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Adolescents' Attitudes towards Participation in Educational Physical and Sports Activities

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***Abstract*—**Studies have demonstrated that educational physical and sports activities contribute significantly to human development, which represents the cornerstone of any progress and prosperity. Therefore, many countries have focused their attention on this vital field, incorporating it into their educational curricula and establishing specialized institutes and laboratories to conduct research and studies that contribute to enhancing the status of physical education and sports sciences among other academic disciplines.

Adolescence is considered a transitional period during which individuals undergo a series of comprehensive changes that prepare them to move from an immature child to a mature adult capable of assuming responsibility. This stage plays a significant role in shaping the individual's future personality, as a healthy adolescence contributes to the individual's well-being, whereas an unhealthy one may have negative consequences.

During this important stage, adolescents experience an enormous range of emotions and pressures that may sometimes overwhelm them and lead them away from the right path. Consequently, many adolescents resort to engaging in physical and sports activities, whether within or outside the school environment, viewing them as a safe refuge and an effective outlet through which they can release their emotions and relieve their psychological pressures. These activities also help them regain their physical, psychological, and mental balance and health, thereby enabling them to develop a strong personality capable of facing life's challenges.

Research Problem

What are adolescents' attitudes towards participation in educational physical and sports activities?

Sub-Questions

1. Are adolescents inclined to participate in educational physical and sports activities for the purpose of physical development and body building?
2. Are adolescents inclined to participate in educational physical and sports activities for psychological purposes?
3. Are adolescents inclined to participate in educational physical and sports activities for the purpose of building social relationships?

Research Hypothesis

Adolescents' attitudes towards participation in educational physical and sports activities vary between physical, psychological, and social orientations.

Sub-Hypotheses

1. Adolescents are inclined to participate in educational physical and sports activities for the purpose of physical development and body building.
2. Adolescents are inclined to participate in educational physical and sports activities for psychological purposes.

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3. Adolescents are inclined to participate in educational physical and sports activities for the purpose of building social relationships.

Reasons for Selecting the Topic

- Raising awareness of the importance of adolescents' participation in physical and sports activities.
- Shedding light on adolescents' attitudes towards participation in physical and sports activities.

Research Objectives

- To identify adolescents' attitudes towards participation in educational physical and sports activities.
- To identify the importance of educational physical and sports activities in adolescents' physical development.
- To identify the importance of educational physical and sports activities in developing adolescents' psychological abilities.
- To identify the importance of educational physical and sports activities in developing adolescents' social abilities.

Significance of the Research

- Highlighting the physical foundations of physical and sports activities.
- Highlighting the psychological foundations of physical and sports activities.
- Highlighting the social foundations of physical and sports activities.

Theoretical Framework of the Study

Physical and Sports Activities

Concept

Robert Bobin's Definition:

These are selected physical activities designed to meet individuals' needs in terms of physical, mental, and psychomotor development, with the aim of achieving their comprehensive growth.

Nash's Definition:

It is an integral part of general education that utilizes the natural motives for activity inherent in every individual to develop them organically, coordinatively, and emotionally.

Lumpkin's Definition:

It is the process through which individuals acquire the best physical, mental, and social skills, as well as physical fitness, through physical activity.

Wuest and Bucher's Definition:

It is a process aimed at improving human performance through the medium of selected physical activities.

Objectives

The general objectives of educational physical and sports activities can be summarized as follows:

- Developing individuals and helping them achieve harmony with themselves, on the one hand, and with their communities, on the other. Educational objectives are integrated, and focusing on a particular objective does not mean neglecting the others. In reality, individuals do not develop in isolation; rather, they function within a social environment by which they are influenced and upon which they also exert influence.
- Preserving individual existence and ensuring the continuity of the human species.
- Developing individuals' abilities and potential.
- Helping children achieve self-fulfilment and satisfy their motives within the framework of society's general objectives.
- Preparing children to master and improve their skills.
- Preserving the continuity of society and safeguarding its cultural heritage.
- Maintaining society's values and ideals.

Importance

Educational physical and sports activities play significant roles in individuals' lives because of their benefits in physical, psychological, mental, moral, and social terms, as well as their educational value.

1. Physical Aspect

Physical education and sports contribute to developing and strengthening the body. They also play a significant role in maintaining the body's internal biological balance. Through these activities, individuals acquire good physical health.

2. Mental Aspect

It has been found that participation in physical education and sports enables individuals to enjoy good mental health, as it increases intelligence levels and enhances higher mental abilities, such as attention, concentration, perception, anticipation, and others.

3. Psychological Aspect

Physical education helps individuals modify their behaviour, enabling them to enjoy good psychological health. Participation in physical education and sports helps alleviate anxiety and depression and reduces the intensity of psychological stress experienced by individuals.

4. Moral Aspect

Through team games, physical education and sports help individuals learn moral standards of behaviour, such as honesty, integrity, self-control, and other ethical values.

5. Social Aspect

Through playing and interacting with others in a group, individuals become aware of the concepts of belonging, group membership, teamwork, and the common good.

Scientific Foundations of Educational Physical and Sports Activities

When an athlete performs a particular movement, they do so as an integrated and indivisible unit, with every organ and body part participating in the performance, albeit to varying degrees. Furthermore, when an individual seeks to compete with others and outperform them, they must mobilize considerable psychological energy to achieve this objective.

Accordingly, every behaviour exhibited by an athlete has a scientific explanation, and every programme designed within the field of physical education and sports must be based on a sound scientific foundation that enables it to achieve the objectives for which it was developed.

1. Biological Foundations of Educational Physical and Sports Activities

The human body has an extremely complex mechanism, and its structure must be thoroughly understood by every physical education teacher. Therefore, students of physical education study the human body in detail throughout their training so that they can provide a comprehensive explanation of the functioning of muscles during each exercise, as well as the various systems that supply them with energy, such as the circulatory, cardiovascular, respiratory, and skeletal systems. The components of the skeletal system function as levers upon which the muscles act.

Consequently, students become capable not only of explaining the purpose and structure of an exercise but also of providing scientific explanations for questions such as: Why was this movement performed in this particular direction? And why was this specific number of repetitions selected?

2. Psychological Foundations of Educational Physical and Sports Activities

Since physical and sports activities occupy an important position in the lives of modern societies, their influence is not limited to physical growth and preparation; it also extends to moral and volitional characteristics.

Sports activities are numerous and varied, but they require participation in competitions and regular training sessions in the chosen sporting discipline. Developing highly effective training methods for these activities cannot be achieved without studying and identifying, on the one hand, the characteristics and nature of the sporting activity itself and, on the other hand, the personality characteristics of the athlete as the individual engaged in that activity.

Furthermore, knowledge of the psychological foundations provides an analysis of the most important aspects of physical and sports activities. It also contributes to the precise analysis of psychological processes associated with motor activity and to the development of teaching and sports training methods for all types of activities.

3. Social Foundations of Educational Physical and Sports Activities

When a group is formed, its membership increases, its responsibilities expand, its problems become more numerous, relationships among its members become increasingly complex, their orientations and beliefs become more diverse, and their interests begin to intersect, conflicts of various kinds inevitably emerge, threatening the group's existence and continuity.

For this reason, such groups resort to recreational activities, whether individually or collectively, to promote enjoyment and pleasure and alleviate the pressures of everyday life. Physical and sports activities are among these recreational activities. They help individuals achieve self-fulfilment and improve their behaviour, making them happier and more willing to establish increasingly positive relationships with other members of society.

Adolescence

The term *adolescence* is derived from the Latin verb *Adolescerie*, meaning approaching maturity. In Arabic, its derivation is associated with the verb *rahaga*, which conveys meanings ranging from recklessness and ignorance to the arrival of a particular time, approaching, catching up, and coming close. The expression *rahaga al-ghulam* refers to a boy who is approaching puberty but has not yet reached it. Thus, the term refers to an individual who is approaching maturity.

Hurlock defines adolescence in her book *Carmichael* from a physiological and psychological perspective. She argues that the beginning of adolescence is determined physiologically, whereas its continuation and termination are determined psychologically. An individual becomes an adolescent upon reaching sexual maturity and acquiring the ability to reproduce. Psychologically and chronologically, adolescence ends when the individual reaches a stable and comprehensive level of maturity.

Stanley Hall, one of the founders of psychology, considers adolescence a period of storm and stress. **Bernard** states that adolescence can be defined as "a period marked by the emergence of independence, extending until the individual becomes capable of assuming responsibility for performing the various roles undertaken by adults."

Ahmed Zaki Saleh defines adolescence as "the developmental stage or phase through which a young individual, who is not yet physically, emotionally, mentally, or socially mature, passes towards the beginning of physical, mental, and social maturity."

Erikson, a psychoanalyst, views adolescence as "a period of the process of searching for identity." **Friedenberg** adopts the same perspective, arguing that "adolescence is a process that goes beyond mere sexual maturation; it is primarily a social process through which individuals establish their identity, and it represents a form of dialectical conflict with society."

Blos, meanwhile, considers adolescence to be "the totality of all attempts at adjustment to the stage of sexual maturity, together with the overall favourable internal and external conditions that individuals encounter."

The definition provided by **Hollingshead** in his book *Elmtown's Youth* represents a sociological approach to defining adolescence. He states: "From the perspective of sociology, adolescence is the period in an individual's life during which the society in which they live ceases to regard them as a child, without yet granting them the full status, roles, or functions enjoyed by an adult."

Similarly, **Schelski** adopts a sociological perspective when he states that "adolescence is a period of human development during which an individual no longer plays the role of a child but, nevertheless, does not yet assume the role of an adult as a fully integrated member of social institutions."

2.2. Stages of Adolescence

The duration of the period known as adolescence varies from one society to another and from one individual to another. Some scholars adopt a broader definition of adolescence, considering it to include the period preceding puberty and placing its age range between 13 and 19 years.

In her book *Child Development*, Hurlock divides adolescence chronologically into three stages:

- **Pre-adolescence:** (10–12 years).
- **Early adolescence:** (13–16 years).
- **Late adolescence:** (17–21 years).

2.2.1. Pre-Adolescence

This stage extends from 10 to 12 years of age. Its most important characteristics include:

- Adolescents experience a lack of confidence in their physical appearance and in the changes occurring in their bodies.
- They feel a growing need for greater freedom and independence.
- They become more nervous and tense because of the changes they undergo.
- During this period, they begin to discover their sexuality and develop a greater need for privacy.

2.2.2. Early Adolescence

This stage extends from 13 to 16 years of age. Its most important characteristics include:

- Adolescents develop a stronger sense of independence.
- They feel an increasing need to assert their identity and prove themselves.
- They become more confrontational and argumentative in their relationships with family members.
- They become more rebellious towards society's customs, traditions, and values and may express a desire to engage in prohibited activities, such as smoking.
- They become more impulsive and reckless.
- Mental development continues during this period, and adolescents become increasingly capable of objective thinking and planning for the future.

2.2.3. Late Adolescence

This stage extends from 17 to 21 years of age. Its most important characteristics include:

- Adolescents become preoccupied with defining their identity and shaping their personalities.
- They become calmer and more inclined to seek advice and consultation, particularly from their parents.
- This stage represents a period of independence and decision-making for adolescents.
- They develop greater self-confidence.
- They become more respectful of behavioural rules and standards.
- They prepare themselves to become responsible adults and move away from reckless and ill-considered behaviour.

2.3. Types of Adolescence

In reality, there is no single type of adolescence, as each individual experiences a distinct form depending on their physical, social, psychological, and economic circumstances, as well as their natural abilities and predispositions.

Adolescence varies from one individual to another, from one environment to another, and from one population group to another. It also differs according to the cultural patterns within which adolescents are raised. Thus, adolescence in a primitive society differs from that in a developed society, just as it differs between urban and rural communities.

In general, studies have identified four types of adolescence:

2.3.1. Well-Adjusted Adolescence

Adolescents belonging to this type are relatively calm and tend towards stability and emotional balance. Their lives are almost entirely free from violence and severe emotional tension.

2.3.2. Aggressive and Rebellious Adolescence

The most important characteristics of adolescents belonging to this type include aggressiveness, rebelliousness, and a tendency towards revenge. They attempt to imitate adult men and openly defy their fathers.

2.3.3. Withdrawn and Introverted Adolescence

The most important characteristics of adolescents belonging to this type include depression, isolation, and feelings of guilt. They are constantly preoccupied with introspection and have little interest in anything beyond themselves. They enjoy activities that reinforce introversion and solitude, such as reading and writing, and frequently experience feelings of deprivation.

2.3.4. Delinquent Adolescence

This type takes the form of complete moral degeneration, overall psychological breakdown, and involvement in various forms of deviant behaviour, such as drug addiction, theft, gang formation, and nervous breakdowns. It has

been found that some adolescents belonging to this category have previously experienced abnormal situations, severe psychological trauma, neglect of their desires and needs, and excessive pampering. Bad company is also considered an important contributing factor to this type of adolescence.

2.4. Characteristics of Adolescence

Adolescence is characterized by a set of features, which can be summarized as follows:

2.4.1. Physical Growth

Adolescence is considered a period of rapid growth, as the bodies of male and female adolescents undergo a growth spurt affecting all their organs and body parts. This is reflected in the following changes:

- The bones of the skeletal system increase in length and rapidly acquire greater thickness.
- Muscles begin to mature and become stronger.
- The reproductive organs, which remained relatively inactive during childhood, begin to undergo unusual growth.
- The reproductive glands begin secreting hormones into the bloodstream.
- Hair appears in certain parts of the body as a result of hormones secreted by the endocrine and reproductive glands.
- The voice deepens in males, whereas it becomes higher-pitched in females.
- Breast development occurs in females.
- The upper parts of the body develop before the lower parts. The mouth widens, and the teeth become stronger.
- The growth of permanent teeth is completed by the end of this stage, and physical maturation reaches its final stages.

The duration of rapid growth depends on the age at which this phenomenon begins. Individuals whose longitudinal growth starts early also complete it early, whereas those whose longitudinal growth begins later complete it later.

Body height is closely related to the development of the skeletal system and varies according to the different stages of growth. At birth, males and females are approximately equal in this respect. At the age of four, girls temporarily surpass boys in skeletal development. A girl's bones reach full maturity at approximately seventeen years of age, while boys' skeletal growth approaches that of girls at the age of fourteen before subsequently surpassing it.

Dr. Saadia Mohamed adds that during this stage, "boys and girls reach almost complete physical maturity, as the features of the body and face acquire their full form. Boys' muscles become strong and firm, whereas girls are characterized by softness and flexibility."

Fouad Bahi El-Sayed states that during adolescence, "boys surpass girls in muscular strength because boys have broader shoulders, longer arms, and larger hands. The difference in weight reaches approximately four kilograms at the age of eleven and increases to twenty kilograms by the age of eighteen. This increase has a significant impact on social adjustment and on affirming one's status and personality."

2.4.2. Physiological Growth

Discussing physiological growth necessarily requires examining the development of the reproductive glands and their readiness for hormonal secretion. During adolescence, the pineal gland and the thymus gland shrink as a result of increased activity in the reproductive glands.

Meanwhile, the growth hormone secreted by the pituitary gland continues to exert a strong influence on skeletal growth during adolescence. However, sex hormones affect this process by limiting its activity and inhibiting its function. Thyroid hormones are also affected by sexual maturation: their levels increase at the beginning of adolescence and subsequently decline as this stage approaches its end.

Physiological growth is also reflected in changes affecting the body's vital functions and its ability to convert nutrients into energy to keep pace with the accelerated rate of growth during this period. These changes also affect the cardiovascular system, as the heartbeat increases in frequency and becomes more rapid, even when adolescents engage in minimal physical activity. This is because the energy produced within the body is directed towards growth.

Dr. Zahran Ahmed Abdel Salam adds: "Physiological growth continues to progress towards maturity during this stage. Sleep duration decreases compared with previous stages, appetite and food consumption increase, blood

pressure gradually rises, and the heart rate decreases."

2.4.3. Mental Growth

2.4.3.1. Intelligence and Special Abilities

During this stage, general mental development reaches completion, while specific abilities emerge and develop at an unprecedented rate. It can therefore be observed that intelligence develops rapidly during this period and eventually reaches a point at which further development stops.

Psychologists differ in determining the age at which intelligence reaches its developmental limit. While Terman, in his standardization of the Binet Intelligence Test (1937 revision), considers fifteen years to be the upper age limit at which intelligence stops developing, studies conducted to standardize the Wechsler Intelligence Test indicate that the age of twenty is when the increase in intelligence ceases.

Nevertheless, most studies suggest that intelligence reaches its developmental limit between the ages of sixteen and eighteen. This means that intelligence attains its highest level during adolescence.

Furthermore, research on intelligence indicates that individual differences become particularly apparent during this stage, as each individual's intelligence begins to display distinctive characteristics compared with that of others. This is an important point to which parents and teachers should pay particular attention.

2.4.3.2. Higher Mental Functions

Higher mental functions also reach maturity during this stage and acquire characteristics that distinguish them from those observed in previous developmental periods.

Attention is one of these functions that develops considerably during adolescence, both in terms of the duration of attention and the degree of complexity of the subject to which the individual pays attention.

Children's capacity for attention during the stages preceding adolescence is relatively limited. Moreover, they cannot fully comprehend the subjects to which they pay attention unless these subjects are relatively simple and clear. In contrast, adolescents demonstrate an increased capacity for attention, enabling them to remain focused on a particular subject, or a specific group of subjects and the relationships between them, for an extended period.

It can also be observed that adolescents' memory capacity improves during this stage. Here, reference is made to memory associated with understanding objects and ideas, as opposed to children's memory, which is primarily mechanical and based on memorization and repetition.

Adolescents' mental abilities are therefore no longer limited to mechanical memorization. Rather, their cognitive capacities enable them to understand and engage in logical reasoning. They examine every word and every idea in order to explore its implications and meanings.

The abilities of imagination and creativity also increase during this stage, and these two abilities may be considered among the distinctive characteristics of adolescence compared with other age groups.

Adolescent thinking also has its own distinctive characteristics and differs in nature from the thinking that characterizes children, particularly during their early years. Children's thinking at this age is sensory in nature, relying on the senses and being largely determined by perceptual factors and the objects contained in the situation under consideration. Children do not tend to identify the relationships between these objects or the possible consequences arising from them.

By contrast, abstract thinking, the ability to engage in logical analysis, and the capacity to deal with objects and concepts that are neither present nor tangible nor directly observable emerge during adolescence.

2.4.4. Emotional Development

This stage is also characterized by numerous emotional changes, most of which have distinctive features that make adolescents different from the calm children they were during previous developmental stages.

Dr. Mustafa Fahmi explains emotional development by linking it to the pressures and restrictions experienced by adolescents. He argues that when restrictions, pressures, and commands become excessive, adolescents experience internal conflict, and their responses take the form of rebellion and revolt. However, when their circumstances are understood and their personalities are accepted, their behaviour becomes more adaptive.

Dr. Abdel Rahman Al-Eisawi adds that emotional ambivalence and contradictory feelings emerge during this stage. Adolescents also display various ways of expressing intense emotions, including nervous habits, emotional outbursts, quarrels, mood swings, and disturbances in appetite.

Adolescents' emotions are influenced by family relationships and by the physical, mental, and social changes they experience during this stage. They are also affected by the emergence of new drives that adolescents seek to satisfy, such as the sexual drive. Naturally, adolescents' emotions cannot be separated from the standards, traditions, and religious values of society.

Family relationships play a major role in adolescents' emotional development. The prevailing social atmosphere within the family influences their emotional growth either positively, when family relationships are healthy, or negatively, when these relationships are troubled.

Any disagreement between parents affects adolescents' emotions, and the recurrence of such conflicts negatively influences their normal and healthy development and undermines their emotional stability.

Regarding the relationship between physical changes and adolescents' emotions, these bodily changes and their nature are believed to cause considerable anxiety. Adolescents may feel as though they are the only individuals experiencing such changes. They do not understand their nature, their purpose, or why they begin to occur specifically during this stage of life.

With regard to adolescents' religious values, it can be observed that during childhood, individuals believe in various religious rituals and accept them completely, without argument or discussion. However, during adolescence, they begin to approach these beliefs intellectually, questioning and seeking to understand them, which consequently strengthens their faith.

Naturally, we cannot overlook the relationship between the drives that emerge during this stage and adolescents' emotions. Among these drives, the most important and influential in emotional development is the sexual drive.

The sexual drive, which becomes particularly pronounced during this stage, is one of the factors that causes adolescents considerable anxiety. This anxiety results from their desire to understand sexual matters and satisfy this drive, a desire that encounters strong opposition from society. Consequently, adolescents experience psychological disturbance because of the conflict between their pressing sexual desires and the requirements and traditions of society.

The problem becomes even more complicated because sexual drives and sexual matters in general are surrounded by ambiguity, secrecy, and feelings of guilt and sin. Thus, a conflict arises between the desire to understand sexual matters and satisfy sexual drives, on the one hand, and the restrictions imposed by society, on the other, leading adolescents to experience some of the most severe forms of psychological conflict.

2.4.5. Social Development

Social development takes a different direction during this stage compared with childhood.

Children's social development begins at birth. During the early years, they establish a relationship with their mothers, who represent all the essential elements of their lives. This circle subsequently expands to include other family members, relatives, neighbours, and so forth. Thus, all the social relationships established by children remain within the boundaries of the environment defined for them, namely, the family and its surrounding relationships.

This situation changes only during adolescence, when new types of relationships begin to develop between adolescents and other adolescents and young people. Their attachment to particular groups becomes stronger, and their loyalty to these groups increases. These relationships and attachments usually develop at the expense of their family ties and the sense of security and comfort they previously experienced through belonging to their families, particularly through their attachment to their parents and the love, affection, and tenderness they received within the family environment.

During this stage, adolescents tend to establish positive relationships with other individuals of the same age, both males and females, particularly members of the opposite sex. Adolescents also need to assert their personalities among their peers of the same age group and gender.

Friendships become deeper and more lasting, while the groups adolescents join are generally characterized by shared desires and common interests and orientations.

The formation of such groups is essential for adolescents, particularly when their primary objective is to develop a positive personality. Through belonging to a group, adolescents learn social interactions and skills that they may previously have lacked because they had not been exposed to them. Moreover, joining a group gives them a sense of reassurance and makes them feel accepted and wanted by other members of society.

Adolescents' social development is influenced by the social and family environments in which they live. The culture, traditions, customs, social conventions, attitudes, and interests prevailing in the social environment influence adolescents, guide their behaviour, and make their process of social adjustment either easier or more difficult.

Based on the foregoing, the most important manifestations of social development during adolescence can be summarized as follows:

- The ability to join groups and interact with them in a positive and productive manner.
- A tendency towards group parties and collective games, particularly those involving both sexes.
- The need for play, recreation, and relaxation.
- Appropriate behaviour in various social situations, resulting from adolescents' sensitivity to and understanding of such situations.
- Social maturity is reflected in the scope and depth of social relationships. Adolescents' social networks expand, and they establish deep friendships with other adolescents.
- Adolescents develop an inclination towards community service and charitable work.
- Adolescents begin to avoid adults who impose their opinions on others.
- Adolescents develop a desire for independence, freedom, and self-assertion.

2.4.6. Motor Development

Motor development is an integrated process closely associated with other aspects of behaviour. It is also strongly connected with other dimensions of development, including physical, mental, and emotional growth.

Although motor development during adolescence is characterized by some degree of instability, this stage should not be described as a period of motor crisis. On the contrary, individuals at this stage are capable of performing and consolidating numerous motor skills.

The motor characteristics acquired by adolescents during this stage can be summarized as follows:

- Adolescents gradually acquire better balance and become less prone to motor instability.
- Their movements become more coordinated as a result of the development of neuromuscular coordination.
- The increase in muscle mass among boys enables them to participate in sports activities requiring considerable muscular strength. Girls, meanwhile, can engage in sports activities requiring a high degree of flexibility, such as gymnastics, as a result of increased muscular flexibility.
- Adolescents learn movements more rapidly because of the mental abilities they develop during this stage.
- This stage is characterized by the mastery of sports movements. Adolescents' movements become more coordinated and harmonious, while their activity levels and physical strength increase. Physical education and sports programmes can also be used to help introverted adolescents, thereby improving their social acceptance and their attitudes towards themselves and others.

Practical Part of the Study

1. Research Methodology

The nature of this study requires the collection of information and data that enable us to describe the phenomenon accurately, explain it, and identify the relationships between its various components. This has led us to adopt the descriptive method, since the selection of a research methodology is neither random nor governed by personal preferences. Rather, it is an objective choice based primarily on the nature of the research problem under investigation.

Statistical research is among the most widely used research approaches in the fields of educational, psychological, and social studies, as it provides valuable information and facts about existing conditions and practices, as well as the relationships between different phenomena.

2. Identification of Variables

- **Independent Variable:** Adolescents' attitudes.
- **Dependent Variable:** Participation in educational physical and sports activities.

3. Study Population

The population of this study comprises all adolescents.

4. Study Sample

When the research population is large, it becomes difficult for researchers to conduct their studies on all its members. Consequently, they resort to selecting a representative sample of that population, which allows them to conduct their research more easily and obtain more accurate results that can be generalized to all members of the research population.

The sample selected for this study is a random sample consisting of 100 adolescents.

5. Research Instruments

Researchers select one or more instruments that enable them to collect the greatest possible amount of accurate information about the phenomenon under investigation.

Sometimes, researchers are unable to obtain a ready-made instrument capable of achieving the objectives of their study. In such cases, they resort to designing their own research instrument.

This is precisely the approach we adopted when determining the research instruments, as we designed a questionnaire addressed to the study sample.

Research Findings

The findings of the study can be summarized as follows:

- Adolescents' attitudes towards participation in educational physical and sports activities are diverse.
- Adolescents are inclined to participate in physical and sports activities for the purpose of physical development and body building, because physical activity contributes to the development of various bodily functions. It is responsible for improving the cardiovascular system, the respiratory system, and the locomotor system, including muscles, bones, and other components.
- Adolescents also participate in physical and sports activities for the purpose of developing their psychological abilities, which helps them build strong and well-balanced personalities.
- Adolescents participate in educational physical and sports activities for the purpose of establishing social relationships, since individuals cannot live in isolation from others.

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