



Attitudes of Vocational Training Trainees towards Physical Activity and Sports

A Field Study at the National Institute of Taibi Rabeh in Bousaada

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Abstract

The study's objectives were to ascertain the trainees' attitudes toward physical activity at the National Institute of Taibi Rabeh in Bousaada. To achieve this, the researcher adopted a descriptive approach on a sample of 81 trainees from the institute, selected through simple random sampling. The following results were obtained:

- *Positive attitudes on physical activity were held by the trainees.*
- *The trainees' attitudes of physical activity did not differ statistically significantly according to their gender (male or female).*
- *Based on the training mode (evening classes or in-person), there were statistically significant differences in the trainees' attitudes toward physical activity, with the in-person training mode displaying more positive views.*

Article info

Received
March 18.2025

Accepted
April 19.2025

Keyword:

- ✓ *Attitudes*
- ✓ *Trainee*
- ✓ *Physical Activity and Sports.*

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1. **Introduction**

The study of attitudes holds a significant position in social psychology, personality studies, group dynamics, and numerous applied fields such as education, mental health, social work, industry and production, public relations and media, politics, economics, journalism, and administration. An individual's attitude toward a particular subject serves as an indicator of their behavior toward it.

An individual's attitude toward any given topic represents a stance they adopt regarding that subject. Each person possesses a broad and diverse set of attitudes toward various aspects of the surrounding world. We form attitudes toward people, political and economic groups, as well as toward art, philosophy, religion, and other fields. Additionally, every individual develops attitudes toward themselves (Jawdah Ben Djaber, 2004, p. 265).

Social psychologists agree that attitudes hold particular importance, as they constitute an essential part of human life and play a crucial role in guiding social behavior in numerous situations. Attitudes also provide reliable predictions about an individual's behavior in those situations and represent key outcomes of the socialization process.

Davidov defined attitude as a "concept or evaluation linked to our thoughts, feelings,

and behavior." Meanwhile, Wahid Ahmed Abdel Latif described it as a "psychological predisposition or a relatively stable mental state derived from the environment, inferred from an individual's acceptance or rejection of a particular situation" (Ahmed Abdel Latif Wahid, 2001, p. 40).

Hussein Alawi asserts that attitudes toward physical or sports activities play a crucial role in promoting engagement in such activities, as they represent the driving force that motivates individuals to participate and persist in an organized manner (Hamed Abdel Salam Zahran, 2009). Meanwhile, many researchers view physical and sports activities as a set of movements performed by individuals to occupy their leisure time.

Physical and sports activities encompass all forms of engagement, whether individual or collective, competitive or educational. These activities can be practiced in various places, at different times, and within numerous institutions, including vocational training centers and specialized training institutes. The vocational training and education sector represents a strategic pillar that contributes to the economic and social development of a country. It primarily aims to achieve several objectives, most notably the promotion of special social groups to facilitate their integration into professional life. This integration requires

individuals to be in good health and possess an adequate level of physical fitness. Achieving a satisfactory level of fitness depends on individuals' awareness of the importance of engaging in physical and sports activities.

The purpose of this study is to evaluate the attitudes and awareness of trainees at the National Institute of Specialized Vocational Training toward sports and physical activity

Based on the preceding discussion, the following research question is posed:

What is the nature of trainees' attitudes toward physical and sports activities?

This overarching question gives rise to several sub-questions based on specific variables:

-Are there statistically significant differences in trainees' attitudes toward physical and sports activities based on gender (male vs. female)?

-Are there statistically significant differences in trainees' attitudes toward physical and sports activities based on the mode of training (in-person vs. evening classes)?

1-1 General Hypothesis:

The nature of trainees' attitudes toward physical and sports activities is positive.

1-2 Sub-Hypotheses:

- Gender-based differences in trainees' attitudes toward sports and physical activity are not statistically significant.
- The attitudes of trainees toward sports and physical activity do not alter statistically significantly depending on the training mode.

1-3 Study Objectives:

- To ascertain the nature of attitudes that trainees have on sports and physical activity.
- To investigate how trainees' attitudes toward sports and physical activity vary depending on a few chosen factors (training mode, gender).

1-4 Research Terminology:

Attitudes: A psychological predisposition that a trainee holds toward a particular subject in their environment.

Trainee: Any learner enrolled in the institute and officially registered in one of the training programs offered by the institute.

Physical and Sports Activities: Refers to all types of sports activities known to the trainee, such as football, handball, basketball, swimming, and others.

National Institute: A public educational institution with an academic and vocational training nature, affiliated with the Ministry of Vocational Training and Education.

1-5 Previous Studies:

Study by RamziRasmiJabo (2008): This study aimed to examine high school students' attitudes toward practicing sports activities in schools across the Gaza governorates and to identify differences in these attitudes based on gender. The study was conducted on a sample of 208 students using a descriptive research approach. To collect data and achieve the study objectives, the researcher adopted Kenyon's scale. The key findings were as follows:

- High school students in Gaza governorates exhibited highly positive attitudes toward practicing sports activities.
- No statistically significant differences were found in students' attitudes toward physical and sports activities across all dimensions based on gender. (RamziJabo, 2009)

Study by Haimoud Ahmed (2010): This PhD dissertation sought to investigate how high school students' self-concept and psychological attitudes toward physical and sports activities relate to their perceived social standing, which was based on their interactions with others during physical education classes. The researcher employed a descriptive methodology, with a sample of 108 students from the three grade levels of MouloudQassem High School in Khroub. The study utilized Moreno's social

interaction scale, participant observation in work and play settings, Kenyon's attitude scale, and Tennessee's self-concept scale. The main findings were:

- Gender-based views about physical activity in the areas of social experience, aesthetic experience, and health and fitness did not differ statistically significantly.
- Significant gender-based differences were found in the experience of tension and risk, as well as athletic excellence, favoring males.
- Significant gender-based differences were found in stress reduction, favoring females. (Haimoud Ahmed, 2010)

Study by Yakoub El-aid (2012): The purpose of this PhD research was to investigate the connection between high school students' psychological attitudes regarding physical activity and sports and their level of physical fitness. The researcher employed a descriptive correlational methodology on a sample of 200 second-year high school students. The study used Kenyon's attitude scale toward physical, sports activities, and eight physical fitness tests to measure different fitness components. The main findings were:

- Students exhibited positive attitudes toward various dimensions of physical and sports activities, with males

displaying more positive attitudes than females.

- The overall physical fitness level among the sample was moderate.
- There was a correlational relationship between some psychological attitude dimensions toward physical and sports activities and certain physical fitness components between both genders. (Yakoub El-Aid, 2012)

Study by Ben Eddine Kamal (2014):

The purpose of this PhD study was to examine how high school students' attitudes regarding engaging in physical activity and sports relate to specific socialization systems, considering the variables of gender and environment (urban vs. rural). The researcher applied a descriptive methodology to a sample of 542 students from 14 randomly selected high schools. The study utilized a socialization systems scale and Kenyon's attitude scale toward physical and sports activities. The main findings were:

- There are no gender-based statistically significant variations in students' views toward engaging in sports and physical activity.
- No statistically significant differences in students' overall attitudes toward practicing physical and sports activities based on gender. (Ben eddineKamel, 2014)

Commentary on Previous Studies:

Research Methodology: Because the descriptive methodology is well-suited to the nature of the research topic, it was used extensively in the earlier investigations. The researcher's choice to use the same methodology in the current investigation was supported by this alignment.

Research Instrument: Most of the previous studies utilized Kenyon's Attitude Scale, which is among the most widely used instruments in this field. This scale comprises six dimensions: Social Experience, Aesthetic Experience, Stress Reduction, Health and Fitness, Tension and Risk, Athletic Excellence

Given its comprehensiveness and reliability, this scale was also adopted in the current study.

Sample and Selection Criteria: The research sample is one of the main differences between the current study and the earlier ones. The new study looks at trainees at the National Institute of Vocational Training, whereas earlier research concentrated on high school pupils. This distinction emphasizes the special contribution of the current research and brings a fresh viewpoint to the area.

Findings:

Nature of Attitudes toward Physical and Sports Activities: All previous studies,

despite differences in their samples, consistently concluded that attitudes toward physical and sports activities are positive. This consistency in findings provided the basis for formulating the general hypothesis of the current study, assuming that attitudes toward physical and sports activities are positive.

Gender Differences in Attitudes: Most previous studies, including those conducted by RamziJabo and Ben EddineKamel, found no statistically significant gender differences in attitudes toward physical and sports activities. Based on these findings, the current study formulated its hypothesis regarding gender differences, assuming that gender-based differences in trainees' attitudes toward sports and physical activity are not statistically significant.

2- Methodological Procedures:

2-1 Research Methodology:

The descriptive method involves a set of research procedures that aim to describe the phenomenon or subject by collecting, organizing, processing, and analyzing data comprehensively and accurately to derive meaningful interpretations and draw conclusions or generalizations about the phenomenon or subject under study (ReficeZoubeyr, 2000, p. 334).

A precise description of the studied phenomena is essential for any researcher before proceeding with clear steps to

address the problems that necessitate such an investigation (Fatima Awad& Ali Khafajah, 2002, p. 87). The proper research methodology to choose depends on the nature of the subject. The descriptive approach has been chosen as the study's main methodology due to its applicability for this research.

2-2 Study Variables:

Independent Variables: The factor that the researcher manipulates to look at how it affects the dependent variable is known as an independent variable. It stands for the cause (WajihMahjoub, 2002, p. 308). In this study, the independent variables are: Gender (Male, Female) and Type of Training (In-person, Evening Classes)

Dependent Variable: The dependent variable is the outcome that the independent variable has an impact on. (WajihMahjoub, 2002, p. 308). In this study, the dependent variable is Attitudes toward Physical and Sports Activities

2-3 Study Population: All of the people, things, or entities that make up the research challenge are referred to as the population in any given study. It covers everything that is relevant to the research subject and to which the researcher hopes to extrapolate the results. (Othamnia Ali, 2021, p. 187).

Defining the original research population is considered one of the fundamental points that a researcher must take into

account, and without identifying the original population and understanding its internal elements, the researcher cannot control all the variables related to the study (Dai Youssef, RahliMourad, 2024, p.30).

For this study, the target population consists of the trainees at the National Institute "TaibiRabeh" in Bousaâda.

2-4 Study Sample and Selection Method:

The study sample consisted of 81 trainees who were selected using a simple random sampling technique. The distribution of the sample is as follows:

Table (01) presents the distribution of the research sample

2-5 Study Instrument:

Gerald Kenyon was the original developer of the Kenyon Scale for Attitudes toward Physical Activity (1968). 54 statements covering six aspects of attitudes toward physical activity make up the scale: Physical exercise as a social activity, physical exercise for fitness and health, physical exercise as a tension and risk

The sample	Male	female	Total
in-person	17	25	42
evening classes	32	07	39
Total	49	32	81

experience, physical exercise as an aesthetic experience, physical exercise as a stress-reduction technique, and physical

exercise as an experience of athletic excellence(Mohamed Hassan Allawi, 1998, p. 444).

2-6 Psychometric Properties of the Research Instrument:

Reliability: The reliability coefficient was calculated using Cronbach's Alpha. The alpha coefficient (α) provides a minimum estimate of the test score reliability coefficient. In general, the reliability coefficient does not fall below the value of (α); a higher (α) value indicates a higher level of test score reliability (Mahmoud Allam Salah El-Din, 2000, p. 166).

Table (02): Presents the reliability

Dimensions	Number of Items	Cronbach's alpha
social experience	08	0.652
health and fitness	11	0.615
experience of tension and risk	09	0.701
aesthetic experience	09	0.628
stress reduction	09	0.688
athletic excellence	08	0.711
Attitudes	54	0.625

coefficient of the Attitudes toward Sports Physical Activity Scale

It is clear from the previous table that the scale is characterized by a high degree of reliability.

Validity: The validity of the instrument was assessed using the extreme group comparison method. This method involves comparing the mean scores of the high-performing group with those of the low-

performing group and then determining the statistical significance of the differences between these means. If these differences are statistically significant, the test is considered to effectively differentiate between strong and weak performers, thereby confirming its validity. Conversely, if the differences are not statistically significant, the test's validity cannot be assured (Mohamed Hassan Abu Hachem, 2006, p. 27).

Table (03): Presents the validity of the

Group	Size	Mean	Standard Deviation
Male	49	180.56	27.42
Female	32	168.50	17.27
Calculated t-value	Table t-value	p-value (Sig.)	statistical Index
01.49	01.96	0.138	Not Significant
Significance Level= 0.05			

Attitudes toward Sports Physical Activity Scale

From the table, the calculated t-value (18.42) > critical t-value (2.086). Additionally, the p-value (0.000) < the significance level (0.05).

These results indicate that the difference between the two groups is statistically significant, confirming that the scale demonstrates validity.

3- Results Analysis and Discussion:

3-1 Presentation and Discussion of the First Hypothesis:

Hypothesis Statement: "Gender-based differences in trainees' attitudes toward sports and physical activity are not statistically significant."

To test this hypothesis, the researcher conducted an independent samples t-test, and the results are presented in the following table:

Table (04): Differences in trainees' attitudes toward sports physical activity

High-group validity N=5		Upper-group validity N=5	
X	Y	X	Y
207.85	05.16	172.90	04.13
Calculated t-value	Table t-value	moral Degree of probability (sig)	
18.42	2.086	<0.001	

based on gender.

The previous table indicates that the mean score for males was 180.56 ± 27.42 , while the mean score for females was 168.50 ± 17.27 . Using the independent samples t-test, the calculated t-value (1.49) < the critical t-value (1.96). Additionally, the p-value (0.138) > the significance level (0.05).

These results suggest that there is no statistically significant gender difference in the attitudes of trainees regarding sports and physical activity.

This finding contrasts with the results of Yakoub El-aid (2012), whose study on high school students found that male

students had more positive attitudes toward sports than females (Yakoub El-Aid, 2012). This discrepancy could be attributed to differences in the studied samples and age variations. Typically, trainees in vocational institutes are former high school students who did not pass the baccalaureate exam multiple times and chose vocational training centers instead of universities to secure a future career.

On the other hand, these findings align with the studies of Kamel Ben Eddine (2014) and RamziRasmiJabo (2008). Jabo explained this similarity by stating that awareness of the importance of sports is increasing among both genders equally (RamziJabo, 2009, pp. 408–409).

3-2 Presentation and Discussion of the Second Hypothesis:

Hypothesis Statement: "The attitudes of trainees toward sports and physical activity do not alter statistically significantly depending on the training mode."

To test this hypothesis, the researcher conducted an independent samples t-test, and the results are presented in the following table:

Table (05): Differences in trainees' attitudes toward sports physical activity based on the training mode.

Group	Size	Mean	Standard Deviation
in-person	42	186.92	14.95
evening classes	39	170.01	31.95
Calculate d t-value	Table t-value	p-value (Sig.)	statistical Index
3.08	1.96	0.003	Significant
Significance Level= 0.05			

The previous table indicates that the mean score for the trainees attending in person was 186.92 ± 14.95 , while the mean score for the trainees attending evening classes was 170.07 ± 31.95 . Applying the independent t-test, the calculated t-value (3.08) > the critical t-value of (1.96). Additionally, the p-value (0.003) < the significance level of (0.05), leading us to conclude that there are statistically significant differences in the trainees' attitudes towards physical exercise, attributed to the training mode, favoring the in-person training mode.

The researcher explains this by the age differences typically found between the two groups. Evening trainees are often employees who choose this mode because they are occupied during the daytime hours, and as a result, they do not have time to engage in physical activity, which influences their attitudes towards exercise. In contrast, trainees in the in-person mode are generally younger and have more time to dedicate to physical activity, which makes their attitudes toward exercise more positive compared to the evening class trainees.

3-3 Presentation of the General Hypothesis Results, Interpretation, and Discussion:

Hypothesis Statement: "The nature of the trainees' attitudes toward physical exercise is positive."

The researcher compared the mean scores with the hypothesized mean using a one-sample t-test to confirm the correctness of this hypothesis. The findings are shown in the table below:

Table (06):Represents the nature of the trainees' attitudes toward physical exercise.

Dimension	Mean	Standard Deviation	Hypothetical Mean	Calculated t-value
social experience	27.85	05.54	24	06.25
health and fitness	38.85	05.34	33	09.85
experience of tension and risk	23.92	04.43	27	6.24-
aesthetic experience	29.66	08.40	27	02.85
stress reduction	33.66	06.87	27	08.72
athletic excellence	24.81	03.76	24	01.94
Attitudes	178.77	25.92	162	05.82
Dimension	p-value (Sig.)	statistical Index	nature of the attitude	
social experience	0.001>	Significant	Positive	
health and fitness	0.001>	Significant	Positive	
experience of tension and risk	0.001>	Significant	negative	
aesthetic experience	0.005	Significant	Positive	
stress reduction	0.001>	Significant	Positive	
athletic excellence	0.055	Not Significant	Neutral	
Attitudes	0.001>	Significant	Positive	
Table t-value=01.96				

It is evident from the previous table that:

In the dimensions of (social experience, health and fitness, aesthetic experience, stress reduction): the calculated t-value > critical t-value, and the p-value < 0.05. This indicates that there are statistically significant discrepancies between the mean scores of the previously listed dimensions and their hypothesized means, favoring the calculated means. Therefore, it can be concluded that the nature of the attitudes in these dimensions is positive.

In the case of attitudes toward physical activity as a **social experience**, Mohamed Hassan Alawi (1998) states that group activities, in which two or more individuals participate, hold social value for some people and have the potential to satisfy certain social needs. Therefore, physical activity as a social experience is distinguished by sports activities that often contribute to social interaction, providing opportunities to meet new people and build relationships (Mohamed Hassan Alawi, 1998, p. 444).

In the current study, this can be interpreted by the fact that the trainees view physical exercise as an opportunity to form friendships, strengthen social relationships, and expand their circle of friends.

As for the dimension of **stress reduction**, Mohamed Hassan Alawi (1998) believes that many individuals view physical activity as a means to reduce the stress

caused by frustrations arising from the pressures of modern life. Therefore, physical activity in this context becomes a way to relax and spend leisure time, as well as an aid in releasing pent-up emotions, thus reducing stress (Mohamed Hassan Alawi, 1998, p. 445).

Amin Al-Khouli (2001) argues that introducing the recreational aspect into sports has contributed to changing methods and approaches in physical education. For example, there has been an increased focus on educational activities that emphasize fun and enjoyment, such as small games, races, and so on, after the focus had previously been on formal physical exercises. He also believes that physical education and sports contribute to providing opportunities for enjoyment and happiness. The environment associated with physical and sports activities is one that is dominated by fun, enjoyment, and happiness because the essence of these activities is play and movement, which helps reduce tension and pressure. Individuals engage in activities that provide pleasure and allow them to vent these pressures, tensions, and unpleasant events. Moreover, various forms of physical activity, including sports and games, offer rich opportunities for children to express themselves (Amin Anwar Al-Khouli, 2001, p. 167).

Therefore, the researcher believes that trainees find in sports activities the perfect outlet and space for relaxation and for

relieving the pressures of study and life, which explains their positive attitudes toward physical exercise for stress reduction.

As for the dimension of attitudes toward physical activity for **health and fitness**, the trainees believe that engaging in sports is important for maintaining their physical health and improving their fitness levels, which makes them less prone to diseases and injuries. Issam Abdel Khalek (1982) argues that educational physical activities contribute to improving both the physical and functional performance of the human body and its fitness. This is considered one of the main objectives of physical education and sports, as it works on the development and enhancement of the body's functions through regulated physical activities, as well as maintaining and preserving these functions (Issam Abdel Khalek, 1982).

In the dimension of attitudes toward physical activity as an **aesthetic experience**, the trainees always strive to satisfy their aesthetic tastes by enjoying physical activities and sports movements. They find the beauty of movements and skills as a way to achieve their aesthetic selves and as an opportunity to express themselves and experience beauty in these actions.

In this regard, Amin Anwar Al-Khouli states that practicing sports or watching the art of movement performances

provides aesthetic experiences that bring pleasure and joy. The values of aesthetic movement in sports are intrinsic to its kinetic nature. Sports and exercises have their own language, distinct from that of music or painting, and it is one of the factors that attract people to sports, whether as spectators or participants. This language fosters a sense of movement appreciation and helps in judging the aesthetics of movement performance. Additionally, it promotes emotional involvement, connecting people's love for sports and high-level movement performances. Sports and forms of physical activity provide many opportunities for individuals to express themselves and feel beauty through this expression. Sports are not merely mechanical goals achieved in a dry manner, but rather, they offer significant opportunities for self-expression and the realization of one's aesthetic self (Amin Anwar Al-Khouli, 2001, p. 174).

In the dimension of **stress and risk experience**, the calculated t-value > the critical t-value, and the p-value < 0.05. In support of the predicted mean, In support of the predicted hypothesized mean, this indicates that there is a statistically significant discrepancy between the mean score and the mean. Therefore, it can be concluded that the nature of attitudes toward physical activity as an experience of stress and risk is negative.

The concept of physical activity as an experience of stress and risk, according to Mohamed Hassan Alawi, refers to sports activities that involve certain risks perceived by the individual, which provoke feelings of stress. These risks may appear in activities that are characterized by excessive speed, sudden and rapid changes in movement, or the expectation of exposure to dangers, assuming that the individual is capable of controlling and managing such situations (Mohamed Hassan Alawi, 1998, p. 445).

Based on this, the negative attitudes in the dimension of stress and risk can be interpreted by the fact that the trainees prefer to avoid taking risks in sports activities in order to maintain their health and safety. This is because risk-taking negatively affects their health and can lead to injuries and stress that they would rather avoid. The trainees view sports activities as a means of relaxation and recreation, not as a path to more pressures and risks.

In the dimension of **athletic excellence**, the calculated t-value < the critical t-value, and the p-value > 0.05. This indicates that there is no statistically significant difference between the mean score and the hypothesized mean. Therefore, it can be concluded that the nature of attitudes toward physical activity for athletic excellence is neutral.

This neutrality in the dimension can be explained by the fact that the trainees do not engage in sports activities for the purpose of winning, excelling, or asserting themselves. Such motivations are more commonly seen in children and adolescents who may lack certain psychological needs, unlike adults who view these aspects as secondary compared to other dimensions.

In the overall dimensions, the calculated t-value > the critical t-value, and the p-value < 0.05. This indicates that the calculated mean is preferred since the difference between the mean score and the hypothesized mean is statistically significant. Therefore, it can be concluded that the nature of attitudes toward physical activity is positive.

This result aligns with the study by RamziJabo (2008), which found that the attitudes of secondary school students toward engaging in sports activities in the schools of Gaza Strip governorates were highly positive. He concluded that students had a significant awareness of the aesthetic, social, and psychological benefits of sports activities, attributing this to their awareness of the importance of sports for them (RamziJabo, 2009).

Similarly, Yakoub El-Aid (2012) concluded in his study that there were positive attitudes among secondary school students toward various aspects of physical activity. He attributed this, in his

view, to the fact that students seek to develop positive attitudes in areas that contribute to stress relief, reducing tensions, achieving psychological balance, improving physical fitness, maintaining general health, building social relationships, and communicating with peers. He also highlighted the importance of the aesthetic dimension, particularly at this stage, where students see a fit physique as an important aspect of showcasing their personality (Yakoub El-Aid, 2012).

The researcher interprets the positive attitudes toward physical and sports activities as a result of the trainees' strong awareness of the importance of sports and its role in various physical, psychological, emotional, and social domains. Through sports activities, an individual can maintain their health and fitness, improve the function of their bodily systems, and find opportunities to form friendships and build social relationships through numerous group activities and competitive situations. Furthermore, physical activity serves as an ideal outlet for relieving stress, relaxation, and emotional release. On another level, the trainee views sports skills and their aesthetics as a way to satisfy their aesthetic tastes and demonstrate their self-expression, taking pleasure in performing these skills and striving to perfect their ideal beauty.

4- Conclusions and suggestions:

Through our study of the attitudes of trainees toward physical exercise, based on a simple random sample of 81 trainees from the National Institute of TibiRabah in Bousaada, and using the Kinon Scale for Attitudes toward Physical Exercise, the following results were reached:

- The trainees' attitudes toward physical exercise are positive.
- There are no statistically significant differences in the trainees' attitudes toward physical exercise based on the gender variable.
- There are no statistically significant differences in the trainees' attitudes toward physical exercise based on the age variable.

Based on these results, the following recommendations can be made:

- It is necessary to provide spaces within training institutes for practicing physical exercise.
- Serious consideration should be given to incorporating physical education as a subject, given its psychological and social importance.
- National events should be utilized to organize sports activities and competitions.
- Seminars and study days should be organized within training institutes to

highlight the importance of sports in individuals' lives.

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