



Research Article

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The Attitude of University Students to Participating in Sports for All in Saudi Arabia

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DOI: <https://doi.org/10.36941/jesr-2020-0120>

Abstract

The present study aims to investigate the attitude, obstacles, and suggestions for female students to participate in sports for all in Saudi Arabia. It adopted the social survey approach and applied the questionnaire and scale of attitude to a randomly selected sample of (375) students at King Saud University. The study concluded that the total score of the attitude was high. The cognitive, behavioral, and emotional aspects were ranked first, second, and third, respectively. The free time constraints, temperature, and weather fluctuations are the most significant obstacles, while increasing women's clubs and decreasing subscription fees are the most important constituents. The study recommends providing various and free sports activities, courses, and symposia to disseminate the culture of sports for all among university students.

Keywords: Attitude, Exercise, Sports for all, Saudi society, University student

1. Introduction

Sports for all are a contemporary social phenomenon for the recreation of all age groups worldwide. It maintains better fitness and health. Moreover, it is an educational and social necessity to resolve many contemporary problems, especially in the advanced countries, including spending free time, poor health, and tension at the time of technological advancement (Abdelsalam and Amer, 2016).

The World Health Organization (WHO) (2010) reports that 45% of adult diseases result from lack of movement and physical inactivity. Thus, regular physical activity decreases many diseases, e.g., stroke, diabetics, hypertension, colon cancer, and depression. Moreover, the frequency, intensity, period, and type of physical activity correlate with the required health benefits (WHO, 2010). In Saudi Arabia, (30%) males and (28%) females are obese due to the unbalanced diet and weak of sports practice (Ministry of Health, 2016).

Therefore, the General Sports Authority has expanded sports practice, participation in sports for all, and women participation in sports in Saudi Arabia. The Saudi Vision 2030 has stressed promoting woman health and sport activity because sports empowerment of the woman is health, psychological, social, and economic investment in a society that takes planned steps to development. In 2010, the General Authority for Statistics (2010) reported that (89%) of the surveyed population stressed the importance of sports for the woman who does not practice sports because of the dominant social traditions.

The present study is significant because it highlights the attitudes of female university students to sports for all according to the (cognitive, emotional, and behavioral) aspects of the scale, which in turn promotes the planning of sports activities at the university to fit the attitudes and interests of students. Its results will motivate taking some actions to develop positive attitudes and address and modify the negative ones. To the author's knowledge, it is the first study to address the attitudes towards sports for all among the female students at King Saud University.

2. Statement of the Problem

The present study investigates the attitudes of female students at King Saud University towards practicing sports for all in Saudi society. It raises the major question "what are the attitudes of university students towards practicing sports for all in the Saudi society?" that is subdivided into the following minor ones:

1. What is the attitude of university students towards participating in sports for all according to the (cognitive, emotional, and behavioral) aspects of the scale?
2. What are the obstacles to the participation of university students in sports for all in Saudi society?
3. What are the suggestions to activate the participation of university students in sports for all in Saudi society?

3. Theoretical Framework and Literature Review

The author adopts the descriptive approach because sports for all are a contemporary social phenomenon interested in recreation, health, physical condition, and lifestyle of the society members according to their attitudes, motifs, and readiness to participate in the social initiatives regardless of the age, gender, or educational and sociocultural level to achieve a better life. Universities play a considerable role in developing student attitudes towards participation in the physical activities for all on or off-campus to promote social cohesion and national belonging.

The author employs the (social) action theory because Saudi society has experienced rapid changes in the value system and a gap between the new systems and legislation and reality socially and culturally. Because of their traditional thinking and actions, some people do not think that sports for all are not important, especially for the woman. On the contrary, some people stress the importance of sports for health.

The attitude comprises three aspects, namely the cognitive, emotional, and behavioral. While the cognitive aspect covers the beliefs, ideas, perceptions, and information about a certain issue, even if they do not rely on objective facts or notes (Aljebaly, 2003, p.237). The emotional aspect refers to the various feelings and emotions towards an issue that suggest a positive or negative attitude (Alzahra, 2006). According to Aljebaly (2003), the behavioral aspect is the individual's readiness to take actions and responses that match his attitude towards a certain issue in social action. The author argues that the three aspects vary in terms of severity, independence, and effect. For example, a person may have adequate information and facts about an issue (the cognitive aspect) but does not desire or tend to interact emotionally (the emotional aspect) to take a behavioral response or action (the behavioral aspect).

Kenza (2014) reports some functions of the attitude. While the adjustment function helps build adjustment relations with individuals and groups inside and outside the community, the self-actualization function helps the person express himself and define social identity and status. The organizational function represents an organized and relatively stable form of behavior towards social issues and situations.

Many studies addressed the importance of the attitude towards the practice of sports. For example, Abdelsalam and Amer (2016) investigated women's attitudes towards sports for all. They utilized the scale of attitudes to collect data and concluded statistically significant differences in the

domains of the scales in favor of the practitioner of sports activities.

Alatrash (2016) explored the attitudes towards sports activity using the scale of attitudes. The study reported statistically significant differences between the pre-test and post-test of student attitudes after studying the Physical Fitness Course in favor of the post-test. Alsayed and Abdelsalam (2014) explored the attitudes of students towards sports for all using the scale of attitudes that comprised four domains (i.e. the attitude towards the concept of sports for all, the importance of sports for all, the attitude towards community support of sports, and the attitude towards international cooperation in sports for all). The results showed a positive attitude in all domains. Moreover, there were statistically significant differences in all domains favoring the higher class. Mirsafian, Dóczy, and Mohamadinejad (2014) identified the attitudes of Iranian university students to sports using in-depth interviews and Kenyon's attitude scale toward physical activities. The results showed that most of the participants' attitudes were negative. Additionally, only 18% of the participants exercise twice or more weekly. Marques, Martins, Santos, Sarmiento, and Carreiro da Costa (2014) investigated the factors related to sports games in Portugal using a questionnaire and a cross-sectional survey of (2,617) students. The results revealed various factors affecting the males' sport participation, such as regular exercise and attitude towards sports, while the females' participation was related to age, regular exercise, attitude towards sports, and fame.

Aljafra (2013) examined the attitudes of the secondary school students in Ma'an Governorate, Jordan to sports activity in the Physical Education Course using a questionnaire of the (health, social, teacher personality, and mental) domains. The results showed high positive attitudes among the participants to sport exercise. While the health domain was ranked first, the teacher personality was ranked last. Aljifri (2013) explored the attitudes of the students of King Abdulaziz University to physical activity using a questionnaire covering its effect of the (health, social, psychological, and scientific) domains. The findings illustrated that the attitudes of the participants were positive. While the health domain was ranked first, the social domain was ranked last.

Zayed, Al-Jebali, and Al-Shoaili (2004) investigated the attitudes of the students of Sultan Qaboos University to sports activity using Kenyon's attitude scale that comprises six domains, i.e. tension and risk, competition and excellence, aesthetic experience, health and fitness, social experience, and recreation and tension reduction. The results highlighted the positive attitudes of the participants towards sports activity. Moreover, Zeyab (2004) developed a scale to identify the attitudes of Kuwait University students to sports for all and showed positive attitudes among the participants. Barsom (2003) utilized the questionnaire and interviews to examine the reasons for the reluctance of students at Helwan University hostels to participate in the sports activity. The participants were reluctant to participate because of the low sport's awareness, feeling tired after the academic day, spending a long time at the scientific colleges, lack of equipment, and undiversified sports activities.

The present study explores sports as a social phenomenon in terms of the functional form, social function, and reciprocal relations with the various social systems. A functional relationship was reported between sports and society that differs in severity and attitude according to the social culture and historical background. Therefore, Coakley (2014) reviewed the social values of sports for all, i.e. cooperation, sportsmanship, self-control, social development, fitness, enjoyment, good citizenship, accepting others, etc. Mousavi (2012) concluded a higher significant impact of group sports on social adjustment. Additionally, sports implement positive social values, such as cooperation, enjoyment, and accepting others. Alkabey (2013) suggested a strong relationship between the social environment and sports because of facilitating the integration in various sports activities and protecting from crime and deviation.

Sport is a key part of the educational system that aims to prepare the citizen physically, psychologically, and mentally. It has an educational value itself (Zober, 2014). Thus, many studies that explored the effect of sports activities on achievement showed positive effects of the regular exercise on performance and achievement (Alshahrey, 2007). Grissom (2005) also showed a positive correlation between fitness and achievement.

Sports is not a social and entertainment activity only, but it is an economic activity causing profit

and loss. Perks (2019) examined the effect of the socio-economic conditions on sport participation among (4,858) children and adolescents. The results showed that the socio-economic condition affects sport participation from childhood to adolescence, but it is relatively small if compared to other factors.

Alkabey (2013) reported some economic and commercial reasons for the investment in sports for women, especially the international success of women in competitions, the strong demand for women's sports, and taking sports as a social information tool to access decision-makers. The author argues that Saudi Arabia is interested in sports investment. Thus, the General Sports Authority facilitated the issuance of licenses and began the electronic services of licensing sports center gymnasiums to promote exercise and sports investment. Alsaleh (2016) reported that investment in women's sports in Saudi Arabia has opened new horizons, created about 250 job opportunities for the women in the sports field, and aspired to make sports a daily necessity.

The Saudi Vision 2030 (2016) has paid considerable interest in sports. For instance, Saudi Arabia encourages the different types of sports locally and internationally by establishing many sports facilities in collaboration with the private sector. Thus, everyone can exercise in an environment that tracks the latest updates and international sports events can be held. Launching the National Program Daem (Support) has improved the quality of sports and cultural activities and provided financial support by establishing a national network that covers all clubs, transfers the best expertise and international practices, and raises awareness of its importance.

Sports are highly important for women. In terms of health, the woman should practice sports to keep healthy, reduce laziness, and keep diseases away (Alwalaney, 2015). Moreover, sports relieve menstrual pain and help lose weight after pregnancy. Psychologically, Mahmoud (2012) reports that sports play a key role in the daily life of the woman by reducing stress and achieving self-reliance. Alhabdan (2017) argues that sport reduces negative shyness and isolation and enhances self-confidence, decision-making, and behavior control among females. Additionally, it promotes psychological resilience and reduces psychological disorders.

Socially, sport affects the woman by promoting positive social values, e.g., cooperation, competition, constructive social interaction, and time management (Alkabey, 2013). Aesthetically, sport strengthens the muscles to achieve fitness. There is a negative correlation between sport and aging, especially for women because sport builds fitness, delays wrinkles, and helps weight control (Alhamed, 2015). According to Alwalaney (2015), the quality of life is largely related to recreation that causes adjustment, happiness, and satisfaction. Hall (2005) argues that sports are a major contributor to the feelings of health, wellness, and high quality of life.

Many studies investigated the importance of sports for women. For example, Alhabdan (2017) examined the psychological and health impacts of the practice of sports on Saudi girls. The results showed that (80%) of the participants believed that sports have positive psychological impacts by reducing negative shyness, depression, isolation, and frustration. Most of the participants agreed that sports enhance self-confidence, self-esteem, and decision-making. Moreover, they reported that sports improve health and fitness.

Alkabey (2013) explored the sociocultural determinants affecting the practice of sports among women in Saudi society. The study highlighted the reality of women's sports in Saudi Arabia and highlighted the relation between economics and women's sports. The results showed that some traditions contradict women's practice of sports. However, (73%) of the participants motivated women's practice of sports, which necessitates more official and social support.

Women's sports have increased in Saudi Arabia. Since 2016, Saudi Arabia has improved this issue by facilitating the issuance of women's gymnasiums and including courses of physical education in the public schools for girls. Moreover, the Ministry of Sports signed agreements with (14) Saudi universities to launch training programs that qualify female fitness trainers and to activate the women's sports programs and events (Alamodey, 2012).

4. Methodology

4.1 Method

The study adopted the analytical descriptive approach to describe the attitude of the participants towards joining programs of sports for all. It also used the social survey approach because it is the most appropriate to the nature of the study to get information and make conclusions about the attitudes of the students to sports for all.

4.2 Population

The population of the study covered the regular female undergraduates in the second semester of 2018/2019. The documents of the Department of Admission and Registration showed that the population comprised (14,183) students.

Table (1): Number of female students at King Saud University in the second semester of 2018/2019

Colleges	College	No. of students
Humanities	Arts	2,484
	Education	1,858
	Law and Political Sciences	1,604
	Languages and Translation	1,091
	Sport Sciences and Physical Activity	59
Science	Business Administration	2,140
	Computer and Information Sciences	1,246
	Science	1,067
Health	Nursing	280
	Pharmacy	436
	Medicine	668
	Dentistry	294
	Applied Medical Sciences	956
Total		14,183

4.3 Sampling

The author distributed (390) questionnaires; (130) at all (health, science, and humanities) colleges. Later, (15) incomplete questionnaires were excluded. Thus, the sample covered (375) female students.

4.4 Tools

4.4.1 The scale of attitude towards sports for all

The scale aims to explore the attitudes of the female students at King Saud University towards participation in sports for all. It aims to highlight the obstacles and suggestions for activating their participation. Therefore, the author reviewed literature and some relevant scales, such as the scales of Bogardos, Thurston, Likert, Guttman, and Osgood. The instructions of the scale were formulated to include personal data (e.g., age, social status, residence, sport, weekly rate of exercise, type of physical activity, place of exercise, parents' practice of physical activity, and parents' exercises). They also covered economic variables (monthly income of the family) and the academic variables (major and academic level). The participants were informed that there are no right and wrong answers and that all items should be answered.

The scale comprised a set of domains affecting the attitude of university students towards

participation in the programs of sports for all. While the cognitive aspect shows the student's awareness of sports for all, the emotional one measures the emotional attitude of the student to the activities of sports for all. The behavioral aspect measures the behavioral readiness of the student to practice the activities of sports for all in or off-campus. Moreover, the author adopted a five-point Likert scale to show agreement: (5) strongly agree, (4) agree, (3) undecided, (2) disagree, and (1) strongly disagree.

Table (2): Domains and items of the scale

Domain	Sub-domain	Items	Total
The attitude of the student to participate in the programs of sports for all	Cognitive	9	27 items
	Emotional	9	
	Behavioral	9	
Obstacles to participation in the programs of sports for all			13 items
Suggestions to activate participation in the programs of sports for all			11 items
Total			51 items

The reviewer's validity: The preliminary draft of the scale was presented to some faculty members at King Saud University specialized in sociology, social work, and sciences of sports and physical activity. They gave opinions on the clarity of instructions, the importance of the key factors, relation of items to the domain, item appropriateness, linguistic and academic formedness. They made some notes and suggestions. In light of their modifications, the final form consisted of (3) domains and (51) items. Then, the internal validity of the items was estimated by calculating the correlation between the items and the total score of the scale.

Table (3): Correlation coefficients between the items and the total score of the scale

Domain I				
Sub-domain	Item	Correlation coefficient	Item	Correlation coefficient
Cognitive	1	**0.680	6	**0.770
	2	**0.702	7	**0.746
	3	**0.727	8	**0.784
	4	**0.814	9	**0.627
	5	**0.623	-	-
Emotional	10	**0.584	15	**0.798
	11	**0.591	16	**0.607
	12	**0.611	17	**0.699
	13	**0.642	18	**0.686
	14	**0.700	-	-
Behavioral	19	**0.513	24	**0.838
	20	**0.646	25	**0.654
	21	**0.761	26	**0.711
	22	**0.618	27	**0.635
	23	**0.606	-	-
Domain II				
Item	Correlation coefficient	Item	Correlation coefficient	
1	**0.722	8	**0.542	
2	**0.559	9	**0.796	
3	**0.649	10	**0.611	
4	**0.632	11	**0.672	
5	**0.578	12	**0.590	
6	**0.634	13	**0.653	
7	**0.685	-	-	

Domain III			
Item	Correlation coefficient	Item	Correlation coefficient
1	**0.693	7	**0.763
2	**0.548	8	**0.676
3	**0.582	9	**0.676
4	**0.738	10	**0.623
5	**0.569	11	**0.587
6	**0.813	-	-

The correlation coefficients are in the closed interval [0.542- 0.838]. Thus, all correlation coefficients are statistically significant at the level of (0.01), suggesting their validity.

The reliability of the scale was defined using Cronbach's alpha. It equaled 0.80 to suggest that the scale is highly reliable.

Table (4): Cronbach's alpha coefficients of the scale

Domains	Items	Reliability
The attitude of the student to participate in the programs of sports for all	Cognitive	9 0.8652
	Emotional	9 0.7941
	Behavioral	9 0.7756
Obstacles to participation in the programs of sports for all	13	0.7271
Suggestions to activate participation in the programs of sports for all	11	0.8162
Total reliability	51	0.7956

Therefore, the final form of the scale is ready for application.

5. Results and Discussion

To answer the first question, the arithmetic mean, standard deviation, percentage, and rank of the participants' responses to the attitudes of King Saud University students to participate in sports for all were calculated.

Table (5): The participants' responses to the attitudes of King Saud University students to participate in sports for all

No.	Domain	Arithmetic mean	Standard deviation	Percentage	Rank
1	Cognitive	4.49	0.490	89.8%	1
2	Emotional	4.14	0.483	82.8%	3
3	Behavioral	4.21	0.522	84.2%	2
Total		4.28	0.416	85.6%	-

Table (5) shows that the three domains were highly positive. The cognitive, behavioral, and emotional domains were ranked first, second, and third, respectively. This finding agrees with the findings of Aljafra (2013) that attitudes of the secondary stage students are high towards women's practice of sports and Alkabay (2013) that (73%) of the participants encourage women's practice of sports. It differs from the findings of Mirsafian et al. (2014) that most of the participants have negative attitudes to sports and only (18%) of them exercise twice or more weekly.

To identify the cognitive aspect of the student attitude towards participation in sports for all, the frequency, percentage, arithmetic mean, standard deviation, and rank of the responses were calculated.

Table (6): Responses of the participants to the cognitive aspect of the attitudes of university students to participate in sports for all

No.	Item	Frequency	Agreement					Arithmetic mean	Standard deviation	Rank
		Percentage	Strongly agree	Agree	Undecided	Disagree	Strongly disagree			
8	Sports promote mental health.	F	274	83	16	2	-	4.68	0.580	1
		%	73.1	22.1	4.3	0.5	-			
7	Sport is a means of enjoyment and recreation.	F	264	94	14	3	-	4.65	0.592	2
		%	70.4	25.1	3.7	0.8	-			
3	Sports for all protect against the symptoms of some modern behaviors (laziness, inactivity, and excessive use of electronic devices).	F	254	105	13	3	-	4.63	0.593	3
		%	67.7	28	3.5	0.8	-			
4	The activities of sports for all help manage spare time positively.	F	237	120	16	1	1	4.58	0.615	4
		%	63.1	32	4.3	0.3	0.3			
2	Sports for all are the right of all.	F	216	124	33	1	1	4.47	0.689	5
		%	57.5	33.1	8.8	0.3	0.3			
6	Sports for all cover all sports and games selected based on attitudes and capabilities.	F	199	131	41	3	1	4.40	0.735	6
		%	53.1	34.9	10.9	0.8	0.3			
5	Sports for all promote positive values (cooperation, positive competition, altruism, etc.).	F	194	133	37	11	-	4.36	0.778	7
		%	51.7	35.5	9.9	2.9	-			
9	Sports for all accomplish an important goal of the Saudi Vision 2030 by building a vibrant society.	F	216	87	59	10	3	4.34	0.893	8
		%	57.6	23.2	15.7	2.7	0.8			
1	Sports for all are concerned with the health of all society members.	F	185	136	42	8	4	4.31	0.833	9
		%	49.3	36.3	11.2	2.1	1.1			
Total								4.49	0.490	

Table (6) shows that the participants strongly agreed on this domain. Item (8) was ranked first, suggesting that the students understand that sport makes them feel relaxed and promotes mental health. This finding matches Alhabdan (2017) that showed that (80%) of the participants perceive positive psychological impacts of exercise. It also agrees with Aljifri (2013) that illustrated that the health domain was ranked first. On the contrary, item (1) was ranked first, suggesting that the students believe that sport keeps the physical activity and vitality and protects from diseases. This finding coincides with Alhabdan (2017) that most of the participants agreed that sports make their health better and improve fitness.

To identify the emotional aspect of the student attitude towards participation in sports for all, the frequency, percentage, arithmetic mean, standard deviation, and rank of the responses were calculated.

Table (7): Responses of the participants to the emotional aspect of the attitudes of university students to participate in sports for all

No.	Item	Frequency	Agreement					Arithmetic mean	Standard deviation	Rank
		Percentage	Strongly agree	Agree	Undecided	Disagree	Strongly disagree			
16	Sport exercise makes me feel happy and relaxed.	F	238	118	16	3	-	4.58	0.615	1
		%	63.4	31.5	4.3	0.8	-			
15	Sport exercise enhances self-confidence.	F	242	104	23	6	-	4.55	0.684	2
		%	64.6	27.7	6.1	1.6	-			
11	Sport exercise decreases life stress.	F	213	137	15	10	-	4.47	0.700	3
		%	56.8	36.5	4	2.7	-			
12	Group sports motivate enjoyment and enthusiasm.	F	210	129	27	7	2	4.43	0.753	4
		%	56	34.4	7.2	1.9	0.5			
14	The programs of sports for all fit social values.	F	139	144	83	7	2	4.10	0.841	5
		%	37.1	38.4	22.1	1.9	0.5			

No.	Item	Frequency	Agreement					Arithmetic	Standard deviation	Rank
		Percentage	Strongly agree	Agree	Undecided	Disagree	Strongly disagree			
18	Off-campus sport exercises are better.	F	157	94	91	30	3	3.99	1.028	6
		%	41.8	25.1	24.3	8	0.8			
10	The interest of the society and mass media in educating individuals about sports make me feel satisfied.	F	127	142	61	39	6	3.92	1.028	7
		%	33.8	37.9	16.3	10.4	1.6			
13	On-campus sports activities improve the daily routine of lectures.	F	135	113	94	23	10	3.91	1.044	8
		%	36	30.1	25.1	6.1	2.7			
17	On-campus sport exercises increase fatigue and tiredness and affect other lectures.	F	84	74	108	75	34	3.26	1.261	9
		%	22.4	19.7	28.8	20	9.1			
Total								4.14	0.483	

Table (7) shows that the participants agreed on this domain. They strongly agreed on items (16, 15, 11, and 12), agreed on items (14, 18, 10, and 13), and undecided on item (17). Item (16) was ranked first because the students feel mentally and physically active after exercising, so they feel relaxed and happy. In terms of the agreement, item (13) was ranked last because the students feel that sports reduce the burden of the daily routine of lectures, so their emotional aspect was promoted. However, the participants were undecided on item (17). That is, they were not sure whether sport increases fatigue and affects the lectures negatively or not. Thus, the emotional aspect of this item was promoted.

To identify the behavioral aspect of the student attitude towards participation in sports for all, the frequency, percentage, arithmetic mean, standard deviation, and rank of the responses were calculated.

Table (8): Responses of the participants to the behavioral aspect of the attitudes of university students to participate in sports for all

No.	Item	Frequency	Agreement					Arithmetic	Standard deviation	Rank
		Percentage	Strongly agree	Agree	Undecided	Disagree	Strongly disagree			
20	Sport keeps my body fit.	F	279	92	3	1	-	4.73	0.479	1
		%	74.4	24.5	0.8	0.3	-			
19	Sport exercises are important for health and disease resistance.	F	273	95	7	-	-	4.71	0.494	2
		%	72.8	25.3	1.9	-	-			
27	As a lifestyle, sport is essential and important in modern life.	F	228	124	21	2	-	4.54	0.627	3
		%	60.8	33.1	5.6	0.5	-			
25	Sport exercises reduce tension.	F	229	119	23	4	-	4.53	0.661	4
		%	61.1	31.7	6.1	1.1	-			
23	On-campus walking and movement instead of using assistive devices (golf cart) increase my activity.	F	209	118	20	19	9	4.33	0.960	5
		%	55.7	31.5	5.3	5.1	2.4			
22	Following figures interested in sports via social media motivate me to practice sports.	F	173	133	26	36	7	4.14	1.032	6
		%	46.1	35.5	6.9	9.6	1.9			
24	Sport exercises encourage participation in student activities at the university.	F	125	102	106	37	5	3.81	1.048	7
		%	33.3	27.2	28.3	9.9	1.3			
21	Sport helps build relationships and friendships that fit my interests and attitudes.	F	118	101	105	46	5	3.75	1.070	8
		%	31.5	26.9	28	12.3	1.3			
26	Sport enhances academic achievement.	F	87	75	130	61	22	3.38	1.175	9
		%	23.2	20	34.6	16.3	5.9			
Total								4.21	0.522	

Table (8) illustrates that the participants strongly agreed on this domain. They strongly agreed on items (20, 19, 27, 25, and 23), agreed on items (24, 22, and 21), and undecided on item (26). Item (20) was ranked first, showing that the students understand that sport reduces fat and keeps the body fit. Thus, the behavioral domain was promoted. This finding matched Alhabdan (2017) that sport exercises keep

good health and improve fitness. It also agrees with Zayed et al. (2004) that revealed positive attitudes among the students of Sultan Qaboos University towards the sports activity for health and fitness and the sports activity as an aesthetic experience. In terms of the agreement, item (21) was ranked last, indicating that the students' sport helps make new friends. They undecided on item (26), showing that students may think that sport exercises take time. Therefore, the behavioral aspect reduces concerning sports enhance academic achievement.

To answer the second question, the arithmetic mean, standard deviation, percentage, and rank of the participants' responses to the obstacles that hinder the participation of university students in sports for all in the Saudi society were calculated.

Table (9): Responses of the participants to the obstacles that hinder the participation of university student in sports for all in the Saudi society

No.	Item	Frequency	Agreement					Arithmetic mean	Standard deviation	Rank
		Percentage	Strongly agree	Agree	Undecided	Disagree	Strongly disagree			
11	Temperature and weather fluctuations, such as dust hinder sport exercises outside the house.	F	133	143	29	45	25	3.84	1.220	1
		%	35.5	38.1	7.7	12	6.7			
9	Spare time runs short.	F	146	118	39	50	22	3.84	1.239	2
		%	38.9	31.5	10.4	13.3	5.9			
12	Wearing a hijab with sportswear hinder participation in sports for all outside the house.	F	105	96	49	64	61	3.32	1.449	3
		%	28	25.6	13.1	17.1	16.2			
3	I am not fully aware of the activities of sports for all.	F	48	149	71	79	28	3.29	1.156	4
		%	12.8	39.7	18.9	21.1	7.5			
10	A means of transportation from and to the places of sport exercises is not available.	F	88	108	46	88	45	3.28	1.366	5
		%	23.5	28.7	12.3	23.5	12			
2	I cannot afford the fees for the sports club's subscriptions.	F	59	121	58	97	40	3.17	1.271	6
		%	15.7	32.2	15.5	25.9	10.7			
13	Harassment hinders exercise outside the house.	F	59	77	95	79	65	2.96	1.320	7
		%	15.7	20.6	25.3	21.1	17.3			
6	The lack of sports facilities and activities on-campus hinders participation in sports for all.	F	39	79	94	115	48	2.86	1.195	8
		%	10.4	21.1	25	30.7	12.8			
8	The lack of a track in the neighborhood motivates me not to exercise.	F	51	84	37	120	83	2.73	1.381	9
		%	13.6	22.4	9.9	32	22.1			
5	Customs and traditions hinder the practice of sports for all.	F	42	67	47	115	104	2.54	1.355	10
		%	11.2	17.9	12.5	30.7	27.7			
1	My family does not encourage sport.	F	21	49	29	154	122	2.18	1.183	11
		%	5.6	13.1	7.7	41.1	32.5			
7	My health condition does not allow sport exercises.	F	15	30	22	123	185	1.85	1.101	12
		%	4	8	5.9	32.8	49.3			
4	Sport is not useful.	F	14	19	35	126	181	1.82	1.042	13
		%	3.7	5.1	9.3	33.6	48.3			
Total								2.90	0.664	

Table (9) illustrates the most significant obstacles are temperature and weather fluctuations, such as dust. Moreover, the lack of spare time hinders the practice of sports activities. This finding matches the results of Alhabbay (2018) and Barsom (2003) that lack of time hinders exercise. The participants do not believe that customs and traditions hinder sports for all. However, Alkabey (2013) revealed that the Saudi customs and traditions do not allow women's sports. Furthermore, the participants perceived the importance and benefits of sport.

To answer the third question, the arithmetic mean, standard deviation, percentage, and rank of the participants' responses to the suggestions of activating the participation of university students in sports for all in the Saudi society were calculated.

Table (10): Responses of the suggestions of activating the participation of university student in sports for all in the Saudi society

No.	Item	Frequency	Agreement					Arithmeti Average	Standard deviation	Rank
		Percentage	Strongly agree	Agree	Undecided	Disagree	Strongly disagree			
9	Discounts for university students at sports clubs.	F	285	77	11	2	-	4.72	0.541	1
		%	76.1	20.5	2.9	0.5	-			
8	Reducing the fees of subscriptions at women's clubs.	F	277	77	21	-	-	4.68	0.574	2
		%	73.9	20.5	5.6	-	-			
6	Increasing the number of women's clubs in the neighborhood.	F	251	102	16	5	1	4.59	0.663	3
		%	66.9	27.2	4.3	1.3	0.3			
11	Launching an electronic application about the places, events, and timing of the programs of sports for all.	F	254	94	18	7	2	4.58	0.719	4
		%	67.7	25.1	4.8	1.9	0.5			
4	Preparing and equipping areas of the neighborhood parks to practice some sports besides walking.	F	234	122	11	6	2	4.55	0.684	5
		%	62.5	32.5	2.9	1.6	0.5			
2	Holding various and free sports events in the public facilities.	F	217	139	12	6	1	4.51	0.666	6
		%	57.8	37.1	3.2	1.6	0.3			
1	Interest in raising awareness about sport exercises as a lifestyle via mass media and social media.	F	202	150	17	4	2	4.46	0.684	7
		%	53.9	40	4.5	1.1	0.5			
7	Holding free sports activities on-campus regularly.	F	227	108	24	14	2	4.45	0.816	8
		%	60.6	28.8	6.4	3.7	0.5			
10	Paying much interest in building sports teams on-campus (walking, bicycling, etc.)	F	211	113	39	10	2	4.39	0.819	9
		%	56.3	30.1	10.4	2.7	0.5			
3	Utilizing commercial stores and dedicating an area for walking and sports because they are air-conditioned.	F	206	119	25	20	5	4.34	0.916	10
		%	54.9	31.8	6.7	5.3	1.3			
5	Installment payments help buy sports devices at home.	F	171	135	53	14	2	4.22	0.864	11
		%	45.7	36	14.1	3.7	0.5			
Total								4.50	0.474	

Table (10) illustrates that the participants strongly agreed on this domain. Item (9) was ranked first, showing that offering discounts for university students at clubs reduces cost and motivates the practice of sports. However, some students may not know that well-known clubs offer discounts. Item (5) was ranked last, indicating that installment payments help buy sports devices at home to practice sports.

6. Conclusion

The development of situations and beliefs has changed the causes and conditions of women's practice of sports worldwide. Sports for all are a must and a type of treatment and rehabilitation, especially for keeping health and fitness and improving the psychological, emotional, and social conditions. Moreover, joining sports activities should be optional. The study examined the attitude of female university students in Saudi Arabia towards participation in sports for all. It recommends raising awareness about sports for all by the collaboration of the Saudi Sports for All Federation, General Entertainment Authority, Ministry of Health, and Province Secretariats. The various social institutions should raise health awareness about the practice of sports as a lifestyle by posting an attractive and authentic value content to mass media and social media. Moreover, the number of women's clubs should be increased and supported in the neighborhoods and symposia should be held at universities to disseminate sports for all among students.

7. Acknowledgments

The researcher thanks the Center for Promising Research in Social Research and Women's Studies at Princess Nourah bint Abdulrahman University for funding this research project.

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