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University Students' Attitudes Towards Practising Recreational Activities During Spare Time in Light of the Age of Technology

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Abstract: The goal of this study is to find out what college students think about taking part in recreational activities in the age of technology. It specifically aims to investigate these views in relation to characteristics such as college, academic level, and gender. The study was executed with students from the Faculties of Medicine and Literature at Al-Quds University during the initial semester of the 2022–2023 academic year. A structured questionnaire served as the principal instrument for data collection, while the analytical descriptive method was utilised for result analysis. The results show that students generally have favourable feelings about engaging in enjoyable and relaxing activities, knowing that they are important for their health and overall well-being in school. Furthermore, the data indicated no statistically significant differences in students' perspectives depending on gender or college affiliation, implying that both male and female students across all fields equally appreciate recreational involvement. Nonetheless, the results revealed statistically significant differences concerning the academic level variable, suggesting that students' evaluations of recreational activities change as they grow academically. These results demonstrate that leisure activities remain important, even in an era where technology and digital engagement are increasingly prevalent. This suggests that universities should promote balanced lifestyles and provide easy opportunities for students to engage in fun and physical activity as part of their overall development programs.

Keywords: Recreational Activities; Spare Time; Age of Technology; Human Capital; Individual Behaviour; Resource Cultivation; Community Interests; Recreational Activities.

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1. Introduction

The development of human resources has emerged as one of the key issues that nations and communities worldwide are most concerned about in the modern era. The true asset of progress and development towards the intended future is human capital. Recreation is an essential area of resource cultivation due to its educational value and contemporary philosophy, which

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emphasises movement, effectiveness, and diversity. Since it aims to prepare the good citizen in a comprehensive and integrated manner—physically, healthily, cognitively, and socially—to keep pace with the advancements and challenges of the modern world, it is also a significant component of the educational field. Developed societies view recreation as one of the manifestations of civilised behaviour and human activity, which aims to achieve happiness, reduce tension and psychological conflicts, and promote relaxation [12]. Additionally, it is an activity that the individual practices willingly, resulting in the immediate gratification of their needs. Therefore, interest in this activity has increased. Its fields have expanded to meet the growing demand for leisure time in societies. Since university students represent the real human capital of any society, it is essential to provide them with care, guidance, and a suitable environment in which to invest their leisure time, as well as engage in recreational activities that they prefer.

Thus, they can work effectively in what serves their interests and the interests of their community, and this is what many studies have explored. For instance, the studies by Safwat [3] and Zaouji [4] confirmed the desire of many university students to engage in recreational and sports activities, particularly due to their physical, mental, psychological, and social benefits. Attitudes are one of the important topics in the social psychology field, due to the distinct link between attitudes and individual behaviour in daily life situations. Attitudes, as a whole, refer to the motivation or value that individuals consider the original motive for pursuing goals, and thus, it is the criterion that they use in relation to everything they are exposed to in their daily life [20]. Attitudes guide and influence individual behaviour, and they are influenced by the interaction between the individual and their social environment, the patterns in which they live. These attitudes reflect the extent to which an individual's attitudes are compatible with their environment and society's prevailing public opinion. They help in developing the individual's personality through interaction in various aspects of activities that help in alleviating the individual's psychological tension [7]. Therefore, this study aims to investigate university students' attitudes towards engaging in recreational activities during their free time, in light of the technological era.

1.1. Scope of Study

Universities are educational institutions that aim to train individuals and provide them with knowledge and appropriate behaviours. Recreational activities play a crucial role in achieving educational goals and developing the personalities of university students. Naturally, when students do not use their free time positively and constructively, it leads to the mishandling of that time, which in turn contributes to the emergence of many unacceptable behaviours. Some studies, such as those by Barsoum [21] and Jamea [6], have demonstrated a lack of awareness about the importance of recreation and its benefits. This appears to be due to weak demand for recreational activities and insufficient time allocated for them. Therefore, this study aims to investigate university students' attitudes towards engaging in recreational activities during their free time, in light of the prevalence of technology.

1.2. Importance of Study

The study examines the topic of university students' attitudes towards engaging in recreational activities, which is considered a crucial aspect, especially in light of technological advancements. Moreover, it also sheds light on an important age group: university students. The results of this study benefit those working in the field of student activities, enhancing their interest in recreational activities and encouraging them to incorporate these into their university programs. The findings may also contribute to the conduct of many studies on the topic of recreation and leisure time in other groups.

1.3. Study Objectives

1.3.1. The Study Aims at Identifying

- The university students' attitudes towards practising recreational activities during their spare time.
- The university students' attitudes towards practising recreational activities during their free time, according to the variable of gender.
- The university students' attitudes towards practising recreational activities during their spare time, according to the academic level variable.
- The university students' attitudes towards practising recreational activities during their spare time, according to the college variable.

1.4. Research Questions

1.4.1. The Study Aims to Answer the Following Questions

- What are the university students' attitudes towards practising recreational activities during their spare time?

- Are there statistically significant differences in the university students' attitudes towards the practice of recreational activities during free time, according to the gender variable?
- Are there statistically significant differences in the university students' attitudes towards the practice of recreational activities during free time, according to the academic level variable?
- Are there statistically significant differences in the university students' attitudes towards the practice of recreational activities during free time, according to the college variable?

2. Literature Review

The study by Kucukibis and Gul [10] aimed to identify the relationship between physical activity attitudes and self-esteem among secondary school students. The study sample consisted of 626 male and female students. The study employed the Personal Information Scale, the Cognitive Behavioural Physical Activity Questionnaire, and the Self-Esteem Scale. The results showed a positive relationship between attitude towards the activity and self-esteem. Abd [25] aimed to identify the attitudes of officials and students towards the practice of extracurricular activities at Al-Nahrain University. The study sample consisted of (25) college officials and (460) male and female students. The researcher employed a comparative survey descriptive approach, utilising a questionnaire as a tool for the study.

The results of the study revealed that the research sample of students has positive attitudes towards the importance of practising extracurricular activities. The results showed statistically significant differences between the attitudes of students and officials. Aksoy et al. [24] aimed to reveal the differences between those who participate in recreational activities and those who do not, as measured by the job satisfaction scale and the quality of life scale. The study sample consisted of 282 volunteers (148 participating in sports and 134 not participating). Those participating in sports were higher than those who did not participate. Amr's [15] study aimed to investigate the recreational interests in mobile phone technologies and their impact on leisure time spending among university youth. The researcher employed a descriptive approach, and the research group consisted of 2,512 male and female students from Zagazig University. Also, the observation card, personal interview, and questionnaire were used as study tools.

The study's results showed that scientific specialisation plays a role in students' interest in aspects of activity that are commensurate with their specialisation. The results also showed that the motives for using recreational applications on mobile phones, represented by enjoying life better and the ease of carrying and using them, outperformed the other motives. Family calls are considered one of the most important forms of other recreational applications of mobile phone technologies, in addition to the use of e-mail. The researcher recommended that the state should develop a strategic plan to raise awareness among young people, positively leveraging mobile phone technologies. Additionally, he recommended conducting awareness campaigns to inform students about the negative effects of using mobile phone technologies. Melki [11] aimed at identifying the role of high school in the development of secondary school's recreational culture and to identify the school's statistical differences in its recreational culture according to the variables of (gender, school type variable, and academic specialisation). The study sample consisted of 773 Male and female students from Damascus schools, and the results showed that the school plays a significant role in developing recreational culture. There were no statistically significant differences in the school's role regarding the development of recreational culture according to the gender variable. However, statistically significant differences are observed according to the academic specialisation variable, favouring literary specialisation. Additionally, statistically significant differences favour private schools, depending on the type of school. Terzi et al. [5] aimed to identify the attitudes of Helwan University students towards leisure time. The study sample consisted of (710) students from (13) faculties of Helwan University, who were chosen randomly. The researcher employed a descriptive approach, utilising a questionnaire as the primary tool of the study.

The study revealed statistically significant differences in the attitudes of university students towards leisure time, favouring students from scientific colleges. Keneni and D'Souza [22] aimed to know the university youth who have free time and the sports activities they would like to practice. It also aimed to identify the obstacles that prevent university youth from participating in sports recreation in their spare time. The researchers used the descriptive survey method on a sample of 840 male and female students at the University of Mostaganem in Algeria, academic year (2012/2013). The sample was chosen randomly, and the study questionnaire was prepared based on many previous studies related to the subject [26]. The results showed that university youth have sufficient free time to engage in recreational activities and have a desire to participate in recreational sports. It also revealed that several obstacles prevent university youth from participating in recreational sports activities, including those related to the administrative side, the lack of material and human resources, as well as personal obstacles, represented by academic, psychological, social, and financial aspects.

Muzindutsi and Masango-Muzindutsi [19] aimed to understand the reality of sports activities among students at Basra University from the perspectives of both university teachers and students, as well as the extent of benefit from physical education lessons across all university faculties. The researchers adopted the descriptive approach using the survey method,

and the study sample consisted of 240 teachers and 560 males and females of Basra University, academic year (2010/2011). The sample was selected from students in the first stage, and the results showed that these students had a strong desire to participate in sports activities [27]. It also showed that there is a great desire from teachers and students to benefit from physical education lessons in the university faculties. Badr et al. [18] aimed to propose a curriculum for recreation and leisure time for the male students of the Physical Education Faculty at Alexandria University, in light of the labour market's needs. The researcher employed a descriptive approach using a sample of 315 labour market individuals and 54 teachers for the academic year. (2010/2011). The results showed that the basic topics of the proposed curriculum include recreation entrance, recreational activities in institutions and programs, outdoor education and camps, recreational scouting and tourism, and recreational facilities and capabilities [28].

Mustafa [13] aimed to identify the actual practice of recreational and sports activities among Sennar University students in their spare time. A descriptive survey approach was employed, and a questionnaire served as the primary data collection tool in this study. The study sample consisted of 500 male and female students distributed over six colleges. Among the most prominent results of the study, Sennar University students have sufficient free time and readily participate in social, cultural, economic, and sports activities. Additionally, the study revealed no statistically significant differences in the types of recreational activities, encompassing mental, cultural, artistic, and social activities, between female and male students at Sennar University. Jamea [6] aimed to identify the obstacles to the implementation of school sports activities in the governorates of the southern Gaza Strip (from the point of view of male and female physical education teachers). The researcher followed the analytical descriptive approach on the study sample, which consists of (45) male and (30) female teachers. The researcher used the questionnaire as a data collection tool.

The results showed that the primary obstacles to implementing school sports activities are a lack of sports equipment, insufficient alternative tools, high student-to-teacher ratios, and inadequate facilities. Alexandris et al. [14] aimed to identify the impact of the dimensions of obstacles on participation in recreational sports activities, as well as the intrinsic and extrinsic motivation of participants. The researcher employed an analytical descriptive approach with a sample of 257 practitioners from Thessaloniki, Greece. The researchers used the questionnaire as a data collection tool. The results of the study showed that there is a set of obstacles that limit the recreational activities or continuity in them, which are in order: Individuality / psychological, lack of time, lack of program knowledge, lack of activity places, lack of material capabilities, lack of a companion, and negative previous experiences. Bright and Manfredo [2] aimed to investigate the impact of personal ability on recreational attitudes (recreational participation) and to examine the attitudes of practitioners of recreational activities in open spaces. The experimental approach was used. The results showed that the experimental group members, who participated in the practice during orientation, performed better than the control group members.

3. Materials and Methods

This section provides a detailed description by the researchers of the study's implementation. It includes the definition of the study methodology, the description of the study population, the identification of the study sample, the preparation of the study tool (questionnaire), the verification of its validity and reliability, the statement of the study procedures, and the statistical methods that were used in processing the results. Below is a description of these procedures.

- **Study methodology:** To achieve the study's objectives, the researchers employed a descriptive-analytical approach. It is defined as the approach that studies a current phenomenon, event, or issue from which information can be obtained, which answers research questions without the researcher's interference. Through which the researcher attempts to describe the phenomenon under study, analyse its data, and establish the relationship between its components, the opinions raised about it, the processes it encompasses, and the effects it produces.
- **Study Population:** The study population consisted of all (2777) Faculty of Arts and Medicine students at Al-Quds University, academic year 2022/2023.
- **Study Sample:** The study sample was chosen randomly, and it consisted of 334 female and male students, i.e., approximately 12% of the study population. Tables 1 show the distribution of the sample and the study population.
- **Description of the sample variables:** Table 1 presents the distribution of the study sample by the gender variable, with 22.2% of males and 77.8% of females. The educational level variable shows that 48.5% for the first year level, 25.7% for the second year level, 18.6% for the third year level, and 7.2% are for the fourth year level. The college variable indicates that 69.5% of students are scientific, and 30.5% are humanitarian.

Table 1: Distribution of the study sample according to the study variables

Variable	Level	Number	Percentage
Gender	Male	74	22.2

	Female	260	77.8
Academic Level	Year One	162	48.5
	Year Two	86	25.7
	Year Three	62	18.6
	Year Four	24	7.2
Collage	Scientific	232	69.5
	Humanitarian	102	30.5

Study tool: *The researchers used the questionnaire as a data collection tool.*

3.1. Validity of the Tool

The researchers developed the initial version of the questionnaire after reviewing several other studies, including those by Abd [25], Al-Majdalawi [17] and Melki [11]. The researchers then administered the questionnaire to a panel of knowledgeable and experienced arbitrators to confirm the validity of the study tool. The arbitrators were requested to provide their thoughts on the questionnaire paragraphs about the following: the degree to which the paragraphs covered the examined element; the clarity and linguistic integrity of the language; and the addition of any information, revisions, or paragraphs they thought appropriate. Ultimately, the questionnaire was finalised based on these insights. On the other hand, the validity of the tool was also verified by calculating the Pearson Correlation Coefficient of the questionnaire items with the total score of the tool. The results indicate a statistical consistency across all questionnaire paragraphs. The following Table 2 shows that:

Table 2: The results of the Pearson correlation coefficient for the paragraphs correlation matrix of the students' attitudes towards the practice of recreational activities during their free time

Number	R Value	Statistical Significance	Number	R Value	Statistical Significance	Number	R Value	Statistical Significance
1	0.242**	0.002	15	0.393**	0.000	29	0.467**	0.000
2	0.392**	0.000	16	0.475**	0.000	30	0.597**	0.000
3	0.374**	0.000	17	0.402**	0.000	31	0.545**	0.000
4	0.362**	0.000	18	0.296**	0.000	32	0.312**	0.000
5	0.400**	0.000	19	0.394**	0.000	33	0.558**	0.000
6	0.413**	0.000	20	0.463**	0.000	34	0.415**	0.000
7	0.200**	0.010	21	0.453**	0.000	35	0.454**	0.000
8	0.213**	0.006	22	0.506**	0.000	36	0.514**	0.000
9	0.348**	0.000	23	0.432**	0.000	37	0.470**	0.000
10	0.436**	0.000	24	0.327**	0.000	38	0.469**	0.000
11	0.377**	0.000	25	0.518**	0.000	39	0.401**	0.000
12	0.367**	0.000	26	0.526**	0.000	40	0.294**	0.000
13	0.334**	0.000	27	0.288**	0.000	41	0.510**	0.000
14	0.352**	0.000	28	0.598**	0.000			
***Statistically significant at 0.001*								
* *Statistical function at 0.050*								

3.2. Study Stability

The researcher verified the tool stability by calculating the study fields' total constancy degree of the stability coefficient according to the Cronbach Alpha stability equation. With a total degree of 0.833 in the students' attitudes towards practising recreational activities during leisure time, this result indicates that the tool has sufficient stability for study purposes. Table 3 shows the stability coefficient of the study fields and the total degree.

Table 3: The results of the study field's stability coefficient

Study Fields	Paragraph Number	Stability Coefficient
The concept of recreational activities	13	0.753
Favourite recreational activities	13	0.760
The importance of recreational activities	15	0.798
Total degree	41	0.833

3.3. Study Procedures

The researchers applied the tool to the study sample, which included a questionnaire distributed to participants. After collecting the questionnaires from the sample members who answered them correctly, the researchers found that the number of valid questionnaires retrieved, which were subjected to statistical analysis, was 167.

3.4. Statistical Processing

After collecting the questionnaires and ensuring their validity for analysis, they were coded (giving them certain numbers). This was done as a preparation for entering their data into the computer to perform the appropriate statistical processing and analyse the data according to the study questions. The statistical data processing involved extracting the arithmetic means and standard deviations for each paragraph of the questionnaire, as well as applying the t-test, Pearson Correlation Coefficient, and Cronbach's Alpha Stability Equation, using the Statistical Package for the Social Sciences (SPSS).

4. Results

This section presents the study results obtained by the researchers on the subject. The paper also illustrates the impact of each variable on the sample members' responses to the study tool and the resulting statistical data analysis (Table 4). To determine the average degree of the study sample members' responses, the following degrees were adopted:

Table 4: Arithmetic average range

Degree	Arithmetic Average Range
Low	and less2.33
Moderate	2.34-3.67
High	and above 3.68

4.1. Implementation and Evaluation of E Results Related to the First Question

What are the students' attitudes towards practising recreational activities during their spare time? To answer this question, the researchers calculated the standard deviations and arithmetic averages of the members' responses on questionnaire domains that express students' attitudes towards practising recreational activities during leisure time (Table 5).

Table 5: The arithmetic averages and standard deviations of the study sample's responses on the students' attitudes towards practising recreational activities during leisure time

No.	Domain	Arithmetic Average	Standard Deviations	Degree	Percentage
1	The concept of recreational activities	3.7282	0.35178	High	74.6
2	Favourite recreational activities	3.5389	0.60801	Moderate	70.8
3	The importance of recreational activities	3.8008	0.51442	High	76.0
Total Degree		3.6948	0.38205	High	73.9

The previous table, which presents the arithmetic means and standard deviations of the study sample's responses regarding students' attitudes towards the practice of recreational activities during free time, indicates that the arithmetic average of the total score is 3.69, with a standard deviation of 0.382. This indicates that the students' attitudes towards the practice of recreational activities during their free time have a high degree (73.9%). The importance of the recreational activities' domain obtained the highest arithmetic mean of (3.80), followed by the concept of recreational activities' domain with an arithmetic average of (3.72), and lastly the preferred recreational activities' domain with an arithmetic average of (3.53).

The researchers believe that this result reflects students' awareness of the importance of recreational activities, which reinforces the universities' need to raise awareness and continuity regarding the importance of recreational activities. This would invest their free time constructively and purposefully, modifying the individuals' behaviour. As increasing awareness of investing leisure time is important for developing positive attitudes towards

Table 6: The arithmetic averages and standard deviations of the study sample's responses to the concept of recreational activities

No.	Paragraph	Arithmetic Averages	Standard Deviations	Degree	Percentage
5	Recreational activities give the individual multiple experiences	4.34	0.709	High	86.8
13	Recreation is an effective way to invest leisure time	4.31	0.774	High	86.2
8	Practising recreational activities reduces boredom and anxiety	4.29	0.858	High	85.8
2	Recreational activities increase the aesthetic taste of the individual	4.23	0.702	High	84.6
9	Recreational activities help in acquiring previously non-acquired abilities and skills	4.20	0.825	High	84.0
4	Recreation increases the chances of success and academic achievement	4.14	0.806	High	82.8
12	Make sure to do recreational activities with friends	3.83	1.114	High	76.6
11	Recreational activities should not be practised during study times	3.78	1.001	High	75.6
6	I think that recreational activities do not suit me	3.74	1.099	High	74.8
1	Recreational activities are a talent that does not need to be learned	3.66	1.062	Moderate	73.2
10	Studying and working hard is better than recreation	2.92	1.282	Moderate	58.4
7	Some types of recreation may harm others	2.64	0.989	Moderate	52.8
3	Recreation is restricted to those with higher incomes	2.39	1.140	Moderate	47.8
Total Degree	3.7282	0.35178	High	74.6	

Recreational activities. Labib [1] confirms that people are not born with a specific attitude towards a subject; rather, the majority of attitudes are acquired and developed by individuals through the culture or education they receive and their interactions with their environment. This result aligns with Al-Enezi [9], which indicates that students have a positive attitude towards participating in recreational activities. Additionally, the study by Al Ahmed [16] has demonstrated positive attitudes towards engaging in physical and emotional activities, such as listening to music and making friends. The researchers calculated the arithmetic means and standard deviations of the study sample's responses on the questionnaire items that express the concept of recreational activities. As noted in the previous table, which presents the arithmetic averages and standard deviations of the study sample's responses on the concept of recreational activities, the total score of the arithmetic average is 3.72, with a standard deviation of 0.351. This indicates that the concept of recreational activities was highly rated, with a percentage of 74.6%.

The results in Table 6 also indicate that (9) paragraphs got high degrees and (4) paragraphs got medium degrees. The paragraph "Recreational activities give the individual multiple experiences" got the highest arithmetic average (4.34), followed by the paragraph "Recreation is an effective way to invest leisure time" with an average of 4.31. The paragraph "Recreation is limited to people with high incomes" got the lowest arithmetic average (2.39), followed by the paragraph "Some types of recreation may harm others" with an average of 2.64. The researchers believe that this result confirms that recreation is a social phenomenon that prevails in human societies at various cultural levels and in multiple, diverse aspects. The cultural and social context also determines recreation. The results also show that recreational activities give individuals multiple experiences, and recreation is considered an effective way to invest leisure time. The researchers calculated the arithmetic averages and standard deviations of the study sample's responses on questionnaire items that express the preferred recreational activities.

Table 7: The arithmetic averages and standard deviations of the study sample's responses on the preferred recreational activities field

No.	Paragraph	The arithmetic averages	The standard deviations	Degree	Percentage
6	Keep on trips and picnics in free time	4.23	0.836	High	84.6

1	I prefer friends' visits in my spare time	3.99	0.988	High	79.8
11	I prefer to spend my free time on social networking sites	3.77	1.167	High	75.4
2	I prefer walking in my spare time	3.72	1.064	High	74.4
10	I enjoy searching for new information online in my spare time	3.63	1.169	Moderate	72.6
5	I prefer e-games in my spare time	3.57	1.273	Moderate	71.4
4	I prefer swimming in my spare time	3.54	1.297	Moderate	70.8
3	I prefer to do group sports in my spare time	3.52	1.212	Moderate	70.4
12	I like to participate in summer camps	3.51	1.246	Moderate	70.2
7	I enjoy drawing and doing artwork in my spare time	3.35	1.313	Moderate	67.0
8	I make sure to do cultural readings in my spare time	3.32	1.243	Moderate	66.4
9	Be keen to visit art galleries in my spare time	2.96	1.244	Moderate	59.2
13	I prefer fishing and bird hunting in my spare time	2.88	1.409	Moderate	57.6
Total degree		3.5389	0.60801	Moderate	70.8

The previous table, which presents the arithmetic averages and standard deviations of the study sample's responses in the preferred recreational activities field, indicates that the total arithmetic average is 3.53 and the standard deviation is 0.608. This indicates that the preferred recreational activities field got a medium degree, with a percentage of 70.8%. The results in Table 7 also indicate that (4) paragraphs got high degrees and (9) paragraphs got medium degrees. The paragraph “Keep on trips and picnics in free time” got the highest average (4.23), followed by the paragraph “I prefer friends' visits in spare time” with an average of 3.99. The paragraph “I prefer fishing and bird hunting in my spare time” got the lowest average (2.88), followed by the paragraph “Be keen to visit art galleries in my spare time” with an average of 2.96. The researchers believe that, despite the students' awareness of the importance of recreational activities, the field of recreational activities received a medium degree due to the difficult conditions in which they live.

The recreational activities practice takes place under difficult circumstances, including narrowing and siege. Recreational activities, such as trips and picnics, as well as visiting friends, are among the most popular leisure pursuits among students. The researchers believe that students engage in recreational activities that are commensurate with their tendencies and circumstances, a notion confirmed by Al-Majdalawi [17]. The researchers believe that it is necessary to provide supervisors and specialists to supervise the planning and implementation of recreational activities. Amr's results showed that education based on the learners' aptitudes and interests is more relevant to them, and this achieves desirable results. The researchers calculated the arithmetic averages and standard deviations of the study sample's responses on the questionnaire items that express the importance of recreational activities (Table 8).

Table 8: The arithmetic averages and standard deviations of the study sample’s responses on the importance of the recreational activities field

No.	Paragraph	The arithmetic averages	The standard deviations	Degree	Percentage
9	I feel satisfied when learning new things	4.36	0.886	High	87.2
11	I avoid hurting or intimidating others when engaging in recreational activities	4.25	0.890	High	85.0
12	The practice of recreational activities promotes the values of cooperation	4.23	0.691	High	84.6
2	I do recreational activities to enjoy learning more about topics that interest me	4.11	0.881	High	82.2
7	Doing recreational activities allows me to discover many fields	4.05	0.900	High	81.0
8	I enjoy mastering complex activities	4.04	0.999	High	80.8
5	Doing recreational activities deepens my understanding of the topics that interest me	4.00	0.951	High	80.0
3	I do recreational activities because they make me feel free	3.86	0.937	High	77.2

15	Practising recreational activities enhances the values of good citizenship	3.86	0.983	High	77.2
13	I do recreational activities for public health	3.85	0.922	High	77.0
10	Recreational activities contribute to reducing the phenomenon of violence	3.77	1.053	High	75.4
14	I do recreational activities to make friends	3.46	1.155	Moderate	69.2
4	Doing recreational activities makes me feel appreciated by others	3.40	1.065	Moderate	68.0
1	I practice recreational activities because I do not like to be viewed as a person who does nothing	2.99	1.296	Moderate	59.8
6	I do recreational activities to show others that I am an active person	2.78	1.305	Moderate	55.6
Total degree	3.8008	0.51442	High	76.0	

The previous table, which presents the arithmetic averages and standard deviations of the study sample's responses regarding the importance of recreational activities, indicates that the total arithmetic average is 3.80, with a standard deviation of 0.514. This indicates that the importance of the recreational activities field is significant, with a percentage of 76%. The results in Table 8 also indicate that (11) paragraphs got a high score, and (4) paragraphs got a medium score. The paragraph "I feel satisfied when learning new things" got the highest average (4.36), followed by the paragraph "I avoid hurting or intimidating others when practising recreational activities" with an average of 4.25. The paragraph "I practice recreational activities to show others that I am an active person" got the lowest average (2.78).

The researchers believe that satisfaction confirms that recreational activities are free and self-practised activities that suit the capabilities, interests, and inclinations of the participants. Additionally, it promotes awareness, correct recreational culture, and the avoidance of harming others. This finding is consistent with Khanum et al. [8], who demonstrated a positive relationship between social values and the practice of recreational activities.

4.2. Results Related to the Second Question

Are there statistically significant differences in university students' attitudes towards recreational activities practice during leisure time according to gender variables?

4.2.1. To answer this Question, it was converted into the Following Hypothesis

- There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of students' attitudes towards practising recreational activities during leisure time due to the gender variable.
- The hypothesis was examined by calculating the results of the "T" test and the arithmetic averages of the study sample's responses, comparing them with the averages of students' attitudes towards practising recreational activities during leisure time, taking into account the gender variable (Table 9).

Table 9: The results of the "T" test for independent samples of the respondents' responses in the averages of students' attitudes towards practising recreational activities during leisure time due to the gender variable

Field	Gender	Number	The arithmetic average	The standard deviation	"T" value	Significant level
Recreational activity concept	Male	74	3.6403	0.31563	1.733	0.085
	Female	260	3.7533	0.35859		
Preferred recreational activities	Male	74	3.6383	0.53197	1.127	0.261
	Female	260	3.5107	0.62698		
Recreational activities importance	Male	74	3.7604	0.62508	0.541	0.589
	Female	260	3.8123	0.48051		
Total degree	Male	74	3.6836	0.42563	0.201	0.841
	Female	260	3.6979	0.37044		

It is clear from the previous table that the "t" value for the total score is (0.201), and the level of significance is (0.841. This means that there are no differences in the students' attitudes averages towards practising recreational activities during leisure time due to the gender variable, as well as to the fields, and thus the hypothesis was accepted. The researchers attributed the

absence of statistically significant differences in students' attitudes towards practising recreational activities during their free time between males and females. This is due to the sufficient awareness of the importance and its benefits for both sexes, enabling them to utilise their free time to refine their talents and abilities through recreational activities.

The researchers confirm that the existence of a recreational culture for both sexes is an automatic and natural expression of the interests and needs of students. These needs change, modify, and refine through practice as a means to achieve full and balanced growth. This study's results differed from those of Murathan et al. [23], which showed statistically significant differences between the students' average scores in the field of the importance of recreation and its benefits, favouring females. Abd [25] also indicated statistically significant differences between the average scores of male and female students on the scale axes.

4.3. Results Related to the Third Question

Are there statistically significant differences in university students' attitudes towards recreational activities practised during leisure time according to academic level variables?

4.3.1. To answer this Question, it was converted into the Following Hypothesis

- There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the students' attitudes towards practising recreational activities during leisure time due to the academic level variable.
- The hypothesis was examined by calculating the arithmetic averages of the study sample's responses to the students' attitudes towards recreational activities practised during leisure time, taking into account the academic level variable (Table 10).

Table 10: The arithmetic averages and standard deviations of the study sample's response to the students' attitudes towards recreational activities practice during leisure time due to the academic level variable

Field	Academic level	Number	The arithmetic average	The standard deviation
Recreational activity concept	Year one	162	3.7493	0.36987
	Year two	86	3.6923	0.36391
	Year three	62	3.6824	0.25724
	Year four	24	3.8333	0.40015
Preferred recreational activities	Year one	162	3.6515	0.62458
	Year two	86	3.5725	0.61477
	Year three	62	3.2581	0.49197
	Year four	24	3.3846	0.54095
Recreational activities importance	Year one	162	3.8568	0.48306
	Year two	86	3.8202	0.52846
	Year three	62	3.6108	0.53002
	Year four	24	3.8444	0.57933
Total degree	Year one	162	3.7576	0.37839
	Year two	86	3.7011	0.39783
	Year three	62	3.5216	0.33777
	Year four	24	3.6951	0.36363

It is noted from Table 7 that there are obvious differences in the students' attitudes towards recreational activities practice during free time due to the academic level variable. To find out the significance of the differences, ANOVA one-way) was used as shown in Table 11.

Table 11: The results of the one-way variance test analysis for the respondents' responses in the averages of the students' attitudes towards recreational activities practice during leisure time due to the academic level variable

Field	Contrast Source	Squares 'sum	Freedom Degree	Squares Averages	"P" Calculated value	Significance Level
Recreational activity concept	Between groups	0.289	3	0.096	0.776	0.509
	Within groups	20.253	330	0.124		
	Total	20.542	333			
Preferred recreational activities	Between groups	3.805	3	1.268	3.592	0.015
	Within groups	57.561	330	0.353		

	Total	61.367	333			
Recreational activities importance	Between groups	1.413	3	0.471	1.805	0.148
	Within groups	42.516	330	0.261		
	Total	43.929	333			
Total degree	Between groups	1.251	3	0.417	2.957	0.034
	Within groups	22.979	330	0.141		
	Total	24.229	333			

It is noted that the total "P" value is (2.957) and the significance level is (0.034), which is less than the level of significance ($\alpha \leq 0.05$). This means that there are statistically significant differences in students' attitudes towards practising recreational activities during leisure time due to the academic level variable, as well as to the preferred recreational activities field; thus, the hypothesis was rejected (Table 12). The results of the LSD test were examined to show differences in directions, and they are as follows:

Table 12: The results of the (LSD) test for the post-comparisons between the arithmetic averages of the study sample's responses according to the educational level variable

Field	Variables		Averages differences	Significance level
Preferred recreational activities	Year one	Year two	0.07902	0.482
		Year three	0.39341*	0.002
		Year four	0.26686	0.148
	Year two	Year one	-0.07902	0.482
		Year three	0.31439*	0.026
		Year four	0.18784	0.334
	Year three	Year one	-0.39341*	0.002
		Year two	-0.31439*	0.026
		Year four	-0.12655	0.532
	Year four	Year one	-0.26686	0.148
		Year two	-0.18784	0.334
		Year three	0.12655	0.532
Total degree	Year one	Year two	0.05653	0.426
		Year three	0.23597*	0.003
		Year four	0.06248	0.591
	Year two	Year one	-0.05653	0.426
		Year three	0.17944*	0.044
		Year four	0.00596	0.961
	Year three	Year one	-0.23597*	0.003
		Year two	-0.17944*	0.044
		Year four	-0.17349	0.176
	Year four	Year one	-0.06248	0.591
		Year two	-0.00596	0.961
		Year three	0.17349	0.176

It is noted that the total score of differences was between (Year one) and (Year three) in favour of (Year one), and between (Year two) and (Year three) in favour of (Year two). The researchers attributed the statistically significant differences to the academic level variable, favouring students in their first year. Because year one students are on the verge of a new academic stage, they seek to prove themselves, showcase their diverse talents, and refine their personalities. Thus, recreational activities become an essential part of their new university life, serving as an extension of this new stage to enhance their personality in all psychological, mental, physical, and social aspects. The results of this study differed from those of Murathan et al. [23], which showed statistically significant differences in university students' attitudes towards recreation due to the academic level variable.

4.4. Results Related to the Fourth Question

Are there statistically significant differences in university students' attitudes towards recreational activities practised during leisure time according to college variables?

4.4.1. To answer this Question, it was converted into the Following Hypothesis

- There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between students' attitudes averages towards practising recreational activities during leisure time due to the faculty variable.
- The hypothesis was examined by calculating the results of the "T" test and the arithmetic study sample's response averages in relation to the college variable and the students' attitudes towards practising recreational activities during leisure time (Table 13).

It is obvious from the previous table that the "t" value for the total score is 1.103, and the level of significance is 0.272. This means that there are no differences in students' attitudes towards practising recreational activities during leisure time due to the college variable, as well as to the fields, and thus the hypothesis was accepted. The researchers believe that educated university students can organise their study times to allow for free time to engage in their favourite recreational activities, regardless of their specialisation. Zaouji [4] demonstrated that engaging in recreational activities during free time enhances students' academic achievement.

Table 13: The results of the "T" test of independent samples of the respondents' responses in the averages of students' attitudes towards practising recreational activities during leisure time due to the college variable

Field	Faculty	Number	The arithmetic average	The standard deviation	"T" value	Significance level
Recreational activities concept	Scientific	232	3.7135	0.34109	0.814	0.417
	Humanitarian	102	3.7617	0.37630		
Preferred recreational activities	Scientific	232	3.5723	0.61716	1.070	0.286
	Humanitarian	102	3.4630	0.58552		
Recreational activities importance	Scientific	232	3.8437	0.52737	1.633	0.104
	Humanitarian	102	3.7033	0.47428		
Total degree	Scientific	232	3.7164	0.39628	1.103	0.272
	Humanitarian	102	3.6456	0.34622		

5. Conclusion

University students' attitudes towards recreational activities practised during their spare time have a high degree. There are no statistically significant differences in students' attitudes towards practising recreational activities during leisure time, regardless of the gender variable. Additionally, statistically significant differences in students' attitudes towards recreational activities practice during leisure time were found due to the academic level variable. There are no differences in students' attitudes towards practising recreational activities during leisure time due to the college variable.

5.1. Recommendation

The study recommends enhancing students' attitudes towards recreational activities by providing a variety of activities in universities and diversifying the content of these activities, thereby encouraging students to participate and achieve satisfaction and happiness. Moreover, Supervisors of university activities prepare guidance programs to increase students' attitudes towards recreational programs. Providing qualified human resources to supervise university recreational activities. Advertising and publicising student activities in universities

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