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The effectiveness of a recreational sports program to enhance tolerance among students of Al-Qasim Green University in Babylon, Iraq

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Abstract

The current research aimed to identify the effectiveness of a recreational sports program to enhance tolerance among students of Al-Qasim Green University, and the researcher used the experimental approach to design the two groups (experimental and control), and the study sample consisted of (82) students, (41) students for the experimental group, (41) students for the experimental group. control, and applied to them the research tools represented in: the tolerance scale (prepared by the researchers), the recreational sports program (prepared by the researchers), the most important results of the research revealed that there are statistically significant differences between the mean scores of students on the scale of tolerance 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 at level (0.01) between the mean scores of students in The post-test of the tolerance scale in the total score and dimensions between the students of the experimental group and the members of the control group in favor of the experimental group, and there were no statistically significant differences between the mean scores of the students of the experimental group" in the scale of tolerance in the total score and dimensions between the post and follow-up test.

Keywords: Recreational sports program - tolerance - Al-Qasim Green University students

Introduction

The phenomenon of recreation has become one of the social systems that prevail in almost all societies, where interest in it began as one of the manifestations of the civilized behavior of the individual, and interest in it increased and its types and fields multiplied to invest leisure time. It is certain that recreation has made great strides during the last two centuries, and its various aspects and means have witnessed significant development, especially with regard to the methods and curricula of education and training.

Nowadays, experts and researchers in the field of sports, recreation and others have been finding us with the latest recreational methods and approaches, based on a number of sciences and field research that made the individual practicing his activities a subject for him, which is what makes developed countries witness development. Amazing in the field of recreation and to attract high levels, and now we can get to know the civilization of societies by identifying the tools and means that they use in recreation.

And sports activity is one of the most widespread physical recreations among young people, especially in educational institutions and schools, and what helps in that is that sports activity is a factor of active positive rest that constitutes an important area in leisure time, in addition to that it is considered one of the works that are performed To improve the health and physical level of the individual, to gain good stamina, to give him joy and pleasure, to rid him of fatigue and hatred, and to make him capable of work and production.

And if the recreational sports activity constitutes an essential axis of the individual's life, then it is more appropriate for it to be an important field in the education of the individual, as we find all the educational processes and methods used in raising this group based mainly on play, activity and movement in order to prepare him to occupy his place.

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In the social world as a useful individual within the limits of his personal capabilities, and giving him the opportunity to build his physical, mental and social capabilities and to meet the demands of his environmental, material and moral life.

And since our modern world is full of many cultural, social, psychological and moral changes, and these changes find expression in young people; Young people, by virtue of their age stage, represent the orientation towards the future, and therefore it is more important than others to feel these changes, live with them, and actively participate in their implementation. Perhaps the psychological, social and intellectual challenges that our current society faces is what makes it necessary to develop behaviors such as tolerance among young people.

During his academic life, university students face many pressures, problems, and events that occur to them in the learning environment, whether it is a result of students and dealing with each other, or the general school climate in which they are present, which requires the student to have a set of characteristics and Characteristics that enable him to perform his role efficiently and effectively. And it helps him to regulate his emotions in a good way and confront negative ones, in addition to that our society is currently experiencing a series of changes, which were reflected in one way or another on the behavior of individuals and their attitudes towards each other and the increase in the difference in visions and intellectual differences and the lack of acceptance of the other and Unwillingness to tolerate between individuals despite the importance of this variable, whether in relation to the individual's personality or in the individual's relationship with others.

The results of the studies conducted on tolerance indicate its association with many variables. The results of the study (Maltby *et al.*, 2001) ^[21] concluded that there is a positive and significant relationship between psychological well-being and tolerance of oneself, tolerance of the other, tolerance of attitudes and The most tolerant individuals are characterized by being less anxious, depressed, and angry, and that tolerance is one of the important variables in maintaining the mental health of the individuals who are more willing to tolerate, they are more loyal, the results of the study (McCullough & Witvliet, 2002) indicated that tolerance contributes from 25-49% of the total variance in predicting psychological well-being, and the study (Orathinkal & Vansteenwegen, 2006) ^[22] confirmed that tolerance can lead to an increase in positive emotions and to Improve healthy and positive relationships. Through the work of the researcher in teaching university students, the researcher noticed some behaviors emanating from some students that are characterized by intolerance and acceptance of the other.

Research problem

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

1. What is the effectiveness of the recreational program for promoting tolerance among students of Al-Qasim Green University in Babil Governorate, Iraq?
2. What is the continuity of the effectiveness of the recreational program to enhance tolerance among students of Al-Qasim Green University in Babil Governorate, Iraq?

Research objectives

- Building a recreational and sports program to enhance the values of tolerance among a sample of Al-Qasim Green

University students.

- Evaluation of the effectiveness of the recreational sports program in promoting tolerance among a sample of Al-Qasim Green University students.
- Exposing the continuity of the effectiveness of the recreational sports program in promoting tolerance among a sample of Al-Qasim Green University students.

Research importance

The importance of the current research is evident in the following:

- The results of the current research represent an addition to the balance of Arab knowledge and research, which is characterized by scarcity in this field.
- Promoting the values of tolerance among university students.

Research hypotheses

- There are statistically significant differences between the mean scores of the students of the experimental group in the pre and post test of the tolerance scale in favor of the post test.
- There are statistically significant differences between the mean scores of students of the experimental and control groups in the post-test of the tolerance scale in favor of the experimental group.
- There are no statistically significant differences between the mean scores of the experimental group students in the post and follow-up test of the tolerance scale.

Terms used in the search

Tolerance

The researchers define it as a cognitive, emotional and behavioral component, which is evident through the student's self-acceptance and indulgence with himself, tolerance and acceptance of others, respect for their difference from him, forgiveness for those who offend him, as well as avoidance of anger and violence in the different life situations he goes through, and It is determined procedurally by the total score obtained by the students on the tolerance scale prepared in the current research.

Sports recreational program:

Tahani Abdel-Salam (2001, 233) ^[3] defines it as a set of recreational and sports activities organized under the supervision of a recreational pioneer in order to achieve the goal of recreational education, which is to change the behavior of members in leisure time to optimal behavior, by developing information, skills and Developing positive attitudes towards occupying free time.

Research methodology and field procedures

Research Methodology

The researchers used the experimental approach, using the experimental design with two groups (the control group and the experimental group), due to its suitability to the nature of the research.

Community and sample research

The research community represents the students of Al-Qasim Green University in Iraq, who are enrolled in the academic year (2022-2023). To achieve this, the research tools were applied to an exploratory sample randomly selected from the research community, which consisted of (330) students from the Faculty of at Al-Qasim Green University, and their ages

ranged between (18.26-22.09) years, with an average age. Time of (19.98) years, and a standard deviation of (0.83). And the basic research sample was chosen by the intentional method from students of the College of at Al-Qasim Green University from the research community after applying the tolerance scale, which consisted of (82) students from the College of at the University of and their ages ranged between (18-22) years, with a chronological average age of (19.34) years, and a standard deviation of (0.59).

Table 1: Statistical indications for the description of the research sample in the main variables, n = 82

Variables	Measuring unit	Control		Experimental		T value	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation		
Age	Year	19.33	0.603	19.34	0.593	0.092	Non sig
Length	Cm	170.14	2.48	170.09	2.50	0.088	Non sig
Mass	Kg	65.5	1.34	65.46	1.32	0.895	Non sig
Tolerance	Degree	30.46	1.53	30.56	1.54	0.283	Non sig

From Table (1), it is clear that there are no statistically significant differences between the mean scores of the students of the experimental and control groups in the measured variables, and therefore there is parity between the students of the control and experimental groups in the pre-test.

Devices and tools used

The researchers used the tools and means that help to achieve the goal of the research, and the researcher identified the tools, devices, and standards appropriate to the subject of the study as follows:

Tests used in the research:

Tests of the students of the basic sample

1. Length: by using a pentameter (centimeter).
2. Mass: By using a medical scale (kilogram).
3. Age: Via college records (date of birth).
4. Tolerance scale (prepared by the researchers).

Sources of preparing the scale

The researcher prepared the tolerance scale used in the current research in light of the following sources:

1. Tolerance Scale (Mohamed Ibrahim Eid, 2000).
2. Tolerance scale (Thompson, Snyder & Hoffman, 2005) ^[20].
3. Tolerance Scale (Zainab Mahmoud Shuqair, 2010) ^[7].
4. Tolerance Scale (Bushra Ismail, 2011) ^[2].
5. Reviewing previous studies that used scales to measure tolerance.

Scale description

It is a self-report measure that measures a person's tendency to forgive, more than an attitude towards a particular event, person, or situation. The scale has a total score and consists of three sub-dimensions (tolerance with others, self-tolerance, and tolerance with different attitudes). The scale consists of (21) statements distributed equally over its sub-dimensions, each of which is answered using a scale of three choices.

The equivalence of the data of the research sample

The researchers calculated the equivalence between the students of the control and experimental groups in some variables that may affect the experimental variable, which are the growth rates (age - weight - height) for students, and the measure of tolerance among students of Al-Qasim Green University.

They range from completely (3) to not at all (1).

Sub scale dimensions

The tolerance scale consists of three sub-dimensions:

1. Tolerance towards others.
2. Self-tolerance.
3. Tolerance of different situations.

Scientific Transactions

Scale validity

Factor validity: Factor analysis seeks to identify underlying variables (factors) that explain the pattern of associations among many variables, and is used to reduce and summarize data to identify a few factors that explain the variance observed in a much larger number of variables.

To calculate the factor validity of the tolerance scale, the researcher used the exploratory factor analysis using the Principal Components Method with rotating the axes using the Varimax Method. The researcher also used Bartlett's Test of Sphericity to ensure that the correlation matrix is not equal to the unity matrix. (Field, 2009, 648), and the result of Bartlett's Test was statistically significant at the level of significance (0.01), and this indicates that the correlation matrix is free of complete correlation coefficients, meaning that the correlation matrix is not equal to the unity matrix and that there is a correlation between some variables in the matrix, which Provides a statistically sound basis for the use of the factorial analysis method. To determine the factor to which the phrase belongs, the researcher used the following criteria:

- The phrase is classified within the factor that achieved the highest degree of saturation.
- The saturation of the expression on the factor should be at least (0.30), or higher.
- That the content of the phrase corresponds to the contents of the phrases that belong to the same worker. (Fouad Abu Hatab and Amal Sadeq, 1991, 640-641).

Table 2: Results of the exploratory factor analysis of the tolerance scale (n = 330).

	First factor		Second factor		Third factor	
	N	Saturation value	N	Saturation value	N	Saturation value
	2	.693	4	.806	1	.849
	3	.782	7	.623	6	.895
	5	.820	9	.521	11	.575
	8	.799	10	.896	12	.836

	13	.828	16	.640	14	.779
	15	.777	17	.835	18	.602
	19	.765	21	.875	20	.755
Underlying root	4.28		3.98		4.09	
Percentage variance	16.68		15.54		15.95	
Combined variance Percentage	48.17					

It is clear from Table (2) that

The first factor: a number of (7) phrases were saturated with it, and the value of its latent root was (4.28), and it explained (16.68%) of the discrepancy in the performance of the survey sample on the scale and easily rid him of negative emotions towards himself, accordingly, this factor can be called "self-tolerance".

The second factor: A number of (7) phrases were saturated with it, and the value of its latent root was (3.98), and it explained (15.54%) of the variation in the performance of the survey sample on the scale, with his always looking at the good aspects of the abuser, and disposing of him with ease with his negative emotions and negative thinking towards him; Therefore, this factor can be called "tolerance towards others".

The third factor: A number of (7) phrases were saturated with it, and the value of its latent root was (4.09). It explained (15.95%) of the variation in the performance of the survey sample on the scale. Its phrases indicate a personal willingness to tolerate, which appears through situations. Accordingly, this factor can be called "tolerance of attitudes."

The total variance of the scale was (48.17%).

The acceptable and statistically significant saturation should not be less than (0.30); Accordingly, it is clear from the previous table that the items of the verbal communication scale showed saturations of more than (0.30) on the three factors, and therefore they are statistically significant saturations (Saud bin Dahian and Ezzat Abdel Hamid, 2002, 2006).

By calculating the validity of the tolerance scale using the factor validity method, it is clear that the scale has an acceptable validity coefficient; This indicates that it can be used in the current research, and the results that will be produced by the research can be trusted.

Scale reliability

Cronbach's alpha reliability coefficient: Cronbach's alpha

The researchers calculated the reliability of the tolerance scale using Cronbach's alpha method, and the following table shows the values of the stability coefficients using the "Cronbach's alpha" method for each statement and the reliability coefficient of the tolerance scale 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 tolerance scale as a whole (n = 330)

N	Reliability coefficient scale in Single delete case	N	Reliability coefficient scale in Single delete case	N	Reliability coefficient scale in Single delete case
2	.824	4	.823	1	.823
3	.825	7	.826	6	.822
5	.826	9	.824	11	.824
8	.823	10	.825	12	.826
13	.824	16	.825	14	.825
15	.825	17	.826	18	.822
19	.826	21	.824	20	.824
The reliability coefficient of the scale as a whole					.827

And if the reliability coefficient in the alpha method for each statement of the scale is less than the value of Cronbach's alpha for the scale as a whole, then this means that the item is important and its absence from the scale negatively affects its reliability coefficient (Field, 2009).

It is clear from Table (3) that the expressions of the tolerance scale have a reliability coefficient less than the value of the reliability coefficient of the scale as a whole, which is (0.827). From the foregoing, and by calculating the reliability of the tolerance scale using the Cronbach alpha method, it is clear that the scale has a high degree of stability, 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 tolerance scale 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 expression, the degree of the dimension to which it belongs, and the total degree of the tolerance scale.

It is noted from Table (4) that

- Correlation coefficients between the degree of each statement of the tolerance scale and the degree of the dimension to which a function belongs statistically at the level of significance (0.01); This means that the scale statements are consistent with the dimension to which they belong.

The correlation coefficients between the degree of each statement of the tolerance 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 4: Correlation coefficients between the degree of the phrase, the degree of the dimension to which it belongs, and the total score of the tolerance scale (n = 330)

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 Self-tolerance			The second dimension is Tolerance with others			The second dimension is Tolerance with attitudes		
2	.685**	.623**	4	.634**	.598**	1	.638**	.577**
3	.674**	.615**	7	.655**	.606**	6	.557**	.510**
5	.520**	.498**	9	.494**	.450**	11	.645**	.602**
8	.591**	.540**	10	.667**	.625**	12	.583**	.547**
13	.606**	.574**	16	.558**	.504**	14	.618**	.587**
15	.583**	.538**	17	.598**	.543**	18	.569**	.528**
19	.564**	.521**	21	.642**	.582**	20	.613**	.560**

* Tabular R value at (328) degrees of freedom and significance level (0.05) = (0.113).

* Tabular R value at (328) degrees of freedom and significance level (0.01) = (0.148).

Table 5: Correlation coefficients between the dimensions of the tolerance scale and the total score of the scale (n = 330)

N	The dimension	Correlation coefficient
1	Self-tolerance	.795**
2	Tolerance with others	.789**
3	Tolerance with attitudes	.792**
* Tabular R value at (328) degrees of freedom and significance level (0.05) = (0.113).		
* Tabular R value at (328) degrees of freedom and significance level (0.01) = (0.148)		

By calculating the internal consistency of the tolerance scale, it becomes clear that the scale 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 (it does not apply at all, it applies to some extent, it applies completely), and it is corrected by giving the following grades (1, 2, 3) in the case of items with a positive formula, while the negative items are corrected by giving the following grades (3, 2, 1).

The proposed recreational sports program (prepared by the researcher)

The target group of the program: The current program was applied to a sample of (41) students from the Faculty of at Al-Qasim Green University - Iraq (the experimental group) who suffer from a low level of tolerance.

The goal of the program: to train the students, the research sample, to practice the behaviors of tolerance with themselves and those around them, and in the different life situations that they face in the future of their lives, and to achieve psychological compatibility in general.

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 recreational games and activities that aim to enhance tolerance among university students, the research sample under study 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 enhancing tolerance among students of Al-Qasim Green University in Iraq, and the content of each unit was divided into the following transformation:

Introductory Section

This section aims to prepare the students physically and psychologically to accept teamwork and introduce a spirit of fun and pleasure and active participation in the program units. This section contains a group of recreational games. The duration of this section is (15) minutes.

The main Section

The aim of this section is to enhance tolerance among students, the research sample, and this section contains a group of selected recreational games, and the duration of this part is (45) minutes.

The concluding Section

The researchers took into account that the main section,

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 section was (10) minutes.

Program timeframe

The proposed program included (30) units, the time of each unit (70) minutes, at the rate of (3 units) per week, for a period of (10) weeks. The content of the program, the necessary tools and the amount of aid available, as well as the most important activities that students wish to practice, in addition to a survey of experts specialized in the field of recreation, motor education and psychology, who numbered (9) experts, and the recreational sports program came The proposal is as follows:

Table 6: The opinions of the experts in defining the general framework of the proposed recreational sports program (n = 9)

The total period of the program	Percentage	The number of units per week	Percentage	Unit time	Percentage
24 Units	20%	Twice	20%	30 minutes	20%
30 Units	80%	Three times	80%	70 minutes	80%
36 Units	0%	Four times	0%	90 minutes	0%

Table 7: The opinions of the experts in determining the temporal distribution of the unit parts (n = 9)

Unit Sections	Time	Number of experts	Percentage
Introductory Section	5 minutes	0	0%
	10 minutes	2	22.22%
	15 minutes	6	66.66%
The main Section	25 minutes	1	11.11%
	30 minutes	2	22.22%
	45 minutes	5	55.55%
Concluding Section	5 minutes	2	22.22%
	10 minutes	6	66.66%
	15 minutes	0	0%

Program survey

The researchers conducted an exploratory study, with the aim

- 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.

Main 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 tolerance scale for 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 by confirming the equivalence between the control group and the experimental group in the research variables.

Program application: The recreational program was applied to (41) students.

Post-test: And after completing the application of the program, a post-test was conducted.

Statistical processors: The data were processed statistically using the SPSS program through:

- Mean.
- Standard deviation.
- Alpha-Cronbach coefficient.
- Pearson correlation coefficient.
- Contrast test.
- η^2

Presentation and Discussion of the results

First hypothesis results

The first hypothesis states that: "There are statistically significant differences between the mean scores of the students of the experimental group in the pre and post test of the tolerance scale in favor of the post test".

To validate this hypothesis, the researchers applied the tolerance scale to the experimental group before and after applying the program, and to analyze the results of the university students, the research sample, on the scale prepared for that, the researchers did:

By calculating the significance of the differences between the mean scores of university students, the research sample, in the pre and post applications of the tolerance scale, and determining the direction of these differences, using the "T-test" for two related averages. Table (8) shows the researcher's findings.

Table 8: The significance of the differences between the mean scores of the experimental group students in the pre and post applications of the tolerance scale

Scale	Pre-test		Post-test		T value	η^2
	Mean	Std. deviation	Mean	Std. deviation		
Self-tolerance	<i>11.04</i>	<i>0.705</i>	<i>18.78</i>	<i>0.821</i>	<i>42.590</i>	<i>0.978</i>
Tolerance with others	<i>8.829</i>	<i>0.891</i>	<i>15.19</i>	<i>0.781</i>	<i>33.418</i>	<i>0.965</i>
Tolerance with attitudes	<i>10.68</i>	<i>1.171</i>	<i>18.34</i>	<i>1.25</i>	<i>33.597</i>	<i>0.965</i>
Tolerance total degree	<i>30.56</i>	<i>1.54</i>	<i>52.31</i>	<i>1.69</i>	<i>74.580</i>	<i>0.992</i>

Calculating the size of the effect of the recreational program used in the current research as an independent variable on tolerance as a dependent variable, which is due to the recreational program used using the Eta square equation, and the results were as shown in the last column of Table (8).

It is clear from Table (8) that

- The students (the research sample) in the post-test on the tolerance scale obtained a high average score, compared to the average score of students in the pre-application, with a statistically significant difference at the level of significance of 0.01 in favor of the post-application.
- To verify the size of the effect of the recreational program used in the current research as an independent variable on the tolerance scale as a dependent variable, the value of the ETA square was calculated, so the value

of the ETA square for the total degree of the tolerance scale was (0.992). Therefore, it can be explained by the recreational program, while the rest of the variation is explained by other variables.

Second hypothesis results

The second hypothesis states that: "There are statistically significant differences between the mean scores of the students of the experimental and control groups in the post-test of the tolerance scale in favor of the experimental group". To verify the validity of the hypothesis, the researchers used the "T-test" to calculate the significance of the differences between the post-test of the mean scores of the experimental and control group students in the tolerance scale, and the results were as follows.

Table 9: Average scores of students of the experimental and control groups in the post-test of the tolerance scale and the results of the (T) test

Scale	Control (n=41)		Experimental (n=41)		T Value	η^2
	Mean	Std. deviation	Mean	Std. deviation		
Self-tolerance	<i>11</i>	<i>0.741</i>	<i>18.78</i>	<i>0.821</i>	<i>45.001</i>	<i>0.961</i>
Tolerance with others	<i>8.80</i>	<i>0.872</i>	<i>15.19</i>	<i>0.781</i>	<i>34.933</i>	<i>0.938</i>
Tolerance with attitudes	<i>10.65</i>	<i>1.17</i>	<i>18.34</i>	<i>1.25</i>	<i>28.589</i>	<i>0.9108</i>
Tolerance total degree	<i>30.46</i>	<i>1.53</i>	<i>52.31</i>	<i>1.69</i>	<i>61.206</i>	<i>0.979</i>

Third hypothesis results

The third hypothesis states that: "There are no statistically significant differences between the mean scores of the experimental group students in the post and follow-up test of the tolerance scale".

In order to verify the validity of this hypothesis, the researchers applied the post and follow-up test of the tolerance scale on the experimental group after applying the program and one month after completing its application (follow-up test). In order to analyze the results of the study

sample students on the tolerance scale, the researcher carried out the following procedures:

- Calculating the significance of the differences between the mean scores of the study students in the post and follow-up applications of the tolerance scale, and determining the direction of these differences, using the t-test for two related averages. Table (10) shows the researcher's findings.

Table 10: The significance of the differences between the mean scores of the experimental group students in the post and follow-up test of the tolerance scale and the results of the (T) test

Scale	Pre-test		Post-test		T value	Sig type
	Mean	Std. deviation	Mean	Std. deviation		
Self-tolerance	<i>18.78</i>	<i>0.821</i>	<i>18.73</i>	<i>0.775</i>	<i>1.432</i>	Non sig
Tolerance with others	<i>15.19</i>	<i>0.781</i>	<i>15.17</i>	<i>0.77</i>	<i>1.000</i>	Non sig
Tolerance with attitudes	<i>18.34</i>	<i>1.25</i>	<i>18.29</i>	<i>1.24</i>	<i>1.432</i>	Non sig
Total degree	<i>52.31</i>	<i>1.69</i>	<i>52.19</i>	<i>1.7</i>	<i>2.357</i>	Non sig

It is clear from Table (10) that: Students (the sample of the experimental study) in the follow-up application of the tolerance scale obtained close average scores, compared to the average scores in the post-application, without statistically significant differences.

These results confirm the effectiveness of the program used in developing tolerance and that the members of the experimental group who participated in the program have benefited from the educational contents and activities of the educational contents, activities and experiences contained in

the program, which includes lectures and targeted discussions on the subject of the research, in addition to the use of the technique of reconstruction. Cognitive studies that help students modify the style and content of their beliefs and ideas in a positive direction, which helps them deal with disparate situations in a positive, effective and tolerant way.

From the foregoing, it is clear that there are statistically significant differences in favor of the post-test in the scores of the tolerance scale. This is due to the fact that the outdoors is considered the playground of nature and the educational

school that is full of different methods of education, and life in the outdoors is sufficient to form a solid person. Also, one of the most important purposes of the camps is the acquisition of values, learning the system, getting used to commitment and obedience, acquiring new habits and lifestyles, and drawing closer to ideals (Abdul Latif Khalifa, 1992). The practice of recreational activities also affects the personality of the individual and helps him to take off. On tension, achieving psychological balance, satisfying psychological and social needs, and helping him in self-expression and unloading pent-up emotions (Parker, 1976). It also helps the individual try to reach perfection and act according to what those around him expect. This confirms the importance of recreational activities in guiding students towards acquiring cooperative behavior, because the most important thing that students gained from the activities implemented in the current program was interdependence and cooperation, as the program created an educational experience that developed cooperative relations, a sense and a sense of community (Farida Awi, 2001).

And Muhammad Al-Hamahmy, Walid Ahmed Abdel-Razek (2017, 212, 213), Tahani Abdel-Salam (2001, 294) indicate the importance of the presence of recreational programs in educational institutions such as schools, universities, and others, as educational institutions have a role in education so that students can through Practicing recreational activities and practicing them in spare time and working on their development, as well as modifying the behavior of these students through the practice of these activities, as it works to satisfy their tendencies and needs and benefit from their energies in the service and development of society.

And Effat Abdel-Salam (2000, 56) mentions that sports recreation, with its various and varied activities, is considered one of the best means to occupy leisure time, so recreation entered within the social systems, which interest in it began as one of the manifestations of urbanization for the individual because of its contributions to achieving happiness for the individual and enhancing values and reduce his psychological stress.

Research recommendations

1. Using the list of sports recreational awareness of the activity supervisor in the universities of the Republic of Iraq.
2. Directing students on how to benefit from their free time.
3. Teaching students recreational sports skills that they can choose in their spare time that will last a lifetime.
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. Guiding students on the importance of practicing recreational sports activities.
6. Conducting meetings that explain the importance of practicing recreational sports activities in terms of health, physical, psychological and social.
7. Educating students about the importance of promoting tolerance towards themselves and others.

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