

Students' Attitudes Toward Recreational Practices at the College of Fine Arts University of Al- Qadisiyah

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ABSTRACT

The research study aimed at recognizing student attitude on the recreational practices at the College of Fine Arts, University of Al-Qadisiyah. Moreover, the study aimed at examining the role of the recreational activities in assisting the student in the academic and social life. The study examines the participation of students in recreational activities, their awareness of this importance and the factors behind it. An attempt was made to engage a descriptive approach to interpret the responses of the students and to assess their attitude towards the recreational practices within the college.

Based on the results, the students experienced a positive attitude towards the recreational activities. Also, the students recognized that these activities are helpful for reducing their academic pressure. Further, the activities are useful for enhancing social interaction. Finally, it also supports their psychological well-being. The findings also revealed that students' participation was affected by the recreational programs, facilities, time, and encouragement of faculty members. The College of Fine Arts study suggests that appropriate leisure programs and greater institutional support should be made necessary for better student participation and education environment at the college.

Keywords: Recreational Practices, Student Attitudes, Leisure Time, Fine Arts Students, University Students

Introduction

Recreational activities support personality development and provide a productive use of leisure time. Attitudes reflect ideas, values, behavior, culture, upbringing, and experience. Positive attitudes support goal achievement (Hamid Zahran, 2003: 140), while interaction with the environment shapes attitudes and values (Samia Jaber, 2000: 121).

Recreation helps individuals manage life pressures, restore physical and psychological activity, and achieve relaxation. Attitudes toward recreation develop through socialization and leisure experiences (Mahmoud Ismail, 2010: 317).

Recreational pursuits reduce boredom and enhance happiness by allowing individuals to express feelings, develop abilities, release energy, discover talents, acquire knowledge, and improve behavior (Tahani Abdel Salam, 2001: 104).

At university, students prepare for responsibilities and life challenges, making positive attitudes an educational outcome alongside cognitive achievement and scientific thinking (Magda Obaid, 2012: 66).

Students' recreational attitudes combine cognitive, behavioral, and emotional components that shape beliefs and participation.

Research Problem:

Research Objective:

Research Question:

Research Terms:

Attitudes: acquired emotional predispositions that guide feelings and behavior toward a topic, producing acceptance when positive and avoidance when negative (Abdul Rahman Adas, Mohieddin Tawfiq, 2007: 165).

(Abdul Rahman Adas, Mohieddin Tawfiq, 2007: 165)

Recreational Practices:

Previous studies:

The researcher recommended applying the scale across age, gender, cultural, economic, social, and academic groups.

Study by Mustafa Adnan Abdel Rahman (2015).

Mustafa Adnan Abdel Rahman (2015) used a descriptive survey to examine attitudes of University of Kirkuk officials and students toward scouting activities.

The sample comprised 210 students and 11 specialists.

Research conducted by Reda Abdel Hamid (2016).

Reda Abdel Hamid (2016) used a descriptive survey to examine male and female students' attitudes toward leisure and recreation at the Faculty of Physical Education in Port Said.

The study included 490 first- and fourth-year students in 2015–2016.

Research conducted by Sarmad Fadel Abdel Rahim (2017).

Sarmad Fadel Abdel Rahim (2017) used a descriptive approach to construct a measure of faculty attitudes toward recreational activities at the University of Babylon.

A study conducted by Ruqaya Muhammad Mahdi (2021) entitled “The reality of practicing home recreational activities among the female students of the College of Physical Education and their families in light of crises.”.

Ruqaya Muhammad Mahdi (2021) examined home recreational activities among second-year female Physical Education students and their families during crises.

Bin Shamisa Al-Eid 2022 This is titled “Motives for Participation in Sports Recreational Activities and their Reflection on the Level of Positivity at University Students”.

Bin Shamisa Al-Eid (2022) studied sports-recreation motives and positivity among 210 randomly selected university students.

The research conducted in 2022 was Scott Forrester and Christopher Arterberry.

Scott Forrester and Christopher Arterberry (2022) examined relationships between recreational sports participation, satisfaction, interpersonal relations, health, academic benefits, and the perceived importance of sports and fitness after graduation.

Questionnaires were distributed to 718 students.

Research group led by Xiaohuan Xie.

Xiaohuan Xie and colleagues examined COVID-19 effects on rural recreation and park visits in 25 UK counties using a descriptive approach and questionnaire data.

View complete answer:

Park visits fell during strict lockdown and rose as restrictions eased, with spatial differences linked to epidemic severity and local policies.

Research Procedures:

Research Methodology: The researcher used the descriptive method using the survey method as it suits the nature of the research

Research Scope:

The research community comprised 704 College of Fine Arts students at Al-Qadisiyah University.

Spatial field: College of Fine Arts - Al-Qadisiyah University, Iraq

The research instrument was the Students' Attitudes Scale toward recreational practices prepared by the researcher.

Research sample: A random 18% sample of 130 students was selected from the research community.

Research Instruments:

Scale dimensions were identified through references and studies on psychology and recreation, including Tahani Abdel Salam Muhammad (2001), Hamid Zahran (2003), Ismail Al-Qara (2019), Muhammad Abdel Salam (2020), Ayed Zariqan (2022), Mahmoud Tolba (2020), and Samia Hassan (2022), as well as studies by Mustafa Adnan Abdel Rahman (2015), Reda Abdel Hamid Amer (2016), Sarmad Fadel Abdel Rahim (2017), Bin Shamisa Al-Eid (2022), and Xiaohuan Xie et al. (2024).

- **Determining the Purpose of the Scale**
- **Identifying and Formulating the Scale Dimensions:**

The dimensions of the scale were identified through several steps.

A group of topics related to the practice of recreational activities were identified as follows:

- The concept of recreational activities for students
- Methods of measuring and evaluating recreational activities
- Students are convinced of the philosophy of recreational activities
- Benefits of recreational activities for different groups
- Fundamentals of developing recreational programmes
- Students' recognition of the importance of recreational activities
- The capabilities required to implement recreational programs

- Awareness of the relationship between recreational practices and the human and health sciences
- Practicing actual recreational activities

Table No(1) .

Ratio	Expert opinions		Interviewer	M
	Change	Suitable		
%100	-	10	The concept of recreational practices among students of the College of Fine Arts	1
%80	2	8	Students are convinced of the philosophy of recreational practices	2
%100	-	10	Students recognize the importance of recreational practices for different groups	3
%90	1	9	The impact of recreational practices on psychological, health and social aspects	4
%80	2	8	Aspects of the actual practice of recreational activities for students of the College of Fine Arts	5
%60	4	6	Officials acknowledge the importance of recreational activities for students	6

Expert review retained five axes after applying the 75% agreement criterion.

- 1- The concept of recreational activities among a faculty member
- 2- The faculty member's conviction in the philosophy of recreational activities
- 3- The faculty member's recognition of the importance of recreational activities for different groups
- 4- The impact of recreational activities on psychological, health and social aspects
- 5- Aspects of the actual practice of recreational activities for a faculty member

Determining the Relative Importance of the Scale Dimensions

Relative importance was determined from experts' rankings of the axes.

Average weighting of the first axis* = $X_5 + X_4 + X_3 + X_2 + X_1$

$$5+4+3+2+1$$

Experts ranked the axes by relative importance.

Through the average weighting, the relative importance can be determined through the following equations:

Relative importance of the first axis = average weighting x 100

Total averages

Table No(2) .

Average weighting and relative importance of the scale axes

M	Interviewer	Average weighting	Relative importance
1	The concept of recreational practices among students of the College of Fine Arts	4.30	%25.29
2	Students are convinced of the philosophy of recreational practices	3.50	%20.59



3	Students recognize the importance of recreational practices for different groups	3.30	%19.41
4	The impact of recreational practices on psychological, health and social aspects	2.52	%14.82
5	Aspects of the actual practice of recreational activities for students of the College of Fine Arts	3.38	%19.89
	Total	17	%100

Table No(3) .

Arrange the scale axes according to relative importance

M	Interviewer	Relative importance	Ranking
1	The concept of recreational practices among students of the College of Fine Arts	%25.29	The first
2	Students are convinced of the philosophy of recreational practices	%20.59	The second
3	Students recognize the importance of recreational practices for different groups	%19.41	Fourth
4	The impact of recreational practices on psychological, health and social aspects	%14.82	Fifth
5	Aspects of the actual practice of recreational activities for students of the College of Fine Arts	%19.89	Third

Preparing the Initial Form of the Scale

- The extent to which each statement relates to the axis it falls under
- Safety of wording
- Add, delete or modify any phrases you see fit

Table(4)

Phrases that were deleted due to their double percentage

Interviewer	No The phrase	The phrase	Ratio Centenary
The first axis	9 20	- Recreation is the state of an individual before, during and after practicing recreational activity - Recreational activities are nothing but regulated programs suitable for individuals to satisfy their desires	%40 %26

The second axis	13	- The state's conviction in the recreational philosophy and its effective impact in increasing production	%26
The third axis	2	Al-Qadisiyah University in Iraq was interested in providing appropriate recreational activities with economic and cultural capabilities	%33
Fifth axis	9 12	- Public health sciences are related to the science of recreation - There is a mutual relationship between recreation and the humanities	% 20 %33

Table(5)

Axis number	No The phrase	Transferred phrases	Axis number appropriate	Its ratio Centenary
The first axis	12	Recreational activities help the individual achieve personal and social harmony Recreational activities have a positive effect on the individual in relaxing and dealing with anxiety	Fifth	%80
	16		Fifth	%93
The second axis	5	Practicing recreational activities helps me uncover talents and abilities	Fourth	%93
The third axis	3	There is a misconception that recreational activities are not beneficial My teaching loads are so many that I do not think about recreational practice	The second	%86
	19		The second	%80
Fifth axis	2	Practicing recreational activities provides a feeling of happiness and optimism	Fourth	%80

Table(6)

Shows the number of statements associated with each axis

M	Axis	Number of phrases
1	The concept of recreational practices among students of the College of Fine Arts	19
2	Students are convinced of the philosophy of recreational activities	21
3	Aspects of the actual practice of recreational activities for students of the College of Fine Arts	17
4	Students recognize the importance of recreational practices for different groups	21

5	The impact of recreational practices on psychological, health and social aspects	18
Total		96

Establishing the Scoring Key

Table(7)

Shows the degrees of scale phrases on the treble correction clef

Phrases	Highly agree	Moderately agree	Low agree
In the direction of the axis	3	2	1
Reverse the direction of the axis	1	2	3

High, moderate, and low agreement indicated corresponding levels of students' attitudes toward recreational practice.

Thus, the maximum and minimum degrees of the scale became as follows:

Maximum score = number of scale statements x 3

$$288 = 3 \times 96$$

Minimum score = number of scale statements x 1

$$96 = 1 \times 96$$

Preparing the Scale Instructions

The following points were considered when preparing the scale instructions:

1. They should be appropriate for the level of the research sample.

Pilot Sample:

1- Determining the Discrimination Index:

Table(8)

n = 30

The first axis		The second axis		The third axis		Fourth axis		Fifth axis
No The phrase	Factories Differentiation	No The phrase	Factories Differentiation	No The phrase	Factories Differentiation	No The phrase	Factories Differentiation	No The phrase
1	1.00	1	1.25	1	1.5	1	1.8	1
2	1.7	2	1.00	2	1.2	2	1.1	2
3	1.09	3	1.65	3	1.1	3	1.5	3
4	1.8	4	1.8	4	1.3	4	1.5	4
5	1.7	5	0.84	5	1.4	5	0.64	5
6	1.8	6	1.05	6	1.45	6	1.26	6
7	1.1	7	1.7	7	1.03	7	1.24	7
8	1.5	8	1.05	8	1.05	8	1.036	8
9	1.5	9	1.25	9	1.7	9	1.05	9
10	1.4	10	0.73	10	1.6	10	1.09	10

11	1.6	11	1.2	11	1.6	11	1.36	11
12	1.5	12	1.00	12	1.65	12	1.34	12
13	1.7	13	1.1	13	1.00	13	1.14	13
14	1.55	14	1.3	14	1.04	14	1.41	14
15	1.1	15	1.065	15	1.7	15	1.25	15
16	1.3	16	1.6	16	1.35	16	1.27	16
17	1.6	17	1.65	17	1.35	17	1.15	17
18	1.7	18	1.45			18	1.04	18
19	1.5	19	1.8			19	1.00	
		20	1.25			20	1.64	
		21	1.68			21	1.46	

2-Determining the Realism Index:

$S^{++}S^{-}$

Degree of realism = p

Where

S^{+} = Percentage of positive answers (high)

S^{-} = Percentage of negative answers (low)

Y = percentage of neutral answers (average)

Statements scoring one or more on the Hofstar equation were considered realistic, Appendix No.

Table(9)

Explains unrealistic statements on the scale axes

n = 30

Axis	No The phrase	Percentage of positive answers	Percentage of negative answers	Percentage of neutral answers	Degree Realism
Fourth axis	14	22	18	60	0.66
Fifth	11	12	15	73	0.36

Table (9) shows the unrealistic statements that were deleted, so the scale contains (90) statements

3- Determining the Time Required to Complete the Scale:

Psychometric Properties of the Scale:

1- Validity:

1- Content Validity:

Content validity was established through expert review of the five axes and their statements.

Discriminant Validity:

Table(10)

Validity of the two-sided comparison of the scale: n = 30

Scale axes	upper quartiles		Lower quartiles		n value
	S	±p	S	±p	
1	52.60	3.806	22.60	2.989	*19.602
2	47.80	6.746	20.20	0.422	*12.912
3	41.80	13.863	12.60	0.316	*6.591
4	35.40	6.802	14.90	0.316	*9.520
5	34.40	3.373	9.90	0.316	*22.868
The total score of the scale	212.00	14.256	80.2	4.526	*18.562

*D at 0.05 = 0.284

Table (10) shows statistically significant differences at 0.05 between the upper and lower quartiles, indicating that the scale discriminates between respondents and measures its intended construct.

Construct Validity:

Table(11)

n30 =

M	Interviewer	Correlation coefficient
1	The concept of recreational practices among students of the College of Fine Arts	0.92
2	Students are convinced of the philosophy of recreational activities	0.86
3	Aspects of the actual practice of recreational activities for students of the College of Fine Arts	0.84
4	Students recognize the importance of recreational activities for different groups	0.85
5	The impact of recreational practices on psychological, health and social aspects	0.94

Tabulated t at 0.05 = 0.284

Table(12)

n=30

5	4	3	2	1	
					1
				0.84	2

			0.94	0.92	3
		0.84	0.90	0.75	4
	0.96	0.86	0.82	0.79	5

Tabulated t at 0.05 = 0.284

Table (12) shows significant correlations among the scale axes at the 0.05 level.

Table(13)

)The concept of recreational practices among students of the College of Fine Arts(
n=30

M	Phrases	Correlation coefficient
1	Recreation is one of the activities in which the student participates voluntarily in order to feel the internal pleasure derived from participation	0.78
2	Recreation is an activity carried out by the student with self-motivation or guidance without bullying	0.78
3	Recreational practices are a group of recreational activities, whether sports, social, artistic or cultural	0.74
4	Recreational activity is a constructive activity that contributes to the development of an integrated personality	0.72
5	Recreational activity is the productive use of leisure time	0.88
6	Recreational activity is a way and style of living that is characterized by being an activity in which the individual feels enjoyment, happiness, and pleasure	0.84
7	Recreational activities are enjoyable activities in free time without commitment to a place or type of activity	0.92
8	Recreation is a manifestation of human activity and has an important role in achieving a balance between work and rest	0.78
9	Recreational activity is an activity that stems from the student's motivation as desired	0.68
10	Recreation is a state of harmony and pleasure that the student feels during and after the actual practice of activities	0.88
11	Recreation is an activity that reduces the burden of psychological pressures that students suffer from	0.9.0
12	Recreation is the transformation of the psychological state from a state of grievance and routine to a state of happiness and fun	0.80
13	Recreation is an activity that an individual performs when he needs to balance his emotions, control them, and achieve calm and comfort	0.72
14	Recreation is a process carried out through a group of activities to relieve the hassles of work and life	0.88
15	Recreation is a useless activity that the student does at any time and in any place	0.76

16	Recreational activities are the use of leisure time in a way that is beneficial to the body, soul and body	0.86
17	Recreational activities are nothing but free practice restricted by programs of foundations and standards to achieve an integrated personality	0.74
18	Recreation is an optional activity that an individual undertakes to achieve happiness and well-being	0.72
19	Recreational activity is practice at will, stemming from the student's internal motivations	0.70

Tabulated t at 0.05 = 0.284

Table(14)

**)Students are convinced of the philosophy of recreational activities(
n=30**

M	Phrases	Factories Link
1	Civilizational progress is an important indicator of ways and means of investing leisure time	0.84
2	The civilization of societies can be identified by knowing the means they use to spend free time	0.88
3	There is a close relationship between community culture and levels of participation in recreational activities	0.66
4	I am convinced that practicing recreational activities helps in unleashing my energy for the educational process	0.90
5	Practicing recreational activities is a necessity in preparing student leaders who are able to bear responsibility	0.82
6	The College of Fine Arts seeks to achieve quality through integration between the education and recreation systems	0.74
7	Recreational practices are considered an essential entry point for educational reform and development in university colleges	0.80
8	Recreational activities are considered a quality requirement in universities	0.76
9	The college relies on successful experiences in the field of implementing recreational activities	0.84
10	Civilized society is based on clear policies for developing recreational practices for different groups of people	0.74
11	My educational burdens are so many that I do not think about recreational practice	0.90
12	Recreational practices are among the most important goals pursued by university colleges	0.88
13	Conscious colleges are the ones that provide the financial resources for recreational pursuits	0.72
14	The college encourages students to actively engage in recreational activities	0.74
15	The university administration encourages publishing recreational research and making it available in libraries	0.86

16	Interest in forming committees to follow up on the implementation of recreational programs	0.78
17	I believe that all students need recreational practices to balance study and rest	0.68
18	Promoting the educational process requires attention to recreational practices	0.92
19	Advanced colleges are those that provide the requirements for a balanced life for their students	0.94

Tabulated t at 0.05 = 0.284

Table(15)

n=30

M	Phrases	Correlation coefficient
1	The College of Fine Arts is interested in recreational practices by providing appropriate places	0.86
2	There is a strong perception among recreational activities that there is no time to invest	0.68
3	I believe that the college does not allocate any budget for recreational activities	0.84
4	I do not have time to engage in recreational activities due to the overcrowding of academic lectures	0.84
5	There are places to practice recreational activities, but they are not exploited and neglected	0.70
6	The importance of awareness programs for students of the College of Fine Arts on the importance of practicing recreational activities	0.86
7	Encourages the availability of tools and devices that allow recreational activities on campus	0.88
8	There are many playgrounds for all different sports activities, which helps in practicing them	0.90
9	Participate in matches held by the college and university	0.78
10	Participation of students in holding seminars and meetings with students	0.74
11	Students are keen to play the available games such as tennis, football, basketball, badminton.	0.74
12	The student participates in swimming matches with students during vacations	0.84
13	Working to encourage students to hold artistic concerts and support them	0.87
14	There are many recreational activities offered by the college that suit different categories of students	0.90
15	I am not interested in practicing recreational activities because I am convinced that they are a waste of time	0.86
16	The college provides buildings designed with international specifications and sizes for recreational activities	0.72
17	I practice recreational activities because I am convinced of their effect on me psychologically and physically	0.78

Tabulated t at 0.05 = 0.284

Table(16)

**)Students 'recognition of the importance of recreational activities(
n=30**

M	Phrases	Factories Link
1	Practicing recreational activities is an important way to invest your free time	0.84
2	Developing the student's personality through recreational activities	0.90
3	There is a close relationship between investing leisure time and recreational activities	0.88
4	Practicing recreational activities has become an urgent necessity in civilized societies, especially universities	0.84
5	My practice of recreational activities helps me to be a leader, guide ,and guide in the future	0.92
6	The faculty member's participation with students in recreational activities helps in changing ideas and beliefs	0.86
7	I believe that practicing recreational activities has a positive impact on my colleagues	0.88
8	Practicing recreational activities contributes to the student's development in all physical, emotional, social and cultural aspects	0.96
9	Recreational activities bring happiness, enjoyment, and self-esteem to students	0.90
10	Practicing recreational activities helps me uncover talents and abilities	0.78
11	Practicing recreational activities provides a prosperous personal and family life with assistance and stability	0.82
12	The actual practice of recreational activities helps support and develop democratic values	0.86
13	Practicing recreational activities helps reduce the severity of psychological pressures on students	0.88
14	The values of beauty, brotherhood and happiness are among the characteristics of recreational activities	0.74
15	Practicing recreational activities provides a feeling of happiness and optimism	0.80
16	Recreational activities help create the psychological atmosphere and develop self-confidence for students	0.66
17	Recreational activities affect students' affiliation with the university and society	0.84
18	Practicing recreational activities protects against mental and physical diseases	0.64
19	Students' focus of attention increases through recreation through recreational activities	0.94

Tabulated t at 0.05 = 0.284

Table(17)

(The impact of recreational activities on the psychological, health and social aspects)



n=30

M	Phrases	Correlation coefficient
1	Optimal psychological energy is achieved through recreational activities	0.84
2	Through practicing recreational activities, I learn many healthy habits	0.79
3	The actual practice of recreational activities develops optimal psychological energy	0.91
4	Recreation work is related to sociology	0.86
5	The foundations on which the philosophy of recreation is built through learning about the humanities and health sciences	0.85
6	Actual practice achieves psychological balance	0.96
7	Recreational activities help the individual achieve personal and social harmony	0.78
8	Recreation is an economic activity that can be productive for the individual and generate returns	0.85
9	Recreational activities are linked to maintaining the mental and physical health of students	0.89
10	Recreational activities have a positive effect on the individual in relaxing and dealing with anxiety	0.79
11	Modern diseases such as anxiety, stress, and fear of the future can be treated through the actual practice of recreational activities	0.90
12	Many contemporary diseases, such as anxiety ,stress, and fear of the future, can be treated by practicing recreational activities	0.84
13	Recreational activities are linked to sociology through the outcome of values, belonging, and assuming responsibility	0.74
14	Practicing recreational activities develops many mental skills	0.86
15	I believe that practicing recreational activities affects the sense of belonging to the university and society	0.93
16	Practicing recreational activities unites relationships between students and faculty members	0.85

Tabulated t at 0.05 = 0.284

2- Reliability:

Table(18)

Reliability of the scale using the test-retest method and Cronbach's alpha reliability coefficient

n=30

M	First application		Second application		The difference between	Correlation coefficient	Cronbach's alpha
	S	±p	S	±p			



					the two averages		reliability coefficient
1	20.842	1.868	20.974	1.668	0.123	0.922	0.860
2	35.684	4.262	35.632	3.452	0.52	0.940	0.940
3	48.895	8.356	49.184	9.659	0.289	0.921	0.900
4	20.750	1.760	21.300	2.260	0.550	0.880	0.820
5	23.500	3.98	23.900	3.150	0.400	0.920	0.800

Tabulated t at 0.05 = 0.284

Table (18) shows significant test-retest correlations of 0.880–0.940 and Cronbach's alpha values of 0.800–0.940, confirming good stability at 0.05.

3- Objectivity:

- Final Form of the Scale:

1- Main Study Sample:

2- Administration of the Scale:

Statistical Methods Used in the Study:

SPSS was used to perform the following statistical procedures:

- 1- Percentage
- 2- Arithmetic mean and standard deviation
- 3- Test-Retest Reliability Coefficient
- 4- Cronbach's Alpha Reliability Coefficient
- 5- Pearson Correlation Coefficient
- 6- Factor Analysis

Presentation and Discussion of Results:

First: Presenting and discussing the results of the first axis, “The concept of recreational practices among students of the College of Fine Arts”.

Table(19)

Table (19) presents the first-axis arithmetic means, chi-square values, agreement percentages, and rankings for the 100-student sample.

M	Phrases	Percentage%			Average Arithmetic	Chi square "Ka2"	Ratio Approval %	Ranking
		OK	OK To some extent	No I agree				
1	Recreation is one of the activities in which the	75	22	3	2.14	**50.45	86.00	16

	student participates voluntarily in order to feel the internal pleasure derived from participation							
2	Recreation is an activity carried out by the student with self-motivation or guidance without bullying	70	25	5	2.68	**38.00	82.50	19
3	Recreation is a group of recreational activities, whether sports, social, artistic or cultural	85	12	3	2.48	**71.49	91.00	9
4	Recreational activity is a constructive activity that contributes to the development of the student's integrated personality	82	13	5	2.60	**70.84	90.50	10
5	Recreational activity is the productive use of leisure time	92	8	00	2.50	**92.65	96.00	3
6	Recreational activity is a way and style of living that is characterized by being an activity in which the student feels enjoyment, happiness, and pleasure	91	7	2	2.62	**88.37	94.50	4
7	Recreational activities are enjoyable activities in free time without commitment to a place or type of activity	88	12	00	2.41	**80.47	94.00	6
8	Recreation is a manifestation of human activity and has an important role in achieving a balance between work and rest	81	15	4	2.58	**65.25	88.50	13
9	Recreational activity is an activity that stems from the student's motivation as desired	79	18	3	2.70	**60.25	88.00	14

10	Recreation is a state of harmony and pleasure that the student feels during and after the actual practice of activities	94	5	1	2.70	**96.24	96.50	2
11	Recreation is an activity that relieves the burden of psychological pressures that the student suffers from	85	13	2	1.45	**73.58	91.50	8
12	Recreation is the transformation of the psychological state from a state of grievance and routine to a state of happiness and fun	80	20	00	2.60	**69.89	90.00	11
13	Recreation is an activity that a student performs when he needs to balance and control his emotions and achieve calm and comfort	78	18	4	2.62	**56.25	87.00	15
14	Recreation is a process carried out through a group of activities to relieve the hassles of work and life	89	10	1	2.62	**75.19	94.00	7
15	Recreation is a useless activity that the student does at any time and in any place	95	5	00	2.75	**102.54	97.50	1
16	Recreational activities are the use of leisure time in a way that is beneficial to the body, soul and body	75	22	3	2.72	**49.56	86.00	17
17	Recreational activities are nothing but free practice restricted by programs of foundations and standards to achieve an integrated personality	73	21	6	2.50	**43.26	83.50	18
18	Recreation is an optional activity that	90	9	1	2.67	**83.48	94.50	5

	the student undertakes to achieve happiness and well-being							
19	Recreational activity is practice at will, stemming from an individual's internal motivations	82	16	2	2.51	**67.54	90.00	12

***Significant“ K2” at the level of 0.05 = 5.99, at 0.01 = 9.21**

Table (19) shows significant chi-square values and positive student perceptions of the concept of recreational practices.

Mahmoud Ismail (2010) describes recreation as a satisfying activity supporting personality development and social goals.

Ismail Al-Qara (2019) views recreation as a positive, self-motivated use of free time that restores energy and supports balanced development.

Yasir Hussein (2025) reported differences between participants and non-participants in recreational sports, indicating that both internal and external motives contribute to participation.

The findings present recreation as self-motivated practice that supports balance, pleasure, and productive leisure use.

Second: Presenting and discussing the results of the second axis: “Students’ conviction in the philosophy of recreational activities”.

Table(20)

Table (20) presents arithmetic means, chi-square values, agreement percentages, and rankings for the second axis.

M	Phrases	Percentage%			Average Arithmetic	Chi square "Ka2"	Ratio Approval %	Ranking
		OK	OK To some extent	No I agree				
1	Civilizational progress is an important indicator of ways and means of investing leisure time	63	22	15	2.48	**56.97	74.00	13
2	The civilization of societies can be identified by knowing the means they use to spend free time	76	18	6	2.81	**71.48	85.00	8
3	There is a close relationship between community culture and levels of participation in recreational activities	74	20	6	2.19	**69.85	84.00	9
4	He is convinced that practicing recreational activities	71	15	14	2.36	**60.18	78.50	12

	helps in unleashing energy in the educational process							
5	Practicing recreational activities is a necessity in preparing student leaders who are able to bear responsibility	49	42	9	2.40	**40.18	70.00	17
6	The college seeks to achieve quality through integration between the education and recreation systems	61	27	12	2.15	**54.67	73.00	15
7	Recreational practices are considered an essential entry point for educational reform and development in university colleges	58	29	14	2.43	**44.69	72.50	16
8	Recreational activities are considered a quality requirement in universities	69	24	7	2.51	**65.79	81.00	10
9	The college relies on successful experiences in the field of implementing recreational activities	55	38	7	2.54	**55.66	74.00	14
10	Civilized society is based on clear policies for developing recreational practices for different groups of people	82	10	8	2.89	**98.24	87.00	4
11	My educational burdens are so many that I do not think about recreational practice	92	8	00	2.25	**129.15	96.00	1
12	Recreational practices are among the most important	84	12	4	2.55	**118.69	92.00	2

	goals pursued by university colleges							
13	Conscious colleges are the ones that provide the financial resources for recreational pursuits	79	16	5	2.57	**84.36	87.00	5
14	The college encourages students to actively engage in recreational activities	66	27	7	2.52	**61.49	79.50	11
15	The university administration encourages publishing recreational research and making it available in libraries	48	17	35	1.54	**26.89	56.50	19
16	Interest in forming committees to follow up on the implementation of recreational programs	42	31	27	1.94	**28.54	57.50	18
17	I believe that all students need recreational practices to balance study and rest	80	12	8	2.44	**80.48	86.00	6
18	Promoting the educational process requires attention to recreational practices	79	13	8	2.94	**76.54	85.50	7
19	Advanced colleges provide the requirements for a balanced life for their students	89	6	5	2.35	**107.78	92.00	3

***Significant“ K2” at the level of 0.05 = 5.99, at 0.01 = 9.21**

Table (20) shows significant chi-square values, with agreement ranging from 56.50% to 96.00%.

Muhammad Al-Hamamy and Walid Abdel Razek (2017) link education and recreation with personality development and productive leisure use.

The researcher considers university recreational activities important for personal development and social participation and for supporting students’ needs within the educational environment. The third axis of the presentation is as follows: “Aspects of the Actual Practice of Recreational Activities for a Faculty Member”.”.

Table(21)

Table (21) presents arithmetic means, chi-square values, agreement percentages, and rankings for the third axis.

n = 100

M	Phrases	Percentage%			Average Arithmetic	Chi square "Ka2"	Ratio Approval %	Ranking
		OK	OK To some extent	No I agree				
1	The College of Fine Arts is interested in recreational practices by providing appropriate places	64	24	12	2.52	**53.56	76.00	11
2	There is a strong perception among recreational activities that there is no time to invest	69	22	9	2.60	**64.51	80.00	6
3	I believe that the college does not allocate any budget for recreational activities	49	44	7	2.42	**44.85	71.00	16
4	I do not have time to engage in recreational activities due to the overcrowding of academic lectures	74	19	7	2.67	**73.45	83.50	2
5	There are places to practice recreational activities, but they are not exploited and neglected	69	21	10	2.59	**60.55	79.50	7
6	The importance of awareness programs for students of the College of Fine Arts on the importance of practicing recreational activities	59	29	12	2.47	**51.45	73.50	12
7	Encourages the availability of tools and devices that allow recreational activities on campus	70	25	5	2.65	**68.84	82.50	4
8	There are many playgrounds for all different sports activities ,which helps in practicing them	64	29	7	2.57	**58.25	78.50	9

9	Participate in matches held by the college and university	51	40	9	2.42	**40.54	71.00	17
10	Participation of students in holding seminars and meetings with students	59	29	12	2.47	**51.64	73.50	13
11	Students are keen to play the available games such as tennis, football, basketball, badminton.	54	39	7	2.47	**49.85	73.50	14
12	The student participates in swimming matches with students during the holidays	59	29	12	2.47	**46.85	73.50	15
13	Working to encourage students to hold artistic concerts and support them	72	23	5	2.67	**71.47	83.50	3
14	There are many recreational activities offered by the college that suit different categories of students	70	24	6	2.64	**65.82	82.00	5
15	I am not interested in practicing recreational activities because I am convinced that they are a waste of time	75	18	7	2.68	**76.15	84.00	1
16	The college provides buildings designed to international specifications and sizes for recreational activities	64	29	7	2.57	**55.45	78.50	10
17	I practice recreational activities because I am convinced of their effect on me psychologically and physically	68	22	10	2.58	**59.86	79.00	8

***Significant“ K2” at the level of 0.05 = 5.99, at 0.01 = 9.21**

Table (21) shows significant chi-square values across all third-axis statements, ranging from 40.54 to 76.15, with agreement between 71.00% and 84.00%.

Kamal Abdel Hamid et al. (2012: 25) link recreational activities with psychological balance, physical well-being, and coping with life demands.

Muhammad Al-Samannoudi, Muhammad Al-Dhahabi, Hamadino Omar, Muhammad Matar, and Hossam Gouda (2014: 56) associate recreational practice with happiness, achievement, creativity, relaxation, and social interaction.

Xinjie Han and Jiawei Chen (2026) report a significant relationship between recreational and sports facilities and their uses.

The researcher considers human and material capabilities essential to successful recreational practice. Limited attention to facilities, equipment, maintenance, and renewal can restrict implementation.

Fourth: Presentation and discussion of the results of the fourth axis: “Students’ recognition of the importance of recreational activities for different groups”.

Table(22)

Table (22) presents arithmetic means, chi-square values, agreement percentages, and rankings for the fourth axis.

M	Phrases	Percentage%			Average Arithmetic	Chi square "Ka2"	Ratio Approval %	Ranking
		OK	OK To some extent	No I agree				
1	Practicing recreational activities is an important way to invest your free time	75	20	5	2.84	**81.56	85.00	3
2	Developing the student’s personality through recreational activities	62	32	6	2.48	**49.81	78.00	13
3	There is a close relationship between investing leisure time and recreational activities	72	19	9	2.67	**63.45	81.50	9
4	Practicing recreational activities has become an urgent necessity in civilized societies, especially universities	68	22	10	2.32	**59.54	79.00	11
5	My practice of recreational activities helps me to be a leader ,guide, and mentor in the future	54	34	12	2.42	**35.64	71.00	18
6	The faculty member’s participation with students in recreational activities helps in changing ideas and beliefs	74	19	7	2.67	**74.35	83.50	6
7	I believe that my practice of recreational	57	32	11	2.46	**40.64	73.00	16

	activities has a positive impact on my colleagues							
8	Practicing recreational activities contributes to the student's development in all physical, emotional, social and cultural aspects	55	35	10	2.45	**38.69	72.50	17
9	Recreational activities bring happiness, enjoyment, and self-esteem to students	80	14	6	2.42	**84.58	87.00	2
10	Practicing recreational activities helps me uncover talents and abilities	62	27	11	2.51	**43.52	75.50	15
11	Practicing recreational activities provides a prosperous personal and family life with assistance and stability	39	49	12	2.27	**33.45	63.50	19
12	The actual practice of recreational activities helps support and develop democratic values	67	22	11	2.56	**46.95	78.00	14
13	Practicing recreational activities helps reduce the severity of psychological pressures on students	75	20	5	2.70	**79.41	85.00	4
14	The values of beauty, brotherhood and happiness are among the characteristics of recreational activities	77	13	10	2.57	**72.89	83.50	7
15	Practicing recreational activities provides a feeling of happiness and optimism	64	30	6	2.57	**55.59	79.00	12
16	Recreational activities help create the psychological atmosphere and develop self-confidence for students	64	33	3	2.57	**60.25	80.50	10

17	Recreational activities affect students' affiliation with the university and society	71	26	3	2.67	**76.27	84.00	5
18	Practicing recreational activities protects against mental and physical diseases	74	19	7	2.67	**69.64	83.50	8
19	Students' focus of attention increases through recreation through recreational activities	88	8	4	2.96	**89.00	92.00	1

***Significant“ K2” at the level of 0.05 = 5.99, at 0.01 = 9.21**

Table (22) shows significant chi-square values across all fourth-axis statements, ranging from 33.45 to 89.00, with agreement between 63.50% and 92.00%.

Samia Hassan (2022) states that recreation develops experience, skills, knowledge, talent, creativity, and educational, social, psychological, and health benefits.

(Samia Hassan: 67)

Barrows Patti (2023) identifies pleasure and emotional release as motives, while limited time and physical constraints are barriers to participation.

Table(23)

Table (23) presents arithmetic means, chi-square values, agreement percentages, and rankings for the fifth axis.

M	Phrases	Percentage%			Average Arithmetic	Chi square "Ka2"	Ratio Approval %	Ranking
		OK	OK To some extent	No I agree				
1	Optimal psychological energy is achieved through recreational activities	74	20	6	2.71	**71.48	84.00	3
2	Through practicing recreational activities ,I learn many healthy habits	59	29	12	2.47	**55.17	73.50	11
3	The actual practice of recreational activities develops optimal psychological energy	54	29	17	2.37	**39.62	68.50	15
4	Recreation work is related to sociology	55	35	10	2.45	**41.78	72.50	14
5	The foundations on which the philosophy of recreation is built through learning about the humanities and health sciences	66	26	8	2.58	**63.47	79.00	7

6	Actual practice achieves psychological balance	66	27	7	2.59	**64.75	79.50	6
7	Recreational activities help the individual achieve personal and social harmony	57	32	11	2.46	**46.48	73.00	13
8	Recreation is an economic activity that can be productive for the individual and generate returns	59	32	9	2.50	**58.92	75.00	10
9	Recreational activities are linked to maintaining the mental and physical health of students	69	20	11	2.42	**61.22	79.00	8
10	Recreational activities have a positive effect on the individual in relaxing and dealing with anxiety	79	15	6	2.33	**74.55	86.50	1
11	Modern diseases such as anxiety, stress, and fear of the future can be treated through the actual practice of recreational activities	71	22	7	2.45	**68.59	82.00	4
12	Many contemporary diseases, such as anxiety, stress, and fear of the future, can be treated by practicing recreational activities	71	21	8	2.42	**66.52	81.50	5
13	Recreational activities are linked to sociology through the outcome of values, belonging, and assuming responsibility	59	29	12	2.47	**49.57	73.50	12
14	Practicing recreational activities develops many mental skills	49	39	12	2.37	**31.28	68.50	16
15	I believe that practicing recreational activities affects the sense of belonging to family and society	66	20	14	2.37	**60.33	76.00	9

16	Practicing recreational activities unifies relationships between faculty members	75	22	3	2.45	**73.66	86.00	2
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***Significant“ K2” at the level of 0.05 = 5.99, at 0.01 = 9.21**

Table (23) shows significant chi-square values across all fifth-axis statements, ranging from 31.28 to 74.55, with agreement between 68.50% and 86.50%.

Antonio Dello Iacono (2024: 36) classifies recreational benefits as physiological, psychological, and social.

Bělka J, Hůlka K, Šafář M (2023: 76) associate recreation with health, disease prevention, psychological well-being, emotional control, and social interaction.

Samia Hassan (2022: 54) states that recreation can modify behavior, reinforce social values, and develop morals and cooperation.

Conclusions:

In light of the results, the following conclusions were reached:

- Recreational practices help students relieve the psychological pressures they experience throughout the school day.
- Recreational practices help reduce anxiety ,tension, and fear of the future through actual participation.

Recommendations:

Based on the conclusions reached, the researcher recommends the following:

- Working to develop recreational plans and programs that suit the desires and needs of students

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