

---

## THE PRESENT REALITY OF COMPETITIVE SPORTS ACTIVITIES IN THE PERSPECTIVE OF INVOLVED STUDENTS

**Amani Asail**      **Moaiyad Shanah 2**

1. Department of Physical Education, Faculty of Arts, Al-Quds University, P.O. Box: 20002, East Jerusalem, Palestine

2. Department of Physical Education, Faculty of Arts, Al-Quds University, P.O. Box: 20002, East Jerusalem, Palestine

---

**ABSTRACT:** *The aim of this study is to identify the current reality of competitive university sports activities from the point of view of the participating students. The study population consisted of all students participating in competitive academic sports activities for the academic year (2018/2019). The sample consisted of (73) students. In order to achieve the objectives of the study, the questionnaire was designed as a data collection tool consisting of (43) items divided into four areas (objectives, planning, organization, and competition management). Cronpach Alpha, the study recommended strengthening the attention of sports activities of the Sports Federation of the Palestinian institutions of higher education and the involvement of the largest possible number of students in sports activities, by broadening the base of participation and the diversity of individual and collective mental games.*

**KEYWORDS:** Sports activities competition, University sports activities, Present reality.

---

### Introduction

The University is an educational and educational institution prepared by the society to provide the students with a training that will enable them to achieve the hopes and aspirations of the society by developing activities and programs that guarantee them excellence and creativity and provide the appropriate center for developing their skills and talents and satisfying their desires. As sports education is a manifestation of education, and part of it is aimed at achieving the overall development of the individual and society, it was necessary to keep pace with the curricula of sport education and its activities.

Sports activity is considered one of the pillars of modern education. It is one of the best elements on which the curriculum is based as one of its elements in a systematic and systematic way. It has an effective effect in the field of modern education, which is achieved by building and continuing to teach students how to behave in many situations on the basis of what from which the community they build is expected. It is an important and complementary part of the academic programs that aim at building the cognitive aspects of the students (Khalifa & Hassan, 2004).

Sports activities are an integral part of the official legislation of the Palestinian Ministry of Education and Higher Education, and are considered the backbone of building students 'personalities. The role of educational institutions is changing through the educational process. It is no longer a place to fill students' minds with information. Students, mentally, psychologically, physically, emotionally and socially to prepare them for life, and this is achieved through the actual practice of the colors of different activities, and in this sense, sports activity is the appropriate

option to start and work on the generation and innovation of new models according to the requirements of life Serra society towards development (Alkotaih, 2011).

Therefore, this study is intended to identify the current reality of competitive university sports activities from the point of view of the participating students.

### **Statement of the Problem**

The sports union in the Palestinian higher education institutions seeks to take care of the university sport, improve it and support it by all possible means and work to satisfy the needs of the students and their talents and to improve their talents by developing and preparing sports activities and supervising them. These sports activities play an important role in selecting outstanding and talented students. A major resource for the rejection of teams, clubs and sports federations with highly qualified and highly skilled, through university sports meetings identify outstanding students and help them to reach levels Higher Sports.

During the work of the two researchers at a higher education institution in Palestine, they noticed that efforts are being made to develop the university sport despite the presence of some spontaneous manifestations. Therefore, they found it necessary to know the current reality of these activities and the students' satisfaction with them.

### **Significance of the Study**

The importance of the study is as follows:

1. This study provides us with information and knowledge about the current reality of competitive university sports activities from the perspective of the students involved.
2. This study deals with an important age stage, as it plays an important role in the selection process of students in different sports to join the sports teams.
3. This study is expected to contribute to the development of the Palestinian university sport.
4. This study is expected to provide the workers in the sports activity departments in Palestinian higher education institutions with feedback on the reality of sports activities and show them the strengths and weaknesses in them to work on developing these activities.

### **Objectives of the study**

#### **This study aims to:**

1. To recognize the current reality of competitive university sports activities from the perspective of the participating students.
2. Identifying the differences in the views of students in the degree of evaluation of competitive sports activities due to gender.
3. Identifying the differences in the views of students in the degree of evaluation of competitive sports activities due to university.

4. Identifying the differences in the views of the students in the degree of evaluation of competitive university sports activities due to academic year.

### **Questions of the Study**

1. What is the current reality of competitive university sports activities from the point of view of the participating students?
2. Are there differences in the views of students in the degree of evaluation of competitive university sports activities due to gender?
3. Are there differences in the views of students in the degree of evaluation of competitive university sports activities due to university?
4. Are there differences in the views of students in the degree of assessment of competitive sports activities due to academic year: first, second, third, fourth and more?

### **Limitations of the Study**

1. Time Limitation: This study was conducted during the second semester of the academic year (2018/2019).
2. Human Limitation: This study was applied to students of Al-Quds University and An-Najah National University participating in competitive university sports activities
3. Spatial limitation: This study was applied to Al-Quds University and An-Najah National University.

### **Terms of the Study**

**Sports Activities:** Sports activities are defined as physical activities that vary according to the age of the student. This activity has many benefits, such as physique, physical, psychological and social health, which are reflected in the student's personality and his relation to the environment (Fayez, 2016). **University sports activities:** A group of individual and collective sports practices which are under the instructions, laws and regulations supervised by the Sports Union in the Palestinian higher education institutions.

### **Previous Studies**

Spring's study (2017) aimed to identify the reality of sports activities in the schools of the central governorates of the West Bank from the point of view of managers, teachers and teachers of physical education. To achieve this goal, the researcher used the descriptive analytical method to suit the nature of this study and to achieve the objectives of the study. The researcher constructed a questionnaire to determine the reality of sports activities in the central West Bank governorates from the point of view of the principals and teachers. And the parameters of mathematical education, consisting of five areas and included (40) paragraph, and was verified the validity of the questionnaire and its stability using appropriate statistical and educational methods. The results of the study showed that the reality of sports activities in the schools of the central West Bank governorates from the point of view of managers, teachers and teachers of physical education was excellent.

The study of Al-Ghareeb (2016) aimed at revealing the impact of participation in school sports activities on the attitudes of middle school students in Kuwait - physical activity. The researcher used the descriptive method of survey studies to suit the nature of the research. (2009-2010), was selected. The research sample in a deliberate manner of middle school students participating in sports activities

(65 students). The researcher adopted the data collection tools on the Kenyon scale for the trends towards the sports activity. Among the most important findings of the researcher is that the middle school students in Kuwait have positive attitudes towards physical activity, especially the physical activity of health and fitness, The first order is followed by physical activity as an aesthetic experience, physical activity to reduce stress, physical activity as stress and risk experience, physical activity for athletic excellence, and finally physical activity as a social experience to show the awareness of the research sample of the importance of exercise.

The study of Saeed and Omar (2012) aims to identify the reality of student activities and develop them using the means and techniques of education, through reaching the actual reality of student activities (classroom and non-descriptive) in the university environment of the University of Taiba, and know the obstacles that prevent the establishment of such activities and the participation of female students, The expected impact of the means and techniques of education on the practice of female students for university activities, which make the university environment attractive to them, and used the two methods descriptive analytical, and the study tool was an open-ended questionnaire consisting of three main axes: The study results are divided into two categories: the first category (230) female students And the second category (23) members of the senior management of student activities in the University of Taiba and activities on the various faculties, and the study reached a number of results, the most important of which are: the majority of activity-based groups see that the most obstacles to student activity are the failure to observe the teaching quorum when supervising activities, lack of basic materials and tools for diversity of activities, lack of equipped workshops, The trained cadres of supervisors of activity, lack of technical devices and which play an important role in activities.

Al-Jerjaoui's study (2011) aims to reveal the reality of sports activities management in the basic government education schools in Gaza City. The researcher used the descriptive approach. The study sample consisted of (216) supervisors and supervisors. The researcher designed a questionnaire consisting of (34) items divided into five fields. The results of the study showed that the state of sports activities in the basic government education schools needs to be further activated and the adoption of operational plans to help sports managers to manage them effectively and properly and to increase the necessary training courses necessary for that administration. The aim of the study was to identify the role of school principals in activating students' participation in school sports activities according to gender variables. , The researcher used a descriptive descriptive approach. To achieve this, the researcher prepared a questionnaire consisting of (33) paragraphs divided into five areas: Planning of sports activity, management of sports activity, implementation and presentation of activity, potentials, incentives. The results of the study showed that the role of school principals in activating the participation of students in sports activities came to a great extent on all fields of study and on the overall field, She pointed out that there are no statistically significant differences due to differences in the variables of the study (age, scientific qualification), and the existence of differences of statistical significance according to gender variable and for females.

Hakim (2009) aimed to identify the factors of weak participation of students of the university college in Al-Jumoum Governorate in student activities, which is one of the colleges of Umm Al-Qura University in Makkah. The researcher used the descriptive method. And the researcher designed a questionnaire for the purpose of collecting information about the factors leading to the

low participation of students in student activities, and the most important results are. The old view of sports activity as a means of entertainment and loss of time by running the daily schedule. Lack of material and human resources for the activity. The study of Musi (2008) as an evaluation study of the student activities at the Teachers College at King Saud University in the light of the views of its students, which aimed to identify the most difficult difficulties facing these activities and to some suggestions that may increase the level of activation of these activities in college, the researcher used a questionnaire addressed to college students Teachers, which was applied to a sample of (362) students from diverse people, and the study reached a series of results, the most important of which are the family does not encourage its students to practice student activities.

Samarin (2007) sought to identify the difficulties of practicing sports activities among the female students of Al-Quds University. It also aimed to study the effect of variables of type of college, place of residence, level of education, and cumulative rate. The researcher used the questionnaire that was applied to the sample of the study, which included five areas: the field of sports potential, the social field, the psychological field, the academic field, and the health and physical field. The study population was composed of all the students of the university colleges. The number of students was 3687. A class sample was selected from the different faculties of the university. The sample was 553 students, ie 15%. The results of the study showed that the difficulties related to the field of sports potential are of a high degree of difficulty, and the difficulties related to the health and physical field are a little difficult. The study aims to identify the factors leading to the weak participation of students in student activities and ways to overcome them at King Saud University. To achieve this goal, the researcher used a questionnaire to collect information distributed to a sample of 1200 students from different faculties at the university. The results of the study are: The percentage of students who are not participating in the student activities is very high, ranging from (65.4%) to (93.6%), and the participation of students in student activities is generally weak. The most active student activities at the university are social activities Consciousness, followed by sports activities, followed by cultural activities.

Asi's study (2000) aimed to evaluate the competitive school sports programs from the point of view of the teachers and teachers of physical education in Jordan. The study sample consisted of 150 supervisors and teachers with 136 teachers and 14 supervisors. The results of the study showed that the degree of evaluation of competitive school sports programs from the point of view of the sample of the study was moderate in all fields. The results showed that there were no statistically significant differences in the views of supervisors and teachers in the degree of evaluation of programs. As well as the absence of statistically significant differences attributed to the variables of the study (gender, academic qualification, school dependency, Directorate). The results also showed that the participation of the school sports teams came mainly in football (for students) Basket (for students).

Kate and Amanda (2010) aimed at identifying barriers to the provision of physical education and sports activities in state secondary schools in Victoria. The researchers used the analytical descriptive method. The sample consisted of (115) Schools, and the study reached a range of results, the most important that the barriers we envisage to influence the participation of students were based on teachers in the first place. Fairclough and Stratton (2006) aimed to identify the effect of physical education on improving students' participation in student activities. The researchers used the analytical descriptive approach. The study reached a number of results, the most important of which is that the use of teaching methods and techniques increases the

participation (Sports, basketball, gymnastics, basketball, soccer, etc.), as well as the use of bulletin boards or information and magnetic boards as a place to display sports news.

Chang (2002) aimed to investigate the value of diversity in activities and the impact of this diversity on students' participation in student activities from the students' own point of view. From the point of view of the officials responsible for the student activities, 180) students from the community college, with the beginning of the second semester, and the tools of the study is a questionnaire consisted of open questions distributed to the sample, the questionnaire included the three main categories, namely:

1. The category of means that depend on direct experience and learning work
2. The class of methods that rely on sensory experience and alternative learning observation.
- The category of means that rely on abstract foresight and learning symbols..3.

The study found that 76% of the students had the goal of participating in the activities of the students, namely entertainment, entertainment, diversity and direct experience. This is the category of means that depends on direct experience and work learning; 63% (65%) of those responsible for student activities in the community college showed that the impact of the activities in the college - renewable, continuous and diverse - is positive, which is the main reason for increasing the participation Students in various fields Disciplines and interests in the activities.

## **METHOD AND PROCEDURES**

### **Methodology of the Study**

The researchers used the descriptive approach to the suitability and nature of this study

### **Population of the Study**

The study community shall be composed of all the students participating in competitive university sports activities at the Universities of Jerusalem and the National Education Success for the academic year (2018/2019).

### **Sample of the Study**

The study sample consisted of (73) male and female students from the study population. The sample of the study was randomly selected. Table (1) shows the description of the sample of the study according to the variables of the study.

**Table (1): Distribution of Study Sample Individuals according to their Independent Variables (n = 73)**

Independent variables	Variable levels	No. of students	Percentage
<b>Gender</b>	<b>Male</b>	<b>43</b>	<b>58.9</b>
	<b>Female</b>	<b>30</b>	<b>41.1</b>
<b>University</b>	<b>Al-Quds Uni.</b>	<b>36</b>	<b>49.3</b>
	<b>An-najah Univ.</b>	<b>37</b>	<b>50.7</b>
<b>Academic year</b>	<b>First year</b>	<b>11</b>	<b>15.1</b>
	<b>Second year</b>	<b>18</b>	<b>24.7</b>
	<b>Third year</b>	<b>29</b>	<b>39.7</b>
	<b>Fourth and above</b>	<b>15</b>	<b>20.5</b>
	<b>Total</b>	<b>73</b>	<b>%100</b>

Percentage

No. of students

Variable levels

### **Instruments of the Study**

In order to achieve the objectives of the study, the researchers designed a tool to collect the data related to this study, after reviewing the scientific sources related to the subject of the study, such as the spring study (2017), Abd al-Haq (2010), Samarin (2007, ). The response of the sample was measured on the study instrument according to the "Likert Five" scale.

### **Validity of the Instruments**

The validity of the tool was found using content validation, and the study tool was initially presented to a number of arbitrators. In order to express their observations on the areas of the questionnaire and its paragraphs, the appropriateness of each paragraph for the field in which it was put forward, and on the basis of the opinion of the arbitrators and their suggestions, the study tool was amended by amending some paragraphs, deleting paragraphs and adding paragraphs. The questionnaire was then prepared in its final form and the number of paragraphs (43).

### **Reliability of the Instruments**

The internal consistency coefficient of the instrument as a whole was calculated in the six fields where the instrument was created using Cronbach Alpha. Stability coefficients were high values. All these values are acceptable and sufficient stability values for the purposes of such a study and Table (2).

### **Reliability Coefficient**

To ensure the stability of the study instrument, the Cronbach Alfa equation was used for the study sample, and the results of Table (2) show that.

Table (2): Stability coefficient of the study instrument and their fields

No.	Fields	No. of items	Cronbach alpha
1	Objectives	10	0.87
2	organization	11	0.88
3	planning	10	0.88
4	Competition admin	12	0.89
Total score		43	0.95

It is clear from the results of Table (2) that the total stability coefficient of the study tool reached (0.95). The stability coefficient values for the fields of B (0.87 - 0.89) were good.

### Variable of the Study

Independent variables

Gender: male, female

The university has two levels: (Jerusalem, success national).

The academic year has four levels: (first, second, third, fourth and above).

### Dependent variables

The dependent variables were the degree of response of the study sample members to the subjects and areas of the study tools.

### Statistical Analysis

To answer the questions of the study and reach its results, the Statistical Packages for Social Sciences (SPSS) program was used and the following statistical treatments were carried out:

- Mathematical averages and percentages
- One-way ANOVA analysis
- - Test for two independent samples t test

## RESULTS AND DISCUSSION

Results Related to the First Question:

What is the current reality of competitive university sports activities from the perspective of the students involved?

In order to answer this question, the arithmetic mean, the percentage of each paragraph and each field and the total score of the study instrument were calculated and the results of tables (7,6,5,4,3) were shown. To explain the results, the following percentages were adopted: (less than 50% Very low grade, (50- 59.9%), low grade (60- 69.9%), medium grade (70-79.9%), high grade (80% and above).

First: Objectives



**Table (3): The arithmetic mean and the percentage of target area (n = 73)**

No.	Items	Response average	Percentage	Degree
1	Raising sport activities level at Universities	3.99	79.8	high
2	Developing students' comprehensive and balanced physical competencies	3.75	75	high
3	Enhancing social relationships among students	3.89	77.8	high
4	Enhancing collaboration among universities	3.70	74	high
5	Students' acquiring sports refereeing skills	3.68	73.6	high
6	Students acquiring required sports training skills	3.53	70.6	high
7	Students acquiring sports organization experiences	3.59	71.8	high
8	Developing students' sports innovation skills	3.73	74.6	high
9	Developing students' creative thinking	3.53	70.6	high
10	Students acquiring advanced sports skills	3.66	73.2	high
	<b>Total Score</b>	<b>3.71</b>	<b>74.2</b>	high

- Maximum degree of response (5) degree

The results of Table (3) show that the current reality of competitive university sports activities from the point of view of the students participating in the objectives area was high on all the paragraphs. The percentages of response ranged from 70.6% to 79.8%. The overall score for the target area was high, with the response percentage (74.2%).

The researchers attributed this high result in the field of goals due to the clarity of the goals and the possibility of achieving these objectives, but the embodiment of the general objectives of the Sports Union in the Palestinian higher education institutions.

This result was consistent with the results of the Assi (2000) study, which showed that the degree of evaluation of sports activities in the field of goals was significantly. We find that the first paragraph, which provides for "upgrading the level of sports activities in universities", has ranked first among the areas of the field, and this emphasizes the importance and the role of sports activities in the university in the development of the level of sports activities through university sports meetings. The fact that universities focus in their university philosophy on the need to participate in order to participate and not just to win and this provides an opportunity to upgrade the level of sport and development.

**Second: Organization****Table (4): The arithmetic averages and the percentages of the areas of organization (n = 73).**

No.	Items	Response average	Percentage	Degree
1	Organizing sports competitions collective.	3.85	77	high
2	Organizing individual sports competitions.	3.78	75.6	high
3	Organizing non competitive collective sports events.	3.42	68.4	intermediate
4	Organizing university individual sports events.	3.23	64.6	intermediate
5	Preparing university male collective sports teams.	3.64	72.8	high
6	Preparing university female collective teams.	3.75	75	high
7	Preparing university male sports collective teams.	3.62	72.4	high
8	Preparing female university sports teams.	3.49	69.8	intermediate
9	Deciding sports events organizing methods which promote real competition among teams..	3.49	69.8	intermediate
10	Drafting instructions for sports events.	3.55	71	high
11	Distributing competition instructions before events take place on time.	3.38	67.6	intermediate
	<b>Total score</b>	<b>3.57</b>	<b>71.4</b>	<b>high</b>

Maximum degree of response (5) degrees

The results of Table 4 show that the current reality of competitive university sports activities from the point of view of the students involved in the field of organization was high in (1, 2, 5, 6, 7, 10) Between (71% - 77%). The percentage was moderate on the remaining vertebrates, with percentages ranging from 64.6% to 69.8%. The overall score for the field of organization was high, with the response percentage (71.4%).

In the opinion of the researchers that this result gives us an indication of the satisfaction of the study sample on the field of organization of the tournaments as it provides an opportunity to compete between the teams and show the true level of the participating teams and it is clear from the table that the first paragraph, which provides for "organizing periodic sports tournaments in the collective games." The researchers believe the reason for this is that most activities focus on university games as they provide greater opportunities for players to participate.

The results were not consistent with the study of Asi (2000), pointing out that the programs of sports activities need to be more focused on leadership and organization than they are. Also, this study differed with the study of happiness and age (2012), which showed that the most obstacles to student activity is Lack of availability of trained cadres from supervisors, lack of technical equipment and play an important role in activities.

Third: Planning

**Table (5): Arithmetic averages and percentage of planning area paragraphs (n = 73).**

No.	Items	Response average	Percentage	Degree
1	Preparing an annual plan for sports activities before beginning of academic year	3.70	74	high
2	Holding competitions on suitable times for the students	3.42	68.4	intermediate
3	Making available enough referees	3.60	72	high
4	Making available safety and security signs for sports events	3.51	70.2	high
5	Conducting refereeing sessions for all sports to prepare good referees	3.44	68.8	intermediate
6	Making available the final amendments of sports laws	3.59	71.8	high
7	Making available the administrative supervision for sports events	3.62	72.4	high
8	Making available the technical supervision from sports events	3.62	72.4	high
9	Making available financial incentives for referees	3.22	64.4	intermediate
10	The distribution of competitions results on university portals	3.58	71.6	high
	<b>Total score</b>	<b>3.53</b>	<b>70.6</b>	<b>high</b>

Maximum degree of response (5) degrees

The results of Table 5 show that the current reality of competitive university sports activities from the point of view of the students involved in the field of planning was high on (1, 3, 4, 6, 7, 8, 10) Between 70.2% and 74%. The mean score was (2, 5 and 9), with percentage response (72%, 68.8%, 64.4%). The overall score for the planning area was high, with the response percentage (70.6%).

The researchers believe that this result gives us an indication of the importance of the planning process of any sports activity as planning is the starting point for these activities, the means to achieve goals and crystallize the ground and the importance of planning to be saves time and effort and contribute to predict the problems and difficulties facing the implementation of activities.

The study agreed with Fairclough and Stratton (2006), which showed that the use of teaching methods and techniques increases the participation of students in sports activities, such as sports films that show some games karate, gymnastics, basketball, football, etc., as well as the use of a bulletin board or information and magnetic panel as a place to display sports news.

**Fourth: Competition Management**

Table 6: Arithmetic averages and percentages of competition management area (n = 73).

No.	Items	Response Average	Percentage	Degree
1	Holding sports events on time	3.59	71.8	high
2	Sufficient advertising of sports events	3.23	64.6	intermediate
3	Rewarding winning universities	3.58	71.6	high
4	Making universities accountable for not participating in sports events	2.82	56.4	low
5	Communicating media with competitions results	3.30	66	intermediate
6	Making available proper sports fields for the events	3.49	69.8	intermediate
7	Making available indoor halls for the events	3.70	74	high
8	Making available the proper needed sports tools for the events	3.64	72.8	high
9	Making available the proper budget	3.11	62.2	intermediate
10	The attendance of the right officials	3.29	65.8	intermediate
11	Providing proper transportation for the sports events	3.44	68.8	intermediate
12	Providing incentives for the participants	3.37	67.4	intermediate
	<b>Total score</b>	<b>3.90</b>	<b>7.98</b>	<b>intermediate</b>

Maximum degree of response (5) degrees

The results of Table (6) show that the current reality of competitive university sports activities from the point of view of students participating in the fields of competition management was high in paragraphs (1, 3, 7 and 8) 74%). The mean score was (2, 5, 6, 9, 10), with percentages ranging from 62.2% to 69.8%. The overall score for the area of competition management was medium, with the percentage response (67.6%).

The researchers believe that the reason for this is that university sports activities are sometimes held in gymnasiums and playgrounds not belonging to Palestinian higher education institutions. The researcher believes that the possibilities and sports venues play an important role in the conduct and implementation of programs and sports activities. The researchers believe that it is necessary to provide the appropriate facilities and stadiums belonging to the Sports Union in the Palestinian higher education institutions to carry out these activities. This finding agreed with the study of Smyrne (2007), which showed that there are difficulties in the field of athletic potential. Fairclough and Stratton (2006) confirmed that the use of teaching methods and techniques increases student participation in sports activities.

Summary of the results related to the first question

Table (7): Mathematical averages, percentages, ranking of the total score and areas of the current reality of competitive university sports activities from the point of view of the students participating in them

No.	Fields	Response average	Percentage	Degree	Ranking
1	<b>Objectives</b>	<b>3.71</b>	<b>74.2</b>	high	First
2	<b>Organization</b>	<b>3.57</b>	<b>71.4</b>	high	Second
3	<b>Planning</b>	<b>3.53</b>	<b>70.6</b>	high	Third
4	<b>Competition admin</b>	<b>3.38</b>	<b>67.6</b>	intermediate	fourth
	<b>Total score</b>	<b>3.54</b>	<b>70.8</b>	<b>high</b>	

Maximum degree of response (5) degrees.

The results of Table 7 show that the overall score of the current competitive sports activities from the point of view of the participating students was high. The response percentage was 70.8%. The target area in the first order was a high response rate 74.2% (71.4%) followed by planning in the third order with a high response rate (70.6%), while competition management came in the last order with average response rate (67.6%).

According to the researchers, this result reflects the nature of the university sports activities. Sports activities in universities are becoming familiar with students, faculty members and administrators, and they work to support them for many reasons, including leisure time investment, which benefits them, health and fitness. This is what was confirmed by the study of Al-Darabeeh (2004), which showed that sport was able to penetrate the university from the widest of its doors and some universities became known through its sports activity and the brilliance of its sports teams.

The result of this study with the Study of Stranger (2016), which indicated the students' attitudes toward sports activities, was positive.

She agreed with Chang (2002), which showed that the impact of activities in the college - renewable, continuous and diverse - is positive, which is the main reason for increasing student participation in various disciplines and interests in activities.

Differed with the study of al-Subaie (2005) which indicated that the percentage of student participation in student activities is weak. He disagreed with the study of Jerjawi (2011), whose results showed that the state of sports activities management in the basic education schools of the government need to be more active and adopt the implementation plans.

Second: Results Related to the Second Question:

Are there differences in the views of students in the degree of evaluation of competitive university sports activities due to gender?

To answer this question, the independent t test and the results of Table (T) were used.

**Table (8): Results of the test of (T) for two independent groups to indicate the differences in the views of students in the degree of evaluation of competitive sports activities according to the gender variable (n = 73).**

Significance level	T value	Female (n=30)		Male (n=43)		Gender Fields
		SD	Average	SD	Average	
0.833	0.212-	0.80	3.73	0.64	3.69	Objectives
0.541	0.614-	0.76	3.63	0.75	3.52	Organization
0.525	0.638-	0.74	3.60	0.77	3.48	Planning
0.691	0.399	0.85	3.34	0.73	3.41	Competition admin
<b>0.763</b>	<b>0.303-</b>	<b>0.67</b>	<b>3.57</b>	<b>0.63</b>	<b>3.53</b>	<b>Total score</b>

D is statistically significant ( $\alpha$  0.05 0.05).

The results of Table (8) show that there are no statistically significant differences at the level of ( $\alpha$  0.05 0.05) in the views of students in the degree of evaluation of competitive university sports activities according to the gender variable.

The researchers found that the absence of statistically significant differences at the level of  $\alpha$  (0.050.05) is due to the gender variable due to the fact that university sports activities for males and females are similar in terms of conditions, potentialities and nature of activities. This result is consistent with the study of Assi (2000), which showed that there are no differences in the degree of evaluation of sports activities attributed to gender variable. While differed with the study of Abdul Haq (2010), which indicated the existence of differences due to gender.

Third: Results Related to the Third Question, which reads

Are there differences in the views of students in the degree of the evaluation of university sports activities competition due to university?

To answer this question, the independent t test and the results of Table (T) were used.

Table (9): Results of T test for two independent groups to indicate differences in the views of students in the degree of evaluation of competitive university sports activities according to the university variable (n = 73).

Significance level	T value	An-najah )n(37 =		Al-Quds )n(36 =		Academic year
		SD	Average	SD	Average	University
0.818	0.231	0.74	0.368	0.57	3.73	Objectives
0.631	0.482	0.79	3.52	0.72	3.61	Organization
0.705	0.380-	0.78	3.56	0.72	3.49	Planning
0.278	1.093	0.83	3.28	0.72	3.48	Competition admin
<b>0.674</b>	<b>0.423</b>	<b>0.66</b>	<b>3.51</b>	<b>0.62</b>	<b>3.58</b>	<b>Total score</b>

D is statistically significant ( $\alpha$  0.05 0.05).

It is clear from the results of Table (9) that there are no statistically significant differences in the level of significance ( $\alpha$  0.05 0.05) in the views of students in the degree of evaluation of competitive university sports activities according to the university variable.

The researchers believe that the reason for the absence of statistically significant differences from (0,05) depending on the university variable because the sports union in institutions of higher education includes institutions of higher education from universities and colleges of middle school, sports, and since its inception to sponsor sports activities between institutions of higher education . The Federation is managed by an administrative body represented by members of all these universities and colleges.

Fourth: Results Related to the Fourth Question:

Are there differences in the views of students in the degree of evaluation of competitive sports activities due to academic year?

To answer this question, one-way ANOVA analysis and the results of Tables 2 were used.

**Table 10: Mathematical averages and standard deviations of students' views on the degree of evaluation of competitive sports activities according to the school year variable (n = 73).**

Fourth and above (n(15 =		Third (n(29 =		Second (n =18(		First (n(11 =		Academic year Fields
SD	Average	SD	Average	SD	Average	SD	Average	
0.61	3.98	0.86	3.61	0.61	3.67	0.49	3.64	Objectives
0.75	3.84	0.71	3.51	0.86	3.52	0.67	3.41	Organization
0.86	3.58	0.82	3.43	0.71	3.61	0.55	3.59	Planning
0.93	3.58	0.80	3.24	0.73	3.45	0.61	3.36	Competition admin
0.69	3.74	0.69	3.45	0.62	3.56	0.49	3.49	Total score

**Table (11): Results of unilateral analysis of the differences in students' points of view in the evaluation of competitive university sports activities according to the variable of the academic year (n = 73)**

Variables	Source of discrepancy	Total SD square	Degree of freedom	Square average	F value	Correlation level
Objectives	Between groups	1.454	3	0.485	0.966	0.414
	Within groups	34.624	69	0.502		
	Total	36.078	72			
Organization	Between groups	1.479	3	0.493	0.870	0.461
	Within groups	39.104	69	0.567		
	Total	40.583	72			
Planning	Between groups	0.501	3	0.167	0.283	0.837
	Within groups	40.629	69	0.589		
	Total	41.130	72			
Competition admin.	Between groups	1.213	3	0.404	0.651	0.585
	Within groups	42.842	69	0.621		
	Total	44.055	72			
Total degree	Between groups	0.886	3	0.295	0.705	0.522
	Within groups	28.883	69	0.419		
	Total	29.769	72			

D is statistically significant ( $\alpha$  0.05 0.05).

The results of Table (11) show that there are no statistically significant differences at the level of ( $\alpha$  0.05 0.05) in the views of students in the degree of evaluation of competitive sports activities according to the school year variable.

In the opinion of the researchers that the reason for the absence of statistically significant differences from the level (0.05) according to the change of the school year on the areas of study is due to the rules and regulations of tournaments and sports activities applied to all sports teams and all levels and years of study.



## CONCLUSIONS

1. The overall degree of the current reality of competitive sports activities of the university from the point of view of the students involved in it was high.
2. There are no statistically significant differences in the degree of evaluation of competitive university sports activities due to gender.
3. There are no statistically significant differences in the degree of evaluation of competitive university sports activities due to university.
4. There are no statistically significant differences in the degree of evaluation of competitive university sports activities due to academic year.

## Recommendations

In light of the results of the study, the researchers recommend the following:

- 1-Promoting the sports activities of the sports union in Palestinian higher education institutions. The fact that university sports form the broad base of competitive sport and the preparation of sports teams.
- 2 Preparing sports' teams in the university representing the sports union in foreign sports meetings.
3. Providing qualified trainers to train university sports teams.
4. Working on providing sports facilities and building closed halls in all Palestinian universities to develop university sports.
- 5- Forming committees of games so that each committee aims to develop its own game.
- 6 Providing material and moral incentives for outstanding sports students
- 7 - Providing material and moral incentives for universities whose teams get advanced positions.
8. Involving as many students as possible in sports activities, by broadening the base of participation in the diversity of individual, collective and intellectual games.

## REFERENCES

- Abu Sorour, Mohammed (2003). Palestinian Students' Attitudes toward the Practice of Sports Activities and Their Relation to Academic Achievement, Unpublished Master Thesis, Al-Quds University, Jerusalem, Palestine.
- Al-Jerjawi, Ziad (2011). The Reality of Student Activity Management in the State Basic Education Schools in Gaza City, Cairo University Journal, Volume 2, Issue 18, pp. 39-71, Gaza, Palestine.
- Hakim, Abdel Hamid (2009). Factors of Weak Participation of Students of the University College in Al-Jomom Governorate in Student Activities, Al-Jumoum Governorate, Unpublished Master Thesis, Umm Al-Qura University, Makkah, Saudi Arabia.
- Khalifa, Ibrahim and Hassan, Nabil (2004). Building a Measure for Practitioners of Sports Activities, Presented to the Physical Education Conference, University of Jordan, Amman, Jordan.

- Darabeeh, Walid Mohammed Hassan, (2004). Factors of the development of sports activity in the official Jordanian universities. Unpublished Master Thesis, University of Jordan. Oman . Jordan
- Al-Subaie, Khalid (2005). Factors leading to the weak participation of students in student activities and means of overcoming them from the perspective of students at King Saud University, Journal of the Gulf Message No. 94, pp. 55-109, King Saud University, Riyadh, Saudi Arabia.
- Al-Saeed, Ghazil and Amri, Aisha (2012). Evaluating the reality of student activities and developing them using means and techniques of education, Taibah University, Madinah, Saudi Arabia.
- Samarin, Suha (2007). Difficulties in practicing sports activities for Al-Quds University students, unpublished MA thesis, Al-Quds University, Jerusalem, Palestine.
- Assi, Amani (2000). Evaluation of Competitive School Sports Programs from the Point of View of Teachers and Teachers of Physical Education, Unpublished Master Thesis, University of Jordan, Amman, Jordan.
- Abdelhak, Emad (2010). The role of school principals in activating students' participation in sports activities from the perspective of physical education teachers, An-Najah National University, Nablus, Palestine.
- Fayez, Maysoun (2016). "Planning Indicators for Activating Sports Activities in the Face of Anti-Social Behavior", unpublished Master Thesis, University of Jordan, Humanities and Social Sciences, Vol. 43, Annex 4, pp. 1723-1739, Amman, Jordan.
- Fadel, Jamal. (2016). Attitudes of Middle School Students Participating in School Sports Activities Towards Physical Activity in the State of Kuwait, Scientific Journal of Physical Education and Sport Sciences, No. 77, pp. 89-105, Cairo, Egypt.
- Al-Ghareeb, J. (2017) The reality of sports activities in the schools of the central governorates of the West Bank from the point of view of directors and teachers of physical education, unpublished master thesis, Al-Quds University, Jerusalem, Palestine.
- Al-Qateish, Hussein (2011). The extent of the practice of teachers of the basic stage of school activity in the schools of the Directorate of the North Eastern Badia Education, Al-Aqsa University Journal, vol. 15, no. 1, pp. 64-92.
- Mousi, Hani (2008). Evaluation of Student Activities at Teachers College, King Saud University, in light of the views of its students, Conference of Educational Curriculum and Cultural Identity, Guest House, Ain Shams University, Vol. 4, July 30-31, Banha University, Cairo, Egypt.
- Chang, June (2002):" Student Involvement in the Community College : A Look at the Diversity and Value of Student Activities and Programs", ERIC, 21pp. ED470922.25
- Fairclough, Stuart J.; Stratton, Gareth.(2006): " Effects of a Physical Education Intervention to Improve Student Activity Levels", Physical Education and Sport Pedagogy, Vol.11, No.1, pp 29-44
- Kate, A. Jenkinson; Amanda, C. Benson (2010): " Barriers to Providing Physical Education and Physical Activity in Victorian State Secondary Schools", Australian Journal of Teacher Education, Vol.35, Issue.8