

Regular Participation in Recreational Sports Activities and Its Role in Enhancing Psychological Adjustment among Final-Year Secondary School Adolescent Girls (A Comparative Study between Adolescent Girls Who Practice Recreational Sports Activities and Those Who Do Not)

Meriem Rekad¹, Dali Hamid², Saib Azzouhoum Younes³, Mekchouche Moufida⁴, Boughalia Faiza⁵, KHERROUBI Mohamed⁶, BELKACEMI Brahim⁷, FEGHOULI Samir⁸, Benyamina Mohammed Mehdi⁹, Gasmi Abdelmalek¹⁰

¹Hassiba Ben Bouali University of Chlef (ALGERIA),

Email ID : m.rekad89@univ-chlef.dz

²Hassiba Ben Bouali University of Chlef, Laboratory of Creativity and Motor Performance (ALGERIA),

Email ID : h.dali@univ-chlef.dz

³Hassiba Ben Bouali University of Chlef, Laboratory of Creativity and Motor Performance (ALGERIA),

Email ID : y.saibazzouhoum@univ-chlef.dz

⁴Hassiba Ben Bouali University of Chlef, Laboratory of Creativity and Motor Performance (ALGERIA),

Email ID : m.mekchouche@univ-chlef.dz

⁵Hassiba Ben Bouali University of Chlef, Laboratory of Physical Activity and Sports, Community, Education and Health (ALGERIA),

Email ID : f.boughalia@univ-chlef.dz

⁶Hassiba Ben Bouali University of Chlef, Laboratory of Creativity and Motor Performance (ALGERIA),

Email ID : m.kherroubi@univ-chlef.dz

⁷Hassiba Ben Bouali University of Chlef, Laboratory of Creativity and Motor Performance (ALGERIA),

Email ID : b.belkacemi@univ-chlef.dz

⁸Hassiba Ben Bouali University of Chlef, Laboratory of Creativity and Motor Performance (ALGERIA),

Email ID : s.feghouli@univ-chlef.dz

⁹Laboratory for Expertise and Analysis of Sports Performance « LEAPS »,ISTAPS, University Abdelhamidmehri Constantine 02 (Algeria),

Email ID : mehdi.benyamina@univ-constantine2.dz

¹⁰Laboratory for Expertise and Analysis of Sports Performance « LEAPS »,ISTAPS, University Abdelhamidmehri Constantine 02 (Algeria),

Email ID : Abdelmalek.gasmi@univ-constantine2.dz

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ABSTRACT

The present study examines the effect of practicing recreational sports activities on enhancing psychological adjustment among final-year secondary school adolescent girls, using the comparative descriptive method applied to a sample of 80 students, comprising 40 adolescents who engage in recreational sports activities and 40 who do not. The Social Psychological Adjustment Scale developed by Rasha Abdel Rahman Wali was employed. After data collection and statistical processing, the results indicated significant differences across all dimensions of the scale between adolescents who practice recreational sports activities and those who do not, in favor of the practicing group. The study concluded with several recommendations, most notably raising awareness of the importance of recreational sports activities during adolescence due to their positive impact; promoting their expansion to other social groups; providing appropriate facilities and infrastructures; and training leaders and specialists of the same gender.

Keywords: *recreational sports activities, psychological adjustment, adolescence, secondary school stage, final year..*

1. INTRODUCTION

Introduction and Problem Statement:

Modern scientific disciplines have demonstrated substantial interest in physical activities with educational functions due to their constructive objectives that contribute to the proper development of personality in its mental, psychological, and physical dimensions. These activities constitute a fundamental component of the interconnected factors that support the attainment of higher ideals and contribute to fulfilling the mission of society.

Since recreational sports represent a major branch of educational physical activity, developed countries have devoted considerable attention to them, recognizing them as an optimal means of utilizing leisure time. Their outcomes include the acquisition of physical, moral, social, and cognitive values, along with a broad range of skills and experiences that enable individuals to adapt to their communities, strengthen their personality, experience enjoyment, improve social relations, reduce tension and emotional strain, and promote sound behavior.

Recreational sports activities also serve as significant tools for achieving educational objectives, particularly the acquisition of skills related to interaction, adjustment, and harmony between individuals and their environment, in accordance with values and attitudes shaped by developmental stages for the sake of overall balance. These activities constitute an important factor in promoting development and psychological adjustment among individuals in general, and adolescents—especially female adolescents—in particular.

The multidimensional nature of the adjustment process has led psychologists to classify it as one of the most essential processes in an individual's life at all stages. Adjustment enables a person to achieve satisfaction within the limits of personal abilities and capacities; such a person is considered well adjusted to themselves and to society. Conversely, the inability to fulfill desires or satisfy needs indicates inadequate adjustment. The presence of poorly adjusted individuals within a society produces a dysfunctional social environment and results in psychological, social, and even physical disorders—phenomena increasingly observed in contemporary societies, where many individuals experience psychological, mental, and social disturbances.

Adolescence constitutes a transitional period in human development and represents a stage of maturation and psychological aspiration for girls. It is a highly critical and sensitive developmental phase due to accompanying physiological and physical changes, along with the psychological pressures and challenges encountered during this stage. (Afaf Ahmed Oweis, 2003)

This period is also characterized by the development of self-confidence and the expansion of interests. Psychological adjustment may fluctuate among final-year adolescent girls as they prepare for the Baccalaureate examination. They face numerous psychological challenges and unfamiliar situations associated with this critical phase, including fear, anxiety, and confusion. However, participation in various recreational sports activities enables them to achieve psychological and physical relaxation, experience happiness, comfort, and emotional satisfaction, and reduce anxiety, tension, stress, and frustration—findings confirmed by Atiyat Ahmed Khattab in 1976. (Atiyat Mohammed Khattab, 1982)

According to Mohamed Al-Hamahami, engaging in recreational sports activities during adolescence promotes psychological balance and mitigates stress arising from academic fatigue. Participation contributes to fulfilling interests, attitudes, and psychological needs, expressing oneself, and releasing suppressed emotions.

The American Association for Health, Physical Education, and Recreation also emphasized the role of recreation in contemporary life in reducing stress and nervous tension. It further indicated that recreational activities help satisfy needs that cannot be fulfilled during periods of obligation and responsibility, thereby restoring balance and psychological adjustment for individuals participating in recreational programs. (Mohamed Bouaziz and Habib, 2018)

As adolescent girls belong to a society undergoing continuous development, this has enabled them to engage in various recreational sports activities alongside males. Accordingly, the present study seeks to identify the relationship between recreational sports activities and psychological adjustment among adolescent girls in the final year of secondary school. In this research, a comparison is made between two groups of females: those who practice recreational sports activities and

those who do not. Based on this, the following research question was formulated:

- **Are there statistically significant differences in psychological adjustment levels between final-year secondary school adolescent girls who practice recreational sports activities and those who do not?**

1. Sub-questions:

- Are there statistically significant differences in personality formation between final-year secondary school adolescent girls who practice recreational sports activities and those who do not?
- Are there statistically significant differences in self-perception between final-year secondary school adolescent girls who practice recreational sports activities and those who do not?
- Are there statistically significant differences in the ability of final-year secondary school adolescent girls who practice recreational sports activities, compared to those who do not, in fulfilling their personal needs?
- Are there statistically significant differences between final-year secondary school adolescent girls who practice recreational sports activities and those who do not in freeing themselves from isolation and withdrawal?
- Are there statistically significant differences related to the health status of final-year secondary school adolescent girls who practice recreational sports activities compared to those who do not?
- Are there statistically significant differences indicating the ability of final-year secondary school adolescent girls who practice recreational sports activities to regulate their emotions in various life situations compared to those who do not?

2. Hypotheses:

This study seeks to test the validity of the following hypotheses:

2.1 General hypothesis:

- There are statistically significant differences in psychological adjustment levels between final-year secondary school adolescent girls who practice recreational sports activities and those who do not.

2.2 Sub-hypotheses:

- There are statistically significant differences in personality formation between final-year secondary school adolescent girls who practice recreational sports activities and those who do not.
- There are statistically significant differences in self-perception between final-year secondary school adolescent girls who practice recreational sports activities and those who do not.
- There are statistically significant differences in the ability of final-year secondary school adolescent girls who practice recreational sports activities, compared to those who do not, in fulfilling their personal needs.
- There are statistically significant differences between final-year secondary school adolescent girls who practice recreational sports activities and those who do not in freeing themselves from isolation and withdrawal.
- There are statistically significant differences related to the health status of final-year secondary school adolescent girls who practice recreational sports activities compared to those who do not.
- There are statistically significant differences indicating the ability of final-year secondary school adolescent girls who practice recreational sports activities to control their emotions in various life situations compared to those who do not.

3. Research objectives:

The research aims to:

- Clarify the meaningful purpose behind adolescent girls' engagement in recreational sports activities.
- Identify the psychological condition of adolescent girls at the secondary school stage.
- Highlight the major positive importance of recreational sports activities for the psychological well-being of

adolescent girls in secondary school.

- Raise awareness of the importance of effectively practicing recreational sports activities and their role in shaping a well-adjusted adolescent.
- Identify the types of psychological changes that occur in adolescent girls through participation in recreational sports activities.

4. Reasons for selecting the topic:

4.1 Personal reasons:

The benefit derived from conducting such research in both personal and professional contexts lies in the desire to interact directly with adolescent girls and gain an accurate understanding of how they think and how they respond to real-life situations.

4.2 Objective reasons:

The motivation for conducting this study stems from the near absence of serious research on this topic and on this segment of society, particularly in Algeria. Through field observations and an exploratory study carried out within educational institutions—as practitioners in the sector—the idea emerged to conduct this research to highlight the importance of recreational sports activities in achieving psychological adjustment among a highly sensitive and influential group in society: female adolescents in a particularly critical stage of life, namely the final year of secondary school.

5. Definition of terms:

1. Recreational physical sports activity:

- **Physical sports activity:**

- *Terminologically*: Charles defines it as an integral component of general education and an experimental field aimed at developing the individual physically, mentally, and socially through selected physical activities intended to achieve specific goals. (Mohamed Zidan, 1956)

- *Operationally*: A set of regulated movements, actions, and sports activities based on specific objectives and structured plans and skills within a fair competitive framework to achieve desired outcomes.

- **Recreation:**

- *Linguistically*: Derived from the root *raha*, meaning joy and happiness, referring to recreation, renewal, or revitalization.

- *Terminologically*: Kraus and Barbara Bates describe recreation as an activity and emotional experience resulting from an individual's participation in a leisure-time activity driven by personal motivation. (Kamal Darwish & Mohamed Al-Hamahami, 1997)

- *Operationally*: a group of games and sports practiced voluntarily during leisure time, free of competition, aimed at achieving relaxation, enjoyment, happiness, and psychological comfort.

- **Recreational physical sports activity:**

Fröebel views recreational sport as a mirror of life that offers the child a glimpse of the world they must learn for, always serving a particular purpose. It represents an expression of the child's inner humanity and a reflection of their creative abilities and potential. (Tehani Abdel Salam, 2001)

- **Psychological adjustment:**

Psychological adjustment is a continuous dynamic process involving the modification of behavior and the environment to achieve balance between the individual and their surroundings. This balance includes satisfying personal needs and fulfilling environmental demands. (Hamed Abdel Salam Zahran, 1977)

Operationally: it refers to the adolescent girl's ability to adapt and interact with her environment and society, experiencing self-satisfaction, peace of mind, and reassurance, indicating a life free from tension, psychological conflict, and anxiety.

- **Adolescence:**

- *Linguistically*: derived from the verb *rahiqa*, meaning “approaching the age of puberty and maturity.”
- *Terminologically*: Stanley Hall defines it as a period in human life characterized by intensified behavior, heightened tension, and strong emotional reactions. (Essam Farid Abdelaziz Mohamed, 2009)
- *Operationally*: a highly sensitive stage in human development extending from late childhood to early adulthood, during which a series of physical, mental, and emotional changes occurs. In the present study, it refers to the sample of secondary school adolescent girls.

6. Previous and related studies:

No scientific research can be completed without consulting previous and related studies, as they enable the researcher to frame the study appropriately, avoid repetition, and prevent entering topics that have already been addressed. (Ghuraibiya Fawzi, 1981)

The previous and related studies include the following:

- A. **The study by Moujahid Mostafa (2015)** titled *The Effect of Using Certain Modern Teaching Methods on Developing Social Psychological Adjustment among First-Year Secondary School Students*. The study aimed to examine the effect of the training and reciprocal teaching styles on developing social psychological adjustment among first-year secondary students. The School Social Psychological Adjustment Scale, prepared by Rasha Abdel Rahman Wali, was used and includes two dimensions: psychological adjustment and social adjustment. The experimental method appropriate for such studies was applied to a sample of 40 students divided into two groups: 20 students taught using the training style and 20 using the reciprocal style. The results indicated that both teaching styles contributed to developing social psychological adjustment, and that the reciprocal style was the most effective.
- B. **The study by Sayyad Al-Haj et al. (2021)** titled *The Effectiveness of Certain Recreational Sports Activities in Achieving Psychological Adjustment among the Elderly (50–60 years)*. The study aimed to determine the effectiveness of selected recreational sports activities in enhancing psychological adjustment among older adults. Several tools were used, including personal interviews, questionnaires, and sports equipment. The experimental method, using an experimental and a control group, was applied to a purposive sample of 30 participants. The results revealed that individuals who practiced recreational sports activities consistently and adhered to the structured program experienced improved psychological adjustment across all its dimensions, compared to those who practiced irregularly.
- C. **The study by Kamal Nataah and Abbas Drajji (2020)** titled *Modifying Social Psychological Adjustment through Recreational Sports Activity among Adolescent Students Aged 14–16*. The study aimed to determine the role of recreational sports activity in modifying social psychological adjustment among middle-school adolescents. The Social Psychological Adjustment Scale developed by Rasha Abdel Rahman Wali was used, measuring psychological and social adjustment. The descriptive method was applied to a random sample of 120 students: 60 who practiced recreational sports activities and 60 who did not. The findings showed statistically significant differences in psychological adjustment in favor of those who practiced recreational sports activities, indicating that such activities play an influential role in psychological adjustment, which represents a key indicator of mental health.

7. Methodological procedures of the study:

7.1 The adopted method:

In scientific research, the method refers to the principles, rules, and procedures established to reach the truth. According to Ammar Bouhouche and Mohamed Denibat, it is the approach followed by the researcher to study the problem and uncover the truth.

Given the nature of the topic, the comparative descriptive method was adopted, as it is considered one of the most objective and effective research methods, allowing respondents full freedom in expressing their views.

7.2 Research population:

The population consists of final-year secondary school girls, totaling 340 students distributed across two secondary schools and several sports halls in the Wilaya of Chlef.

7.3 Research sample:

Mahmoud Qasim states in *Modern Logic and Research Methods* that a sample is a part of the whole or a portion of the total group. (Mahmoud Al-Qasim, 1973)

Accordingly, the study sample was selected using a systematic random method from the two institutions. A total of 40 non-practicing final-year secondary school girls were selected and distributed as follows:

- 20 students from Hay Essaa'ah Secondary School, Chlef.
- 20 students from Hay Essalam Secondary School, Chlef.

Additionally, 40 final-year secondary school girls who practiced various recreational sports activities were selected from several sports halls in the Wilaya of Chlef.

8. Research variables:

- Independent variable:* the variable assumed by the researcher to be the cause or one of the causes leading to a particular outcome. In the present study, it is: recreational sports activities.
- Dependent variable:* the variable that changes as a result of the influence of the independent variable. In the present study, it is: psychological adjustment among females.

9. Exploratory study:

The purpose of the exploratory study is to determine the clarity and appropriateness of the scale statements so that respondents can answer without requiring further explanation. We distributed the scale to an exploratory sample consisting of 20 students.

Validity was measured using expert validity and internal consistency validity, computed through the square root of the scale's reliability coefficient.

Regarding reliability, the split-half method was used to calculate correlation coefficients between odd and even items. Based on this exploratory study, the final research scale was constructed in accordance with the objectives and hypotheses.

10. Validity and reliability of the scale:

Researcher Rasha used expert validity to assess the validity of the Social Psychological Adjustment Scale, presenting it to 12 experts. The agreement rate on the validity of the scale reached 88.89%. The scale uses a binary scoring system as follows:

- "Yes" = 1
- "No" = 0

Each statement receives one of these responses. Some items are negative and therefore corrected in the reverse direction. At the end, the scores are summed for each dimension separately as well as for the total scale.

The scoring key for the Social Psychological Adjustment Scale for secondary school students was as follows:

Type of statement	Yes	No
Positive	1	0
Negative	0	1

Table (01): Represents the scoring key.

The scale consists of positive and negative statements distributed across the following dimensions:

Dimension No.	Dimensions	No. of items	Negative items	Positive items	Scores	
01	Personal skills	08	08–35	01, 04, 13, 30, 28, 31	from 0 to 1	from 1 to 0
02	Sense of self-worth	05	09	02, 16, 20, 29		
03	Self-reliance	04	10	24, 34		
04	Freedom from isolation	05	05, 07, 14, 22, 33	17		
05	Health status	08	06, 12, 15, 18, 23, 25, 32	26		
06	Emotional state	05	11, 19, 21, 27	03		
Total	06	35	20	15		

Table (02): Represents the distribution of positive and negative statements in each dimension.

10.1 Scale validity:

Test validity is one of the most important features of a good scale. It refers to whether the test measures what it is intended to measure. To verify the validity of the test, we used internal consistency validity calculated through the square root of the reliability coefficient. Based on this approach, the following results were obtained:

Scale dimensions	Validity coefficient	Significance level
Personal skills	0.60	0.05
Sense of self-worth	0.73	
Self-reliance	0.41	
Freedom from isolation	0.85	
Health status	0.34	
Emotional state	0.89	

Table (03): Represents scale validity.

10.2 Scale reliability:

The scale was applied to the sample, and correlation coefficients between odd and even items were calculated. The results were as follows:

No.	Scale dimensions	No. of items	Correlation coefficient	Significance level
01	Personal skills	08	0.37	0.05

02	Sense of self-worth	05	0.54
03	Self-reliance	04	0.24
04	Freedom from isolation	05	0.73
05	Health status	08	0.21
06	Emotional state	05	0.80
	Total	35	0.98

Table (04): Represents scale reliability.

11. Research tools and instruments:

In this study, the Social Psychological Adjustment Scale developed by researcher Rasha Abdel Rahman Wali for middle-school female students (2007) was used. The scale measures the extent to which the student satisfies her psychological needs, accepts herself, and enjoys a life free from tension, conflict, and psychological disorders. After reviewing numerous references and related scales, the researcher adopted it knowing that it measures one fundamental dimension—psychological adjustment—which includes six secondary dimensions:

- **First dimension:** personal skills.
- **Second dimension:** sense of self-worth.
- **Third dimension:** self-reliance.
- **Fourth dimension:** freedom from isolation.
- **Fifth dimension:** health status.
- **Sixth dimension:** emotional state.

12. Statistical processing:

Statistical methods represent an essential complementary component of the research. In this study, the following statistical measures were applied:

- t-test
- Pearson correlation coefficient
- Arithmetic mean
- Standard deviation

13. Discussion of the hypothesis results:

1. **First hypothesis:** *related to the first dimension: personal skills.*

There are statistically significant differences in personality formation between final-year secondary school adolescent girls who practice recreational sports activities and those who do not.

Data	Practicing recreational activities	Non-practicing recreational activities
Arithmetic mean	5.86	5.26
Standard deviation	1.96	1.16
Sample size	40	40
Calculated t-value	2.29	

Tabulated t-value	1.89
Significance level	0.05

Table (05) represents the calculated and tabulated value for the first dimension, personal skills.

Since the calculated t-value (2.29) exceeds the tabulated t-value (1.89) at a degree of freedom of 98 and a significance level of 0.05, a significant difference is observed between the two groups. This indicates that adolescent girls who practice recreational sports activities possess more developed personal skills compared to their non-practicing counterparts. Therefore, the first hypothesis—stating that statistically significant differences exist in personality formation between the two groups—is accepted.

2– Second hypothesis: related to the second dimension: sense of self-worth.

There are statistically significant differences in self-perception between final-year secondary school adolescent girls who practice recreational sports activities and those who do not.

Data	Practicing adolescents	Non-practicing adolescents
Arithmetic mean	3.42	2.38
Standard deviation	1.94	1.02
Sample size	40	40
Calculated t-value	2.18	
Tabulated t-value	1.98	
Significance level	0.05	

Table (06) represents the calculated and tabulated value for the second dimension, sense of self-worth.

Since the calculated t-value of 2.18 exceeds the tabulated t-value of 1.98 at a degree of freedom of 98 and a significance level of 0.05, this indicates that adolescent girls who practice recreational sports activities possess a higher level of self-perception, a clearer understanding of their relationship with the surrounding environment, and greater awareness of their traits, abilities, strengths, weaknesses, and the factors that may hinder the development of their potential—compared to those who do not practice recreational sports activities.

Accordingly, the second hypothesis—which states that there are statistically significant differences in self-perception between final-year secondary school adolescent girls who practice recreational sports activities and those who do not—is accepted.

3 – Third hypothesis: related to the third dimension—self-reliance.

There are statistically significant differences in the ability of final-year secondary school adolescent girls who practice recreational sports activities compared to those who do not in fulfilling their personal needs.

Data	Practicing adolescents	Non-practicing adolescents
Arithmetic mean	3.08	2.90
Standard deviation	1.69	0.97
Sample size	40	40
Calculated t-value	2.06	
Tabulated t-value	1.98	
Significance level	0.05	

Table (07) represents the Calculated and tabulated values for the third dimension: Self-reliance.

Since the calculated t-value of 2.06 exceeds the tabulated t-value of 1.98 at a degree of freedom of 98 and a significance level of 0.05, it becomes evident that adolescent girls who practice recreational sports activities are more capable of fulfilling their personal needs in ways that correspond to their psychological and cognitive abilities. This result indicates stronger self-reliance among practicing adolescents compared to those who do not engage in recreational sports activities.

Thus, the third hypothesis—which states that statistically significant differences exist in the ability of final-year secondary school adolescent girls who practice recreational sports activities compared to those who do not in fulfilling their personal needs—is accepted.

4 – Fourth hypothesis: related to the fourth dimension—freedom from isolation.

There are statistically significant differences between final-year secondary school adolescent girls who practice recreational sports activities and those who do not in freeing themselves from isolation.

Data	Practicing adolescents	Non-practicing adolescents
Arithmetic mean	3.38	2.72
Standard deviation	1.95	1.49
Sample size	40	40
Calculated t-value	2.50	
Tabulated t-value	1.98	
Significance level	0.05	

Table (08) represents the Calculated and tabulated values for the fourth dimension: Freedom from the tendency to isolate oneself.

Since the calculated t-value of 2.50 exceeds the tabulated t-value of 1.98 at a degree of freedom of 98 and a significance level of 0.05, this indicates that adolescent girls who practice recreational sports activities possess a greater capacity for social integration, effective communication, and avoidance of self-withdrawal. They show a stronger inclination toward forming positive social relationships compared to those who do not engage in such activities. Therefore, the fourth hypothesis—which states that statistically significant differences exist between final-year secondary school adolescent girls who practice recreational sports activities and those who do not in freeing themselves from isolation—is accepted.

5 – Fifth hypothesis: related to the fifth dimension—health status.

There are statistically significant differences related to the health status of final-year secondary school adolescent girls who practice recreational sports activities compared to those who do not.

Data	Practicing adolescents	Non-practicing adolescents
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Arithmetic mean	5.18	4.54
Standard deviation	1.64	1.26
Sample size	40	40
Calculated t-value	2.66	
Tabulated t-value	1.98	
Significance level	0.05	

Table (09) represents the calculated and tabulated value for the fifth dimension, health status.

Since the calculated t-value of 2.66 exceeds the tabulated t-value of 1.98 at a degree of freedom of 98 and a significance level of 0.05, this indicates that adolescent girls who practice recreational sports activities demonstrate better physical, health, and social fitness and are more likely to be free from certain illnesses and impairments compared to their non-practicing peers. Therefore, the fifth hypothesis is accepted.

6 – Sixth hypothesis: related to the sixth dimension—emotional state.

There are statistically significant differences indicating that final-year secondary school adolescent girls who practice recreational sports activities possess greater ability to regulate their emotions in various life situations compared to those who do not.

Data	Practicing adolescents	Non-practicing adolescents
Arithmetic mean	2.76	2.10
Standard deviation	1.89	1.29
Sample size	40	40
Calculated t-value	2.96	
Tabulated t-value	1.98	
Significance level	0.05	

Table (10) represents the calculated and tabulated value of the sixth dimension, emotional state.

Since the calculated t-value of 2.96 exceeds the tabulated t-value of 1.98 at a degree of freedom of 98 and at a significance level of 0.05, this indicates that adolescent girls who practice recreational sports activities display emotional stability and balance, readiness to confront sudden changes or expected difficulties, and greater harmony between their tendencies and the surrounding environment. They thus exhibit stronger emotional regulation in various life situations compared to those who do not practice such activities. Hence, the sixth hypothesis is accepted.

2. CONCLUSION:

Based on the obtained results and the findings related to the hypotheses—aimed at identifying significant differences in the mean scores of psychological adjustment and its components, including personal skills, sense of self-worth, self-reliance, freedom from isolation, health status, and emotional state—it was observed that all differences were statistically significant. The overall level of psychological adjustment was higher among adolescent girls who practice recreational sports activities.

The results indicate that, within the sports domain, a positive relationship exists between psychological adjustment patterns and academic success. Recreational sports activities may therefore be regarded as an essential means of attaining a broader objective: fostering an individual with an integrated and balanced personality across physical and psychological dimensions. Through these activities, the adolescent girl acquires the capacity to achieve psychological adjustment, enabling her to adapt more harmoniously to herself and to the society to which she belongs.

This enhances opportunities for self-expression, fulfillment of motives, reassurance, psychological stability, and a sense of

productive contribution to societal development. The importance of psychological adjustment lies in allowing the adolescent to experience self-satisfaction and inner comfort. Thus, it may be concluded that practicing recreational sports activities exerts a significant impact on psychological adjustment and on the development of psychological aspects that represent indicators of mental health, as they are free from emotional and psychological conflict.

Suggestions and recommendations:

- _ Emphasize awareness of the importance of practicing recreational sports activities, particularly during adolescence.
- _ Develop and improve sports facilities and infrastructures dedicated to recreational sports activities.
- _ Organize periodic recreational events and competitions that encourage participation and reduce psychological pressure.
- _ Encourage parents to support their daughters in practicing recreational sports activities, considering them a component of psychological health rather than mere entertainment.
- _ Select activities that align with each adolescent's interests to ensure continuity and enjoyment.

Establish recreational sports programs designed by experts and specialists, including individual and group games, as well as low- and high-intensity activities to accommodate individual differences

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