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Recreational activities and their relationship to intellectual security among secondary school students

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Abstract

The purpose of this paper is to examine recreational activities and their relationship to intellectual security among secondary school students by determining: The level of recreational activities practiced by secondary school students, the level of intellectual security among secondary school students, and the relationship between recreational activities and intellectual security among secondary school students. The researcher used the descriptive method using the survey method, and the research population included students from the (High School for Gifted Boys) School, aged between 13 and 18 years, totaling (960) students. The research sample included (243) students randomly selected from among fourth-grade science students and fifth-grade science students, aged between (16 and 17) years, representing (25.31%) of the population. The exploratory study was conducted on (20) students, and the primary study was conducted on (223) students. One of the most important results reached by the researcher is that: The percentage of participants who participated in recreational activities ranged from 5.92% to 45.28%. The highest percentage of participants participated in sports, followed by social recreational activities. The lowest percentage of participants participated in arts and crafts, followed by drama, and the percentage of intellectual security dimensions ranged from 72.61% to 81.92%. The highest percentage of intellectual security among students was related to responsibility toward society and the nation, followed by dealing with others. The lowest percentage of intellectual security among students was related to community participation, followed by combating extremist ideology. One of the most important recommendations recommended by the researchers is that: Encourage students to practice recreational activities, and provide recreational activities suitable for both boys and girls.

Keywords: Recommended, activities, encourage

Introduction

According to the current state of society and the real intellectual invasion of Western society, which attempts to spread its culture and ideas to distort the awareness of young people by disseminating false concepts about their society and casting doubt on their religion and cultural values. This attempts to make them easy prey by controlling their thoughts and making them detached from reality, achieving intellectual security is a religious, moral, and national duty. It is also a shared responsibility between the state and society, with all its segments and institutions.

If nations strive for creativity, genius, and brilliance, then intellectual security is what provides the necessary climate for this. Indeed, it is through intellectual security that progress and civilizational advancement are achieved. Advanced civilizations throughout history have been built on free thought and a safe and secure environment. Furthermore, economic prosperity cannot be achieved in a society without a safe and stable environment. (Shaldun, Fayeze Kamal (2013) ^[30].

There is no doubt that intellectual security is one of the most important types of security in its general sense. Indeed, it is its solid foundation, its great base, and a major pillar through which societies develop. Under its shadow, religious rituals are performed, psychological comfort, stability, and happiness are achieved, and the pursuit of livelihood is freed up. Under its shadow, energies explode, creativity and human giving emerge, along with the development of the earth. (Al-Badani, Khaled Hussein (2017) ^[5].

Security within the academic environment transcends the barrier of physical security to encompass moral intellectual security, religious intellectual security, and cultural and political intellectual security.

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Security, in its general sense, enables the individual to think and question with complete freedom about the situations they encounter that require reflection. Those responsible for the educational process must establish rules and procedures that ensure the existence of a network of intellectual security through which students can freely express their interests, ideas, and emotions. (Bucher, K. T., & Manning, M. L. (2005)^[15]

Intellectual security is closely linked to other forms of security, as a disruption of intellectual security will inevitably lead to disruption of other aspects of security. Consequently, deviant thought results in behavioral deviations that threaten the security and stability of societies. The most prominent of these deviations is the practice of crime in all its forms, foremost among which are terrorism and violence. This demonstrates that to achieve security in general, intellectual security must be achieved, as it is through it that national gains are protected. (Al-Maliki, Abdul-Hafiz Abdullah (2012)^[8]

Intellectual security tops the list of priorities because it automatically ensures security in other aspects. Therefore, the issue of intellectual security occupies an important and significant place among the priorities of a society whose governmental and societal agencies work together to achieve the concept of intellectual security, avoiding the fragmentation of national sentiment or the penetration of deviant intellectual trends. Thus, the need to achieve intellectual security is a pressing need to achieve security and social stability. (Al-Talaa, Radwan (2008)^[11]

Intellectual security plays an important role in countering destructive trends that lead to oscillations in ideas, dispersion of values, and impediments to societal development. Intellectual security is a type of security that preserves cultural identity in the face of extremist hegemony over the national identity, as well as protecting it from various cultural trends while protecting all cultural institutions from cultural deviation. (Aggeliki *et al.* (2015)^[3]

The importance of intellectual security is evident in protecting individuals against promoters of unsound ideas and advocates of extremism and fanaticism. It fortifies the soul with moral principles and preserves character. Furthermore, the loss of intellectual security increases the incidence of riots and vandalism, and the individual deviates from any intellectual trend. (Abdel Rahman, Suleiman (2004)^[1]

Intellectual security is of paramount importance, as it achieves security and stability in society. It seeks to counter influences and intellectual deviations. The most important goals of intellectual security can be identified in achieving security and stability in society by confronting various influences and intellectual deviations resulting from negative intellectual invasion, achieving moderation and balance in thought and practice, containing youth intellectually, socially, politically, and economically, and harnessing their energies and capabilities to serve the nation and religion. (Al-Sayed, Alaa (2017)^[10]

Intellectual security is defined as a psychological state of consciousness that is the outcome and product of the human mind's perception of values, knowledge, and awareness of the good that is protected within society. It also refers to the unity of general behavior within society, both individuals and groups, in their application of values. Knowledge and commitment to preserving the interests protected by society,

which confirms loyalty and belonging to the community. (Ibrahim, Sherihan Atef (2021)^[19]

It is the joint activity and measures between the state and society to protect individuals and groups from ideological, intellectual, or psychological impurities that could lead to behavioral, intellectual, and moral deviations from the right path or to disaster. (Naseer, Muhammad Muhammad (1413 AH))

Advanced countries emphasize the importance of recreational activities for their role in developing and enhancing the individual's personality as a whole and achieving integrated growth. This is because they are among the most important educational means for achieving the goals of education in general, and for achieving its objectives in utilizing leisure time in particular. (Darwish, Kamal and Al-Hamahmy, Mohammed (2007)^[17]

Recreational activities are a safety valve and protective serum for individuals. The primary goal of engaging in recreational activities is to create a sense of happiness, joy, and psychological satisfaction. Through recreational activities, the individual's talents are developed, innovation is fostered, understanding is fostered, and opportunities are explored. Their energies are unleashed, their talents are revealed, their mental state is improved, their knowledge is enhanced, and their behavior changes in a positive direction. (Abdel Salam, Tahani (2001)^[2]

Recreational activities of various types are the foundation upon which leisure time is built. They are the actual areas for practicing leisure activities, where the individual can practice the skills, abilities, and experiences they have acquired and practiced within the scope of their physical, mental, and psychological capabilities, enabling them to practice recreational activities to spend their leisure time. (Ismail, Kamal Abdel Hamid *et al.* (2012)^[21]

Practicing recreational activities provides individuals with a personal and family life full of happiness and stability. It also develops and supports democratic values, fosters social relationships, strengthens friendships, and instills ethical, social, and aesthetic values and ideals in the participant. (Daniel *et al.* (2012))^[16]

Recreational activities achieve psychological balance by satisfying the psychological needs of the individual engaging in recreational activities. Participation in recreational activities also leads to relaxation and psychological satisfaction, which achieves psychological balance. (Albrecht Heeffeffer (2014))^[6]

Recreational activities have essential functions and goals in human life, the most important of which are preparing for future life physically and psychologically, achieving balance between various forces, and relieving some instincts. Some recreational systems aim to organize free time and utilize it to advance youth physically, mentally, and spiritually. This results in the individual accepting himself, his family, his country, and his belonging to these institutions. (Qamar, Essam Tawfiq *et al.* (2009))^[27]

Studying recreational activities during leisure time for different age groups helps organize and invest leisure time in a beneficial way. It also helps educational officials prepare recreational programs that consider the selection and alternatives for activities that are appropriate to the environment and available resources. This gives participants in these programs the opportunity to realize their potential, showcase their talents and abilities, and achieve enjoyment,

happiness, and satisfaction. This contributes to preparing them for a better future (Talaba, Mahmoud Ismail (2010))^[21] When discussing the content of recreational activities in the modern era, it can be said that the current generation spends less time in the natural environment, which leads to a weakening of both physiological and psychological senses. Academic institutions and the government must explore every possible opportunity to incorporate recreational activities into students' lives for the comprehensive development of mind and body. Students are more enthusiastic about learning in outdoor learning activities compared to traditional indoor activities, and they are also more motivated. This also develops a better attitude toward the environment and fosters more responsible behavior. It also helps build communication and team-building skills, as students must work in groups to solve problems based on more discussion of ideas and feedback, helping students solve problems. The conflict between them. (Frank *et al.* (2010))^[18]

Recreational activities can be divided according to their types into cultural recreation, such as reading, writing, lectures, radio, television, and research seminars; artistic recreation, such as hobbies of collecting, learning hobbies, and performing hobbies; social recreation, including parties, conversations, literature, and special celebrations; outdoor recreation, which includes outings, trips, and camps; sports recreation, which includes small and large sports and water sports; therapeutic recreation, which includes recreational services for the sick and injured; public and mobile services activities, which include public service activities in the fields of health services, the social field, the cultural field, and the field of construction; and commercial recreation, which includes activities prepared by recreational organizations, with students paying a fee in exchange for enjoying these recreational services. (Al-Samnoudi, Muhammad (2003))^[9]

It is clear from the previous presentation that intellectual security is a vital and important topic that influences the lives of peoples and the future of nations, as it is a fundamental and contemporary issue that must be addressed. Interest in this matter is particularly important in light of the current conditions facing the Arab nation, which have led to intellectual deviation. It is clear that achieving intellectual security remains the true gateway to creativity, development, and growth for a society's civilization and culture. Therefore, achieving it protects society as a whole and safeguards against the influx of destructive foreign ideas. The importance of intellectual security is also evident today, as we see a dispersion of ideas and a vacillation in thought between dependency and dissolution, or fanaticism and extremism. Students are in dire need of fortifying their minds with a means of dealing with the changes and challenges of this era. This can be achieved through the recreational activities they engage in. Therefore, the researcher resorted to this study to determine the relationship between recreational activities and intellectual security among secondary school students.

Terminology of the Study Recreational Activities

A group of directed and organized activities that students engage in outside of the classroom to invest their energies and potential, satisfy their desires and inclinations, and develop their creativity. (Prochnow, G. (2001))^[26]

Intellectual Security

The individual's reassurance and adherence to the doctrinal, intellectual, and moral principles he believes in, and the translation of these principles into behavioral responses to various life events. (Al-Kashki, Magda Al-Sayed and Al-Otaibi, Najwa Thawab (2017))^[10]

Study Objective

The study aims to examine recreational activities and their relationship to intellectual security among secondary school students by determining:

- The level of recreational activities practiced by secondary school students.
- The level of intellectual security among secondary school students.
- The relationship between recreational activities and intellectual security among secondary school students.

Study Question

- What is the level of recreational activities practiced by secondary school students?
- What is the level of intellectual security among secondary school students?
- Is there a relationship between recreational activities practiced and intellectual security among secondary school students?

Previous and Related Studies

- A study (Ahmed, M. A., & Dammas, A. H. (2017))^[4] entitled "The Role of Recreational Education in Promoting Intellectual Security among Secondary School Students." The study aimed to identify the roles assigned to school administration and curricula in promoting students' intellectual security. Data was collected through a questionnaire covering a set of roles that school administration and curricula must fulfill to achieve students' intellectual security. The study sample consisted of (27 males, 14 females) secondary school students. The results indicated a significant impact of school administration, extracurricular activities, and curricula, respectively, on promoting intellectual security among secondary school students.
- A study (Nasr, Salwa Helmy (2019))^[25] entitled "The Role of School Activities in Promoting Intellectual Security among Secondary School Students from Their Perspectives." The study aimed to identify the role of school activities in promoting intellectual security among secondary school students from their perspectives. The researcher used the experimental approach due to its suitability to the nature of the study. The study sample included (30) students for the experimental group and (30) students for the control group. The researcher used the teacher's guide, student book, and creative thinking skills test as a tool for data collection. The study results concluded that school activities have a significant impact on promoting intellectual security among secondary school students from their perspectives.
- A study (Matar. (2019))^[23] entitled "The Role of Recreational Education in Promoting Intellectual Security among Secondary School Students" aimed to identify the role of recreational education in promoting intellectual security among secondary school students. The researcher used the descriptive approach due to its

suitability for the nature of the study. The study sample included (1,240) male and female secondary school students. The researcher used a questionnaire as a tool for data collection. The study results revealed awareness of the concept of intellectual security and an understanding of its various dimensions. Recreational education, through (officials, goals, practices), also plays a major role in promoting intellectual security. There are statistically significant differences in the concept of intellectual security and its dimensions attributed to the variables (gender, place of residence, academic year) in favor of males and students residing in urban areas, and in favor of third-year students.

- A study by (Bin Samisha, Al-Eid (2021)) [14] entitled "The Role of Sports Culture in Achieving Intellectual Security among Adolescents: A Comparative Study Between Practitioners and Non-Practicers of Recreational Sports Activities." The study aimed to identify the role of sports culture in achieving intellectual security among adolescents who practice and do not practice recreational sports activities in the neighborhood sports complexes in the state of Tiaret. The researcher used the descriptive approach due to its suitability to the nature of the study. The study sample included (400) individuals from the research community. The researcher used a questionnaire as a tool for data collection. The study results concluded that the level of sports culture among adolescents practicing recreational sports activities was high, while the overall degree of approval for the level of intellectual security among adolescents was average. The study also concluded that there is a positive relationship between sports culture and intellectual security.
- A study (Saleh, Amal Jamil (2024)) [29] entitled "The Role of Practicing Sports Activities in Enhancing the Intellectual Security of Secondary School Students." The study aimed to identify the role of practicing sports activities in enhancing the intellectual security of secondary school students in Abu Hammad Center. The researcher used the descriptive approach due to its suitability to the nature of the study. The study sample included (280) individuals from the research community. The researcher used a questionnaire designed by the researcher as a tool for collecting data. The results of the study concluded that participation in

voluntary activities and organizing camps or trips with colleagues is not achieved, and sports activities have a positive impact on enhancing the intellectual security of secondary school students.

Benefiting from Previous and Related Studies

By reviewing some of the available studies, research, and scientific references that addressed intellectual security and its relationship to activities, the researcher benefited from these previous and related studies in the following ways:

- Formulating the study title.
- Choosing a methodology appropriate to the nature of the study.
- Choosing appropriate means of collecting information and data.
- Knowing the procedures followed to test the study sample.
- How to test specific tools for implementing the study.
- Choosing appropriate measurements for the study.
- Knowing the statistical coefficients appropriate to the nature of the study.
- Understanding how to present and discuss the study results.
- Familiarizing himself with numerous references specific to the study topic.

Study Procedures

Study Methodology

The researcher used the descriptive method using the survey method.

Community and sample research

The research population included students from the (High School for Gifted Boys) School, aged between 13 and 18 years, totaling (960) students. The research sample included (243) students randomly selected from among fourth-grade science students and fifth-grade science students, aged between (16 and 17) years, representing (25.31%) of the population. The exploratory study was conducted on (20) students, and the primary study was conducted on (223) students. The following table shows the statistical description of the total research sample in terms of the age variable.

Table 1: Statistical Description of the Data of the Total Research Sample in the Basic Primary Variables N = 243

Variables	Statistical implications of the description				
	Arithmetic mean	mediator	Standard deviation	Kurtosis coefficient	Coefficient of skewness
Age (years)	16.51	16.50	0.56	-1.31	-0.26

Table (1), which deals with the homogeneity of the total research sample data in the age variable, shows that the skewness coefficient reached (-0.26), indicating that the extracted measurements are close to normality, as the values of the normal skewness coefficient range between ± 3 and very close to zero. The kurtosis coefficient also reached (-1.31), which means that the oscillation of the normal curve is considered acceptable and on average, not fluctuating upwards or downwards, confirming the homogeneity of the total research sample in the age variable.

Study Tools

- Recreational Activities Inventory Form (attached (2)).

- Intellectual Security Scale (attached (3)).

Recreational Activities Inventory Form

To design the recreational activities inventory form, the following steps were followed:

- A reference survey was conducted of similar studies and references related to the topic of recreational activities.
- Defining the questionnaire's axes.
- Defining the vocabulary of phrases that express the questionnaire's axes.
- Conducting a survey to determine the scientific coefficients.

The researcher arrived at the questionnaire in its final form, which consisted of:

- Axis One: Sports Activities, with 11 activities.
- Axis Two: Handicrafts, with 7 activities.
- Axis Three: Drama, with 6 activities.
- Axis Four: Special Events Activities, with 5 activities.
- Axis Five: Outdoor Activities, with 7 activities.
- Axis Six: Musical Activities, with 7 activities.
- Axis Seven: Social Recreation, with 9 activities.
- The eighth axis: motor expression, which includes 5 activities.

Scientific Coefficients of the Recreational Activities Inventory Form:

A pilot study was conducted to identify the scientific coefficients of the Recreational Activities Inventory Form (Attached 1/1) on (20) students from the research community and outside the primary sample. The results of the pilot study demonstrated the validity and reliability of the questionnaire. The calculations for validity and reliability were as follows:

- **Validity:** Validity was calculated using internal consistency validity. Internal consistency validity demonstrates the correlation between the score of each item and the score of the axis under which it falls. The values of the reliability coefficient ranged from (0.512 to 0.759), and these values are significant at the 0.05 level, indicating the validity of the questionnaire's statements. The values of the reliability coefficient for the axes ranged from (0.625 to 0.751), and these values are significant at the 0.05 level, indicating the validity of the questionnaire's axes.
- **Reliability:** The reliability of the questionnaire was verified by Cronbach's alpha coefficient for the phrases and axes, where it ranged for the phrases between (0.749 to 0.806), and the alpha value for the questionnaire as a whole reached (0.852). The reliability of the questionnaire was also verified by re-application, where the application was on 6/10/2024 and re-application after a period of (7 days) on 13/10/2024, and the calculated t values ranged between (0.28 to 1.59), and these values are not significant at the 0.05 level. The reliability coefficient also ranged between (0.878 to 0.935), which confirms that the questionnaire is characterized by reliability.

Intellectual Security Scale: To design the Intellectual Security Scale, the following steps were followed:

- A reference survey was conducted of similar studies and references related to the topic of intellectual security.
- Defining the scale's axes.
- Defining the vocabulary of phrases that express the scale's dimensions.
- Conducting a survey to determine the scientific coefficients.

The researcher arrived at the scale in its final form, which consisted of

- **Dimension One:** Combating Extremist Ideology, with 13 phrases.
- **Dimension Two:** Dealing with Others, with 6 phrases.

- **Dimension Three:** Responsibility Towards Society and the Nation, with 9 phrases.
- **Dimension Four:** Community Participation, with 6 phrases.

Scientific Coefficients of the Intellectual Security Scale:

A pilot study was conducted to identify the scientific coefficients of the Intellectual Security Scale (Attached 1/2) on (20) students from the research community and outside the primary sample. The results of the pilot study demonstrated the validity and reliability of the scale. The calculations for validity and reliability were determined as follows:

- **Validity:** Validity was calculated using internal consistency validity. Internal consistency validity demonstrates the correlation between the score of each item and the score of the axis under which it falls. The values of the reliability coefficient ranged from (0.579 to 0.807), and these values are significant at the 0.05 level, indicating the validity of the scale's statements. The values of the reliability coefficient for the dimensions ranged from (0.695 to 0.811), and these values are significant at the 0.05 level, indicating the validity of the scale's dimensions.
- **Reliability:** The scale's stability was verified using Cronbach's alpha coefficient for the statements and dimensions, which ranged between 0.777 and 0.814 for the statements, while the alpha value for the scale as a whole reached 0.843. The scale's stability was also verified by re-application. The application was conducted on October 6, 2024, and re-application after a period of 7 days on October 13, 2024. The calculated t-values ranged between 0.26 and 1.17, and these values are insignificant at the 0.05 level. The reliability coefficient ranged between 0.857 and 0.938, confirming the scale's stability.
- **Primary Study:** The researcher conducted the primary study from October 27, 2024, to October 31, 2024. This was achieved by applying a questionnaire on recreational activities and an intellectual security scale to students in the fourth and fifth science grades. This was done through personal interviews with students in classrooms in the presence of the researcher and assistants. This was done to explain the questionnaire and scale and ensure that each student had a deep understanding of the purpose of the questionnaire and scale.

Statistical Processing: The study data were processed using the IBM SPSS Statistics 20 statistical program to obtain the following statistical treatments:

- Percentage.
- Arithmetic mean.
- Pearson's r correlation coefficient.
- Cronbach's alpha reliability coefficient.
- Independent samples t-test.
- Chi-square test (Ka2).
- Multiple correlation coefficient.
- Contribution ratio.
- Simple linear regression coefficient using the (Enter) method.
- Multiple regression coefficient using the (stepwise) deletion method.

- Significance of equations predicting one variable when another variable is known.

Presentation of the results of the first question: What is the level of recreational activity practice among secondary school students?

Presentation of the results

Table 2: Frequency, percentage, and total practice rate of secondary school students' responses to the recreational activity practice questionnaire, n = 223

Activities hub	No.	Recreational activities	I always practice		I practice to some extent		I do not practice		Chi square	Arithmetic mean	Total practice rate	Arrangement
			Repetition	Ratio %	Repetition	Ratio %	Repetition	Ratio %				
Sports activities	1	Football	176	78.92	33	14.80	14	6.28	*211.00	1.73	86.32	1.
	2	Fitness training	34	15.25	62	27.80	127	56.95	*61.25	0.58	29.15	2.
	3	Basketball	44	19.73	67	30.04	112	50.22	*32.19	0.70	34.75	3.
	4	Recreational sports competitions	112	50.22	46	20.63	65	29.15	*31.06	1.21	60.54	4.
	5	Equipment training (stationary bike, treadmill, etc.)	78	34.98	43	19.28	102	45.74	*23.69	0.89	44.62	5.
	6	Walking	88	39.46	62	27.80	73	32.74	4.58	1.07	53.36	6.
	7	Jogging	65	29.15	37	16.59	121	54.26	*49.22	0.75	37.44	7.
	8	Swimming	78	34.98	49	21.97	96	43.05	*15.13	0.92	45.96	8.
	9	Table tennis	74	33.18	27	12.11	122	54.71	*60.71	0.78	39.24	9.
	10	Volleyball	56	25.11	42	18.83	125	56.05	*53.12	0.69	34.53	10.
	11	Handball	54	24.22	32	14.35	137	61.43	*82.50	0.63	31.39	11.
Crafts	1	Glass painting	6	2.69	4	1.79	213	95.52	*388.04	0.07	3.59	12.
	2	Paper crafts	7	3.14	5	2.24	211	94.62	*376.93	0.09	4.26	13.
	3	Cartoon drawings	23	10.31	21	9.42	179	80.27	*221.09	0.30	15.02	14.
	4	Clay modeling	5	2.24	3	1.35	215	96.41	*399.32	0.06	2.91	15.
	5	Fabric printing	7	3.14	2	0.90	214	95.96	*393.80	0.07	3.59	16.
	6	Paper printing	12	5.38	4	1.79	207	92.83	*355.60	0.13	6.28	17.
Drama	1	Imitation	9	4.04	6	2.69	208	93.27	*360.60	0.11	5.38	18.
	2	Mime	6	2.69	5	2.24	212	95.07	*382.45	0.08	3.81	19.
	3	Plays	33	14.80	17	7.62	173	77.58	*198.17	0.37	18.61	20.
	4	Role playing	8	3.59	6	2.69	209	93.72	*365.98	0.10	4.93	21.
	5	Movies	9	4.04	3	1.35	211	94.62	*377.15	0.09	4.71	22.
Special events activities	1	Mother's Day	22	9.87	12	5.38	189	84.75	*266.00	0.25	12.56	23.
	2	Teacher's day	123	55.16	67	30.04	33	14.80	*55.57	1.40	70.18	24.
	3	Nowruz	112	50.22	46	20.63	65	29.15	*31.06	1.21	60.54	25.
	4	Student's day	111	49.78	76	34.08	36	16.14	*37.89	1.34	66.82	26.
	5	Orphan's day	11	4.93	7	3.14	205	91.93	*344.65	0.13	6.50	27.
Outdoor activities	1	Camps	32	14.35	26	11.66	165	73.99	*166.13	0.40	20.18	28.
	2	Hiking and exploration activities	44	19.73	32	14.35	147	65.92	*107.52	0.54	26.91	29.
	3	Fishing	57	25.56	42	18.83	124	55.61	*51.29	0.70	34.98	30.
	4	Cooking in the outdoors	52	23.32	34	15.25	137	61.43	*81.43	0.62	30.94	31.
	5	Camps and scouting activities	77	34.53	39	17.49	107	47.98	*31.25	0.87	43.27	32.
	6	Knots and ties	45	20.18	32	14.35	146	65.47	*104.78	0.55	27.35	33.
	7	Summer parties	62	27.80	33	14.80	128	57.40	*63.78	0.70	35.20	34.

*Significant chi-square at the 0.05 level = 5.99

Table 2: For the frequency, percentage, and total practice rate of secondary school students' responses to the recreational activities practice questionnaire. N = 223

Activities axis	No.	Recreational activities	I always practice		I practice to some extent		I do not practice		Chi square	Arithmetic mean	Total practice rate	Arrangement
			Repetition	Ratio %	Repetition	Ratio %	Repetition	Ratio %				
Musical activities	1	Listening to the holy quran and supplications	77	34.53	45	20.18	101	45.29	*21.24	0.89	44.62	1.
	2	Listening to historical religious programs	43	19.28	13	5.83	167	74.89	*179.34	0.44	22.20	2.
	3	Choral group singing	7	3.14	2	0.90	214	95.96	*393.80	0.07	3.59	3.
	4	Solo singing	22	9.87	24	10.76	177	79.37	*212.73	0.30	15.25	4.
	5	Listening to music cds	48	21.52	38	17.04	137	61.43	*79.92	0.60	30.04	5.
	6	Playing a musical instrument	6	2.69	8	3.59	209	93.72	*365.98	0.09	4.48	6.
	7	Recreational music	8	3.59	5	2.24	210	94.17	*371.47	0.09	4.71	7.

		competitions										
Social recreation activities	1	Group recreational competitions	58	26.01	62	27.80	103	46.19	*16.69	0.80	39.91	8.
	2	Visits to similar institutions	32	14.35	19	8.52	172	77.13	*193.62	0.37	18.61	9.
	3	Banquets	83	37.22	47	21.08	93	41.70	*15.75	0.96	47.76	10.
	4	Group trips	147	65.92	53	23.77	23	10.31	*112.61	1.56	77.80	11.
	5	Celebrations	98	43.95	72	32.29	53	23.77	*13.73	1.20	60.09	12.
	6	Conversations	74	33.18	32	14.35	117	52.47	*48.60	0.81	40.36	13.
	7	Group sports activities	196	87.89	20	8.97	7	3.14	*299.85	1.85	92.38	14.
	8	Visits to orphans	24	10.76	11	4.93	188	84.30	*261.86	0.26	13.23	15.
	9	Visits to schools for the disabled	21	9.42	13	5.83	189	84.75	*265.76	0.25	12.33	16.
Kinetic expression	1	Expressive movements	17	7.62	13	5.83	193	86.55	*284.27	0.21	10.54	17.
	2	Popular expression	24	10.76	23	10.31	176	78.92	*208.58	0.32	15.92	18.
	3	Free expression	9	4.04	5	2.24	209	93.72	*366.06	0.10	5.16	19.
	4	Group expression	34	15.25	24	10.76	165	73.99	*166.56	0.41	20.63	20.
	5	Kinetic expression	13	5.83	11	4.93	199	89.24	*313.65	0.17	8.30	21.

Significant chi-square at the 0.05 level = 5.99

Table (2) shows the frequency, percentage, and total practice rate of school students' responses to the recreational activities questionnaire

- **Sports activities:** The practice rate ranged between (29.15% to 86.32%), with the highest percentage being football practice and the lowest percentage being fitness exercises.
- **Handicrafts:** The practice rate ranged between (2.91% to 15.02%), with the highest percentage being cartoon drawing and the lowest percentage being clay modeling.
- **Drama:** The practice rate ranged between (3.81% to 18.61%), with the highest percentage being plays and the lowest percentage being mime.
- **Special event activities:** The practice rate ranged between (6.50% to 70.18%), with the highest percentage being Teacher's Day and the lowest percentage being Orphan's Day.

- **Outdoor activities:** The practice rate ranged between (20.18% to 43.27%). The highest percentage of participants participated in camps and scouting activities, while the lowest percentage of participants participated in camps.
- **Musical activities:** The percentage of participants ranged from 3.59% to 44.62%. The highest percentage of participants participated in listening to the Holy Quran and supplications, while the lowest percentage of participants participated in choral group singing.
- **Social recreational activities:** The percentage of participants ranged from 12.33% to 92.38%. The highest percentage of participants participated in group sports activities, while the lowest percentage of participants participated in visiting schools for individuals with special needs.
- **Physical expression:** The percentage of participants participated in group expression, while the lowest percentage of participants participated in free expression.

Table 3: Statistical description of recreational activities among secondary school students N = 223

Activity themes	No.	Highest degree	Descriptive connotations				Total practice rate	Arrangement
			Arithmetic mean	Standard deviation	Coefficient of skewness	Kurtosis coefficient		
Sports activities	11	22	9.96	1.55	0.00	-0.71	%45.28	1
Arts	6	12	0.71	0.14	-0.26	-0.28	%5.92	8
Drama	5	10	0.75	0.16	0.42	0.12	%7.48	7
Special events activities	5	10	4.35	0.89	-0.09	-0.86	%43.53	3
Outdoor activities	7	14	4.40	1.00	-0.22	-1.04	%31.40	4
Musical activities	7	14	2.52	1.22	0.43	-0.84	%18.01	5
Social recreation activities	9	18	8.07	1.48	0.48	0.68	%44.83	2
Motor expression	5	10	1.22	0.72	0.07	0.04	%12.21	6
Total recreational activity scores	55	110	31.98	5.42	0.10	-1.23	%29.07	

Table (3), which describes the statistical description of recreational activities among secondary school students, shows that the research sample was homogeneous in practice. The skewness coefficient ranged from -0.26 to 0.48, indicating that the extracted measurements were close to normality. The skewness coefficient values ranged from ± 3 and were very close to zero. The kurtosis coefficient ranged from -1.23 to 0.68, indicating that the oscillations of the normal curve were acceptable and average, neither upward nor downward. This confirms the homogeneity of

the primary research sample in the variables of recreational activity practice. The percentage of recreational activity practice ranged from 5.92% to 45.28%, with the highest percentage of practice being sports, followed by social recreation activities. The lowest percentage of practice was handicrafts, followed by drama.

Presentation of the results of the second question

What is the level of intellectual security among secondary school students?

Table 4: Statistical significances of secondary school students' responses to the phrases of the dimensions of the intellectual security scale (first dimension: combating extremist thought) N = 223

No.	Phrases	Response level					Chi square	Arithmetic mean	Overall agreement rate	Arrangement
		Always	Often	Sometimes	A little	Rarely				
1.	I refuse to be carried away by news and rumors and believe them without verifying their truth.	83	54	33	21	32	*54.11	3.61	72.11	12
2.	I denounce extremist thought on my personal social media page.	77	68	54	14	10	*85.63	3.84	76.86	10
3.	I practice the work of thought and reason in any issue that confronts me.	87	66	55	10	5	*115.00	3.99	79.73	8
4.	I don't like violence and rioting in sports tournaments and competitions.	119	69	27	4	4	*218.32	4.32	86.46	1
5.	I refuse to post anything that incites sedition on social media.	122	66	23	8	4	*222.04	4.32	86.37	2
6.	I feel the danger of intellectual deviation to the security and safety of society.	111	71	31	5	5	*188.95	4.25	84.93	3
7.	I am aware of my national rights and duties.	105	78	31	4	5	*183.08	4.23	84.57	4
8.	I benefit from other cultures without losing my identity.	87	65	34	23	14	*83.61	3.84	76.86	11
9.	I believe that defending the homeland is a religious duty.	112	62	34	12	3	*173.79	4.20	84.04	5
10.	I am biased towards some irresponsible statements from some leaders and symbols.	98	78	33	8	6	*155.41	4.14	82.78	7
11.	I have the ability to make the right decision on intellectual issues.	87	63	45	15	13	*89.94	3.88	77.58	9
12.	It is difficult to easily distinguish between negative thoughts and positive thoughts in life.	65	34	25	17	82	*68.91	2.92	58.48	13
13.	I select my sources of information.	112	63	33	9	6	*174.29	4.19	83.86	6

*Chi-square significance at the 0.05 level = 9.49

Table (4), which deals with the frequencies and statistical significance of secondary school students' responses to the statements of the Intellectual Security Scale (first dimension: combating extremist ideology), shows that the percentage of agreement (relative importance) regarding combating extremist ideology ranged from 58.48% to 86.46%. Therefore, the chi-square increased to between 54.11 and 222.04, and these values are significant at the 0.05 level. The ranking of the statements regarding combating extremist ideology according to the highest percentage of agreement among students was as follows:

- I do not like violence and rioting in sports tournaments and competitions.
- I refuse to publish anything that incites sedition on social media.
- I feel the danger of intellectual deviation to the security and safety of society.
- I am aware of my national rights and duties.
- I believe that defending the homeland is a religious duty.
- I carefully select my sources of information.
- I am biased toward some irresponsible statements made by some leaders and figures.
- I exercise thought and reason in any issue I encounter.
- I have sufficient capacity to make the right decision regarding intellectual matters.
- I denounce extremist ideology on my personal social media page.
- I benefit from other cultures without losing my identity.
- I refuse to be swayed by news and rumors and believe them without verifying their truth.
- It is difficult to easily distinguish between negative and positive thoughts in life.

Table 5: Statistical significances of secondary school students' responses to the statements of the dimensions of the Intellectual Security Scale (Dimension Two: Dealing with Others) N = 223

No.	Phrases	Response level					Chi square	Arithmetic mean	Overall agreement rate	Arrangement
		Always	Often	Sometimes	A little	Rarely				
14.	I believe that tolerance and acceptance of others is a path to constructive coexistence among members of society.	93	76	43	5	6	*143.26	4.10	81.97	2
15.	I talk with my colleagues about our rights and duties towards school, teachers, home, and society.	86	76	45	9	7	*120.65	4.01	80.18	3
16.	I stay away from discussions with my colleagues who have extremist ideas.	112	43	33	22	13	*138.77	3.98	79.64	4
17.	I respect my colleagues' opinions and ideas	87	67	44	15	10	*98.05	3.92	78.48	5

when discussing with them.										
18.	I tolerate and accept others in my dealings and conversations.	111	76	21	8	7	*195.18	4.24	84.75	1
19.	I respect the rights of others even if disagree with them.	87	66	33	21	16	*84.42	3.84	76.77	6

*Significant chi-square at the 0.05 level = 9.49

Table (5), which details the frequencies and statistical significance of secondary school students' responses to the statements of the Intellectual Security Scale (Second Dimension: Dealing with Others), shows that the percentage of agreement (relative importance) on the statements about dealing with others ranged from 76.77% to 84.75%. Therefore, the chi-square increased to between 84.42 and 195.18, and these values are significant at the 0.05 level. The statements about dealing with others were ranked according to the highest percentage of agreement among students as follows:

- I am tolerant of others and accept them in my interactions and conversations.

- I believe that tolerance and acceptance of others are a path to constructive coexistence among members of society.
- I talk with my classmates about our rights and duties toward school, teachers, home, and society.
- I avoid discussions with classmates who hold extremist views.
- I respect my colleagues' opinions and ideas when discussing with them.
- I respect the rights of others, even if I disagree with them.

Table 6: Statistical significances of secondary school students' responses to the dimensions of the Intellectual Security Scale (Dimension Three: Responsibility towards Society and the Nation) N = 223

No.	Phrases	Response level					Chi square	Arithmetic mean	Overall agreement rate	Arrangement
		Always	Often	Sometimes	A little	Rarely				
20.	I feel sad when society is exposed to a crisis in any field.	96	78	34	9	6	*148.59	4.12	82.33	4
21.	I feel sad when terrorist acts occur in my homeland.	140	70	7	3	3	*327.83	4.53	90.58	2
22.	It is my duty to cooperate with the security services in reporting any danger threatening the country.	141	73	6	2	1	*343.17	4.57	91.48	1
23.	I see the need to support the anti-cybercrime system.	133	67	13	6	4	*279.22	4.43	88.61	3
24.	I preserve public and private property.	97	65	33	18	10	*116.62	3.99	79.82	6
25.	Prioritizing the public interest over the private interest.	76	66	43	19	19	*61.82	3.72	74.44	8
26.	I appreciate the nation's symbols and leaders in various fields.	97	76	34	11	5	*146.66	4.12	82.33	5
27.	I participate in volunteer work that serves the country.	78	63	33	27	22	*54.02	3.66	73.27	9
28.	I respect the law and do not violate it, as well as the general rules that govern society.	89	45	43	32	14	*68.82	3.73	74.62	7

*Chi-square significance at the 0.05 level = 9.49

Table (6), which details the frequencies and statistical significances of secondary school students' responses to the Intellectual Security Scale (third dimension: Responsibility towards Society and Country), shows that the percentage of agreement (relative importance) on the statements about responsibility towards society and country ranged from 73.27% to 91.48%. Therefore, the chi-square increased to between 54.02 and 343.17. These values are significant at the 0.05 level. The statements about responsibility towards society and country were ranked according to the highest percentage of agreement among students, as follows:

- It is my duty to cooperate with security agencies in reporting any threat to the country.

- I feel sad when terrorist acts occur on my homeland.
- I see the need to support the cybercrime prevention system.
- I feel sad when society experiences a crisis in any field.
- I appreciate the nation's symbols and leaders in various fields.
- I preserve public and private property.
- I respect the law and do not violate it, as well as the general rules that govern society.
- I prioritize the public interest over private interests.
- I participate in volunteer work that serves the nation.

Table 7: Statistical significances of secondary school students' responses to the phrases of the dimensions of the Intellectual Security Scale (Dimension Four: Community Participation) N = 223

No.	Phrases	Response level					Chi square	Arithmetic mean	Overall agreement rate	Arrangement
		Always	Often	Sometimes	A little	Rarely				
29.	I help my colleagues who need help.	98	78	34	8	5	*156.66	4.15	82.96	1
30.	I feel a social responsibility to educate others about the dangers of intellectual fanaticism.	87	76	32	17	11	*108.37	3.95	78.92	2
31.	I collaborate with others to help the needy and charities.	76	63	44	23	17	*57.25	3.71	74.17	4
32.	I use my free time to do something that benefits society.	87	67	34	24	11	*88.91	3.87	77.49	3
33.	I feel the need to isolate myself from those around me.	66	57	43	27	30	*25.50	3.46	69.15	5
34.	The problems of the society around me do not concern me.	45	33	28	33	84	*47.02	2.65	53.00	6

*Significant chi-square at the 0.05 level = 9.49

Table (7), which details the frequencies and statistical significances of secondary school students' responses to the Intellectual Security Scale statements (fourth dimension: community participation), shows that the percentage of agreement (relative importance) on the community participation statements ranged from 53.00% to 82.96%. Therefore, the chi-square increased to between 25.50 and 156.66, making these values significant at the 0.05 level. The community participation statements were ranked

according to the highest percentage of agreement among students as follows:

- I help my colleagues who need help.
- I feel a social responsibility to educate others about the dangers of intellectual fanaticism.
- I use my free time in ways that benefit society.
- I cooperate with others to help the needy and charities.
- I feel the need to isolate myself from those around me.
- The problems of the society around me do not concern me.

Table 8: Statistical description of the level of intellectual security among secondary school students, n = 223

Dimensions	No.	Highest degree	Descriptive connotations				Total practice rate	Arrangement
			Arithmetic mean	Standard deviation	Coefficient of skewness	Kurtosis coefficient		
Dimension 1: combating extremist ideology	13	65	51.73	2.53	-0.34	-0.66	%79.59	3
Dimension 2: dealing with others	6	30	24.09	2.08	-0.29	-1.21	%80.29	2
Dimension 3: responsibility towards society and the nation	9	45	36.87	2.23	-0.64	-0.17	%81.92	1
Dimension 4: community participation	6	30	21.78	2.54	-0.12	-1.10	%72.61	4
Total scale	34	170	134.47	8.69	-0.32	-0.98	%79.10	

Table (8), which describes the statistical description of the level of intellectual security among secondary school students, shows that the research sample was homogeneous in the dimensions of intellectual security. The skewness coefficient ranged from -0.34 to -0.12, indicating that the extracted measurements were close to normality, as the values of the normal skewness coefficient ranged from ±3 and very close to zero. The kurtosis coefficient ranged from -1.21 to -0.17, which means that the oscillations of the normal curve are acceptable and average, neither upward nor downward, confirming the homogeneity of the primary

research sample in the variables of intellectual security. The percentage of intellectual security dimensions ranged from 72.61% to 81.92%, with the highest percentage of intellectual security among students being responsible for society and the nation, followed by dealing with others. The lowest percentage of intellectual security among students was community participation, followed by combating extremist ideology. Third: Presenting the results of the third question: Is there a relationship between practicing recreational activities and intellectual security among secondary school students?

Table 9: Correlation coefficients (relationship) between practicing recreational activities and dimensions of intellectual security among secondary school students N = 223

		Dimensions of intellectual security				
		The first dimension: combating extremist thought:	The second dimension: dealing with others:	The third dimension: responsibility towards society and the nation:	Fourth dimension: community participation:	Total scale
Recreational activities	Sports activities	**0.599	**0.754	**0.563	**0.711	**0.707
	Arts and crafts	**0.708	**0.566	**0.544	**0.569	**0.648
	Drama	**0.559	**0.746	**0.623	**0.725	**0.713
	Special events activities	**0.601	**0.609	**0.542	**0.650	**0.650

Outdoor activities	**0.536	**0.325	**0.416	**0.391	**0.455
Musical activities	**0.639	**0.753	**0.694	**0.763	**0.768
Social recreation activities	**0.786	**0.659	**0.864	**0.674	**0.806
Motor expression	**0.569	**0.770	**0.685	**0.775	**0.753
Total recreational activity scores	**0.837	**0.863	**0.841	**0.876	**0.922

**Significant at the 0.01 level = 0.181 *Significant at the 0.05 level = 0.138

Table (9), which deals with the correlation coefficients (relationship) between practicing recreational activities and the dimensions of intellectual security among secondary school students, shows that.

- **Dimension: Combating extremist ideology:** There is a significant positive correlation at the 0.01 level between combating extremist ideology and practicing all recreational activities, ranging from (0.536 to 0.786). The value of the relationship between combating extremist ideology and the total number of practicing recreational activities reached (0.837). These values are significant at the 0.01 level, confirming that the more recreational activities are practiced, the higher the level of combating extremist ideology among secondary school students.
- **Dimension: Interacting with others:** There is a significant positive correlation at the 0.01 level between interacting with others and practicing all recreational activities, ranging from 0.325 to 0.770. The value of the relationship between interacting with others and the total number of recreational activities was 0.863. These values are significant at the 0.01 level, confirming that the more recreational activities are practiced, the higher the level of interaction with others among secondary school students.
- **Dimension: Responsibility towards society and the nation:** There is a significant positive correlation at the 0.01 level between responsibility towards society and the nation and practicing all recreational activities, ranging from 0.416 to 0.864. The value of the relationship between responsibility towards society and the nation and the total number of recreational activities was 0.841. These values are significant at the 0.01 level, confirming that the more recreational activities are practiced, the higher the level of responsibility towards society and the nation among secondary school students.
- **Dimension: Community Participation:** There is a significant positive correlation at the 0.01 level between community participation and the practice of all recreational activities, ranging from 0.391 to 0.775. The correlation between community participation and the total practice of recreational activities reached 0.876. These values are significant at the 0.01 level, confirming that the higher the practice of recreational activities, the higher the level of community participation among secondary school students.
- **Total Intellectual Security Score:** There is a significant positive correlation at the 0.01 level between the total intellectual security score and the practice of all recreational activities, ranging from 0.455 to 0.806. The correlation between the total intellectual security score and the total practice of recreational activities reached 0.922. These values are significant at the 0.01 level, confirming that the higher the practice of

recreational activities, the higher the total intellectual security score among secondary school students.

Discussion of the Results

Discussing the results of the first question: What is the level of recreational activity practice among secondary school students?

It is clear from Table (3) and Table (4) that the percentage of recreational activity practice ranged between (5.92% and 45.28%), with the highest percentage of practice being for sports, followed by social recreational activities. The lowest percentage of practice was for handicrafts, followed by drama.

The researcher attributes these results to the fact that each recreational activity has characteristics that distinguish it from other recreational activities. These activities provide opportunities to practice experiences and skills that are influenced by the practitioner's tendencies and orientations to varying degrees. These results are consistent with the results of the study by (Autry & Anderson, (2007) ^[12] and the study by (Kaczynski & Henderson, (2008)) ^[22], which confirmed that each individual has their own recreational interests. Recreation encompasses human activities and experiences that occur during leisure time. The activity is usually chosen voluntarily and freely for some internal, personal purpose, leading to happiness. Although recreation may be considered an emotional state resulting from participation, it can also be considered a social system, a field of work, a trade, or an industry. When provided as part of an organized community or volunteer agency program, recreation must be socially constructive and acceptable within the values and customs of the community. (Ismail, Kamal Abdel Hamid (2015) ^[20]

Recreation is a voluntary, constructive activity practiced during leisure time, the ultimate goal of which is happiness and self-satisfaction. It contributes to the development of one or more aspects of the individual (physical, psychological, social, emotional, moral, or cognitive).

Discussing the results of the second question: What is the level of intellectual security among secondary school students?

It is clear from Table (5) to Table (8) that the percentage of intellectual security dimensions ranged between (72.61% and 81.92%). The highest percentage of intellectual security among students was responsibility toward society and the nation, followed by dealing with others. The lowest percentage of intellectual security among students was community participation, followed by combating extremist ideology.

The previous presentation shows a high percentage of intellectual security among the research sample. The researcher attributes this to the fact that intellectual security has become a matter of concern for everyone: the family, religious institutions, and educational institutions.

Intellectual security is one of the most important types of security, and indeed represents its fundamental pillar, as it is

fundamentally related to the minds, thoughts, and culture of the members of society. It also represents a path to achieving security in its comprehensive sense. Hence, the urgent need for it becomes clear, especially since it achieves the most important characteristics and cohesion of society by achieving cohesion and unity in thought, approach, and purpose. (Rady, Abdel Nasser (2013))^[28]

Intellectual security is the foundation upon which other aspects of social security are based: livelihood, economic, political, and other. If this foundation is breached and the field of thought becomes disturbed or disrupted, there is no hope of social progress, given its critical importance in achieving societal security and stability by countering influences and intellectual deviations.

Discussing the results of the third question: Is there a relationship between practicing recreational activities and intellectual security among secondary school students?

Table (9) shows a significant positive correlation at the 0.01 level between the dimensions and the total score of intellectual security and the practice of all recreational activities, ranging from (0.455 to 0.806). The value of the relationship between the total score of intellectual security and the total score of practicing recreational activities reached (0.922). These values are significant at the 0.01 level, confirming that the more recreational activities are practiced, the higher the dimensions and total score of intellectual security among secondary school students.

The previous presentation shows a relationship between practicing recreational activities and intellectual security among secondary school students. The researcher attributes this to the fact that practicing recreational activities offers many benefits, including intellectual security. Recreational activities help develop community bonds, improve the quality of life in the community, promote teamwork and leadership, improve the health of participants and reduce health care costs, as many individuals participate in recreational activities as participants, spectators, coaches, volunteers or administrators. (Walker *et al.* (2006))^[32]

Recreational activity is positively associated with good mental health. In recent years, there has been evidence of alarmingly high rates of mental disorders, ranging from low self-esteem, anxiety, depression, eating disorders, drug abuse, and suicide. There is now consistent evidence that recreational activity can have a positive impact on the psychological well-being of participants. (Baker & Palmer (2006))^[13]

Conclusions

According to the study's objectives and procedures, the researcher reached the following conclusions:

- The percentage of participants who participated in recreational activities ranged from 5.92% to 45.28%. The highest percentage of participants participated in sports, followed by social recreational activities. The lowest percentage of participants participated in arts and crafts, followed by drama.
- The percentage of intellectual security dimensions ranged from 72.61% to 81.92%. The highest percentage of intellectual security among students was related to responsibility toward society and the nation, followed by dealing with others. The lowest percentage of intellectual security among students was related to

community participation, followed by combating extremist ideology.

- There was a significant positive correlation at the 0.01 level between the dimensions and the total score of intellectual security and the practice of all recreational activities.
- The higher the practice of recreational activities, the higher the dimensions and the total score of intellectual security among secondary school students.
- The seven recreational activities contribute 91.3% to the total score of the intellectual security scale.
- The total score of recreational activities contributes 85.01% to the total score of the intellectual security scale.

Recommendations

According to the study's findings, the researcher recommends the following:

- Encourage students to practice recreational activities.
- Provide recreational activities suitable for both boys and girls.
- Providing schools with the financial and technical capabilities to activate student activities within the school.
- Raising awareness about intellectual security, especially given the proliferation of electronic means to combat it amid the spread of intellectual extremism among many students.
- Conducting numerous academic studies and research on the topic of intellectual security and the mechanisms for its implementation in all educational institutions.
- Establishing a school committee to communicate with community institutions and integrate with them in achieving intellectual security for students.
- Holding workshops for social and psychological specialists to educate them on ways to enhance intellectual security in students.
- Holding periodic meetings for teachers to examine students' intellectual conditions.
- Encouraging teachers to set a good example for their students intellectually, morally, and academically.

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