International Journal of Physiology, Nutrition and Physical Education

Thulfiqar Thaaer Jameel
College of Education for Girls,
Al-Qadisiyah University, Iraq

The effect of a recreational sports program on anxiety among first-year female students in physical education and sports sciences

Thulfiqar Thaaer Jameel

DOI: https://doi.org/10.22271/journalofsport.2023.v8.i2g.2836

Abstract
The purpose of this paper is preparing a recreational program, in addition to preparing a measure of psychological anxiety among first-stage female students in the College of Physical Education and Sports Sciences. Also, identifying the extent of psychological anxiety and knowing the impact of the recreational program on the experimental group of first-stage female students in the College of Physical Education and Sports Sciences. It also aimed to find out the differences between the experimental and control groups according to the psychological anxiety of the first-stage female students of the College of Physical Education and Sports Sciences. The experimental approach was used in the manner of equal groups, and the research sample was determined to be the first-stage female students in the College of Physical Education and Sports Sciences for the year (2022-2023), and the results resulted in the presence of an effect The recreational program reduced psychological anxiety among the sample under study.

Keywords: Recreational program, psychological anxiety

Introduction
Recreational physical activity has a clear and positive impact on the psychological aspect, as recreational physical activity is represented by muscle contractions, which require the absence of tension, and it also requires positive energy, which requires the continuation of physical work.

Human wealth is the real wealth of any society, and female students in the first stages of university are considered part of these human societies, and evaluating the future of a society depends to a large extent on the educational conditions to which members of the new generation are exposed in universities.

Sports activity in the early stages in the colleges of physical education and sports sciences is one of the important fields in providing various sports activities to female students, whether these activities are movement or exploratory, as movement is used as a basic means in the learning process and this movement can be presented in the form of competitive movement games or presented In the form of a problem, so the student tries to find a solution to it, provided that one of the basic goals of the physical education lesson is to provide the means and supports for the child's integrated development in terms of physical, kinetic, psychological, social and exploratory aspects, where movement is used as a basic means in the educational process.

Also, one of the acquired responses is anxiety, as it arises through a stimulus other than Muhammad and athletic movement, which seems to give different emotions on anxiety and the facilitating and obstructing effect. If the anxiety is of a moderate degree, it may be within the limits of moderation, and its effect is only on mental activities, just as recreational programs Most previous studies have shown that it has an effect on reducing anxiety in people.

The importance of the research lies in knowing the extent of the impact of recreational programs on anxiety in general and female students in the first stage of obesity education in particular.

Corresponding Author:
Thulfiqar Thaaer Jameel
College of Education for Girls,
Al-Qadisiyah University, Iraq

Research problem
Through interaction during lectures and communication with first-year female students in the College of Physical Education, we may have noticed that most of the female students who were accepted into physical education and who applied for special admission were compulsory due to the low rates of applying for physical education and blaming sports, that is, without their desire to do so. Therefore, she has a disturbed feeling and fails in many practical subjects, thus entering into a spiral of anxiety. Therefore, the researcher decided to delve into this study to identify the effect of recreational programs in reducing anxiety among first-year female students in the College of Physical Education and Sports Sciences at Al-Qadisiyah University.

Research objective
- Preparing a recreational program for first-year female students in the College of Physical Education and Sports Sciences
- Preparing a measure of psychological anxiety among first-year female students in the College of Physical Education and Sports Sciences.
- Identifying the extent of psychological anxiety among female students of the first stage of the College of Physical Education and Sports Sciences.
- Identifying the impact of the recreational program on the experimental group of female students in the first stage of the College of Physical Education and Sports Sciences.
- Identifying the differences between the experimental and control groups according to the psychological anxiety of female students in the first stage of the College of Physical Education and Sports Sciences

Research hypotheses
- The recreational program had an effect in reducing psychological anxiety among the experimental group of female students in the first stage of the College of Physical Education and Sports Sciences.
- There are statistically significant differences between the control and experimental groups according to the effect of the recreation program on psychological anxiety

Research fields

- **Human field:** First stage female students, College of Physical Education and Sports Sciences/University of Al-Qadisiyah.
- **Time field:** 5/2 /2023 to 5/ 6/2023.
- **Spatial field:** Stadiums of the College of Physical Education and Sports Sciences / Al-Qadisiyah University

Research methodology and field procedures
Research Methodology
The researcher used the experimental method using equal groups.

Community and sample research
One of the most important steps on which the success of the research is based is choosing the appropriate method to solve the research problem. The method is the method that the researcher follows until he reaches his goal. Therefore, the researcher used the experimental method by designing (two equal groups), experimental and control, to suit the problem to be researched to achieve the research objectives and hypotheses. Experimental research is a deliberate change by the researcher to certain elements in order to know the immediate changes that occur and try to explain and interpret them within a sound scientific starting point (Mahjoub. 1993) [1].

The research population was identified as female students of the first stage at the College of Physical Education and Sports Sciences / Al-Qadisiyah University for the academic year 2023-2024, and they numbered (47) students, where the sample percentage of the population was 100%, and the sample was distributed into two groups (experimental and control) with (20) female students. For each group, the exploratory experiment included (7) female students.

Sample homogeneity
Homogeneity was performed to isolate individuals in one group in some variables and tests (height, weight, psychological anxiety) through the use of the skewness coefficient (Al-Tikriti and Al-Obaidi. 1999) [2], as shown in Tables (1) and (2), noting that the skewness coefficient in those variables was limited to (± 1).

Table 1: Shows the homogeneity of the control group

No.	Variables	Mean	Std. Deviations	Standard error	Skewness	Type sig
1	Length	161.0500	2.99956	0.67072	-0.820	Homogeneity
2	weight	67.4500	4.28553	0.95827	0.841	Homogeneity
3	age	20.0500	1.14593	0.25624	0.826	Homogeneity
4	Psychological anxiety	95.000	2.3169	2.31699	0.621	Homogeneity

Table 2: Shows the homogeneity of the experimental group

No.	Variables	Mean	Std. Deviations	Standard error	Skewness	Type sig
1	Length	161.4000	3.61867	0.80916	-0.775	Homogeneity
2	weight	69.1500	5.00815	1.11986	0.329	Homogeneity
3	age	19.9000	0.91191	0.20391	0.676	Homogeneity
4	Psychological anxiety	87.250	1.68195	0.3760	-0.364	Homogeneity

Sample equivalence
In order to return the differences to the experimental factor, equivalence was conducted for the research sample by taking the variables under study and so that the sample is considered normally distributed. For the purpose of knowing the reality of the test under study, and in order to identify the significance of the differences in the aforementioned variable, and to ensure the equality of the experimental and control groups, the (t) test was used. For independent samples between the two groups, as shown in Table (3).

Table 3: Shows the equality of the two groups

No.	Variables	Control group		Experimental group		T value	Type sig
		Mean	Std. Deviations	Mean	Std. Deviations		
1	Length	161.0500	2.99956	161.4000	3.61867	0.460	equivalent
2	weight	67.4500	4.28553	69.1500	5.00815	0.458	equivalent
3	age	20.0500	1.14593	19.9000	0.91191	-1.153	equivalent
4	Psychological anxiety	95.000	2.3169	87.250	1.68195	12.105	equivalent

Methods, devices and tools used in the research
Means of collecting information
- Arab and foreign references and sources and the international Internet.
- The interview.
- Observation.
- Tests and measurement.
- Data dump form.

Devices and tools used in research
- One (1) Dell computer.
- Leather measuring tape, 5 m long
- Different pens (magic, pencil, dry).
- Colored tapes to mark positions.

Preparing a psychological anxiety scale
Determine the validity of the paragraphs
After reviewing the scales prepared in the field of psychology, the researcher used the scale prepared by (Iyad Nasser. 2006) [3], and a modification was made to the scale to suit the research sample, which consists of (45) items distributed over three dimensions, and includes a multidimensional anxiety scale (45) A three-dimensional statement, and each dimension

contains (15) statements. The student answers the statements based on a scale listed from (always - often - sometimes - never). As for the correction alternatives, they are respectively for the positive items (1, 2, 3, 4) For negative items, the alternatives are (never - sometimes - often - always), and the correction of the alternatives is in a row (4, 3, 2, 1), as the range of scores for each dimension ranges from (15) degrees to reach the maximum (60) degrees, and whenever The student's score approaches the maximum score whenever it is characterized by an increase in the characteristic measured by the dimension.

Validity of the scale items
The scale was presented in order to obtain consensus from a group of experts on the validity of the items of this scale. Therefore, the researcher prepared the psychological anxiety scale form in its initial form, and specified the items for each dimension of the scale. The form included (45) items, and it was presented to a group. From experts and specialists in sports psychology, testing and measurement, after I retrieved the questionnaire forms related to the scale from the experts, the data was collected and transcribed, and the (chi-2) test was used to identify valid items from others.

Table 4: Shows the validity of the items to represent the psychological anxiety scale

No.	Paragraphs	Number of experts		Agreement rate	(chi-2 value calculated	Type sig
		Validity	Invalidity			
	Cognitive dimension					
1	I fear failure when performing	11	1	91,6%	8,33	Sig
2	Feel optimistic about kinetic performance	5	7	41,6%	0,33	Non Sig
3	Bali is busy in terms of sporting activity	5	7	41,6%	0,33	Non Sig
4	I fear that I will not succeed in performing the skill in the lecture	12	0	100%	12	Sig
5	My mind is preoccupied with fear of my poor performance in sports	10	2	83,3%	5,3	Sig
6	I have thoughts that distract me during sports activity	12	0	100%	12	Sig
7	My mind is busy for fear that the teachers will be dissatisfied with my level of performance	5	7	41,6%	0,33	Non Sig
8	I'm afraid I won't be good at it	11	1	91,6%	8,33	Sig
9	The importance of athletics distracts my mind	5	7	41,6%	0,33	Non Sig
10	The more I thought about practical lectures, the more confused I became	12	0	100%	12	Sig
11	I feel a little pessimistic	12	0	100%	12	Sig
12	I feel that I will perform at my best in sports activity	7	5	58,3%	0,33	Non Sig
13	Thoughts of losing in the match run through my mind	7	5	58,3%	0,33	Non Sig
14	I find myself thinking about my inability to complete the lecture	11	1	91,6%	8,33	Sig
15	I have confidence in winning games during lectures	12	0	100%	12	Sig
	Physical dimension					
16	Feel physically relaxed at the end of the lecture	11	1	91,6%	8,33	Sig
17	I feel a tremor in some of my limbs when I am assigned to do an assignment in front of my colleagues	10	2	83,3%	5,3	Sig
18	I feel cramps or tension in my stomach	10	2	83,3%	5,3	Sig
19	I feel in my best physical condition	11	1	91,6%	8,33	Sig
20	I feel like my throat is dry	6	6	25%	0	Non Sig
21	Rapid heartbeat (faster than usual)	12	0	100%	12	Sig
22	I feel like my body is tight	6	6	25%	0	Non Sig
23	I feel a slight headache in my head	4	8	33,3	1,33	Non Sig
24	I feel physically comfortable	10	2	83,3%	5,3	Sig
25	I feel like my body is tense	7	5	58,3%	0,33	Non Sig
26	I feel tired in my muscles	4	8	33,3	1,33	Non Sig
27	I suffer from some sweating, especially in the palms of my hands	11	1	91,6%	8,33	Sig
28	I feel a little short of breath	12	0	100%	12	Sig
29	I feel what feels like pain in some parts of my body	11	1	91,6%	8,33	Sig
30	I feel physically weak	8	4	%66,6	1,33	Non Sig
	Speed Irritability dimension					

31	I feel disturbed	11	1	91,6%	8,33	Sig
32	I feel unstable	10	2	83,3%	5,3	Sig
33	I feel jittery	10	2	83,3%	5,3	Sig
34	My nerves are tense	8	4	%66,6	1,33	Non Sig
35	My spirits are high	6	6	25%	0	Non Sig
36	I feel reassured	7	5	58,3%	0,33	Non Sig
37	I feel confused	6	6	25%	0	Non Sig
38	I feel nervous	11	1	91,6%	8,33	Sig
39	I feel disturbed	10	2	83,3%	5,3	Sig
40	My morale is low	7	5	58,3%	0,33	Non Sig
41	I feel confident in myself	4	8	33,3	1,33	Non Sig
42	I feel nervous	7	5	58,3%	0,33	Non Sig
43	I feel safety	11	1	91,6%	8,33	Sig
44	My nerves are relaxed	7	5	58,3%	0,33	Non Sig
45	I feel stressed	11	1	91,6%	8,33	Sig

• Tabular value at degree of freedom (1) and significance level (0.05) = 3.84

After using the (Ca2) test and obtaining the results, the researcher excluded the paragraphs in which the calculated (Ca2) value was less than the tabulated (Ca2) value of (3.84) at a degree of freedom (1) and a significance level of (0.05). He also made all linguistic and methodological modifications. Which was proposed by the experts and specialists, as the number of paragraphs excluded from the first dimension reached (6) paragraphs, which are (13,12,9,7,3,2), while the number of paragraphs excluded from the second dimension reached (6) paragraphs, which are each of (30, 26, 25, 23, 22, 20) As for the third dimension, the excluded items reached (8), which are each of (44, 42, 41, 40, 37, 36, 35, 34). Thus, the scale becomes composed of (25) items.

Preparing scale instructions
The instructions were written, as they are characterized by ease, clarity, and objectivity, so that they can be adhered to without any discrepancy occurring that could affect the test results. The instructions included clarity of the answer, as well as an explanation of the importance of focusing on the answer, being honest in it, and not leaving any paragraph unanswered. Clarification For female students: The answer is used for scientific research purposes only.

Exploratory experiment for the psychological anxiety scale
The exploratory experiment was conducted on Sunday, 10/11/2022, at ten in the morning on a sample of (7) female students from the first stage of the College of Physical Education and Sports Sciences, Al-Qadisiyah University. It was shown from the exploratory experiment that the instructions were clear from the sample and the time taken for the application was from (15-20) minutes.

Statistical analysis of the items of the psychological anxiety scale
First: Discriminating ability
The two extreme group's method was used, as this method is considered one of the appropriate methods for distinguishing paragraphs. The researcher verified the ability of the item to distinguish this method through a statistical analysis sample of (40) female students. To calculate the discriminatory ability of the paragraphs, the researcher followed the following steps:
▪ The total score obtained by each member of the sample of (40) female students was calculated.
▪ The grades obtained by the sample members were arranged in descending order, from the highest grade to the lowest grade.
▪ A percentage of (27%) of the questionnaires with the highest scores, numbering (10), was called the upper group, and a percentage of (27%) of the questionnaires with the lowest scores, numbering (10), was named the lower group.

Calculating the discrimination coefficient for each item of the scale, amounting to (40) T-test items for two independent samples using the statistical bag (spss). The T-value was considered a statistically significant indicator of the discrimination of the items, and Table (5) shows the test results for all items.

Table 5: Shows the arithmetic mean and standard deviation for the high and low groups, the calculated t value, and the statistical significance of the psychological anxiety scale

No. of Paragraphs	Upper Group		Lower Group		T Value Calculated	Level Sig	Type Sig
	Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation			
Cognitive Dimension							
1	4.0000	0.00000	3.6000	0.84327	1.500	0.001	Distinctive
2	3.9000	0.31623	3.7000	0.94868	0.632	0.172	Distinctive
3	3.9000	0.31623	3.5000	0.97183	1.238	0.027	Distinctive
4	4.1000	0.31623	3.3000	0.94868	2.530	0.000	Distinctive
5	3.9000	0.31623	2.9000	1.28668	2.387	0.000	Distinctive
6	3.9000	0.31623	3.1000	1.28668	1.909	0.000	Distinctive
7	3.9000	0.31623	3.2000	0.78881	2.605	0.007	Distinctive
8	4.909	0.302	1.364	0.674	15.922	0.015	Distinctive
9	2.818	1.328	1.545	0.688	2.823	0.049	Distinctive
Physical Dimension							
10	4.0000	0.00000	3.3000	0.94868	2.333	0.000	Distinctive
11	4.0000	0.00000	3.4000	1.26491	1.500	0.000	Distinctive
12	3.9000	0.31623	3.3000	1.25167	1.470	0.003	Distinctive
13	3.8000	0.42164	3.2000	0.91894	3.074	0.033	Distinctive

14	4.0000	0.6666	2.7000	1.15950	3.087	0.000	Distinctive
15	2.364	1.912	1.636	1.286	1.047	0.016	Distinctive
16	2.818	0.874	1.273	0.467	5.173	0.018	Distinctive
17	3.364	1.912	1.273	0.467	3.524	0.000	Distinctive
18	3.727	1.794	1.273	0.467	4.392	0.000	Distinctive
Speed Irritability Dimension							
19	4.0000	0.00000	3.3000	0.94868	2.333	0.000	Distinctive
20	4.0000	0.00000	3.4000	1.26491	1.500	0.001	Distinctive
21	3.9000	0.31623	3.3000	1.25167	1.470	0.003	Distinctive
22	3.8000	0.42164	3.2000	0.91894	1.877	0.003	Distinctive
23	3.909	1.136	1.273	0.467	7.118	0.047	Distinctive
24	1.000	0.000	1.182	0.405	1.491	0.001	Distinctive
25	2.000	1.265	1.182	0.405	2.043	0.030	Distinctive

After analyzing the results of the scale items, we found that all items are distinctive.

Second: Internal consistency coefficient
The researcher extracted the value of this indicator, the Pearson correlation coefficient between the score of each item and the total score of the scale, by using the Pearson correlation coefficient in order to verify the moral significance of the correlation coefficient between the scores of the sample members (40) female students on each item and their total scores on the scale. Using the correlation coefficient, it appeared that all the items are distinct, thus keeping (25) items ready to be applied to the main sample. Table (6) shows the correlation coefficients between the item score and the total scale of the scale.

Table 6: Shows correlation coefficient between the item score and the total score of the psychological anxiety scale and statistical significance

No. of Paragraphs	Correlation coefficient	Level Sig	Type Sig	No. of Paragraphs	Correlation coefficient	Level Sig	Type Sig
1	.477*	0.033	Distinctive	11	.756**	0.000	distinctive
2	.534*	0.015	Distinctive	12	.496*	0.026	distinctive
3	.674**	0.001	Distinctive	13	.741**	0.000	distinctive
4	.500*	0.025	Distinctive	14	.465*	0.039	distinctive
5	.459*	0.042	Distinctive	15	.467*	0.029	distinctive
6	.496*	0.026	Distinctive	16	.584**	0.007	distinctive
7	.465*	0.039	Distinctive	17	.688**	0.000	distinctive
8	.584**	0.007	Distinctive	18	.742**	0.000	distinctive
9	.508*	0.016	Distinctive	19	.913**	0.000	distinctive
10	.742**	0.000	Distinctive	20	.757**	0.000	distinctive
21	.757**	0.000	Distinctive	24	.706**	0.000	distinctive
22	.720**	0.000	Distinctive	25	.720**	0.000	distinctive
23	.459*	0.042	Distinctive				

Scientific foundations of the scale
First: The validity of the scale
This was done by presenting the items of the scale to a group of experts in order to find out which items have validity for use within the scale. The researcher verified the apparent validity in verifying the validity of the psychological anxiety scale by presenting its items, instructions, and answer alternatives to a group of experts specialized in sports psychology, who Determine the validity of the scale items.

Second: Stability of the scale
1. Split half method
The items of the scale were divided into two halves, odd items and the other even, that is, the test was divided into two equal parts, where the first section included the odd items, while the second section included the even items. Therefore, the current scale has a number of items (25), and an arithmetic middle was added so that the division is equal because of the number of items. It is an individual number, as each student had two grades, and the correlation coefficient was extracted between the sums of the grades of the two halves using the Pearson method, as the correlation coefficient reached (0.831). In order to obtain complete reliability of the test, the researcher applied the (Spearman-Brown) equation, and thus the value of the test reliability coefficient reached (0.911) which is a high reliability index, and can be relied upon to estimate the reliability of the scale.

Cronbach's alpha coefficient
"It is called internal homogeneity, and it is one of the most common and most appropriate coefficients and indicates the strength of the correlations between the items in the test" (Markus. 2001) [4], as the idea of this method depends on the extent to which the items correlate with each other within the scale, as well as the correlation of each item with the scale as a whole, and the average internal correlation coefficients The Cronbach coefficient is determined between the paragraphs. This equation was applied to the members of the research sample, and it appeared that the value of the reliability coefficient is equal to (0.977), which is an indicator of reliability that can be trusted.

Preparing the recreational program
- The recreational program includes within the daily time period, which begins with (30) minutes and gradually increases to (60) minutes.
- The physical activity begins with a warm-up for a period of time ranging from (10-15 minutes) and ends with (7-10 minutes) of cool-down.
- It includes recreational activities (various exercises and mini-games)
- The program takes place at the end of the practical lectures.
- The program period lasted about (6) weeks, with two recreational units per week on days (Sunday - Tuesday).
- Total recreational units (12 recreational units).

- Time for one recreational unit (50 minutes).
- In giving the program, the researcher relied on the method of gradation in intensity during the recreational unit time.

Main experiment
Pre-test
The pre-test was conducted on Sunday, November 17, 2022, and psychological anxiety test forms were distributed to the (40) female students of the first stage, and the forms were collected to process the data statistically.

Recreational approach
The recreational curriculum was implemented on 18/11/2022 and consisted of (12) recreational units distributed over six weeks, two units per week. The program was presented to experts for evaluation and was applied to the experimental group represented by (20) female students.

Post-test
The post-test was conducted for the sample under study after the experimental group finished the recreational program, on 18/2/2023. After completing the answers to all the items, the questionnaire was collected and audited to ensure the answer was according to the instructions, and then the results were processed statistically.

Statistical methods
The search data was processed through the Statistical Package for the Social Sciences (SPSS).

Results and Discussion
For the purpose of clarifying the information, the results were presented in the form of tables, then analyzed and discussed after their presentation.

Presentation and analyze the results of the values of the arithmetic means, standard deviations, and hypothesized means for the variables under study

Table 7: Shows the arithmetic means, standard deviations, and hypothesized means

No.	Scale	Arithmetic means	Standard deviations	Hypothesized means	T value calculated	Level sig
1	Psychological anxiety	91.1250	4.40389	62.5	130.867	0.000

Below the significance level below (0.05)

Table (7) shows that the value of the arithmetic mean of (91.1250) with a standard deviation of (4.40389) is higher than the hypothesized mean of (62.5), which indicates the presence of psychological anxiety among the research sample, with a t-test of (130.867) with a significance level of (0.000), which is less than (0.05).

Presenting and analyzing the results of the differences between the pre- and post-test in the control and experimental groups according to psychological anxiety

Table 8: Shows the differences in the psychological anxiety scale in the pre- and post-test for the control and experimental groups

Groups	Pre-test		Post-test		T value	Level sig
	Arithmetic means	Standard deviations	Arithmetic means	Standard deviations		
Control	95.0000	2.3169	92.250	3.4924	3.552	0.002
Experimental	87.2500	1.68195	72.3500	11.8378	5.617	0.000

Below the significance level below (0.05).

Through Table (8), it was shown that there were significant differences between the pre- and post-test in psychological anxiety in the control and experimental groups. The arithmetic mean for the control group reached (95.0000) with a standard deviation (2.3169) in psychological anxiety for the pre-test, while for the post-test the arithmetic mean reached (92.250) with a standard deviation of (3.4924), and the calculated T-value reached (3.552) with a significance level of (0.002), which is less than (0.05), which indicates the significance of the differences in favor of the post-test for the control group.
As for the experimental group, the arithmetic mean reached (87.2500) with a standard deviation (1.68195) in psychological anxiety for the pre-test. As for the post-test, the arithmetic mean reached (72.3500) with a standard deviation (11.83784), and the calculated T-value reached (5.617) with a significance level of (0.000). It is less than (0.05), which indicates the significance of the differences in favor of the post-test for the experimental group. It is noted that the two groups have differences between the pre-test and the post-test in favor of the post-test, which indicates the effect of the practical aspect of the lectures in reducing psychological anxiety among the female students of the first stage. The researcher attributes this to the activity Physical activity in general reduces psychological anxiety, and this indicated, "as they all confirmed that sports activity works to create personal and intellectual balance for students, and this is what reduces psychological anxiety"(Al-Mustafa Abdel Aziz 1993) [5] and Al-(Wadih Yassin Al-Tikriti and Muhammad Hassan Al-Obaidi. 1999) [2].

Presenting and analyzing the results of the differences between the experimental and control groups in the post-test according to psychological anxiety

Table 9: Shows the differences in the psychological anxiety scale between the control and experimental groups in the post-test

Scale	Control group		Experimental group		T value	Level Sig	Type Sig
	Arithmetic means	Standard deviations	Arithmetic means	Standard deviations			
psychological anxiety	92.2500	3.49247	72.3500	11.8378	7.211	0.000	Sig

Below the significance level below (0.05)

Table (9) shows that there are significant differences between the control and experimental groups. The arithmetic mean of the control group reached (92.2500) with a standard deviation of (3.49247) in psychological anxiety. As for the experimental group, the arithmetic mean reached (72.3500) with a standard deviation of (11.8378) and a value of (T) The calculated score reached (7.211) with a significance level of (0.000), which is less than (0.05), which indicates the significance of the differences in favor of the experimental group. They attribute this to the recreational program used, as it helped reduce the psychological anxiety of the female students significantly more than the control group, as the program Recreation is based on mixing between female students, repeating recreational exercises, discharging dormant energies, breaking the barrier of fear among female students, and encouraging them in their desire to perform practical lectures in a required manner, which led to a decrease in their anxiety. Therefore, this study agrees, "which confirms the importance of the necessity of recreational programs, which are characterized by continuity in physical activity, and this therefore helps reduce the state of anxiety among female students. Recreational sports activities programs emphasize the importance of practicing sports activity"(Hanaa Abdel Wahab Hassan. 1989) in order to relieve the student of tension, fear, and anxiety inside the student and support her in improving her performance in practical lectures and avoiding confusion.

Conclusions and Recommendations
Conclusions
- The recreational program reduces anxiety among female students in general and in all practical lectures in particular.
- There are differences between the female students of the control and experimental group in reducing psychological anxiety.
- The experimental group enjoyed the greatest reduction in psychological anxiety and outperformed the control group

Recommendations
- Taking into account the diversity of recreational programs at the end of each practical lecture to reduce tension and psychological spasms among female students accepted in the first stage.
- Developing programs that help mental development and reduce stress among female students, especially when teaching scientific subjects.
- Conducting auxiliary guidance programs aimed at ridding the first-year student of anxiety completely

References
1. Wajih Mahjoub. Scientific Research Methods and Methodologies, Baghdad, Dar Al-Hekma for Printing and Publishing; c1993. p. 327.
2. Wadih Yassin Al-Tikriti, Muhammad Hassan Al-Obaidi. Statistical applications and computer uses in physical education, Mosul, University of Baghdad; c1999. p. 178.
3. Iyad Nasser Hussein. Multidimensional anxiety and its relationship to the accuracy of performance of some basic skills among volleyball players, Master's thesis, Al-Qadisiyah University, College of Physical Education and Sports Sciences; c2006.
4. Amira Hanna Markus. Building and codifying a measure of psychological burnout among handball players, doctoral thesis, College of Physical Education, University of Baghdad; c2001. p. 78.
5. Al-Mustafa Abdel Aziz. Reasons for the reluctance of students at King Faisal University to practice sports activity, published research, the Second Scientific Sports Conference at the Faculty of Physical Education at the University of Jordan, Amman, Jordan; c1993.
6. Hanaa Abdel Wahab Hassan. The effect of practicing free-time sports activity on anxiety as a condition and trait among female students at Alexandria University, theories and applications, Helwan University, fifth issue; c1989. p. 371-389.
7. Hassan BB. Sports injuries and modern rehabilitation techniques. Al-Mizan Press, Al-Najaf Al-Ashraf, Iraq; c2019.