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Social relations influence the direction of female students towards the field of science and technology of physical and sports activities
A field study at the Institute of Science and Technology of Physical and Sports Oum El Bouaghi Activities

العلاقات الاجتماعية و أثرها في اتجاه الطالبات نحو ميدان علوم وتقنيات النشاطات البدنية والرياضية
دراسة ميدانية بمعهد علوم وتقنيات النشاطات البدنية والرياضية أم البواقي

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Abstract:

This study aimed to identify the effect of social relationships on female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities. It sought to highlight the role of the family, educational institutions, and peer groups in shaping students' academic attitudes toward this specialization. The researcher adopted the descriptive–analytical method, as it is the most appropriate for the nature of this study.

The study sample consisted of 50 female students from the Institute of Sciences and Techniques of Physical and Sports Activities at Oum El Bouaghi University. Data were collected using a questionnaire designed for this purpose, which included three main dimensions representing social relationships: family, educational institutions, and peer groups. Data analysis relied on several statistical methods, including the mean, standard deviation, and Chi-square (χ^2) test.

The results revealed a positive and statistically significant effect of the family, educational institutions, and peer groups on female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities. All study dimensions showed statistically significant results, indicating that social relationships play an effective role in directing students' tendencies and their choice of this specialization.

The study concluded by emphasizing the importance of enhancing family, educational, and social support within the university environment, given its essential role in building positive and stable attitudes among female students toward sports-related specializations. It also recommended strengthening academic guidance programs and collective sports activities to support students' academic choices.

Keywords: Social relationships; attitudes; Sciences and Techniques of Physical and Sports Activities.

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1. Introduction and research problem:

Social relationships constitute a fundamental issue in sociological research, as they are closely associated with the processes of individual socialization and contribute to the continuity of society and the preservation of its cultural values and norms through intergenerational transmission, thereby enhancing social cohesion and individual social skills (Ben Azzah, 2017, p. 6). Socialization is a process through which individuals acquire customs, values, and traditions that enable them to integrate into their societies; children are not born with these values but gradually acquire them through various socialization institutions, most notably the family, the school, and peer groups (Mokhtar Mohieddine, 1998, p. 25).

Social institutions play a pivotal role in strengthening social relationships among individuals. The family is primarily responsible for shaping personality traits and instilling moral values and socially acceptable behaviors, while schools contribute to refining students' personalities and guiding their intellectual and social development in line with societal expectations (Massouda Khenouna, 2004, p. 8). Peer groups also represent an influential environment in shaping behavior, as members share interests, tendencies, and aspirations, and engage in reciprocal social roles that facilitate social integration and promote socially appropriate conduct. Moreover, cultural and sports clubs contribute to reinforcing socialization processes and bridging social groups (Taaba Saad, 2015).

Psychological attitudes play a crucial role in directing individual behavior, as they represent one of the most significant determinants of academic success. Students' attitudes toward subjects and academic majors vary according to their interests and inclinations; those who hold positive attitudes toward a specialization that aligns with their abilities and potential

tend to demonstrate higher motivation and achievement, and to acquire the skills and knowledge associated with that field (Ben Toumi & Brahimi, 2022, p. 58).

However, the decision-making process regarding the choice of a university major is not equally straightforward for all students, particularly female students, who may encounter difficulties due to the influence of social and cultural factors. Specialized university education is considered an investment in human capital that contributes to societal development, particularly in productive and service sectors, by enhancing students' competencies and enabling their effective participation in society (Mimoun & Kadri, 2021).

The field of Sciences and Techniques of Physical and Sports Activities (STPSA) remains one of the specializations that attract limited interest among female students, despite its multidimensional importance, as it encompasses movement sciences, social and human sciences, medicine, and physical education, and aims to prepare students for careers in sports training and educational physical activity. This limited engagement is often attributed to weak family sports culture and prevailing social perceptions that associate this field predominantly with males. Such circumstances highlight the need to investigate the impact of social relationships on female students' attitudes toward this university specialization, which leads to the formulation of the following research problem:

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To what extent do social relationships influence female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities at Larbi Ben M'hidi University, Oum El Bouaghi?

2. Research Questions :

- Does the family influence female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities at Oum El Bouaghi University?

- Do educational institutions influence female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities at Oum El Bouaghi University?

- Do peer groups influence female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities at Oum El Bouaghi University?

3. General Hypothesis:

- Social relationships have a positive effect on female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities at Larbi Ben M'hidi University, Oum El Bouaghi.

3.1. Specific Hypotheses:

- The family has a positive effect on female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities at Oum El Bouaghi University.

- Educational institutions have a positive effect on female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities at Oum El Bouaghi University.

- Peer groups have a positive effect on female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities at Oum El Bouaghi University.

4. Rationale for Choosing The Topic:

The topic of social relationships currently requires in-depth investigation, particularly in light of the new challenges associated with the increasing influence of modern technologies. In addition, the researcher sought to identify the main reasons that led female students to choose this specialization despite the reluctance of many others. This study also aims to encourage students preparing for the baccalaureate examination to consider this field, thereby promoting women's participation in sports in the future.

5. Objectives of The Study :

- To identify the effect of the family on female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities at Oum El Bouaghi University.

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- To examine the effect of educational institutions on female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities at Oum El Bouaghi University.

- To determine the effect of peer groups on female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities at Oum El Bouaghi University.

6. Significance of the Study :

Social relationships play a crucial role in shaping individuals' personalities, particularly through the family, the school, peer groups, and engagement in sports and cultural clubs. These institutions exert a substantial influence on individuals' futures, including their choice of academic specialization in accordance with their interests and attitudes. The significance of this study also lies in encouraging female students to choose this field and raising parents' awareness to support their daughters' academic choices by providing a comprehensive perspective on this specialization. Moreover, this study complements existing research on social relationships and the field of Sciences and Techniques of Physical and Sports Activities, and it paves the way for further research addressing this phenomenon through additional variables.

7. Definition of Concepts and terms:

7.1. Social Relationships:

7.1.1. Conceptual Definition:

Social relationships refer to the set of interactions and reciprocal ties that arise among individuals within society, based on communication and mutual influence, and governed by a system of social values and norms. They contribute to the satisfaction of individuals' psychological and social needs and guide their behaviors and attitudes (Zahran, 2005, p. 112).

7.1.2. Operational Defifnition:

In this study, social relationships are defined as the set of reciprocal influences exerted by the family, educational institutions, and peer groups on female students, as measured through their responses to the items of the questionnaire designed for this purpose. These responses reflect levels of support, encouragement, social interaction, and guidance, and their relationship to female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities.

7.2. Attitudes:

7.2.1. Linguistic Definition:

Linguistically, the term *attitude* derives from the verb meaning "to direct oneself toward" or "to incline toward something," indicating intention, tendency, or orientation toward a particular object. It also denotes the direction or orientation—whether physical or symbolic—and is used to express psychological or intellectual inclination toward a given subject (Ibn Manzur, 1990).

7.2.2. Conceptual Definition:

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An attitude is a general cognitive and psychological response of an individual toward specific stimuli related to a given object in the environment, organized and directed by previous experiences in a manner that ensures evaluation and generalization across overall behaviors in similar situations related to the attitude object, thereby characterizing it as either positive or negative (Omar Maher Mohammed, 2003, p. 168).

7.2.3. Operational Definition:

In this study, attitudes refer to female students' psychological and behavioral readiness toward the university specialization in the field of Sciences and Techniques of Physical and Sports Activities, manifested through their inclinations, perceptions, convictions, and willingness to engage in activities related to this field. These attitudes are influenced by various socialization factors such as the family, educational institutions, and peer groups.

7.3.The Field of Sciences and Techniques of Physical and Sports Activities:

7.3.1. Conceptual Definition:

The field of Sciences and Techniques of Physical and Sports Activities comprises a set of theoretical and applied knowledge and sciences concerned with the systematic scientific study of physical and sports activities, drawing on multiple disciplines such as psychology, sociology, physiology, biomechanics, and pedagogy, with the aim of developing motor performance, improving health, and fostering individuals' physical, psychological, and social development, while integrating modern technologies into physical education and sports training (Mohamed Hassan Allawi, 2002, p. 15).

7.3.2. Operational Definition:

In this study, the field of Sciences and Techniques of Physical and Sports Activities is defined as a university specialization concerned with the study of sports sciences, encompassing several subfields, including sports training and educational physical activity. It includes professionals in this domain and aims to prepare physical education teachers at all educational levels, as well as specialized sports training professionals at the club level

8. Research Methodology:

Given the nature of the research topic and the aim of providing a scientific solution to the stated research problem, the study adopted a methodological approach consistent with the characteristics of the phenomenon under investigation and the analysis of its dimensions. As the study is predominantly social in nature, the researcher employed the descriptive-analytical method, which is appropriate for this type of research and is grounded in systematic methodological principles. The descriptive-analytical approach is defined as a scientific method of analysis and interpretation aimed at achieving specific objectives related to a given social situation; it involves describing the phenomenon under study and quantitatively portraying it through the collection of standardized data, classification, analysis, and rigorous examination. This approach also utilizes various tools and techniques for gathering facts, information, and observations (Salah El-Din Shoroukh, 2003, p. 150).

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9. Identification of Variables:

9.1. Independent Variable:

The independent variable is the one that influences but is not influenced by other variables. It refers to the variable manipulated or examined by the researcher in scientific studies. In the present study, the independent variable is social relationships.

9.2. Dependent Variable:

The dependent variable refers to outcomes that are not directly controlled by the researcher and are expressed through data or results obtained from the study. In this research, the dependent variable is female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities.

10. Population and Sample of the Study:

The target population consisted of all female students enrolled at the Institute of Sciences and Techniques of Physical and Sports Activities at Oum El Bouaghi, totaling **92** students. A simple random **s**ample of **50** female students from different academic levels was selected to represent the statistical population, thereby enabling the generalization of results and the formulation of conclusions addressing the research problem.

Table 1. Distribution of Sample Participants According to Academic Level

Academic Level	First Year	Second Year	Third year	Master 1	Master 2	Total
Number of Students	**20**	**18**	**5**	**4**	**3**	**50**

11. Data Collection Instruments:

In this study, a research instrument appropriate to the adopted methodology was used, namely a questionnaire administered to female students at the Institute of Sciences and Techniques of Physical and Sports Activities – Oum El Bouaghi.

11.1. Questionnaire form:

The questionnaire consisted of a structured set of questions carefully designed in accordance with the research topic. It was prepared in advance by the researcher and administered to the participants to collect information that would confirm or refute the

pproposed research hypotheses. The questionnaire was specifically designed to investigate the effect of social relationships on female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities.

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Each question provided three response options: Yes, Sometimes, and No. Responses were assigned numerical values, with “Yes” receiving the highest score, “No” the lowest, and “Sometimes” an intermediate score, as follows:

Table 2. Scoring System of the Questionnaire for Teachers Using the Three-Point Scale

Response	Score
Yes	3
Sometimes	2
No	1

The questionnaire administered to female students consisted of **24 items**, equally divided into three main dimensions:

. Dimension 1: Family as a factor in social relationships, comprising items 1–8.

. Dimension 2: Educational institutions as a factor in social relationships, comprising items 9–16**.**

. Dimension 3: Peer groups as a factor in social relationships, comprising items 17–24**.**

11.2. Reliabity of the Questioonnaire:

Reliability refers to the consistency and stability of the measurement instrument when applied under similar conditions. In this study, the reliability of the questionnaire was examined using several statistical methods, as detailed below.

11.2.1. Cronbach’s Alpha:

Cronbach’s alpha is one of the most widely used methods for assessing internal consistency reliability, as it measures the homogeneity of the items within each dimension and their ability to measure the same construct.

Cronbach’s alpha coefficient was calculated for each of the three dimensions of the questionnaire as well as for the instrument as a whole. The results were as follows:

Table 3. Reliability Coefficients of the Questionnaire Using Cronbach’s Alpha

Dimension	Number of Items	Cronbach’s Alpha Value	Reliability Level
Family	8	0.83	High
Educational Institutions	8	0.86	High
Peer Groups	8	0.81	High
Entire Questionnaire	24	0.88	High

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These values are considered statistically acceptable, as numerous researchers indicate that a Cronbach's alpha coefficient exceeding 0.70 demonstrates good internal consistency and reliability of the instrument.

11.2.2. Test-Retest Reliability:

To verify the temporal stability of the instrument, the questionnaire was first administered to a pilot sample of students and then re-administered after a two-week interval. The correlation coefficient between the two sets of results was calculated and yielded a value of **0.82**, indicating that the instrument demonstrates a high degree of temporal stability.

11.3. Validity of the Questionnaire:

Validity refers to the extent to which a measurement instrument accurately measures what it is intended to measure. In this study, the validity of the questionnaire was verified using multiple scientific approaches, as outlined below:

11.3.1. Face Validity:

Face validity was assessed by presenting the questionnaire to a group of experts in sports psychology, measurement and evaluation, and Sciences and Techniques of Physical and Sports Activities. They were asked to evaluate the clarity of the wording, the relevance of the items to the research topic, and the alignment of the items with the three main dimensions (Family, Educational Institutions, Peer Groups). Feedback was also provided on language accuracy and the absence of ambiguity.

11.3.2. Content Validity:

To ensure content validity, the questionnaire was developed based on the study's theoretical framework and prior research related to social relationships and students' attitudes toward sports specializations. The items were evenly distributed across the three dimensions to reflect the various aspects of each factor. The researcher ensured that the questionnaire covered the essential roles of the family, educational institutions, and peer groups in shaping students' attitudes toward their chosen specialization.

The reviewers confirmed that the content of the questionnaire accurately represents the dimensions being measured, thereby validating the content of the instrument.

12. Scope of the Study:

. Temporal Scope: The study was conducted during the 2025–2026 academic year**.**

. Spatial Scope: The study took place at the Institute of Sciences and Techniques of Physical and Sports Activities – Oum El Bouaghi.

. Human Scope: The study was limited to female students enrolled at the Institute of Sciences and Techniques of Physical and Sports Activities, Oum El Bouaghi University.

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13. Statistical Methods Used:

The following statistical methods were employed to analyze the data:

. Mean (Arithmetic Average)

. Standard Deviation

. Chi-square Test (χ^2)

. Cronbach's Alpha Reliability Coefficien.

14. Presentation and Analysis of Results:

14.1. Presentation and Analysis of the First Dimension: Family

Table 4 presents the means, standard deviations, Chi-square values, degrees of freedom (df), p-values, and statistical significance for the items related to the family dimension:

Item	Mean	Standard Deviation	χ^2 Value	Df	p-value (Sig)	Significance
1. My family ensures that I regularly engage in physical and sports activities.	2.46	0.62	9.72	2	0.013	Significant
2. My family follows sports programs and news through various media.	2.52	0.58	12.19	2	0.002	Significant
3. My family possesses sufficient knowledge about the importance of physical and sports activities for mental and physical health.	2.34	0.69	9.86	2	0.020	Significant
4. My family encourages me to continue studying in the field of Sciences and Techniques of Physical and Sports Activities.	2.60	0.55	10.41	2	0.005	Significant
5. My family views a specialization in sports sciences positively and encourages it.	2.41	0.64	9.34	2	0.009	Significant
6. Family discussions about sports increase my inclination and positive attitude toward this field.	2.29	0.71	11.27	2	0.004	Significant
7. Having family members who are interested or actively engaged in sports has increased my desire to choose this specialization.	2.48	0.60	10.98	2	0.031	Significant
8. The moral support I receive from my family positively influences my attitude toward this field.	2.36	0.67	11.15	2	0.017	Significant

The results show that the means of the family dimension items ranged from **2.29 to 2.60**, generally indicating a high level on the three-point scale (Yes = 3, Sometimes = 2, No = 1). This reflects a positive attitude among students toward the family's role in guiding their choice of specialization in the Sciences and Techniques of Physical and Sports Activities.

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Item 4 ("My family encourages me to continue studying in the field…") recorded the highest mean (**2.60**) with a standard deviation of 0.55, indicating strong and direct family support for students' continuation in this specialization, alongside a high level of agreement among participants.

Item 2 ranked second with a mean of 2.52 and SD = 0.58, reflecting the family's attention to following sports programs and news, which contributes to the development of sports culture within the household.

Item 7 achieved a mean of 2.48 (SD = 0.60), highlighting the positive impact of having family members interested or engaged in sports on students' motivation to choose this specialization.

Item 1 recorded a mean of 2.46 (SD = 0.62), indicating that families encourage regular participation in physical and sports activities.

Items 5 and 8 had means of 2.41 and 2.36, respectively, showing a moderately high positive family attitude toward the specialization, though slightly lower compared to other items.

Item 6 recorded the lowest mean (**2.29**, SD = 0.71), suggesting that while family discussions about sports positively influence students' attitudes, this effect could be further strengthened. The relatively high SD indicates some variation in students' responses for this item.

The Chi-square results indicate that all eight items were statistically significant ($p < 0.05$), with p-values ranging from 0.002 to 0.031. This demonstrates significant differences in student responses and confirms the existence of a statistically significant relationship between the family's role and students' attitudes toward the specialization.

Based on descriptive and inferential analysis, it can be concluded that the family plays a positive and statistically significant role in shaping female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities, with most items showing a high level of agreement supported by statistical significance at the 0.05 level.

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14.2. Analysis of Results Related to the Second Dimension: Educational Institutions

Table 5 presents the means and standard deviations of the items related to the educational institutions dimension:

Item	Mean	Standard Deviation	χ^2 Value	Df	p-value (Sig)	Significance
1. The guidance provided by the educational institution contributed to my choice of this specialization.	2.38	0.66	9.86	2	0.043	Significant
2. The sports activities organized by the educational institution played a role in my desire to enroll in this specialization.	2.44	0.63	12.74	2	0.013	Significant
3. The information provided by the educational institution about the prospects of this field helped me in making my decision to choose it.	2.31	0.70	9.63	2	0.031	Significant
4. Encouragement from instructors within the educational institution had a positive impact on my orientation toward this specialization.	2.57	0.56	15.68	2	0.003	Significant
5. The prevailing educational climate within the institution contributed to strengthening my inclination toward studying this specialization.	2.40	0.64	11.42	2	0.022	Significant
6. Practical experiences and field activities at the educational institution helped develop a positive attitude toward this specialization.	2.26	0.72	10.34	2	0.047	Significant
7. The psychological and educational support provided by the institution played a role in reinforcing my conviction to choose this specialization.	2.49	0.59	13.85	2	0.008	Significant
8. The educational policy of the institution contributed to guiding female students toward sports specializations in a positive and systematic manner.	2.35	0.68	10.67	2	0.030	Significant

The results related to the educational institutions dimension indicate that the means of the items ranged from **2.26 to 2.57** on the three-point scale (Yes = 3, Sometimes = 2, No = 1), reflecting an overall high level and a positive attitude among female students toward the role of educational institutions in guiding their choice of specialization in the field of Sciences and Techniques of Physical and Sports Activities.

Item 4 ("Encouragement from instructors within the educational institution had a positive impact on my orientation toward this specialization") recorded the highest mean (**2.57**, SD = 0.56), indicating that teachers' encouragement represents one of the strongest educational factors influencing students' orientation toward this specialization. The relatively low standard deviation also reflects homogeneity in the participants' responses.

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Item 7 ranked second with a mean of **2.49** (SD = 0.59), highlighting the importance of the psychological and educational support provided by the institution in consolidating students' conviction to choose this specialization.

Item 2 achieved a mean of **2.44** (SD = 0.63), indicating the effective role of organized sports activities within the institution in fostering students' willingness to enroll in this field.

Items 5 and 1 recorded means of **2.40** and **2.38**, respectively, suggesting that the general educational climate and the guidance provided by the institution contribute positively to shaping students' attitudes toward this specialization.

In contrast, Items 8 and 3 yielded means of **2.35** and **2.31**, reflecting a positive but relatively lower impact of educational policies and the information provided about the prospects of the specialization compared to other items.

Item 6 recorded the lowest mean (**2.26**, SD = 0.72), indicating that although practical experiences and field activities positively influence students' attitudes, this effect requires further support and development. The relatively high standard deviation also reflects variability in students' responses to this item.

The Chi-square test results reveal that all eight items were statistically significant ($p < 0.05$), with significance values (Sig) ranging from **0.003 to 0.047**, indicating statistically significant differences in students' responses.

These findings demonstrate the existence of a statistically significant relationship between the various dimensions of the role of educational institutions and female students' attitudes toward the specialization in Sciences and Techniques of Physical and Sports Activities. Accordingly, based on both descriptive and inferential analyses, it can be concluded that educational institutions play a positive and statistically significant role in guiding female students' attitudes toward this field, with most items exhibiting high levels of agreement supported by statistical significance at the 0.05 level.

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14.3. Analysis of Results Related to the Third Dimension: Peer Groups

Table 6 presents the means and standard deviations of the items related to the peer groups dimension:

Item	Mean	Standard Deviation	χ^2 Value	Df	p-value (Sig)	Significance
1. Encouragement from my friends had a clear impact on my choice of the specialization in Sciences and Techniques of Physical and Sports Activities.	2.61	0.54	15.64	2	0.004	Significant
2. My social relationships with peers contributed to the development of my inclination toward this specialization.	2.48	0.60	13.47	2	0.009	Significant
3. I was influenced by my friends' positive opinions about this specialization when making my decision to choose it.	2.66	0.51	10.88	2	0.028	Significant
4. My friends' participation in sports activities encouraged me to orient myself toward this specialization.	2.70	0.48	14.21	2	0.023	Significant
5. Belonging to a peer group played a role in strengthening my confidence in my ability to succeed in this specialization.	2.39	0.65	9.75	2	0.006	Significant
6. The exchange of experiences and knowledge with peers contributed to the development of a positive attitude toward this specialization.	2.55	0.57	12.19	2	0.017	Significant
7. The moral support I received from my peer group contributed to consolidating my decision to choose this specialization.	2.63	0.53	11.32	2	0.046	Significant
8. Social interaction with peers within the university environment helped me accept the requirements of this specialization and integrate into it.	2.44	0.61	10.55	2	0.031	Significant

The results related to the peer groups dimension indicate that the means of the items ranged from **2.39 to 2.70** on the three-point scale (Yes = 3, Sometimes = 2, No = 1), reflecting a relatively high level and a strong positive attitude among female students toward the influence of peer groups on their choice of specialization in Sciences and Techniques of Physical and Sports Activities.

Item 4 ("My friends' participation in sports activities encouraged me to orient myself toward this specialization") recorded the highest mean (**2.70**, SD = 0.48), indicating that

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collective participation in sports activities constitutes one of the strongest factors influencing students' orientation toward this specialization, in addition to a high degree of homogeneity in participants' responses.

Item 3 ranked second with a mean of **2.66** (SD = 0.51), reflecting the strong influence of friends' positive opinions when making decisions regarding specialization choice.

Item 7 achieved a mean of **2.63** (SD = 0.53), highlighting the important role of moral support provided by peer groups in consolidating students' decisions to choose this specialization.

Item 1 recorded a mean of **2.61** (SD = 0.54), indicating the clear effect of friends' encouragement on the choice process.

Item 6 obtained a mean of **2.55** (SD = 0.57), reflecting the importance of exchanging experiences and knowledge among peers in developing positive attitudes toward the specialization.

Items 2 and 8 recorded means of **2.48** and **2.44**, respectively, suggesting that social relationships and interaction within the university environment contribute to supporting positive attitudes, albeit to a lesser degree than other items.

Item 5 recorded the lowest mean (**2.39**, SD = 0.65), indicating that belonging to a peer group enhances confidence in the ability to succeed, although this factor is relatively less influential compared to other dimensions, with some variability in students' responses.

The Chi-square test results indicate that all items in the peer groups dimension were statistically significant at the 0.05 level, with p-values (Sig) ranging from **0.004 to 0.046**. These findings demonstrate the existence of a statistically significant relationship between peer group influence and female students' attitudes toward specialization in Sciences and Techniques of Physical and Sports Activities, thereby reinforcing the descriptive analysis and confirming the strength of this dimension relative to the other study dimensions.

Accordingly, it can be concluded that peer groups represent one of the strongest social factors influencing female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities, as the results revealed high positive attitudes and statistically significant outcomes across all items.

15. Discussion of Results in Light of the Hypotheses:

15.1. Discussion in Light of the First Hypothesis:

(The family influences female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities)

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The findings demonstrate the significant role played by the family, including parents and siblings, in shaping female students' choices of this specialization, particularly in families with a strong sports culture that do not oppose directing their children—especially males—toward this field. This influence is attributed to the family's central role in the socialization process through moral encouragement, psychological support, and the instillation of positive values related to sports and physical activity. Moreover, families' awareness of the importance of this field and their positive perceptions toward it are directly reflected in students' attitudes and enhance their confidence in choosing this specialization.

These findings are consistent with the study by Sahel Soufiya (2020**)**, which emphasized the impact of family culture and parental practices on socialization across various domains, including sports, and highlighted the influence of gender in shaping educational orientations. Similarly, Hembli Widad and Ait Omar Anissa (2022) demonstrated the role of the family in encouraging children to engage in physical activities due to their health, psychological, and educational benefits. Furthermore**,** Al-Qudah and Zain Al-Abidin (2019) confirmed the influential role of the family in academic major selection.

Based on these findings, the results of the present study confirm the first hypothesis and highlight the prominent role of the family in shaping female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities.

15.2. Discussion in Light of the Second Hypothesis:

(Educational institutions influence female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities)

The study results revealed a positive and statistically significant relationship between the role of educational institutions and female students' attitudes toward the specialization, as indicated by the high means across most items and the significant Chi-square values. This finding can be explained by the supportive educational climate provided by institutions, along with academic guidance, teacher encouragement, and practical and sports activities that help students develop a clear and positive understanding of the nature and requirements of the specialization. Moreover, institutional educational policies contribute to guiding students toward fields that align with their interests and abilities.

These findings are consistent with Mansour (2020)**,** who emphasized that a positive school environment contributes to building favorable attitudes toward higher education and university major selection. They are also supported by **Sharaf (2019)**, who highlighted the active role of educational institutions in guiding students toward scientific and technical specializations through counseling and educational follow-up. At the international level, these results align with Akos and Kretchmar (2017) regarding the importance of educational guidance in helping students make informed academic decisions, as well as Trusty (2002)**,** who demonstrated that school-based educational experiences influence later university major selection.

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Accordingly, the results confirm the second hypothesis and emphasize the substantial importance of educational institutions in shaping female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities.

15.3.Discussion in Light of the Third Hypothesis:

(Peer groups influence female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities)

The findings indicate that peer groups exert a clear influence on female students' attitudes toward the specialization, as evidenced by the high mean scores, low standard deviations, and statistically significant Chi-square values. These results highlight the critical role of peer interactions in shaping academic choices through the exchange of experiences and information, moral support, encouragement, and participation in sports activities, all of which enhance self-confidence and strengthen inclinations toward the specialization.

Several studies have confirmed the strong influence of peer groups on students' academic orientations, including Zerouki Toufik and Abbassi Salwa (2016), who demonstrated that the social environment and peer relationships constitute key determinants of university major selection. Similarly**,** Rubineau et al. (2023) reported that peer interactions and daily social observation guide students toward specific specializations, including Sciences and Techniques of Physical and Sports Activities.

16. General Conclusion of the Study:

. Effect of the Family on Female Students' Attitudes:

The study results demonstrated that the family has a positive influence on female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities, reflecting the prominent role of the family in guiding students through encouragement, psychological and moral support, and awareness of the importance of the specialization. This confirms that the family constitutes a fundamental element in students' social and academic development, and that family support encourages positive academic decision-making aligned with students' abilities and interests.

. Effect of Educational Institutions on Specialization Choice:

The findings confirmed that educational institutions exert a positive influence on guiding female students toward this specialization. Through sports activities, academic guidance, teacher encouragement, and supportive educational policies, institutions play an effective role in shaping students' attitudes toward sports-related fields and enhancing self-confidence and academic commitment.

. Effect of Peer Groups on Female Students' Attitudes:

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The results revealed that peer groups positively influence female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities. Social interactions among students—such as friendships, participation in sports activities, and moral support—play a key role in fostering positive orientations toward the specialization. These findings support the hypothesis that social relationships within peer groups represent one of the most important determinants of academic decision-making and facilitate students' effective integration into the specialization.

Based on the three hypotheses, it can be concluded that social relationships across their three dimensions (family, educational institutions, and peer groups) positively influence female students' attitudes toward the field of Sciences and Techniques of Physical and Sports Activities at Oum El Bouaghi University. These findings underscore the importance of developing and supporting social networks around female students—within the family, school/university, and peer circles—to ensure the formation of positive and stable attitudes toward sports-related academic specializations.

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