (2017), which showed that the reality of recreational sports determinants was moderate, with a response rate of 76.55%.

Table (5)
Frequencies, Relative Weight, and (Chi-Square, χ^2) for the Statements of the Social Determinants Axis for the Research Sample

(N = 257)

Statements	Yes		No		Total Estimated Scores	Relative Weight	Chi-Square (χ^2)
	Frequencies	%	Frequencies	%			
Positive attitudes from my family toward practicing recreational sports encourage me to participate.	90	3.9	67	26.1	447	87.0	58.8
Encouragement from faculty members to engage in recreational sports motivates me to participate.	13	82.9	44	17.1	470	91.4	111.1
My participation in recreational sports makes me feel free with my friends.	20	85.6	37	14.4	477	92.8	130.3
Practicing recreational sports makes me care about others and embrace socially accepted values.	25	87.5	32	12.5	482	93.8	144.9
My family stability allows me to engage in recreational sports.	18	84.8	39	15.2	475	92.4	124.6
All of my friends are active in recreational sports.	09	81.3	48	18.7	466	90.7	100.8
Support from my family for participating in recreational sports makes me feel that I am worthy of their trust.	16	84.0	41	16.0	473	92.0	119.1
I receive support and encouragement from my	27	88.3	30	11.7	484	94.2	151.0

Statements	Yes		No		Total Estimated Scores	Relative Weight	Chi-Square (χ^2)
	Frequencies	%	Frequencies	%			
friends to practice recreational sports.							
The sufficient awareness of the importance of practicing recreational sports encourages me to engage in it.	11	82.1	46	17.9	468	91.1	105.9
Practicing recreational sports makes my friends share my interests and ideas.	10	81.7	47	18.3	467	90.9	103.3
It contributes to forming new friendships.	10	81.7	47	18.3	467	90.9	103.3
It generates feelings of happiness and enjoyment.	99	77.4	58	22.6	456	88.7	77.3
It provides opportunities to strengthen friendly relationships among my colleagues.	11	82.1	46	17.9	468	91.1	105.9

The value of (χ^2) at the level of (0.05) = (9.21)

It is evident from the results in Table (5) that the percentage responses of the research sample ranged between 87% and 94.2%. All values of the chi-square statistic were statistically significant at the 0.05 level for the first axis statements, in favor of the "Yes" response.

The highest response from the research sample was for the statement "I receive support and encouragement from my friends to engage in recreational sports activities," which had a response rate of 94.2%. This was followed by the statement "Engaging in recreational sports makes me care more about others and adopt socially accepted values," with a 93.8% response rate. The statement "Participating in recreational sports activities makes me feel free with my friends" was next with a 92.8% response rate. The statement "My family stability allows me to engage in recreational sports" followed with a 92.4% response rate.

The researchers attribute these results to the support from family members and faculty members, as well as the sufficient sports awareness regarding

the importance of engaging in recreational sports activities, which increases opportunities for participation. These activities provide opportunities for developing friendly relationships with peers, allowing friends to share interests and ideas, helping to form new friendships, creating a sense of happiness and enjoyment, and promoting positive family attitudes toward recreational sports.

There are social determinants that connect individuals with society through recreational contexts by activating social responsibility and enhancing social control. These social factors include parents, peers, schools, customs, traditions, religion, and social status, all of which contribute to encouraging participation in recreational activities (2007).

This aligns with Mustafa Al-Sayeh's (2007) viewpoint that social recreational activities aim to foster a sense of community and fun among participants, build friendships, and develop human relationships. They help individuals adapt to and engage with different social environments, making recreational sports a vital tool for social growth. These activities encourage individuals to become more socially engaged, refine their initial inclinations, and adopt noble social values (Mustafa Al-Sayeh: 32).

The results of the research align with the opinion of Bernedo, who asserts that university is the stage where students grow socially, assert their identity, connect with peers, and align their behaviors with those of their friends. Therefore, identifying their issues and providing guidance means offering psychological, educational, professional, and social care, as well as helping them resolve their problems. University students need to satisfy various needs, including physical, psychological, and social needs, among others. One of the most important of these needs is the need for recreation and the effective use of leisure time, which students face during this stage (Bernedo: 23).

This view is consistent with Mubarak Adam (2006), who states that engaging in recreational sports requires a set of determinants, including social factors such as supportive family, friends, and university networks. Social support is a crucial factor for participating in sports activities during leisure time (Mubarak Adam: 96).

It also aligns with the findings of Bakr Ibrahim Abdelkareem's study (2021), which indicated that engaging in physical and sports activities helps strengthen the sense of collective awareness. It fosters a sense of national belonging and supports social growth and relationship-building.

Conclusions and Recommendations:

First: Conclusions:

- The arithmetic mean of social recreational determinants is (27.607).
- The validity of the social recreational determinants questionnaire for application.
- Family support, faculty members, and sufficient sports awareness regarding the importance of engaging in recreational sports activities increase opportunities for participation in such activities.

Second: Recommendations:

- Encourage and support students to engage in recreational activities and foster motivation from an early age through cooperation between schools, families, and educational institutions.
- Focus on social recreational determinants starting from the home and extending to schools and friends, achieved through cooperation between families, schools, and psychological counseling centers.
- Emphasize the dissemination of social determinants to avoid introversion and isolation, along with the psychological issues that follow, through efforts from schools, media outlets, and mental health centers.
- Raise students' awareness about the importance of participating in social recreational sports activities through seminars and the activation of the role of sports media, in cooperation with media institutions, cultural centers, and schools.
- Provide sports centers to facilitate participation in all types of recreational sports activities for both genders and all age groups, through sports organizations, the Ministry of Youth and Sports, and the private sector.
- Provide appropriate facilities for students, such as sports fields, indoor halls, and suitable recreational activity equipment in group settings, with regular and sustainable maintenance, to encourage their involvement in activities, managed by school and university administrations, the Ministry of Education, and supporting entities.
- Develop recreational sports programs in collaboration with experts in the field of recreation to meet the needs of different age groups, through training centers, universities, and specialized experts.
- Intensify field studies and research on recreational sports activities and develop practical solutions based on their results to meet the needs of each age group, through universities, research centers, and sports bodies.

References List:

1. **Abdel Karim, Bakr Ibrahim (2021):** The Culture of Practicing Free Physical and Sports Activities among Tunisians and Its Impact on Sports Socialization, Al-Ijtihad Journal for Scientific Research, University of Zaytouna - Faculty of Physical Education and Sports Sciences, Libya.
2. **Adam, Mubarak (2007):** The Role of Recreational Education in Protecting Society from Deviance, Published Research, Arab Journal of Security Sciences, Naif University, Saudi Arabia.
3. **Alexandris, K., Tsorbatzoudis, C., & Grouios, G. (2008):** Perceived Constraints on Recreational Sport Participation: Investigating Their Relationship with Intrinsic Motivation, Extrinsic Motivation, and Amotivation, Published Research, Journal of Leisure Research, Vol. 34, N 3, PP 233.
4. **Al-Dhahabi, Mohamed Ibrahim (2008):** A Proposed Program for Recreational Activities Based on the Philosophical Orientations of Egyptian University Students, Unpublished PhD Dissertation, Faculty of Physical Education, Mansoura University, Cairo.
5. **Al-Mustafa, Ihsan Ahmed (2008):** The Reality of Practicing Recreational and Sports Activities during Leisure Time among Students of the University of Sinnar, Unpublished PhD Dissertation, Faculty of Physical Education, Sudan University, Sudan.
6. **Al-Samnoudi, Mohamed Kamal et al. (2016):** Recreation and Leisure Time, Shajarat Al-Durr Library, Mansoura, Egypt.
7. **Al-Sayeh, Abdelmoneim, Mustafa, and Mohamed (2007):** Philosophy of Physical Education, Al-Wafa Publishing House, Alexandria, Egypt.
8. **Bernedo-Fuentes:** Behavioral Problems in Adolescents Raised by Their Grandparents, Published Research, Spanish-Journal of Psychology (2008).
9. **Ben Shamisa, Al-Aid (2017):** Determinants of Practicing Sports Recreation Activities among Secondary School Students in Tiaret, Published Research, Al-Mouharrer Journal, Issue 13, Zian Achour University, Djelfa, Institute of Physical Education and Sports Sciences, Algeria.
10. **Ismail, Mohamed El-Sayed (2020):** Motivations for Practicing Recreational Activities at Home During the Covid-19 Pandemic, Published Scientific Production, Issue 1, Volume 89, Scientific Journal of Physical Education and Sports Sciences, Faculty of Physical Education, Helwan University, Egypt.

11. **Marazqa, Jamal (2013):** The Importance of Sports Recreation Activities and Leisure Time in Preventing Behavioral Deviance: A Comparative Analytical Study among Secondary School Students, Published Research, Algeria.
12. **Younis, Abdelrahman, Thuraya, and Fathi (2012):** The Impact of Implementing Acceleration and Enrichment Programs on Learning Motivation, Academic Achievement, and Self-Esteem among Gifted Students in Jordan, Published Scientific Production, Volume 26, January, Al-Quds University Journal, Palestine.