

Outdoor recreational activities and its relation to learning motivation among Mansoura University students

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Introduction and Research Problem:

Scientific development has become a prominent feature in this modern age because of its speed in development and new trends and changes in it and new ideas on its style and system, this rapid development opens horizons and many suitable fields for everything that is new in life. University education at the present time has become a social necessity that imposes itself as it contributes to the service of society, its behavioral and civilized advancement, the promotion of human thought, the provision of science, and the development of human values among students, as well as preparing qualified students who are provided with all the origins of knowledge and its multiple aspects to contribute to building the society, its progress, and future making. (9:13).

The university is considered one of the important educational institutions in society, which contributes to preparing and training students scientifically, literally and technologically. In addition to developing their personalities, capabilities and different talents during their participation in recreational activities, which contribute to different types and different fields, whether in closed places or in the nature and open life, an important role in satisfying the needs, interests and desires of students.

Muhammad Al-Hamahmi and Aida Abdul Aziz (2006) indicate that recreational activities and programs within the university are one of the effective and important educational methods for preparing and raising students by investing their free time by participating in various recreational activities that are practiced according to their different desires and inclinations, which include recreational activities. (12: 198).

Outdoor recreational activities are one of the important pillars of fun activities, which is to spend free time in open spaces and between embracing nature and green spaces and contribute to satisfying the student's tendency to adventure and risks and enjoy the beauty of nature, in addition to methods of learning, research and exploration in search of knowledge and all that is new. (6: 66).

The importance of outdoor recreation activities lies in the lives of students due to its connection with nature. Participation in this type of activities also contributes to achieving many benefits that help in the formation of students' personality and helps them to get rid of the nervous and muscular tension caused by the burdens of study and the pressures of life. Likewise, students can be helped to learn life in the open, develop knowledge and information related to nature, and upgrade experiences and skills of love for learning and exploration through studying nature and discussing its secrets.

Muhammad Al-Hamahmi , Aida Abdul Aziz (2006) and Tahani Abdul Salam (2001) confirm the importance of outdoor recreation activities in the lives of students practicing them, which give them comfort and calm and get rid of the events and pressures of modern life. In addition to developing knowledge, experiences and cultures related to the environment and nature, achieving the optimal utilization of resources, capabilities and elements available in the environment and nature and investing most of the students who wish to stimulate and revitalize their various motivations. (12: 109) (23: 250).

The motivation of learning is one of the important factors that play an active role in student learning, as it has an importance in increasing the attention and focus of the student and its integration into various and varied educational activities. The level of student performance and productivity in the various fields and educational activities he performs, in addition to being a reliable and consistent means of predicting the academic behavior of students. (3: 11)

The motivation of learning is of great importance in the educational field in terms of it being an educational and educational goal in itself, stimulating students' motivation and directing them and generating desirable interests that make them accept to practice various activities, whether cognitive, sentimental and kinetic. Therefore, the learning motivation is one of the most important educational goals thought by any educational community and has effects Important for student learning and behavior change. These effects include directing behavior towards specific goals, increasing effort, energy, initiative, and perseverance among students and increasing its ability to improve performance in general. (21: 709).

Thus, the learning process cannot occur unless the students have factors, conditions and forces that motivate them and direct their behavior towards learning and requesting academic achievement, and these forces are either internal or external as they are an internal factor emanating from the students themselves or from the surrounding outside circumstances which push him to learn.

The research problem stems from stressful problems, problems and events that represent powerful impacts that cannot be ignored or denied. If the students could not cope well with them or adapt to them, were the beginning of many psychological disorders, in addition to the fact that most of these stresses and problems may affect the academic effectiveness of most of the university students, which may affect their motivation to learn and thus academic achievement.

This is confirmed by Abdel-Razek Jassem (2018), Rushdi Taima and Muhammad Al-Bandari (2004), that university students face many problems that have an impact on their academic career that may lead them to indolence, laziness, and neglect in their lessons as a result of weak motivation to learn or the presence of motivation and desire to achievement(1: 242) (17: 265) .

Thus, the research problem becomes clear, as many students recently suffer from many difficulties, problems and challenges that may occur on a daily basis, which negatively affect their psychological and physical strengths, in addition to its various motivations, especially the motivation to learn, and thus leads to poor academic performance. Students fail in many university subjects, thus feeling frustrated and failing to achieve the desired positive results. Given that outdoor recreation activities are an essential factor in achieving psychological balance among students because they contribute to obtaining mental and nervous relaxation, In addition to that it is practiced with self-motivation and with a personal desire from the students themselves, and since the motivation of learning is one of the most important and strong personal motivations that drive many students to

reach their full potential and their educational and creative potential, outdoor recreation activities are among the best methods and weapons that achieve this, as they are an important laboratory and fertile environment for learning and studying and achieving more happiness and fun and it offers special fields and activities of diversity and completeness that are not available or available in other activities related to recreational practices, as recreation activities have become an important and vital part of life, as it works to provide many opportunities for students to choose aspects and types of activities that they desire. Subsequently, recreational activities may be useful in directing students' path and provoking their personal motivations towards appropriate environments of learning, exploration and reconnaissance, as well as creating the appropriate psychological, material and moral climate for practicing aspects of activities that increase learning motivation, which prompted the researcher to study the activities of cellular recreation and its relationship to the motivation of learning among Mansoura University students.

Research purpose and questions:

The research aims to identify the relationship between recreational activities and the motivation of learning among Mansoura University students, by answering the following questions:

1. What is the level of outdoor recreation activities among Mansoura University students?
2. What is the level of learning motivation for Mansoura University students?
3. What is the relationship between outdoor recreation activities and learning motivation for Mansoura University students?
4. What is the significance of the differences in activities of recreation and motivation of learning among Mansoura University students, which are attributed to (gender, college, and place of practice).

Search procedures:

The researcher used the descriptive method in the survey method, as well as the statistical approach that is consistent with the treatment of his study data collected through the scale of recreation activities and the scale of learning motivation.

Research and Sample Society:

The research community is represented by Mansoura University students. The researcher randomly selected the research sample and its strength was (727) from Mansoura University students practicing for outdoor recreation activities for the basic sample and (50) for the exploratory sample from Mansoura University students practicing for recreation activities from outside the core sample.

Data collection strategy:

1. Basic Data" form for the research sample. Appendix (1).
2. The scale of outdoor recreation activities consists of (66) singles distributed over (4) dimensions - prepared by the researcher Appendix (2).
3. The motivation scale of learning consists of (62) items distributed on (5) dimensions - prepared by the researcher Appendix (3).

4. To identify the relationship between recreational activities and the motivation of learning among Mansoura University students.

The sincerity test of the scale of recreation activities and the scale of motivation for learning among Mansoura University students:

To verify the suitability of the vocabulary of the scale of activities in the recreation and the scale of motivation learning among Mansoura University students, the researcher applied the two scales to an exploratory sample of (50) from Mansoura University students from within the community and from outside the research sample in the period from (8/2/2020 m) to (13/2/2020 AD).

The researcher used the sincerity of the internal consistency to calculate the validity of the vocabulary and dimensions of the scale of outdoor recreational activities and the scale of motivation for learning among Mansoura University students by finding the simple correlation coefficient for Pearson Person among the vocabulary belonging to each dimension by finding the correlation coefficient between each individual and the overall degree of the dimension as well as between the total score for each After and total scale scores.

The stability of the scale of outdoor recreation activities and the scale of motivation for learning among Mansoura University students:

The stability values of the scale of recreation activities range (0.79 - 0.87), while the values of the stability of the scale of learning motivation range (0.80 - 0.87), which indicates the stability of the two scales.

Field study:

After reassurance of the honesty and consistency factors, the researcher applied the scale of recreation activities and the scale of motivation of learning to the basic study sample of (727) students from Mansoura University practicing recreational activities, in the period from (17/2/2020 m) to (12/3/2020 AD), and after completing the application of the two measures, the data has been emptied in preparation for the appropriate statistical treatments.

Presenting and discussing the results:

What is the level of outdoor recreation activities among Mansoura University students?

From table (1), it is evident that the level of participation in cellular recreation activities increased according to the opinions of the study sample students , This may be due to the fact that cellular recreation activities are among the activities that are characterized by pleasure and excitement and to create an atmosphere of fun and joy and that every student can express his feelings and feelings and develop his capabilities and understand the environment and nature around him, as well as show his talents and information grow and his trends are affected and his behavior develops to the optimal behavior, as it is characterized by the opportunity to enjoy the open air, which has a good effect in raising the health and psychological level of students. Appendix (4).

This is consistent with the study of Austin Wilson, Locker Potwarka, Austin W, Lukr P, (2017) (7), Amr Ramadan et al. (2015) (4) and Muhammad Al-Dhahabi (2005) (11), which indicated students' awareness of the importance of activities Recreational activities and their effects on their educational and personal lives.

What is the level of motivation for learning among Mansoura University students?

From table (2), the level of motivation to learn appears according to the opinions of the students in the study sample, and this may be due to the interest of most students in participating in recreational activities, Which is one of the important activities, which is considered as an educational environment to nurture students, instill many values and develop different aspects of personality, which leads to good preparation of students educationally, socially, psychologically and mentally by acquiring different experiences related to the outdoors and learning life in nature, Consequently, developing the desire and feeling to increase the motivation to learn by exploring many of the secrets of nature and strengthening ties between students and the life of the outdoor, in addition to the fact that students practice these activities helps to develop relationships and methods of communication and communication between students and each other and achieve cooperation with others as well as respect and appreciation of time and thus a sense of importance Self as a beneficial member of the group and that life has value and meaning. Appendix (5).

This is consistent with the study of Mohamed Salah (2019) (13), Austin W, Lukr P, (2017) (7), Saad Eddin Potbal (2015) (18), Sameh Al-Jeddawi (2008) (19), which indicated the role of positive activities in acquiring some life skills and improving the self-abilities of university students. The activities of recreation contribute to strengthening cooperative relationships with fellow students; have a positive role in providing communication skills and dealing with others.

Correlation coefficient between recreational activities and motivation for learning among Mansoura University students:

It is clear from table (3) that there is a statistically significant correlation between the activities of recreation and motivation for learning among Mansoura University students, as the calculated value of "R" is less than the tabular value at the level of significance (0.05). This may be due to the importance of outdoor recreation activities, which is an educational method that works to advance and elevate students and train them to invest in leisure time by creating many opportunities and far from cost and formalities to integrate with colleagues in a simple environment Contributes to the development of students 'personality and the development of the feeling that the human being is an integral part of nature and thus achieving a healthy and integrated personality able to interact successfully and effectively with others through good communication with colleagues and positive interaction Self-affirmation, time investment, mastery of activities and businesses, and thus students' sense of renewal in their lives, which increases the opportunities for raising students and helping them to direct them to correct and sound educational guidance and increase motivation for achievement and Self-realization, which increases the motivation to learn by nature, as there is a close link between education and life where the human learns skills and awareness of nature as well as the ability to solve problems and gets information and experiences from the nature of simple primitive life that he lives in the open that contribute to the development of academic and educational performance. Appendix (6)

This is consistent with the research of Mohamed Salah (2019) (18), Nora Aqba (2017) (15), Ahmed Kazem, Rawa'a Ali (2016) (3), Ahlam Jadid, Al-Shayeb Muhammad (2014) (2), Shaima Khamis (2014) (20), Hazem Mansour (2008) (10), which indicated the role of positive activities in acquiring some life skills and

improving the self-abilities of students the University. The activities of cellular recreation contribute to strengthening cooperative relationships with fellow students, have a positive role in providing communication skills and dealing with others, in the need to pay attention to providing a climate and creative atmosphere in front of practitioners, especially the various recreational activities where the greater and better the life, the greater the desire to learn in the academic field.

What is the significance of the differences in activities of outdoor recreation and motivation for learning among Mansoura University students, which are attributed to (gender, college, and place of practice)?

It is clear from table (4) that there are statistically significant differences between males and females in the activities of recreation and motivation for learning among Mansoura University students, which are attributed to the gender, in favor of males as the calculated value of (T) in all fields is greater than the values of the table (T) when Significance level (0.05), this may be due to the interest of male students and their need to participate in activities of outdoor recreation that satisfy the tendency to move and move from one place to another and to explore new areas and places in the surrounding environment or in the open in order to show their personal powers and capabilities. This is consistent with the study of Mohamed Salah (2019) (13), Ahlam gadid, Shayeb Muhammad (2014) (2), Amr Ramadan and others (2015) (4), Rayburn, Pamela J (2013) (16), Hazem Mansour (2008) (10), there were statistically significant differences in terms of gender (male, female) and in favor of male students and their preference for practicing activities. There are no statistically significant differences between males and females in (types of cellular recreational activities, methods of polarization to exercise cellular recreational activities, self-efficacy, responsibility) as the calculated value of (T) in all areas is less than the tabular value (T) at the level of significance (0.05). Appendix (7)

This may be due to the awareness of most students of the importance of recreational activities in general and outdoor recreation activities in particular and their role in developing the human personality and enhancing desirable educational qualities such as self-confidence and dependence on them and taking responsibility and thus increasing students' self-efficacy which increases the level of their ambition and thus stimulating students' motivation to learn and achieve academic success.

The significance of the differences in activities of outdoor recreation and motivation for learning among Mansoura University students which is attributed to the (college):

Table (5) shows that there are statistically significant differences between males and females in the activities of outdoor recreation and motivation for learning among Mansoura University students, which are attributed to the college for the benefit of the practical colleges, as (T) calculated in all fields is greater than its Scheduler (T) values At the significance level (0.05). this may be due to the nature of study in practical colleges, students' awareness of the importance of practical life, and participation in outdoor recreation activities that give practitioners the courage and ease to express their tendencies and satisfy their needs, as well as provide them with mental, and physical health, Through which students learn social skills and experiences and occupy their thinking with all that is useful, beneficial and positive, which increases the excitement of their motivation to learn. This is consistent with the research of Mohamed Salah (2019) (13), Amr Ramadan and others (2015) (4), Hazem Mansour (2008) (10). There are statistically significant differences that are statistically significant due to the nature of theoretical and practical study and for the benefit of students from Practical colleges. Appendix (8).

There are no statistically significant differences between males and females in (polarization methods for practicing activities of outdoor recreation, communication, responsibility, sympathy with others) as the calculated value of (T) in all fields is less than the value (T) at the level of significance (0.05). This may be due to the nature of students at the university level, which tends to characterize social identification and the formation of friendships and social relations with colleagues, as well as developing communication skills between others, as well as their sense of the importance of participation and social responsibility and their keenness on social cohesion and solidarity with others, especially in times of problems and adversity. This is consistent with the study of Noura Aqbeh (2017) (15), Saad Eddin Boutbal (2015) (18), the absence of statistically significant differences due to the nature of theoretical and practical study.

The significance of the differences in activities of outdoor recreation and motivation for learning among Mansoura University students which is attributed to (place of practice)

It is clear to us from table (6) that there are statistically significant differences in activities of recreation and motivation for learning among Mansoura University students, which are attributed to (the place of practice) "inside the university - outside the university - inside and outside the university), where the calculated value of P "is greater Of its Scheduler value at the level of significance (0.05), which called the researcher to use the counterbalancing with the least incorporeal difference using LSD to identify the direction of the differences between the averages of the opinions of the research sample. Appendix (9).

The least incorporeal difference LSD

It is clear from table (7) the direction of the differences between the averages of the opinions of the research sample in all variables, activities, outdoor recreation and motivation for learning among Mansoura University students for the research groups according to the places of practice at a significant level (0.05). For the benefit of practice inside and outside the university, since the value of L.S.D is statistically significant and may be due to the fact that students at this age period need to rely on themselves in the practice of different activities and go into the midst of life and face difficult situations, Which drives most of them to self-confidence and personal courage, as well as their desire to show their maximum capabilities, capabilities and skills that lead to raising their self-efficacy and level of ambition and thus increase their motivation to learn. This is consistent with the research of , Austin W, Lukr P, (2017) (7), Sameh Al-Jeddawi (2008) (19), which indicated the role of positive activities in acquiring Some life skills and improving the self-abilities of university students. The activities of outdoor recreation contribute to strengthening cooperative relationships with fellow students; have a positive role in providing communication skills and dealing with others. Appendix (10).

Research deductions:

Based on the results of this research, and through the method used, sample limits and data collection tools, the researcher reached the following conclusions:

1. The awareness of most university students of the concept of recreational activities, through the practice of its different activities.
2. The interest of most students in the university in achieving goals (physical and psychological) in order to develop physical and mental health, thereby achieving students restoring psychological balance.
3. The activity of outdoor trips grabs the Interest of most of the students, as it came at the forefront of arranging recreational activities, which students advance to practice.

4. Most students agree on polarization methods for practicing outdoor recreation activities, foremost among which is the dissemination of recreation culture through educational and media activities at the university.
5. There is a high level of outdoor recreational activities and motivation for learning among Mansoura University students.
6. There is a positive correlation between the practice of outdoor recreational activities and the motivation to learn for Mansoura University students.
7. Lack of statistically significant differences between male and female in (types of cellular recreational activities, methods of polarization to practice outdoor recreational activities, self-efficacy, responsibility), the presence of statistically significant differences in the rest of the dimensions of recreation activities and motivation to learn for university students according to the type variable (male) And female) in favor of the male.
8. lack of statistically significant differences between the dimensions (means of polarization to practice activities of recreation, communication, responsibility, sympathy with others), the presence of significant differences in the rest of the dimensions of activities of outdoor recreation and motivation for learning among university students according to the college variable (theoretical and practical) for the benefit of practical colleges.
9. There are statistically significant differences in the activities of recreation and motivation for learning among Mansoura University students, which are due to (the place of practice) in favor of a variable inside and outside the university.

Research recommendations:

1. It is important for country's concern and support to establish and equip many natural places and provide them with all the facilities and capabilities to motivate students to go there and practice recreational activities in them.
2. It is important for the university to pay attention to preparing and organizing seminars and cultural meetings on the activities of recreation for students and parents explaining to them the positive effects of these activities on academic achievement.
3. It is important for university it attention and take care to activate the role of students when preparing, planning and implementing activities and programs for outdoor recreation and encouraging them to participate positively and that are commensurate with their preferences, preparations and capabilities.
4. The necessity of the attention of the different media (visual - audio - read) in setting a cultural media strategy and allocating space in its programs to educate the masses about the positive effect of recreation activities on the individual and society.
5. Concern to the necessity of Convention joint cooperation protocols between the university and the various recreational institutions in civil society in order to benefit from the benefits of recreation in them for the benefit of students practicing these activities and programs.
6. it is important for educational institutions to providing qualified and trained cadres, as well as activities supervisors, in numbers commensurate with the numbers of students participating in outdoor recreation activities.
7. it is important for the university to pay attention to increasing the share of students from recreational activities and focusing on them in the plans of student activities developed at the university and their distribution throughout the academic year.

8. It is important for Egyptian universities to pay attention to the diversity in using advertising methods and advertising activities for outdoor recreation and using them to explain the importance of these activities in developing students' lives.

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Appendix (1)

Initial data

- Name (optional) Gender (Male) (Female)
 - The college (Theoretical) (Practical).....
 - Place of practice (inside the university) (outside the university)
..... (inside and outside the university).....

Appendix (2)

The scale of outdoor recreation activities for Mansoura University students:

First: Please put a sign (√) in front of each item that you think represents the concept of your outdoor recreation according to the response (the balance of appreciation) that agreeable your opinion:

N	The concept of outdoor recreation	yes	To some extent	no
1.	The type whose programs include the various activities that take place away from enclosed spaces and outside them.			
2.	It is an activity that provides opportunities for personal development and self-reliance at any period of life.			
3.	An activity that helps to know the environment and learn to act with it so that it can be and enjoyed.			

4.	They are activities that are directly related to nature and its factors, and through it the individual enjoys the beauty and understanding of nature.			
5.	One of the educational methods for investing free time and achieving the integrated growth of the individual.			
6.	It is a system and arrangement of experiences, activities and recreational behaviors that occur in or depend on the natural environment for their achievement			
7.	It is the ideal benefit of the resources and elements available in nature in the development of many hobbies.			
8.	A vital part of life It is distinguished by diversity and pleasure within nature.			
9.	Spend spare time outdoors and in the arms of nature.			
10.	It is the real outlet for movement, health and good outdoor strength.			
11.	It is the activity that contributes to the search for knowledge and innovation and to give the individual self-reliance and work with the group.			
12.	It is the development of the desire to learn by exploring many of the mysteries of nature, and strengthening the connections between the learner and life.			
13.	It is a place for people to find things for what they are, for nature is true, and there is no place for manufacturing and formalities.			

Second: Please put a sign (√) in front of each item that you think represents one of the types of outdoor recreational activities that you can do according to the response (the balance of appreciation) that agree with your opinion:

1.	Camps			
2.	Landscaping			
3.	Landscape photography			
4.	Cycling			
5.	Beach camps			
6.	scout			
7.	outdoor trips			

Second: Please put a sign (√) in front of each item that you think represents one of the types of outdoor recreational activities that you can do according to the response (the balance of appreciation) that agree with your opinion:

8.	Roaming			
9.	Fishing.			
10.	trips			
11.	shopping			
12.	Handmade arts			
13.	bird-watching			
14.	Sports in stadiums and open spaces			
15.	scouts			
16.	Going to the summer resorts.			
17.	The hobby of collecting and acquiring			

Third: Please put a sign (\surd) in front of each item that you think represents one of the goals of your recreation activities according to the response (the balance of appreciation) that matches your opinion:

1.	Satisfy curiosity by exploring many of the mysteries of nature			
2.	Develop the experiences related to the environment and nature			
3.	Learn more about many activities of outdoor recreation			
4.	Recognition the safety and security factors associated with recreation activities.			
5.	Better understanding of the surrounding environment			
6.	Free time investment			
7.	Revitalization and vitality of the body			
8.	Obesity prevention			
9.	Resistance to physical breakdown			
10.	overcoming the phenomenon of movement Shortage			
11.	Feeling of psychological satisfaction			
12.	Satisfy the tendency to compete with oneself, others, or nature			
13.	Satisfy the desire to return to nature			
14.	get rid of psychological and nervous tension resulting from the study stress			
15.	Development of aesthetic values and artistic flair			
16.	A feeling of happiness and optimism for life			
17.	Developing the willpower			
18.	Satisfy the need to meet with individuals or groups with similar interests and tendencies			
19.	Overcoming the phenomenon of social isolation			
20.	Effective and continuous communication between program participants			
21.	Developing the social loyalty of the participants in the activities of social recreation			

Fourth: Please put a sign (\surd) in front of each item that you think represents one of the methods of polarization to practice your recreation activities according to the response (the balance of appreciation) that matches your opinion:

1.	Colleges Coordinates for study times and practice dates.			
2.	Providing qualified recreational specialists to manage outdoor recreation activities.			
3.	Publicity and advertising for recreational activities.			
4.	Consider safety and security factors during outdoor recreation activities.			
5.	Encouragement by colleagues to practice outdoor recreation activities.			
6.	Diffusion the culture of outdoor recreation through educational and media activities at the university.			
7.	University sponsorship for all activities of outdoor recreation.			

8.	Increasing material and moral incentives to participate in recreational activities.			
9.	Recreational activities goals must be clear and specific.			
10.	The best investment of the capabilities needed to participate in outdoor recreation activities.			
11.	Coordination between outdoor university activities and activities which organized by other Organizations interested in outdoor recreation activities.			
12.	Increase the university's recreation places to make it suitable all over the year			
13.	The participation of the faculty members with the students in practicing outdoor recreation activities			
14.	Students participation in planning and implementing activities of outdoor recreation			
15.	Determine a week for outdoor recreation activities in each semester			

Appendix (3)

scale of motivation for learning among Mansoura University students

The first dimension (self-efficacy)

N	input	yes	To some extent	no
1.	I can control my feelings			
2.	I talk to others happily.			
3.	I feel enthusiasm while execution the educational requirements.			
4.	I can control my emotions when I angry.			
5.	I face fatigue with satisfaction.			

6.	I can face the stresses of my life.			
7.	My success motivates me to invent new things in my studies.			
8.	I trust my ability to succeed.			
9.	I feel my life is better now than ever.			
10.	I feel successful in my life.			
11.	I feel satisfied with my life Circumstances.			
12.	I feel confident about my social behavior.			

The second dimension (communication)

1.	I keep a good relationship with my colleagues			
2.	I can communicate with others easily.			
3.	I feel that my work with my colleagues enables me to excel in . my studies			
4.	I always make new friends at my university.			
5.	My relationships with faculty and university administration are . good			
6.	I feel happy to be on campus.			
7.	I participate my colleagues in different events .			
8.	I prefer teamwork than individual work.			
9.	I feel the constant support of my colleagues.			
10.	I accept and live with others.			
11.	I Interested in helping others.			
12.	My social relationships with others are successful.			

The third dimension (responsibility)

1.	I can convince my colleagues of my opinion.			
2.	I can conduct in unfamiliar situations.			
3.	I look at my university colleagues responsibly.			
4.	I work hard, which enables me to achieve successes.			
5.	Teaching staff encourages me to be successful.			

The third dimension (responsibility)

6.	I'm relying on myself to perform all my duties.			
7.	I take full responsibility for doing something.			
8.	I feel the importance of my role towards my colleagues .			
9.	I am confident that my success will bring me a prosperous future			
10.	I realize the importance of my success.			
11.	I feel that my parents are Careful for doing my homework.			
12.	I am trying to fix my problems.			
13.	I realize that time is an important factor in my life.			

Fourth dimension (internal value)

1.	I feel satisfied when I develop my skills and study abilities.			
2.	I tend to renew in my life.			

3.	I feel guilty when I neglect my duties.			
4.	I get angry when I waste my time without doing useful and . important work			
5.	I feel that my academic level is getting better.			
6.	I feel joy mixed with optimism for the future.			
7.	I have the ability to make decisions and tolerate its results.			
8.	My thoughts and opinions impress others.			
9.	I plan for my future life well.			
10.	I strive to achieve a prominent position among my colleagues.			
11.	I feel the importance of success to satisfaction myself and my . family			
12.	I understand the importance of obtaining the highest university . rating			
13.	I think education is more important than anything else.			

Fifth dimension (sympathy for others)

1.	I feel what my colleagues suffering from.			
2.	I feel sad when any accident affects the security and safety of the country			
3.	I fulfill my colleagues' needs as much as possible.			
4.	I care about my colleagues more than myself.			
5.	I feel pity on my orphans fellow.			
6.	I feel my colleagues from their facial expressions.			
7.	I interested in the behavior of my colleagues inside the university			
8.	I help my colleagues with special needs.			
9.	I deal honestly and sincerity with everyone.			
10.	I quickly respond to the ask helping without delay.			
11.	I encourage my colleagues to do recreational activities to exploit the free time			
12.	I exchange roles with my colleagues when Practice recreational . activities at the university			

Appendix (4)

Table (1)

Repetition, percentages, relative and even weight dimensions of the scale of recreational activities among Mansoura University students

level	% relative weight	arithmetic average	no		To some extent		yes		The dimension
			% percentage	Repetition	% percentage	Repetition	% percentage	Repetition	
Excellent	75.96	2.28	17.91	130	36.29	264	45.79	333	The concept of recreation
Excellent	74.42	2.23	21.77	158	33.19	242	45.04	327	Types of outdoor

									recreation activities
Excellent	77.74	2.33	15.26	111	36.47	265	48.27	351	The goals of outdoor recreation activities
Excellent	74.73	2.24	20.38	148	35.06	255	44.57	324	Polarization for outdoor recreation activities

Appendix (5)

Table (2)

Repetition, percentages, relative weight, and level dimensions of the motivation scale for learning among Mansoura University students

level	% relative weight	arithmetic average	no		To some extent		yes		The dimension
			% percentage	Repetition	% percentage	Repetition	% percentage	Repetition	
high	82.50	2.48	9.74	71	33.00	240	57.26	416	Self-efficacy
average	72.87	2.19	22.19	161	37.00	269	40.81	297	Communication
high	77.21	2.32	17.10	123	34.19	249	48.71	355	the responsibility
high	74.30	2.23	24.55	178	28.00	204	47.46	345	Internal value
average	73.22	2.20	25.46	185	29.42	214	45.12	328	Empathy for others

Appendix (6)

Table (3)

Correlation coefficient between recreational activities and motivation for learning among Mansoura University students:

Motivation to learn						outdoor recreation activities					Dimensions
total	Empathy for others	Internal value	responsibility	Communication	efficiency	total	Means of polarization	Activities targets	types of activities	concept	
0.208*	0.189*	0.088*	0.096*	0.144*	0.077*	0.548*	0.115*	0.123*	0.202*	1	The concept of recreation
0.281*	0.093*	0.095*	0.092*	0.112*	0.086*	0.556*	0.006	0.104*	1		Types of activities
0.238*	0.176*	0.109*	0.155*	0.067*	0.121*	0.688*	0.137*	1			Activities goals

recreation activities

0.090	0.107*	0.099*	0.051	0.083*	0.105*	0.424*	1				Means of polarization	Motivation for learning
0.448*	0.063	0.108*	0.084*	0.058	0.117*	1					total	
0.530*	0.024	0.142*	0.323*	0.176*	1						Self - efficacy	
0.590*	0.375*	0.084*	0.287*	1							Communication	
0.581*	0.198*	0.140*	1								responsibility	
0.305*	0.153*	1									Internal value	
0.543*	1										Empathy for others	
1											total	

Appendix (7)

Table (4)

The significance of the differences in activities of outdoor recreation and motivation for learning among Mansoura University students which is due to (type)

Indication level	(T) value	averages distinction	Female (n = 240)		Male (n = 487)		Variables
			p ±	s	p ±	s	
0.000	*5.714	1.245	2.846	29.214	2.584	30.458	The concept of outdoor recreation

out door

0.243	1.169	0.292	3.147	37.854	3.194	38.146	Types of outdoor recreation activities	
0.000	*5.695	1.949	4.310	48.335	4.396	50.283	The goals of outdoor recreation activities	
0.817	0.232	0.053	3.022	33.610	2.577	33.663	Polarization means to practice in recreational activities	
0.000	*8.483	5.634	8.401	148.320	8.460	153.954	Total marks	Motivation to learn
0.921	0.099	0.033	4.316	29.679	4.276	29.713	Self-efficacy	
0.000	*4.298	1.449	4.113	25.756	4.583	27.204	Communication	
0.154	1.427	0.310	2.914	29.925	2.854	30.236	responsibility	
0.000	*5.022	0.897	2.362	28.682	2.056	29.579	Internal value	
0.000	*4.251	0.797	2.381	26.094	2.371	26.892	Empathy for others	
0.000	*7.327	5.726	10.01	140.136	9.699	143.624	Total marks	

The value of the Scheduler "T" at the level of significance (0.05) = (1.960)

Appendix (8)

Table (5)

The significance of the differences in activities of outdoor recreation and motivation for learning among Mansoura University students which is attributed to the (college):

Indication level	(T) value	average variance	Theoretical (n = 294)		practical(N = 433)		Variables
			p ±	s	p ±	s	
0.010	*2.597	0.552	2.602	29.296	2.944	29.848	The concept of outdoor recreation

0.001	*3.257	0.773	2.983	37.490	3.246	38.263	Types of outdoor recreation activities	
0.003	*2.958	0.985	4.440	48.391	4.386	49.376	The goals of outdoor recreation activities	
0.863	0.173	-0.038	2.885	33.650	2.881	33.612	Polarization means to Practice the recreational activities	
0.000	*4.011	2.273	7.206	148.827	7.690	151.099	Total marks	
0.000	*4.341	1.389	4.262	28.874	4.216	30.263	Self-efficacy	Motivation to learn
0.240	1.176	-0.384	3.974	26.463	4.545	26.079	Communication	
0.154	1.427	0.310	2.914	29.925	2.854	30.236	the responsibility	
0.029	*2.188	0.380	2.329	28.752	2.276	29.132	Internal value	
0.196	1.293	0.235	2.383	26.218	2.419	26.453	Empathy for others	
0.003	*3.022	1.930	8.248	140.231	8.591	142.162	Total marks	

The value of the Scheduler "T" at the level of significance (0.05) = (1.960)

Appendix (9)

Table (6)

The significance of the differences in activities of outdoor recreation and motivation for learning among Mansoura University students which is attributed to (place of practice)

Significance level	The value of "F"				disparity	Variables
.009	*3.665	29.100	2	58.200	between groups	The concept of outdoor recreation

		7.940	724	5748.768	Within groups	
			726	5786.968	Total	
.041	*3.145	31.999	2	63.998	between groups	Types of outdoor recreation activities
		10.176	724	7367.397	Within groups	
			726	7407.395	Total	
.217	1.529	29.856	2	59.712	between groups	outdoor recreation activities goals
		19.528	724	14138.027	Within groups	
			726	14197.739	Total	
.190	1.663	14.691	2	29.382	between groups	Polarization means to Practice recreational activities
		8.835	724	6396.307	Within groups	
			726	6425.689	Total	
.021	*3.867	253.605	2	507.210	between groups	outdoor recreation activities
		65.581	724	47480.342	Within groups	
			726	47987.552	Total	
.012	*4.464	77.125	2	154.251	between groups	Self-efficacy
		17.278	724	12509.009	Within groups	
			726	12663.260	Total	
.037	*3.312	63.319	2	126.637	between groups	Communication
		19.119	724	13841.877	Within groups	
			726	13968.514	Total	
.090	2.413	19.018	2	38.036	between groups	the responsibility
		7.881	724	5705.689	Within groups	
			726	5743.725	Total	
.000	*8.677	44.378	2	88.756	between groups	Internal value
		5.114	724	3702.771	Within groups	
			726	3791.527	Total	
.004	*5.594	32.726	2	65.453	between groups	Empathy for others
		5.850	724	4235.719	Within groups	
			726	4301.172	Total	
.042	*3.182	262.484	2	524.968	between groups	Motivation to learn
		82.503	724	59731.945	Within groups	
			726	60256.913	Total	

(F) value at the level of significance (0.05) = (3.00).

Appendix (10)

Table (7)

The least incorporeal difference LSD

significance level	Practice place			standard deviation	arithmetic average	n	Practice place	Variables
	inside and outside	Outside	inside					
0.000	-0.412	0.127		2.847	29.668	244	Inside the university	The concept of outdoor recreation
0.000	-0.539			2.764	29.541	109	Outside the university	

				2.814	30.080	374	Inside the university	
0.000	-0.167	0.521		3.202	38.172	244	Inside the university	Types of outdoor recreation activities
0.000	-0.688			2.986	37.651	109	Outside the university	
				3.239	38.340	374	Inside and outside the university	
0.000	-1.438	0.605		7.366	150.578	244	Inside the university	The total mark for outdoor recreation activities
0.000	-2.044			6.866	149.972	109	Outside the university	
				8.848	152.016	374	Inside and outside the university	
0.000	-0.868	0.464		3.985	30.205	244	Inside the university	Self-efficacy
0.000	-1.332			4.362	29.741	109	Outside the university	
				3.790	31.073	374	Inside and outside the university	
0.000	-0.561	0.591		4.425	26.234	244	Inside the university	Communication
0.000	-1.152			4.622	25.642	109	Outside the university	
				4.263	26.794	374	Inside and outside the university	
0.000	-0.731	-0.115		2.267	28.775	244	Inside the university	Internal value
0.000	-0.615			2.540	28.890	109	Outside the university	
				2.171	29.505	374	Inside and outside the university	
0.000	-0.408	0.418		2.478	26.381	244	Inside the university	Empathy for others
0.000	-0.825			2.248	25.963	109	Outside the university	
				2.428	26.789	374	Inside and outside the university	
0.000	-1.689	0.036		8.142	141.734	244	Inside the university	Motivation to learn
0.000	-1.725			8.664	141.697	109	Outside the university	
				9.758	143.422	374	Inside and outside the university	