Study Problem:
Recreational activity is one of the basic social systems that have been associated with societies since ancient times, and in our present time it has become a manifestation of the civilized behavior of the individual. It is a human activity linked to the basic and necessary needs of humans, and it has physical, psychological, and health benefits for the individual. The love of survival while maintaining good health includes the psychological, physiological, social and mental state that recreation develops, as it is considered within the fabric of the social systems that make up society (Tahani, 2001, p. 60).
Recreational activity is a multi-activity with psychomotor situations that can develop the mental abilities, social, moral, mental and health traits of the individual. It is also considered one of the most important types of activities that have a positive impact on every individual who practices it, as it seeks to achieve psychological comfort and psychological satisfaction.
It is a necessary means to alleviate the disturbances and tensions resulting from various life circumstances and to feel psychological security and acceptance in society. Sports practice in general is a valuable opportunity to modify and develop the behavior and personal characteristics of those who practice sports activities, such as self-confidence, cooperation and respect (Ramadan, 2008, p. 25). Recreational sports activity contributes to the formation of the student’s integrated personality. From a physical standpoint, it works to raise the efficiency of the vital systems and improve and enjoy the general health of the body. Acquiring physical fitness and good form, from a psychological and social
perspective, achieves psychological and social adaptation for the student within his family and community. Psychologists believe that the most difficult and sensitive stage in human life is adolescence, which is characterized by mood swings and rapid psychological, physical and emotional changes, in which the teenager may go out of his role and lose his balance simply by expressing and declaring his emotions. Especially if his desires and needs collide with adults, educators, and parents, and the fragile social environment may constitute a fertile ground for the emergence of some problems that become more complex over time, appearing in the form of pathological behaviors, so the teenager tends toward introversion, isolation, and a feeling of inferiority and social incompatibility. (Zidan, 1986, p. 156).

The pressures that students are exposed to in the secondary stage in general, from the pressure of studying and exams, represent a major psychological threat to them that may lead to an imbalance and imbalance in their abilities to confront these pressures, which leads to psychological problems, including an imbalance in their psychological adjustment. In this regard, Al-Khouli points out that the constant difficulties that the individual is exposed to from his environment, which he tries to overcome in order to maintain a state of stability, often constitute stress for him that he cannot overcome to restore his psychological adjustment (Al-Khouli, 2001, p. 126).

Recognizing the importance of practicing recreational sports activity and its positive impact on the psychological and social aspects of all students during the various age stages in general and the teenage stage in particular due to their sensitive psychological characteristics, this research comes to reveal the extent to which recreational sports activity contributes to reducing social anxiety among secondary school students.

Based on the above, we pose the following main question:

**Are there differences between secondary school students who practice recreational sports activity and those who do not practice recreational sports activity in reducing social anxiety?**

Through the main question, we raise the following sub-questions:

- Are there differences between secondary school students who practice recreational sports activities and those who do not practice recreational sports activities in reducing the fear of negative evaluation from others?
- Are there differences between secondary school students who practice recreational sports activity and those who do not practice recreational sports activity in reducing avoidance disorders or avoiding social situations?
- Are there differences between secondary school students who practice recreational sports activity and those who do not practice recreational sports activity in reducing the expectation of bad performance from a person in social situations?
- Are there differences between secondary school students who practice recreational sports activity and those who do not practice recreational sports activity in reducing generalized phobia in all situations of a social nature?
- Are there differences between secondary school students who practice recreational sports activities and those who do not practice recreational sports activities in reducing specific phobia related to speech?

**1 Study hypotheses:**

**1-1 General hypothesis:**

- There are differences between secondary school students who practice recreational sports activity and those who do not practice recreational sports activity in reducing social anxiety.

**1-2 Partial hypotheses:**
There are differences between secondary school students who practice recreational sports activities and those who do not practice recreational sports activities in reducing the fear of negative evaluation from others.

There are differences between secondary school students who practice recreational sports activity and those who do not practice recreational sports activity in reducing avoidance disorders and avoiding social situations.

There are differences between secondary school students who practice recreational sports activity and those who do not practice recreational sports activity in reducing the expectation of bad performance from a person in social situations.

There are differences between secondary school students who practice recreational sports activity and those who do not practice recreational sports activity in reducing generalized phobia in all situations of a social nature.

There are differences between secondary school students who practice recreational sports activities and those who do not practice recreational sports activities in reducing specific phobia related to speech.

2- study importance:
The importance of this study lies in the following:

The subject of our study deals with social anxiety, which is considered a very important topic in psychology.

The importance of the age stage in which the research was conducted, which is adolescence.

Our research seeks to value the role of practicing recreational sports activity for all students in general and for secondary school students in particular.

Knowing the extent to which students’ recreational culture contributes to achieving their psychological health.

study aims:
The objectives of this study are as follows:

Detecting the differences between students who practice recreational sports activity and those who do not practice recreational sports activity in alleviating social anxiety.

Detecting the differences between students who practice recreational sports activities and those who do not practice recreational sports activities in terms of fear of negative evaluation from others.

Detecting the differences between students who practice recreational sports activity and those who do not practice recreational sports activity in terms of avoidance disorders and avoidance of social situations.

Detecting the differences between students who practice recreational sports activity and those who do not practice recreational sports activity in terms of expecting bad performance from a person in social situations.

Detecting the differences that exist between students who practice recreational sports activity and those who do not practice recreational sports activity in terms of predicting social phobia performance in social situations.

Revealing the extent to which recreational culture contributes to achieving mental health among secondary school students.

4-Defining concepts and terminology
4-1Recreational sports activity:-

Terminologically:
Sports recreation is considered one of the basic pillars of recreation programs and includes small games such as agility games, running, small ball games, and others, as well as large games such as football, individual, pair, and group competitive games, and water games such as swimming, water polo, and rowing, which are among the favorite types of recreation in general. (Mahmoud Muhammad and Mahmoud Muhammad, 2008 p 120).
Al-Hamahmy and Aida Abdel Aziz (1998) state that what is meant by sports recreation is that type of recreation whose programs include many physical and sporting activities. It is considered the most influential type of recreation on the physical and physiological aspects of the individual who practices aspects of his activities that include sports.

- **Procedurally**: Recreational sports activity is a type of recreation and is included in most recreational programs. It includes individual, pair, or group sports activities, or sports games practiced in free time that help the practicing individual to relax psychologically and bring joy and pleasure to having fun, in addition to maintaining the body’s agility and fitness.

4-2-Social anxiety:

- **Technically**: It is an unpleasant emotion and distressing feeling that causes the expectation of a threat as a result of the individual’s participation in social situations accompanied by feelings of doubt and pity that are not objectively justified and distorted beliefs without a logical basis on which to build them. (Al-Shafi‘i, 2018).

- **Procedurally**: The ability of students not to adapt to the social and pedagogical conditions in the secondary school in which they study through manifestations of stress, psychological disorder, depression, and sadness.

4-3- high school:

Secondary education is an integral part of the total educational system and is considered the main link in the system of education, training and employment, as it occupies a position between intermediate education, which receives a huge number of students in addition to vocational training on the one hand, and on the other hand, between higher education, which constitutes the only source for students coming to... University studies and the world of work. Secondary education lasts three years and coincides with a critical stage, which is adolescence and the mental and physical changes that accompany it. (Farouja, 2011).

5-Previous and similar studies:

5-1-Study by “Magadi Mustafa, Dhaina Muhammad Radwan, Karroum Bashir” (2021), under the title: “Practicing recreational sports activity and its role in reducing social anxiety among female secondary school students”.

This study aimed to reveal the importance of practicing recreational sports activity and its role in reducing social anxiety among female secondary school students. This study relied on the descriptive approach, and a sample of 22 female students from one of the secondary schools in the state of Laghouat, and collected data for the questionnaire tool. Among the most important results reached, we find that practicing recreational sports activity has a role in reducing social anxiety, as we found that the exempt students have social anxiety, and in contrast, we find that the students who practice recreational sports have low anxiety, and therefore practicing recreational sports activity has a role in reducing social anxiety among the practicing students. For sports recreation on their cognitive level.

5. 2. Study by “Mohamed Al-Shahat” (2022) under the title: “The effect of a recreational sports program on social phobia and the psychological and social adaptation of people with special needs with Down syndrome who are capable of learning.”

This study aims to develop a proposed recreational sports program that includes a group of recreational sports activities for children with Down syndrome who are amenable to learning and to know its impact on the level of social phobia and the state of psychological and social adaptation for children with Down syndrome who are amenable to learning. The researcher used a one-group experimental design, and the research sample consisted of 10 children with Down syndrome who were capable of learning. Among the research tools were the psychosocial adjustment scale and the proposed sports recreational program. Some of the following statistical methods were used: arithmetic mean, regression, skewness coefficient, and simple correlation coefficient. (t-test), percentages. The most important results of the study are:
The proposed recreational sports program has a positive, statistically significant effect at the level of (0.05) on the level of social phobia for children with Down syndrome who are able to learn at the Intellectual Education School in Zagazig.

The proposed recreational and sports program has a positive, statistically significant effect at the level of (0.05) on the state of psychosocial adaptation of children with Down Syndrome who are capable of learning at the Intellectual Education School in Zagazig.

5- The study “Shima Abdel Hamid Abdel Salam (2021) under the title: “Social phobia and mental alertness among female students who practice and do not practice sports”.

The research aimed to identify the role of enjoying a level of physical fitness and practicing sports activity in reducing the phenomenon of social phobia and activating mental alertness among new female students of the College of Physical Education. The research sample was randomly selected from the female students of the first year, and their number reached 310 female students, representing a percentage of 42.46% of the population. The research community. The researcher adhered to all precautionary measures in dealing with the research sample. Data was also collected through the mobile phone number of each student, and the results of the research were as follows:

- Practicing sports activities for female students plays a role in enjoying physical fitness that distinguishes them from others who do not practice sports activities.

- Female students who practice sports activities are characterized by a low level of social phobia compared to other female students who do not practice sports activities.

- Female students who practice sports activities are characterized by a high level of mental alertness compared to other female students who do not practice sports activities.

Methodological procedures for the study:
1. Exploratory study:
The first work that we carried out in this research is the exploratory study, which has great importance in scientific research and is considered the cornerstone on which the researcher builds his initial perceptions about the study and the field of its application. It also determines the tool that will be used, and through the exploratory study, the scientific foundations or psychometric characteristics of the research tools are built. Used during the period between 10 January and 15 January, 2023

2. Method used: In our research, we relied on the experimental method

3. Research community: The research community in this study is represented by some students from Martyr Abdul Hamid Saudi High School, which is one of the high schools in the city of Messila and includes all specializations.

4. Research sample: By the basic research sample, we mean the group of elements that faithfully represent the original research community. The basic study sample was represented by some students from Martyr Abdul Hameed Saudi High School, numbering 40 students (20 practicing recreational sports activities and 20 not practicing recreational sports activities).

Tool used in the search:
After studying our topic and reviewing previous studies related to the research topic, we found that the appropriate tool for collecting data is the Social Anxiety Scale prepared by (M. Lebowitz), translated and codified by Ibrahim Al-Shafi’i, which seeks to know the psychological state of the individual, and consists of 65 statements distributed over 5 axes, which is the fear axis. From the negative evaluation of others, the axis of avoidance disorders, avoiding social situations, the axis of expecting bad performance from the person in social situations, the axis of generalized phobia in all situations of a social nature with others, and the axis of specific phobia related to speech, and the answer is made by choosing one of the following alternatives: (No at all, a little, Somewhat, a lot, often) and grades are given respectively for positive statements and vice versa for negative statements.
6- **Recreational activity program**: in this study we applied Recreational activity program to Experimental group

N=20 to know the effect of proposed Recreational activity program

6. **The scientific foundations of the scale:**

**Internal consistency validity**

Table (1) shows the correlation coefficients between the dimensions of the scale and the total score of the scale:

<table>
<thead>
<tr>
<th>Scale Dimensions</th>
<th>Correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>of negative evaluation from others</td>
<td>**</td>
</tr>
<tr>
<td>Avoidance disorders or avoiding social situations</td>
<td>**</td>
</tr>
<tr>
<td>expecting a person to perform poorly in social situations</td>
<td>**</td>
</tr>
<tr>
<td>realized phobia in all situations of a social nature</td>
<td>**</td>
</tr>
<tr>
<td>specific phobia related to speech</td>
<td>**</td>
</tr>
</tbody>
</table>

**Discussion:**

The correlation coefficient between the dimension of fear of negative evaluation from others and the total score of the scale is 0.756**, the correlation coefficient between the dimension of avoidance disorders and avoiding social situations and the total score (0.678**), and the correlation coefficient between the dimension of expecting bad performance from a person in social situations. The total score of the scale is (0.632**), and the correlation coefficient between the dimension of generalized phobia in all situations of a social nature and the total score of the scale is (0.728**), and the correlation coefficient between the dimension of specific phobia related to speech and the total score of the scale is (0, 645), and thus strong and statistically significant coefficients indicate the validity of the tool (social anxiety scale)

**Reliability coefficient:**

**Table No. (1)** shows the Cronbach’s alpha reliability coefficient.

<table>
<thead>
<tr>
<th>Number of items</th>
<th>Alpha Cronbach reliability coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>0.80</td>
</tr>
</tbody>
</table>

The value of the Cronbach alpha reliability coefficient is (0.80), which is a strong parameter that indicates the stability of the tool

7- **Statistical tools and methods:**

Statistical processing was done using the Statistical Processing Program in the Social Sciences (SPSS).

_ T-test for two independent samples (Student)_

_ SMA_

_ Standard deviation_

_ Pearson correlation coefficient_

**Presentation, analysis and discussion of results:**

1.8 **Display and analyze the results of the scale axes:**

1.1.8. **The first axis: Table No. (3):** shows the results of the T-test for the two independent samples who practice recreational sports activity and those who do not practice recreational sports activity in the dimension related to fear of negative evaluation from others..
Experimental group: 20 = N
Control group: 20 = N

<table>
<thead>
<tr>
<th></th>
<th>Control group</th>
<th>Experimental group</th>
<th>value T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of negative evaluation from others</td>
<td>s = 0.60, M = 0.95</td>
<td>s = 0.67, M = 1.35</td>
<td>*2.40</td>
</tr>
</tbody>
</table>

"T" tabulation at level (0.05) = 2.02. *D: α = 0.05 Degrees of freedom: 38

Table No. 3
Analysis:
We notice, from this table showing the dimension of fear of negative evaluation from others, that there are relative differences between the arithmetic means of the two groups of 0.40 in favor of the experimental group compared to the control group. We also notice in the T-test that the calculated “t” is estimated at 2.40, which is greater than the tabulated “t” which is estimated at 2.02 at the significance level of 0.05 and the degree of freedom equal to 38.
This shows that there are statistically significant differences between the experimental group practicing recreational sports activity and the control group that does not practice. The presence of a difference in the arithmetic mean between the two groups in favor of the experimental group is evidence of the importance of the effect of practicing recreational sports activity on the dimension related to reducing the fear of negative evaluation from others.
Therefore, we accept the first hypothesis, which says: There are statistically significant differences between secondary school students who practice recreational sports activities and those who do not practice recreational sports activities in reducing the fear of negative evaluation from others.

2.18 The second axis: Table No. 4: shows the results of the T-test for the two independent samples who practice recreational sports activity and those who do not practice recreational sports activity in the dimension related to avoidance disorders and avoiding social situations

<table>
<thead>
<tr>
<th></th>
<th>Control group</th>
<th>Experimental group</th>
<th>value T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoidance disorders: avoiding social situations</td>
<td>S = 0.60, M = 0.95</td>
<td>s = 0.68, M = 1.40</td>
<td>*2.21</td>
</tr>
</tbody>
</table>

Tabular “T” at level (0.05) = 2.02. *D: α = 0.05. Degree of freedom: 38

Table No. 4
Analysis:
We note from this table showing the dimension related to reducing avoidance disorders or avoiding social situations, that there are relative differences between the arithmetic means of the two groups by an amount of 0.45 in favor of the experimental group compared to the control group. We also notice in the T-test that the calculated “t” is estimated at 2.21, which is greater than the tabulated “t” which is estimated at 2.02 at the significance level of 0.05 and the degree of freedom equal to 38.
This shows that there are statistically significant differences between the experimental group practicing recreational sports activity and the control group that does not practice. The presence of a difference in the arithmetic mean between the two groups in favor of the experimental group is evidence of the importance of the effect of practicing recreational sports activity on the dimension related to reducing avoidance disorders and avoiding social situations. Therefore, we accept the second hypothesis, which says: There are statistically significant differences between secondary school students who practice recreational sports activities and those who do not practice recreational sports activities in reducing avoidance disorders and avoiding social situations.

The third axis: Table No. 5:
Shows the results of the T-test for the two independent samples who practice recreational sports activity and those who do not practice recreational sports activity in the dimension of expecting bad performance from a person in social situations.

<table>
<thead>
<tr>
<th>the test</th>
<th>Control group</th>
<th>Experimental group</th>
<th>value T</th>
</tr>
</thead>
<tbody>
<tr>
<td>The group</td>
<td>20=N</td>
<td>20=N</td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>M</td>
<td>s</td>
<td>m</td>
</tr>
<tr>
<td>Expecting a person to perform poorly in social situations</td>
<td>0.60</td>
<td>0.95</td>
<td>0.69</td>
</tr>
</tbody>
</table>

T" tabulation at level (0.05) = 2.02. * D: α = 0.05 Degrees of freedom: 38

Table No. 5
Analysis:
We notice from this table showing the dimension of expecting bad performance from a person in social situations, that there are relative differences between the arithmetic means of the two groups of 0.55 in favor of the experimental group compared to the control group. We also notice in the T-test that the calculated “t” is estimated at 2.68, which is greater than the tabulated “t” which is estimated at 2.02 at the significance level of 0.05 and the degree of freedom equal to 38. This shows that there are statistically significant differences between the experimental group practicing recreational sports activity and the control group that does not practice. The presence of a difference in the arithmetic mean between the two groups in favor of the experimental group is evidence of the importance of the effect of practicing recreational sports activity on the dimension of expecting bad performance from a person in social situations. Therefore, we accept the third hypothesis, which says: There are statistically significant differences between the secondary stage of those who practice recreational sports activity and those who do not practice recreational sports activity in reducing the expectation of bad performance from a person in social situations.

4.1.8. The fourth axis: Table No. 6: Shows the results of the T-test for the two independent samples who practice recreational sports activity and those who do not practice recreational sports activity on the dimension of generalized phobia in all situations of a social nature.
Table No. 6

Analysis:
From this table we note a generalized dimension of phobia in all situations of a social nature. There are relative differences between the arithmetic means of the two groups, estimated at 1.20, in favor of the experimental group compared to the control group. We also notice in the T-test that the calculated “t” is estimated at 2.85, which is greater than the tabulated “t” which is estimated at 2.02 at the significance level of 0.05 and the degree of freedom equal to 38.
This shows that there are statistically significant differences between the experimental group practicing recreational sports activity and the control group that does not practice. The presence of a difference in the arithmetic mean between the two groups in favor of the experimental group is evidence of the importance of the effect of practicing recreational sports activity on the dimension of generalized phobia in all situations of a social nature.

Therefore, we accept the fourth hypothesis, which states: There are statistically significant differences between secondary school students who practice recreational sports activities and those who do not practice recreational sports activities in reducing generalized phobia in all situations of a social nature.

5.18 The fifth axis: Table No. 7: Shows the results of the T-test for the two independent samples practicing recreational sports activity and non-recreational sports activity in the dimension of reducing a specific phobia related to speech.

Table No. 7

Analysis:
We see from this table the dimension of reducing a specific phobia related to speech. There are relative differences between the arithmetic means of the two groups by 0.35 in favor of the experimental group compared to the control group. We also notice in the T-test that the calculated “t” is estimated at 2.39, which is greater than the tabulated “t” which is estimated at 2.02 at the significance level of 0.05 and the degree of freedom equal to 38.
This shows that there are statistically significant differences between the experimental group practicing recreational sports activity and the control group that does not practice. The presence of a difference in the arithmetic mean between the two groups in favor of the experimental group is
evidence of the importance of the effect of practicing recreational sports activity on the dimension of reducing a specific phobia related to speech. Therefore, we accept the fifth hypothesis, which states: There are statistically significant differences between secondary school students who practice recreational sports activities and those who do not practice recreational sports activities in reducing specific phobia related to speech.

2.8-Discussion of the study results:
The results obtained in tables (3, 4, 5, 6, 7) resulted in statistically significant differences in all dimensions, which means that the percentage of secondary school students practicing recreational sports activities who were not afraid of negative evaluation from others was high, unlike the students. Non-practitioners, as enjoying the activities of recreational sports activities enables the inculcation of the sports character that is based on cooperation, altruism, self-denial, lack of arrogance, and self-confidence (Jabouri, 1970, p. 9). Recreational sports activity also helps the student not to fear negative evaluation from others and Lack of feeling of inferiority (Fahim, 2007, p. 48), and the level of avoidance disorders or avoidance of social situations among secondary school students who practice recreational sports activity is lower than among students who do not practice it. This confirms that activity in recreational sports activity contributes to achieving happiness and thus avoiding avoidance disorders. Social situations, as (Moawad, 1998, p. 13) stated that practicing sports is something that is popular among students at all educational levels and has an impact on the individual in all psychological aspects. The human being is an integrated unit that cannot differentiate between mind, body, or spirit. As for reducing generalized phobia In all situations of a social nature. Reducing the specific phobia associated with speaking for effectiveness, we find that clarity and relationships with others are two qualities that students who practice recreational sports activity enjoy, as Tahani Abdel Salam confirmed: The characteristic of trying to communicate with others and achieving the need to belong is one of the strongest human desires. Man is social by nature, and there is a part that is not Little in the way of organized or unorganized recreation depends on relationships with others (Tahani, 2001, 116).

Therefore, in the end, we can conclude that the general hypothesis that there are statistically significant differences between secondary school students who practice recreational sports activity and students who do not practice recreational sports activity in reducing social anxiety has been achieved, meaning that recreational activity contributes to alleviating social phobia and is therefore an indicator of social anxiety. Psychological comfort among students, and this is consistent with the study of Shaima Abdel Hamid Abdel Salam 2021, which concluded that members of the study sample enjoyed a level of physical fitness and practicing sports activity in reducing the phenomenon of social phobia and stimulating mental alertness for new female students of the College of Physical Education. In addition to the results A study by “Mohamed Al-Shahat” (2022), which concluded that sports practice has an effective and positive effect in reducing stress, anxiety, feelings of difference, psychological disorders, and psychological complications.

9-Conclusion:
The desire to practice recreational sports activity for secondary school students is a praiseworthy matter and of great benefit to their psychological states that are witnessing internal storms due to the pressures of exams and the tensions and pressures of adolescence. Through the results of the research, they overcome these tensions and pressures by practicing recreational sports activities that contribute positively to alleviating From these pressures and tensions that they experience, they achieve a feeling of psychological security and psychological comfort, instilling a spirit of optimism in their souls, putting a smile on their faces, and improving their relationships with their colleagues and teachers in the school environment. From here, the study added a set of recommendations, which are as follows:
Raising awareness of the importance of practicing recreational sports activities for secondary school students.

The contribution of recreational activity for secondary school students to reducing social anxiety.

Recreational sports activity helps secondary school students alleviate some of the psychological pressures.

There are differences in the level of social anxiety among students who practice recreational sports activity more than their non-practicing peers.

Sources and references:

Memos and theses: