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The effectiveness of a recreational sports program to improve the quality of social life among female students at Al-Qasim Green University in Babylon, Iraq

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Abstract

The aim of the current research is to identify the effectiveness of a recreational and sports program to improve the quality of social life among female students at Al-Qasim Green University. The researcher used the one-group experimental method. (prepared by researchers), recreational sports program (prepared by researchers), The most important results of the research revealed that there are statistically significant differences between the mean scores of the female students on the quality of social life scale in the total score and the dimensions of the experimental group in the two tests (pre/post) in favor of the post-test, and there are statistically significant differences between the average ranks of the scores of the female students on the scale of quality. The social life in the total score and dimensions of the experimental group in the two tests (pre- post) in favor of the follow-up test, and there were no statistically significant differences between the mean ranks of the experimental group students' scores in the test of social life quality in the total score and dimensions between the post.

Keywords: Recreational sports program, quality of social life, Al-Qasim Green University students

Introduction

Humans strive towards everything that can lead them to peace of mind, good existence, or well-being, and improving and improving the quality of their life, and they consider it a final and absolute goal in itself; Accordingly, specialists in social and psychological studies have worked hard to identify the factors that contribute to achieving peace of mind as a state that embodies the highest manifestations of positive mental health and as the most important indicator of quality of life, according to the perceptions of the positive psychology movement in its theoretical and applied form. The concept of quality of life has received great attention in medical sciences, economics, sociology and politics, and is considered one of the relatively recent concepts in the psychological heritage. The term quality of life has emerged as one of the topics in the field of positive psychology, which is a contemporary field concerned with the study of positive characteristics and aspects of human strength in order to help individuals issue productive behaviors, and contribute to personal and societal growth, and mental health (Martela & Ryan, 2016) [23].

Fawqiah Ahmed Abdel-Fattah and Muhammad Saeed Hussein (2006, 12) indicated that the quality of life includes enjoying the material conditions in the external environment, feeling good, satisfying needs, contentment with life, the individual's awareness of the forces and requirements of his life, his feeling of the meaning of life, along with positive physical health and his sense of happiness, leading to To live a harmonious life compatible with the essence of man and the prevailing values in society.

The quality of life is represented in the sense of well-being, as we can define that feeling by the behavioral evidence that indicates the high satisfaction of the student with himself, and with his life in general, and his independence in determining the course of his life, and seeking to form successful and mutual social relationships with others,

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It is also associated with a general feeling of happiness and tranquility (Ryff, 2008, 85) ^[25]. Zainab Mahmoud Shuqair (2009, 163) ^[7] believes that the quality of life is: "The individual lives in a good condition, enjoying physical, mental and emotional health with a degree of acceptance and satisfaction, and that he has willpower, steadfast in the face of pressures facing him, with high self- and social competence, Satisfied with his family, professional and community life, fulfilling his needs and aspirations, confident in himself, not arrogant, and self-appreciating what makes him live.

The feeling of happiness, and what encourages and motivates him to be optimistic about his present and future, and adhere to his religious, moral and social values, belonging to his country and loving goodness, and defending his rights and the rights of others, and looking forward to the future.

Mahmoud Abdel Halim Mansi, Ali Mahdi Kazem (2010) ^[12] defined the quality of life as "the extent of an individual's feeling of contentment and happiness and his ability to satisfy his needs through the quality of the environment in which he lives, and the services provided to him in the health, social, educational and psychological fields, with good time management and benefit from it".

Blane, Wiggins & Higgs (2002) ^[16] found that the quality of life is a concept that covers the basic human needs of the individual. Independence and reflects the individual's need to be free from the pressures and perceptions of others, self-realization that leads to self-esteem and enjoyment, and reflects the individual's desire to enjoy himself.

The problem of the current research is that university students live an important developmental stage in their lives, and it may be considered one of the most important developmental and educational stages that may affect negatively or positively their personalities and the way they deal with the multiple pressures of life, whether educational or family, as well as how to deal in the future with professional pressures. The student's quality of life is a key factor in his compatibility and acceptance of the new educational, cultural and social environment. A low level of quality of life may indicate psychological instability and dealing negatively when facing the pressures of life. Many studies confirm that the low level of quality of life is a common psychological problem, as the low level of quality of life is a problem for no less than 36.2% of adults (Muhammad Al-Amrat, Muhammad Al-Rufu', 2014) ^[11]. University students may be exposed during their studies to many academic, social, administrative or economic problems, which may affect their level of quality of life, and the personal characteristics of the student may have a role in the level of impact of these problems on their quality of life, and this represents an important challenge for institutions educationalists and researchers in finding means and methods that mitigate these effects to achieve psychological, intellectual and social stability for the student and his success and happiness in life.

Research problem

The problem of the current study is to answer the following questions:

1. What is the effectiveness of the program based on recreational activities in improving the quality of social life among female students of Al-Qasim Green University in Babel Governorate, Iraq?
2. What is the continuity of the effectiveness of the program based on recreational activities in improving the quality of social life among female students of Al-Qasim Green University in Babel Governorate, Iraq, after completing

the application of the program?

Research objectives

- Identifying the effectiveness of the training program using recreational activities in improving the quality of social life among female students of Al-Qasim Green University in Babel Governorate, Iraq.
- Exposing the continuity of the effectiveness of the training program using recreational activities in improving the quality of social life among female students of Al-Qasim Green University in Babel Governorate, Iraq.

Research fields

The human field: Al-Qasim Green University, Iraq.

Time field: Academic year 2022-2023.

Spatial field: Al-Qasim Green University students in the first stage.

Research methodology and field procedures

Research Methodology

The researchers used the pre- and post-experimental method for one experimental group, due to its suitability to the nature of the current research.

Community and sample research

Research population: The study population represents male and female students of the first stage from the various faculties of Al-Qasim Green University. As for the research sample: The researchers selected their research sample from the students of Al-Qasim Green University in the first year (female students). Social studies, due to its suitability to the nature of the research, and their number is (20) students.

The sample of the psychometric characteristics of the tools:

The sample of determining the psychometric characteristics of the tools used in the research consisted of (30) male and female students, and their average age was (18.91) years, with a standard deviation of (0.32).

Description of the main sample: The research sample was derived from the research community by applying the measure of the quality of social life to about (60) female university students, and limiting the lowest quartiles on the scale, so the final sample was (20) female students, and their average age was (18.85) years. With a standard deviation of (0.21), the researcher also applied the research scale before applying the recreational program to the students of the experimental group in order to create homogeneity for the research sample and ensure that it falls under the mediocre curve, as shown in Table (1).

Table 1: Statistical description of the research sample in the variables under study:

Variables	Mean	Median	Std. Deviation	Skewness
Age	18.85	18.8	0.21	0.408
Economic, social and cultural level	57.45	57	1.31	0.77
Social interaction	7.85	8	1.08	-0.488
social adaptation	11.45	11	1.05	0.146
Social communication	20.80	21	1.36	0.262
Social quality of life	40.1	40	2.14	-0.391

It is clear from Table (1) that the values of the skewness coefficients for the variables of chronological age, economic, socio-cultural level, and quality of social life under study, indicate the moderation of the distribution of the research sample members in these variables.

Devices and tools used

The current research includes the following tools

1. The measure of the quality of social life "prepared by the researcher"
2. The recreational program "prepared by the researcher"

The following is a description of the procedures undertaken by the researchers to prepare the research tools and calculate the psychometric characteristics of each of these tools.

First: Quality of social life scale

The researchers looked at the psychological heritage and research literature through books, periodicals, and previous studies that dealt with the quality of life, including the study (Huang *et al.*, 2017) [19], and the study (Duruoz *et al.*, 2017) [17], which helped the researcher to form a concept It is good for setting the dimensions of the scale and writing its expressions. He also looked at models of Arab and foreign scales in the field of measuring the quality of life, including: the scale (Marion, 1996) [22], the scale (Zeinab Shuqair, 2009) [7], and the scale (Mahmoud Mansi and Ali Kazem). 2010) [12].

Scale description

The aim of this scale is to measure the quality of social life among the first-year students of the Faculty of... Al-Qasim Green University. The scale has a total score and consists of three sub-dimensions: (social interaction, which consists of (6) phrases, social adaptation, which consists of (9) phrases,

social communication, which consists of (17) phrases, and the scale consists of (32) phrases. Distributed on its sub-dimensions, each of which is answered using the three Likert scale.

Table 2: Distribution of the expressions of the measure of the quality of social life:

Scale dimensions	Scale phrase numbers
Social interaction	2, 5, 7, 8, 18, 30
Social adaptation	4, 6, 12, 13, 16, 20, 23, 24, 27
Social communication	1, 3, 9, 10, 11, 14, 15, 17, 19, 21, 22, 25, 26, 28, 29, 31, 32
Total	32

Scientific Transactions

Scale validity

The validity of the scale was verified by the test validity method: the researcher relied on the quality of life scale of Hamid Gharib and Abdel Nasser Allam (2021) [4], and the results indicate that it enjoys a high degree of honesty and stability. The correlation coefficient after correction was 0.89, which gives strong indicators of the validity of the criterion, which confirms that the scale has an appropriate level of validity.

Scale Reliability

Cronbach's alpha reliability coefficient: Cronbach's alpha the researchers calculated the reliability of the social quality of life measure using Cronbach's alpha method The following table shows the values of the stability coefficients using Cronbach's alpha method for each statement and the reliability coefficient for the measure of social quality of life as a whole.

Table 3: The values of the reliability coefficients using the "Alpha Cronbach" method for each statement and the reliability coefficient for the measure of the quality of social life as a whole (n = 30).

N	The stability coefficient of the scale in the case of deletion of the item	N	The stability coefficient of the scale in the case of deletion of the item	N	The stability coefficient of the scale in the case of deletion of the item
2	.824	4	.823	1	.823
5	.825	6	.826	3	.822
7	.826	12	.824	9	.824
8	.823	13	.825	10	.821
18	.824	16	.825	11	.819
30	.825	20	.826	14	.808
		23	.824	15	.824
		24	.826	17	.826
		27	.826	19	.827
				21	.816
				22	.826
				25	.825
				26	.822

From the aforementioned, and by calculating the reliability of the measure of social quality of life using the Alpha Cronbach method, it is clear that the measure has a high degree of reliability, which indicates the possibility of using it in the current research, and the reliability of the results that will result from the research.

Internal consistency scale

The researchers calculated the internal consistency of the social quality of life measure by calculating:

- Correlation coefficients between the degree of each statement of the scale and the degree of the dimension to which it belongs.

- Correlation coefficients between the score of each statement of the scale and the total score of the scale.
- Correlation coefficients between the dimensions of the scale and the overall score of the scale.

Table 4: Shows the correlation coefficients between the degree of the phrase, the degree of the dimension to which it belongs, and the total score of the measure of the quality of social life.

N	Dimension correlation coefficient	Correlation coefficient by the total degree for scale	N	Dimension correlation coefficient	Correlation coefficient by the total degree for scale	N	Dimension correlation coefficient	Correlation coefficient by the total degree for scale
The first dimension is social interaction			The second dimension is social adaptation			The second dimension is social communication		
2	.557**	.510**	4	.674**	.615**	1	.685**	.623**
5	.634**	.598**	6	.655**	.606**	3	.594**	.550**
7	.510**	.497**	12	.645**	.602**	9	.609**	.585**
8	.582**	.540**	13	.677**	.614**	10	.583**	.547**
18	.606**	.564**	16	.558**	.504**	11	.618**	.587**
30	.583**	.538**	20	.598**	.543**	14	.559**	.518**
			23	.642**	.582**	15	.613**	.560**
			24	.664**	.623**	17	.667**	.625**
			27	.567**	.525**	19	.627**	.601**
						21	.638**	.577**
						22	.564**	.521**
						25	.567**	.525**
						26	.693**	.651**
						28	.686**	.641**
						29	.667**	.625**
						31	.578**	.505**
						32	.697**	.641**
* Tabular R value at (28) degrees of freedom and significance level (0.05) = (3.69).								
** Tabular R value at (28) degrees of freedom and significance level (0.01) = (3.4).								

It is noted from Table (4) that

- Correlation coefficients between the degree of each of the expressions of the measure of the quality of social life and the degree of the dimension to which a statistical function belongs at the significance level (0.01); This means that the scale statements are consistent with the dimension to which they belong.
- Correlation coefficients between the score of each statement of the social quality of life scale and the total score of the scale are statistically significant at the significance level (0.01); This means that the scale statements are consistent with its total score.

Table 5: Correlation coefficients between the dimensions of the quality of social life scale and the total score of the scale.

N	The dimension	Correlation coefficient
1	Social interaction	.779**
2	Social adaptation	.794**
3	Social communication	.788**
*Tabular R value at (28) degrees of freedom and significance level (0.05) = (3.69).		
** Tabular R value at (28) degrees of freedom and significance level (0.01) = (3.4).		

By calculating the internal consistency of the measure of the

quality of social life, it becomes clear that the measure has internal consistency. This indicates that it can be used in the current research, and that the results of the research will be trusted.

Scale scoring method

The scale is answered using the three scale Likert scale (never, sometimes, always), and it is corrected by giving the following degrees (3, 2, 1) in the case of items with a positive formula, while the negative items are corrected by giving the following degrees (3, 2, 1). The total score for the scale ranges between (32-96).

The proposed recreational sports program (prepared by researchers)

The target group of the program: The current program was applied to a sample of (20) female students from the college at Al-Qasim Green University - Iraq (the experimental group) who suffer from a low level of social quality of life.

The goal of the program: To train the students, the research sample, to practice the behaviors of adaptation and interaction with those around them, and to achieve psychological and social compatibility and acceptance of the other.

Program design steps

- Through reviewing scientific references and previous studies in the field of recreation and recreational activities, as well as in the field of psychology and mental health.
- The researchers conducted personal interviews with a number of experts in the field of recreation, psychology and mental health to find out the content of the program, the total time, the number of units, the total time of the unit, the number of practice times per week, and the time of implementing the main part of the unit.
- The researchers identified the most important games and recreational activities that aim to improve the quality of social life among university students, the research sample under discussion and the expert opinion poll form.
- The researchers determined the total period required to implement the proposed recreational program.
- The researchers determined the number of units, the total time of the unit, the number of times of application per week, and the number of times of practice per unit.
- Determine the implementation time of (the introductory part - the main part - the closing part) in the unit.

Techniques used in the program:

Dialogue, discussion, brainstorming, self-monitoring, puzzle game, self-education, role playing, modeling, cooperative play.

Points to be taken into account in the implementation of the program

- Establishing an atmosphere of familiarity between the researcher and the research sample.
- Providing a sound educational environment and providing encouragement to the research sample.
- Program flexibility.
- Taking into account the individual differences of the research sample.
- The warm-up and cool-down exercises are suitable for the nature and capabilities of the research sample.

Tools used in the implementation of the program: The tools used were determined according to the type of activity, and they are:

- Wands, ropes, pens, chairs, flags, whistles, balls, string, seats, pieces of cork, cardboard, sticky notes, boards, a musical instrument.

Suggested program content

The content of the program was developed in recreational units aimed at improving the quality of social life among female students of Al-Qasim Green University in Iraq, and the content of each unit was divided into the following transformation:

Introductory Section: This part aims to prepare the students, physically and psychologically, to accept teamwork and introduce a spirit of fun, pleasure, and active participation in the program units. This part contains a group of recreational games. The duration of this part is (10) minutes.

The main Section: The aim of this part is to improve the quality of social life of the female students, the research sample, and this part contains a group of selected recreational games, and the duration of this part was (40) minutes.

The concluding Section: The researchers took into account that the main part, including recreational games, should be followed by a gradual calming period characterized by pleasure, encouragement and relaxation to bring the body to its natural state, and the duration of this part was (10) minutes.

Program timeframe

The proposed program included (30) units, the time of each unit was (60) minutes, at the rate of (two) units per week, for a period of (15) weeks, from 1/11/2022 to 20/2/2023. In building the program, the researchers used an analysis The content of specialized scientific references as well as similar studies, in order to determine the objectives, the content of the program, the necessary tools and the amount of available aid, as well as the most important activities that students wish to practice, in addition to polling the opinion of experts specialized in the field of recreation, motor education and psychology Which numbered (10) experts:

Table 6: The opinions of the experts in defining the general framework of the proposed recreational sports program (n = 10):

N	Standards arbitration	Number times the agreement	Number times the difference	Agreement Percentage	Factor the difference (CV)*
1	Clarity of program objectives.	10	----	100	5.49%
2	The interrelationship between program objectives and content.	9	1	90	
3	Logical sequence of program content.	9	1	90	
4	Interrelationships between program units.	9	1	90	
5	Adequate duration of the planned program.	9	1	90	
6	The effectiveness of teaching strategies and their relevance to the objectives of the program.	10	----	100	
7	The effectiveness of the teaching aids used and their relevance to the objectives of the program.	9	1	90	
8	The effectiveness of the various activities and their relevance to the objectives of the program.	10	----	100	
9	Integration between different activities within the program.	9	1	90	
10	The adequacy and appropriateness of the evaluation methods used in the program.	10	----	100	
The total percentage of agreement on the recreational program to improve the quality of social life		94%			

It is noted from Table (6) that:

- The percentage of total agreement by the experts on the validity of the recreational program to improve the quality of social life was (94%), which is a high percentage of agreement.
- The coefficient of variation (CV) among the experts on the validity of the recreational program to improve the quality of social life was (5.49%), which is a very low coefficient of variation value.

From the foregoing, the validity of the recreational program is clear to improve the quality of social life for application and trust in the results that will result from the research.

Program survey

The researchers conducted an exploratory study, with the aim of:

- Identifying the suitability of the program content for the research sample.
- Preparing the tools and devices for the program
- Identifying the appropriateness of the time period specified for the program units
- Determine the appropriate organizational method when applying the program
- Discovering problems and difficulties during the implementation of the program
- Ensure the availability of security and safety factors during the application.

Basic study

After informing the students of the research sample about the aim of the research and obtaining their consent to participate in the experiment, and to ensure the validity of the measure of the quality of social life of the research sample and the integration of the content of the recreational program and its suitability for the purpose of the research, the researcher conducted the following:

Pre-test

The Pre-test of the research sample was carried out to confirm the homogeneity of the experimental group (the research

sample) in the research variables

Program application

The recreational program was applied to (20) female students from the first stage, from 1/11/2022 to 20/2/2023.

Post-test

And after completing the application of the program, the post-test was conducted on Wednesday, 22/2/2023

Statistical processors

The data were processed statistically using the SPSS program through:

- Mean.
- Standard deviation.
- Alpha-Cronbach coefficient.
- Pearson correlation coefficient.
- Contrast test.
- Wilcoxon test.

Presentation and discussion of the results

This part dealt with a presentation of the results of the hypotheses that were reached after conducting statistical treatments to test their validity, and the interpretation and discussion of the results of each hypothesis in the light of theoretical frameworks and previous studies, then presented some of the proposed studies and educational recommendations that can be used in the light of the research results.

(1) The results of the first hypothesis and their discussion:

The first hypothesis states that: "There are statistically significant differences between the mean ranks of the experimental group students' scores in the (pre-post- follow-up) measurements of the measure of the quality of social life, in the direction of both the post- and post-test"

To validate this hypothesis, the researchers used the Friedman test, which is the non-parametric alternative to the analysis of variance test for repeated tests, to calculate the significance of the differences between the pre, post, and follow-up test. quality of social life, and the results were as follows:

Table 7: The results of the Verdman test for examining differences in the quality of social life according to the tests (pre-post – follow-up), n = (20).

The dimension	Tests	Mean	Std. deviation	Rank Mean	Ka ²	Sig level
Social interaction	Pre	7.850	1.089	1	39.377	0.01
	Post	14.05	0.998	2.53		
	follow-up	14	1.076	2.48		
Social adaptation	Pre	11.45	1.05	1	39.377	0.01
	Post	21.45	1.23	2.53		
	follow-up	21.40	1.18	2.48		
Social communication	Pre	20.80	1.36	1	39.377	0.01
	Post	39.50	1.84	2.53		
	follow-up	39.45	1.82	2.48		
Total degree	Pre	40.1	2.14	1	38.381	0.01
	Post	75	3.04	2.53		
	follow-up	74.85	3.06	2.48		

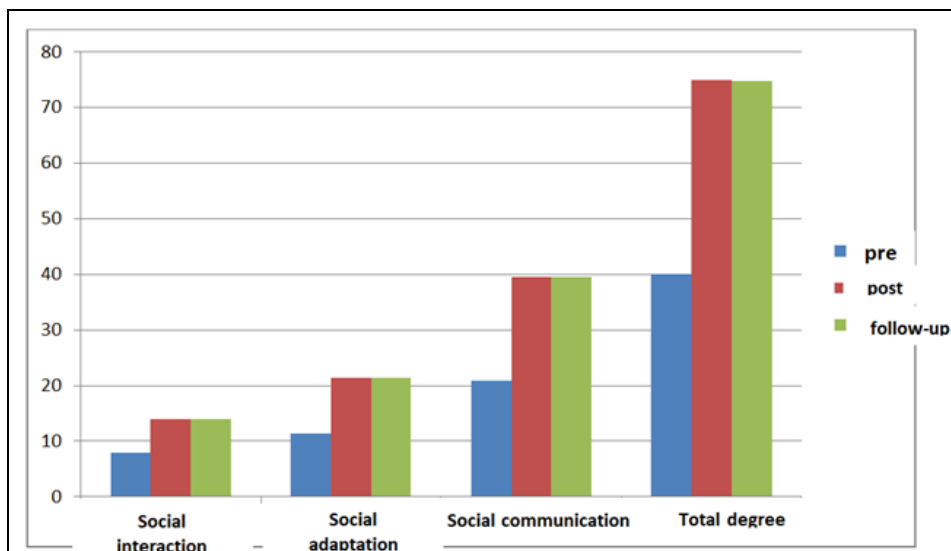


Fig 1: Shows the differences between the mean scores of the pre, post and follow-up test of dimensions and the total score of the quality of social life of the research sample

It is clear from Table (7) that there are statistically significant differences at the level of significance of 0.01 between the mean ranks of the scores of all dimensions of the social quality of life scale, and the total score for it between the pre, post and follow-up test. Therefore, it is necessary to use the Wilcoxon post-test scale between each two tests separately to find out the trends of the differences. This will be explained

by the researcher in the following tables.

First: using the Wilcoxon test to calculate the significance of the differences between the pre and post test of the ranks of the experimental group students' scores, and the results were as follows

Table 8: The results of the "Wilcoxon" test to indicate the differences between the pre and post test of the experimental group on the test of social quality of life (n = 20).

The dimension	Type	Rank	Rank Mean	Rank total	Z value	Sig level	Effect size
Social interaction	Negative	0	0.00	0.00	4.128-	0.01	0.652
	Positive	20	10.50	210.00			
	Equal	0					
Social adaptation	Negative	0	0.00	0.00	3.965-	0.01	0.626
	Positive	20	10.50	210.00			
	Equal	0					
Social communication	Negative	0	0.00	0.00	3.952-	0.01	0.624
	Positive	20	10.50	210.00			
	Equal	0					
Total degree	Negative	0	0.00	0.00	3.928-	0.01	0.621
	Positive	20	10.50	210.00			
	Equal	0					

It is clear from Table (8) that:

- There are statistically significant differences at the level (0.01) between the mean scores of the experimental group students in the "quality of social life" total score between the pre- and post-test in the direction of the post-test.
- There were statistically significant differences at the level (0.01) between the mean scores of the experimental group students in "social interaction" between the pre- and post-test in the direction of the post-test.
- There were statistically significant differences at the level (0.01) between the mean scores of the experimental group students in "Social Adjustment" between the pre- and post-test in the direction of the post-test.
- There were statistically significant differences at the level (0.01) between the mean scores of the experimental group students in "Social Communication" between the pre- and post-test in the direction of the post-test.

- It is also clear that the value of the effect of the program on improving the quality of social life among the female students of the research sample amounted to ($r=0.621$), i.e. 62.10% of the change in the value of the improvement in the quality of psychological life stems from the effect of the program, which is a good value.

It is clear from all of the above tables and forms that the experimental group has benefited from the recreational program and the effect of that appeared in the post application, which shows an improvement in the quality of their social life after the application of the program.

Second: using the Wilcoxon test to calculate the significance of the differences between the pre- and follow-up test of the ranks of the experimental group students' scores, and the results were as follows:

Table 9: The results of the "Wilcoxon" test to indicate the differences between the pre and post test of the experimental group on the measure of social quality of life (n = 20).

The dimension	Type	Rank	Rank Mean	Rank total	Z value	Sig level	Effect size
Social interaction	Negative	0	0.00	0.00	4.087-	0.01	0.646
	Positive	20	10.50	210.00			
	Equal	0					
Social adaptation	Negative	0	0.00	0.00	3.960-	0.01	0.626
	Positive	20	10.50	210.00			
	Equal	0					
Social communication	Negative	0	0.00	0.00	3.952-	0.01	0.624
	Positive	20	10.50	210.00			
	Equal	0					
Total degree	Negative	0	0.00	0.00	3.927-	0.01	0.620
	Positive	20	10.50	210.00			
	Equal	0					

It is clear from Table (9) that:

- There were statistically significant differences at the level (0.01) between the mean scores of the experimental group students in the "quality of social life" total score between the pre- and follow-up test in the direction of the follow-up test.
- There were statistically significant differences at the level (0.01) between the mean scores of the experimental group students in "social interaction" between the pre- and follow-up test in the direction of the follow-up test.
- There were statistically significant differences at the level (0.01) between the mean scores of the experimental group students in "social adjustment" between the pre- and follow-up test in the direction of the follow-up test.
- There were statistically significant differences at the level (0.01) between the mean scores of the experimental

group students in "Social Communication" between the pre- and follow-up test in the direction of the follow-up test.

- It is also clear that the value of the impact of the program on improving the quality of social life among the sample members was (r = 0.620), i.e. 62% of the change in the value of the social quality of life stems from the effect of the program, which is a good value.

It is clear from all of the above tables and forms that the experimental group has benefited from the training program and the effect of that appeared in the follow-up application.

Third: using the Wilcoxon test to calculate the significance of the differences between the post and follow-up test of the ranks of the experimental group students' scores, and the results were as follows:

Table 10: The results of the "Wilcoxon" test for the significance of differences between the post and follow-up test of the experimental group on the psychological quality of life scale (n = 20).

The dimension	Type	Rank	Rank Mean	Rank total	Z value	Sig type
Social interaction	Negative	1	1.00	1.00	1.000-	Non sig
	Positive	0	0.00	0.00		
	Equal	19				
Social adaptation	Negative	1	1.00	1.00	1.000-	Non sig
	Positive	0	0.00	0.00		
	Equal	19				
Social communication	Negative	1	1.00	1.00	1.000-	Non sig
	Positive	0	0.00	0.00		
	Equal	19				
Total degree	Negative	3	2.00	6.00	1.732-	Non sig
	Positive	0	0.00	0.00		
	Equal	17				

Table (10) shows the following:

- There are no statistically significant differences between the mean scores of the experimental group students in the "quality of social life" total score between the post-test and the follow-up test.
- There are no statistically significant differences between the mean ranks of the experimental group's scores in "social interaction" between the post-test and the follow-up test.
- There are no statistically significant differences between the mean ranks of the experimental group's scores in "social adjustment" between post-test and follow-up test.
- There are no statistically significant differences between

the mean ranks of the experimental group's scores in "social communication" between the post-test and the follow-up test.

It is clear from all of the above that the recreational program has the ability to continue its impact on university students in improving the quality of their social life after completing the application of the program one month.

It is clear from the foregoing the ability of the students who practice recreational activities to interact, adapt and socialize, as the practice of sports recreational activities gives students the ability to establish good relationships with others, and it also results in a sense of pleasure, pleasure and challenge, one

of the most important characteristics of practicing recreational activities. It is noted that female students who engage in recreational activities have the ability to make good use of their leisure time as they organize their time.

Research recommendations

1. Directing the university administration towards raising the participation of female students in recreational activities.
2. Providing recreational cadres to contribute to raising recreational awareness of the practice of sports activities for university students.
3. Directing students on how to benefit from their free time.
4. Issuing a periodic magazine in universities containing information and knowledge related to sports recreation, and the impact of practicing sports recreational activities on the integrated growth of students.
5. Conducting meetings that explain the importance of practicing recreational sports activities in terms of health, physical, psychological and social.

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