

# Practicing The Values Of Tolerance Among The Swimmers Students At The University

Faleh Sultan Abu Eid<sup>1\*</sup>, Mahmoud Aied Hatamleh<sup>2</sup>, Ahmad Abed AL Wahab Akour<sup>3</sup>, Amal Mohammad Hasan Alhamad<sup>4</sup>, Saleh Salem Ali Qawaqzeh<sup>5</sup>, Abdel Monem Ibrahim Abutabanjah<sup>6</sup>

<sup>1\*,2,3,4,6</sup>Department of Coaching and Sport Management, Faculty of Physical Education and Sport Sciences, The Hashemite University, Zarqa, Jordan.

<sup>5</sup>Department of physical Education, College of sports science, Mutah University, Jordan.

\*Correspondence Author: Faleh Sultan Abu Eid

\* Faleh@Hu.Edu.Jo

**Citation:** Faleh Sultan Abu Eid et al. (2024) Practicing The Values Of Tolerance Among The Swimmers Students At The University, *Educational Administration: Theory and Practice*, 30(4), 3478-3486

Doi: 10.53555/kuey.v30i4.1473

## ARTICLE INFO

## ABSTRACT

**Objectives:** The purpose of the study is to assess the level of tolerance-promoting behavior among swimmers at university and to determine how tolerance-promoting behavior varied depending on variables (gender, specialization, educational level).

**Methods:** The sample of the study consisted of (32) swimmers. The descriptive strategy was chosen, the researchers developed a questionnaire consisting of (44) paragraphs that were divided into two domains, Tolerance with Self and Tolerance with Others, Suitable statistical analysis was performed.

**Results:** The study showed that the degree of practicing tolerance values among the swimmers was high, also there were statistical differences in the variables of the study; (the academic level) in favor of the third-year swimmers, (Specialization) in favor of Coaching and Sport Management, (gender) in favor of males.

**Conclusion,** regarding the results of this study the researchers recommend holding many workshops and courses for the workers in the sports sector to introduce the importance of tolerance among the swimmers, also doing the same study on other games and chose other variables.

**Keywords:** swimmers, tolerance, university.

## Introduction

Tolerance is a concept that promotes peaceful coexistence with others, respect for their rights, adherence to the rule of law to ensure that everyone's rights are protected regardless of race, gender, religion, social or cultural status, etc., as well as the prevalence of harmony and loving coexistence among all citizens considering the diversity that distinguishes people in various societies (Hassan, 2014).

The aggrieved person's mental health is also improved by tolerance, which can relieve him of his bad emotions such as the need for vengeance, resentment, animosity, anxiety, and other unpleasant emotions brought on by receiving abuse from others (Maltby et al., 2005). This is what (Al-Zboun, 2017) referred to when he mentioned that tolerance is one of the values that play a significant role in helping the individual achieve balance and psychological compatibility. He also mentioned that the more tolerant other people are, the more secure and at ease they feel, and the less stress and anxiety they experience because of being offended.

Tolerance also offers a chance to foster mutual respect and understanding amongst people of different religious and cultural backgrounds, making it a means of fostering better social links and mending rifts between opposing sides (Kachadouria et al., 2014; and Hall & Fincham, 2008). This was confirmed by (Essam, 2015; and Al-Duwailah, 2010). Both considered tolerance as an important step in the way of restoring the fractured relations between members of society and improving the quality of life.

Many studies, such as (Mansour, 2021) and (Uysal & Satic, 2014), indicated the importance of spreading the values of tolerance among individuals because of their positive impact in reducing the degree of shame and

weakness and increasing the rate of satisfaction, optimism, happiness, and psychological comfort. Aref (2022) added that the spread of tolerance values among individuals is one of the signs of family success, which is based on building relationships and social communication between members of society.

The practice of sports activity is one of the most important factors that contribute to the development of interactions and social relations between individuals and groups, as the values of cooperation, mutual respect, self-esteem and the acquisition of good moral and social qualities that enhance the mental health of the citizen and gain him balanced growth physically, psychologically, and socially (Ben Aishouch, 2022).

Abdul Azim (2004) also believes that the practice of sports activities reflects positively on the growth of a balanced integrated personality so that it develops the spirit of cooperation and get rid of aggressive energy and discharge it during the practice of sports activity, so the individual abandons the wrong behaviors and has positive socially acceptable behaviors.

Also Sport is a social activity that determines the motives and social interactions between athletes, as sports activities are a social phenomenon practiced by individuals interacting with the environment in which they live, and sports activities in general, including swimming activity, contribute to keeping its practitioners away from frustration, anxiety, isolation and other social and psychological diseases through its active role in providing its practitioners with many social values, cooperation, leadership, belonging and tolerance (Al-Sayeh, 2007).

Al-Aweeb and Awwad (2003) believe that through the practice of sports activities, athletes acquire a set of social and educational values, adapt to the surrounding environment, vent repressed desires, become lovers of cooperation, control their emotions more, and put the interest of the group and the team over the individual interest.

Rizik, (2003) mentions that practice swimming activities leads to controlling the behavior of the individual in general, as the individual becomes more polite and sober, and avoids all wrong behaviors that greatly harm society, for example: committing crimes, feeling hatred and hatred towards people for no reason, also practicing swimming activities raises the sportsmanship of the individual, as the individual accepts the other individual, avoids cheating in matches and competitions, and feels happy for the other team when achieving victory.

According to the researchers' point of view, one of the Islamic values that strengthens social ties between people by reducing the animosity and aggression that some people harbor in their hearts and that support the philosophy of violence and crime in society is tolerance between individuals. As a result, the study's issue (problem) manifested itself. The researchers sought to shed light on the value of tolerance among swimmers at university to determine the extent to which they practiced it as well as differences in their level of practice, as determined by the study variables (gender, specialization, academic level).

According to the researchers, the lack of awareness-raising and educational workshops and seminars for students to instill heavenly and tolerant values and morals may expose them to move away gradually from good moral qualities, especially tolerance, and negatively affect their personalities, as this is what they believe contributed to the spread of the phenomenon of university violence among students which fueled more animosity among the student body. (Asil et al., 2014) confirmed that the changes and experiences that people go through cause them to feel furious, want to exact retribution, and refuse to forgive those who have harmed them have led to a large increase in conflicts, disagreements, and psychological tensions among society's members. Tolerance considers the tendency of individuals to resolve differences and conflicts between them by condoning mistakes on the part of the abusive person and giving others an opportunity to restore feelings of compassion and affection between them instead of hatred and violence (Rainey, 2008).

The researchers believe that the practice of sports activities leads to the mitigation of negative social phenomena and controls the behavior of the individual and works to raise the morale of swimmers also contribute to the acceptance of the individual to the other and face the difficulties of life better, and through the work of the researchers in teaching swimming courses and where swimming develops self-confidence and relieves psychological and professional pressures among swimmers and works to raise the spirit of sports in the individual and increase the individual's acceptance of the other as mentioned by Rizik (2003) The researcher came up with the idea of this study by highlighting the degree of practice of tolerance values among swimmers,

### **Material & methods**

The researchers used the descriptive approach in the manner of survey studies due to its suitability to the nature of the study.

*Participants:* The study sample was chosen randomly from the swimmers registered for the second semester of the academic year 2022/2023, (N=32) swimmers as in Table (1).

**Table 1.** Distribution of the study sample

Variable	Level	N	%
Gender	Male	24	75
	Female	8	25
Academic Level	1 <sup>st</sup> year	2	6.25
	2 <sup>nd</sup> year	14	43.75
	3 <sup>rd</sup> year	14	43.75
	4 <sup>th</sup> year	2	6.25
Specialization	Coaching and Sport Management	20	62.5
	Athletic rehabilitation	12	37.5
Total		<b>32</b>	<b>100</b>

**Tool of the Study:**

- After reviewing the theoretical literature and previous studies related to the subject of the study by the researchers, such as (Badran, 2017; Al-Shennawy, 2017; and Suleiman, 2017), an initial draft of the questionnaire of tolerance values was prepared, consisting of 50 phrases.
- Validity of the tool: The researchers presented the proposed study questionnaire to a group of (6) arbitrators holding a PhD in physical education and sociology. The scale was approved in its final form after the researchers made the adjustments required by the arbitrators, so that the questionnaire became composed of (44) Statement according to the five-point Likert scale.
- Reliability of the tool: for the reliability of the tool, the stability coefficient Cronbach alpha was used, and the results are shown in Table (2) below:

**Table 2.** reliability coefficient using the Cronbach alpha equation.

Domain	Number of statements	(Cronbach alpha) coefficient
Self-tolerance	28	0.81
Tolerance with others	16	0.85
Total scale	44	0.84

The overall reliability coefficient of the instrument indicates that the reliability coefficient values are acceptable for the purposes of the study.

**STATISTICAL ANALYSE:**

(Cronbach alpha) coefficient, Rank, Mean, SD, Level, One Way ANOVA, LSD

**RESULTS**

**First question:** What is the degree of practicing the values of tolerance among the swimmers at the University in general?

To answer this question, means and standard deviations were calculated for the responses of the swimmers as shown in Table (3).

**Table 3.** Means and standard deviations of the degree of practicing tolerance values among swimmers at the University.

No.	Domain	Rank	Mean	SD	Level
1	Self-tolerance	1	4.32	0.17	High
2	Tolerance with others	2	4.25	0.19	High
Total			4.28	0.18	High

It is clear from Table (3) the degree of practicing the values of tolerance among the swimmers at the University in general was high, where the field of **self-tolerance** had the highest mean followed by the field of **tolerance with others**.

**Individual Domains:**

**The first domain: Self-Tolerance:** the means and standard deviations were calculated for all statements in the domain, as appeared in Table (4):

**Table 4.** the means and standard deviations for the items in the field of self-tolerance

Rank	No.	Statement	Mean	SD
1	3	I am happy when one of my teammates wins	4.59	0.49
2	5	I control my emotions	4.58	0.73
3	18	It is easy to establish relationships with me because I am a tolerant person	4.56	0.49
4	14	I apologize to whoever I wronged him	4.5	0.67
5	25	I look at life with an optimistic outlook	4.5	0.67
6	7	Adhere to the ethics of sports tournaments	4.46	0.62
7	20	I excel at easily changing my negative thoughts when persuaded	4.46	0.5
8	10	Abide by the instructions and rules of games with openness	4.43	0.61
9	13	I am always distinguished by altruism	4.43	0.56
10	17	I forgive those who apologize after the offense	4.43	0.56
11	9	I often protested the decisions of the referees	4.37	0.6
12	12	I try to spread an atmosphere of affection and love among my team members	4.37	0.49
13	19	Let go of the negative thoughts I have during the competition	4.37	0.55
14	1	I accept my loss in sports competitions with openness	4.31	0.69
15	11	I avoid provoking conflicts among my team members	4.31	0.64
16	26	I am a smiling person most of the time	4.28	0.72
17	8	I put personal differences aside during training or competition	4.25	0.43
18	15	I accept the advice of others with a sportsmanship	4.25	0.67
19	21	I feel like I blame myself a lot	4.25	0.17
20	24	I learn from my negative experiences	4.21	0.7
21	23	I think of beautiful things instead of negative things	4.15	0.44
22	6	I accept criticism from my colleagues and coaches	4.03	0.64
23	22	I always think of the mistakes I made	4.03	0.64
24	4	I vent my anger directly and do not store it	3.96	0.89
25	2	I justify my wrong behavior with my team members	3.87	0.9
26	16	I feel guilty when I wrong others	3.84	0.88
<b>Total</b>			<b>4.32</b>	<b>0.17</b>

It is clear from Table (4) the total mean of all the items in the domain of Self-Tolerance was (4.32) with a standard deviation of (0.17), and the means of the items in the field ranged between (3.84-4.59).

**Second Domain: Tolerance with others:** Means and standard deviations calculated, the results are shown in Table (5).

**Table 5.** arithmetic means and standard deviations for (tolerance with others).

Rank	No.	Statement	Mean	SD
1	39	I offer thanks after others help me	4.46	0.49
2	43	I keep my team's secrets	4.43	0.73
3	28	I can make friends with my team members easily	4.37	0.49
4	36	I always talk positively with others	4.31	0.67
5	44	I feel the pain of others	4.31	0.67
6	27	I congratulate the opposing team when my team loses	4.28	0.62
7	29	I accept the invitation of members of the opposing team to social events	4.28	0.5
8	30	I don't underestimate my teammates	4.28	0.61
9	31	I don't underestimate the players on the opposing team	4.28	0.56
10	34	I accept the competitor's apology if he made a mistake	4.28	0.56
11	37	I rejoice for the joys of the players from my team and the opposing team	4.25	0.6
12	33	I get angry at the competitor if he misbehaves with me	4.12	0.49
13	40	I deal with tact and courtesy with others	4.12	0.55
14	35	I tend to sit with my team members outside of training times	4.09	0.69
15	38	My tolerance of others does not diminish my concern	4.09	0.64
16	42	I do not like the friendship of pessimists and frustrated	4.07	0.72
17	32	I sympathize with the injured competitor	4.00	0.43
18	41	I encourage good results even if they are from the competitor	3.81	0.67
<b>Total</b>			<b>4.25</b>	<b>0.19</b>

Table (5) clearly shows that the total mean of all the items of the second domain **Tolerance with others** whole was (M=4.25, SD=0.19). The means of the items in the domain ranged between (3.81-4.46).

**Results related to the second question:** "Does the degree of practicing the values of tolerance differ among the swimmers at the University according to the variables (gender, academic level, specialization)."? To determine whether there are differences in the averages of the degree of practicing tolerance values among the swimmers at the University in relation to the study's, means and standard calculated, as shown in Table (6):

**Table 6.** Means and standard deviations for the degree of practicing the values of tolerance among the swimmers at the University according to the study variables.

Variable	Level	First dimension		Second dimension		All	
		Mean	SD	Mean	SD	Mean	SD
Gender	Male	4.25	0.18	4.27	0.24	4.28	0.16
	Female	4.17	0.12	4.11	0.11	4.12	0.08
Academic level	1 <sup>st</sup>	4.21	0.15	4.17	0.19	4.15	0.14
	2 <sup>nd</sup>	4.18	0.19	4.32	0.29	4.24	0.22
	3 <sup>rd</sup>	4.38	0.15	4.19	0.19	4.31	0.70
specialization	Coaching and Sport Management	4.42	0.11	4.25	0.22	4.29	0.17
	Rehabilitation	4.21	0.16	4.32	0.25	4.17	0.16

Table (6) shows that there are apparent differences between the means of the degree of practicing the values of tolerance among swimmers at the University according to the study.

To determine whether the apparent differences were in favor of any of the gender levels, the researchers used a t-test to compare the averages. The results are reported in Table (7).

**Table 7.** T-test analysis of the degree of practicing tolerance values among swimmers at the University according to the study variable (gender)

Variable	Gender	Mean	SD	T	Sig.
1 <sup>st</sup> Dimension	Male	4.32	0.18	2.17	0.18
	Female	4.15	0.12	2.71	
2 <sup>nd</sup> Dimension	Male	4.23	0.24	1.45	0.05
	Female	4.08	0.11	2.25	

A one-way analysis of variance was also performed to see if the apparent differences were in favor of any of the study levels, and the results were shown in Table (8):

**Table 8.** Analysis of variance (One Way ANOVA) for the degree of practicing tolerance values among swimmers at the University according to the study variable (academic level)

Level	Source of variance	Sum of squares	Degrees of freedom	Mean of squares	F	Sig.
1 <sup>st</sup> year	between groups	0.22	2	0.11	3.83	0.03
	Within groups	0.85	29	0.02		
	Total	1.07	31			
	between groups					
2 <sup>nd</sup> year	between groups	0.11	2	0.05	1.09	0.34
	Within groups	1.57	29	0.05		
	Total	1.69	31			
	between groups					
3 <sup>rd</sup> year	between groups	0.13	2	0.06	2.75	0.08
	Within groups	0.69	29	0.02		
	Total	0.82	31			
	between groups					

Table (8) indicates that there are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) and to find out the significance of any of the years, the LSD test was conducted.

**Table 9.** LSD test for post comparisons on the variable of academic level

Variable	Level	Mean	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
1 <sup>st</sup> dimension	1 <sup>st</sup> year	4.19		-0.04	-0.19
	2 <sup>nd</sup> year	4.24	*0.04		-0.14
	3 <sup>rd</sup> year	4.28	*0.19	*0.14	
2 <sup>nd</sup> dimension dimension	1 <sup>st</sup> year	4.09		-0.16	*0.12
	2 <sup>nd</sup> year	4.25	*0.16		*0.03
	3 <sup>rd</sup> year	4.22	*0.12	-0.03	
Total	1 <sup>st</sup> year	4.15		-0.09	-0.16
	2 <sup>nd</sup> year	4.24	*0.09		-0.07
	3 <sup>rd</sup> year	4.31	*0.16	*0.07	

A one-way analysis of variance was also performed to see if the apparent differences were in favor of any of the specialization levels, and the results were shown in Table (10):

**Table 10.** One Way ANOVA for the degree of practicing tolerance among swimmers according to the variable (specialization)

Specialization	Source of variance	Sum of squares	Degrees of freedom	Mean squares	F	Sig.
Coaching and Sport Management	between groups	0.22	2	0.11	3.77	0.03
	Within groups	0.85	29	0.02		
	Total	1.07	31			
Rehabilitation	between groups	0.02	2	0.01	0.20	0.82
	Within groups	1.67	29	0.05		
	Total	1.69	31			

The results of Table (10) indicate that there are statistically significant differences at the level of ( $\alpha \leq 0.05$ ) in all dimensions according to the study variables, and to verify the significance of the apparent differences, a test (LSD) was performed to find out the apparent differences in favor of any of the majors, and the results were as shown in Table (11):

**Table 11.** (LSD) test for post comparisons on the variable of specialization

Variable	Level	Mean	Coaching and Sport Management	Rehabilitation
1 <sup>st</sup> dimension	Coaching and Sport Management	4.37		*0.21
	Rehabilitation	4.15	-0.21	
2 <sup>nd</sup> dimension	Coaching and Sport Management	4.21		-0.03
	Rehabilitation	4.24	*0.03	
all	Coaching and Sport Management	4.30		0.11
	Rehabilitation	4.19	-0.11	

## Discussion

It is clear from Table (3) that the researchers attribute this result to the nature of the swimming sport as there is no friction throw swimming in the pool as well as the nature of the swimmers who often from families with a comfortable social and economic level, which is reflected in their personalities and influences how they behave in daily life.



The result of this study agreed with (Al-Ajmi and Al-Anazi, 2014) in terms of tolerance values were high in both studies. While the results of this study differed with each of (Mansour, 2021 and Al-Badarneh et al., 2017), which indicated that the level of tolerance values was of a medium degree, and perhaps the researchers attribute the reason for this difference is due to the different environments and the nature of the societies to which the players belong.

Regarding to table (4) the researchers attributes this result to the fact that according to the questionnaire sections pertaining to this field, where everyone competes on behalf of the swimming team and the name of the winning swimmer is less important than the outcome of the champion, the player feels happy if his team won the championship title regardless of the name of the swimmer who won the race, which means that the players on this team were tolerant.

As for the paragraph that got the lowest average, it was (I feel guilty when I wrong others), the researchers attribute this result to the fact that the player does not feel wronged by anyone, as the nature of the competition games requires each player to do his best to win the race.

The result of this study agreed with (Al-Ajmi and Al-Anazi, 2014). While differed with each of (Mansour, 2021 and Al-Badarneh et al., 2017), the researchers attribute the reason for this difference to the different environments and the nature of the societies to which the players belong.

And table (5) The researchers attribute this result to what the nature of swimming games demands in terms of being distinguished by force and typically aiding the less fortunate, whether from the public or other athletes, in addition to receiving compliments and the positive effects these compliments have on themselves, which motivates them and encourages them to tolerate others.

The result of this study agreed with (Al-Ajmi and Al-Anazi, 2014). While differed with each of (Mansour, 2021 and Al-Badarneh et al., 2017), which indicated that the level of tolerance values was of a medium degree.

Based on the calculated t-values table (7), the results showed that there are statistically significant differences according to the (gender) variable, favoring male players. According to the researchers' belief, women's nature, which frequently includes strong feelings and sensitivity, as a result, it may be more difficult for women to forget abuse than men. Males are frequently distinguished from females by their coolness, tolerance of abuse, decent behavior, and self-control in many situations, and as a result, they may have greater empathy for one another. Additionally, according to the researchers, men are more likely to accept excuses from others, whether they come from coworkers or the public, and they have more opportunities to interact with them outside of sports practice, such as at markets, clubs, or other events. They also tend to form more friendships in general because men in eastern societies have more freedoms than women do.

The result of the current study differed of Aref (2022), which indicated that females are more tolerant than males. also differed of (Al-Ajmi and Al-Anazi, 2014), which indicated that there were no statistically significant differences between males and females, which may be due to the difference in the sample and the environment in which the study was conducted.

According to table (9), there were statistically significant differences between the sample members' responses according to the **academic level** variable, in favor of the third-year level players. This was revealed by comparing the means for the responses of the study sample's participants.

The researchers believed that third-year students in general are characterized by maturity, wisdom, and balance in behavior more than students in the first and second years. Also, the researchers believe that the experience of third-year university students may be more than that of first- and second-year students, which makes them more tolerant and able to self-control and act rationally and wisely. during the situations they face. This was agreed with (Mahasneh, 2017), while differed with (Mansour, 2021).

According to Table (11), there were statistically significant differences according to the specialization variable, in favor of Coaching and Sport Management. The researchers believed that the reason for this may be attributed to the fact that the preoccupation of students of Coaching and Sport Management is more than students of rehabilitation. In addition to the fact that they lack the time to practice hatred because they are too busy learning. This result agreed with (Mahasneh, 2017), while differed with (Mansour, 2021; & Al-Ajmi & Al-Anazi, 2014) which indicated that there were no differences due to the variable of specialization.

## Conclusions

After discussion of the results the researchers find that the degree of practicing the values of tolerance among swimmers at the University was high. Also, there are statistically significant differences among the study sample, according to the variable of the academic level, in favor of the third year. And There are statistically significant differences among the study sample, according to gender variable, in favor of male players. And There are statistically significant differences among the study sample, according to the variable of specialization and in favor of Coaching and Sport Management

**Conflicts of interest** - the authors have no conflicts of interest to declare.

**FUNDING:** This research received no external funding.

## References

1. Abdul-Azim, H. 2004. Psychological Counseling. First ed. Dar Al-Fikr. Amman.
2. Abu-eid, F. 2008. The effect of an educational program for basic skills in swimming on some variables of kinesthetic perception in blind people. Unpublished PhD Thesis, University of Jordan, Amman.
3. Al-Ajmi, A. and Al-Anazi, M. (2014). Tolerance values among students at the College of Basic Education in the State of Kuwait. *Journal of Culture and Development*. 14(77): 1-44.
4. Al-Duwailah, A. (2010). Culture of tolerance and Culture of life. *The Arab Journal of Culture*, 85(1): 1-25.
5. Al-Matroudi, A. (2018). **The role of new media in raising awareness of electronic crimes**. Master thesis not published. Faculty of Social Sciences. Naif Arab University for Security Sciences. Kingdom Saudi Arabia.
6. Al-Sayeh, M. (2007). *Mathematical Sociology*. Dar Al-Wafa Al-Dunya for publication and distribution. Alexandria.
7. Al-Aweeb, S. and Awwad, M. 2003. *Principles of Mathematical Sociology*. University of the seventh of April. Libya.
8. Al-Shennawy, S. (2017). Cultural and moral intelligence and their relationship to the values of tolerance among students of the Faculty of Physical Education and Sports Sciences, *European Journal of Sports Science Technology*, 7 (11): 529-538.
9. Al-Zboun, M. and Al-Samihat, F. (2017) Psychological adjustment and its relationship to tolerance among students at the University of Jordan. *Journal of Studies of Ammar Thalji University, Laghouat*. 57 (1): 92-105.
10. Aref, D. (2022). The contribution of tolerance and penchant for crime and some demographic variables in predicting cybercrime among a sample of university students. *Journal of the Faculty of Arts, Fayoum University, Human Studies, and Social Sciences*, 14 (2): 530-612.
11. Asil, M., shafi i, A., Ganji, S. & Bahrainian, A. (2014). The Effectiveness of Forgiveness Based Consultancy on Marital Conflicts of Women with Severe Conflicts Referring to Court in Koohdasht Town. *Journal of Bullentin of Environment, Pharmacology, and life Sciences*, 3(4), 13-19.
12. Badarneh, M. Momani, H., Lababneh, A. and Aqeel, S. (2017). Tolerance values among Irbid college students and their relation to scientific degree and academic appreciation. *Journal of Educational Sciences Studies, University of Jordan*. 44(4): 209-224.
13. Badran, A. (2017). Factorial construction of the measure of sportsmanship for soccer players, *Mansoura University, Scientific Journal of Physical Education and Sports Sciences*, 29 (1): 225-244.
14. Ben Aishouch, S. 2022. The impact of group sports activity on social and moral values to enhance citizenship considering competent teaching at the secondary level. *Scientific Journal of Science and Technology for Physical and Sports Activity, Abdel Hamid Mostaganem University, Volume (19), Issue (1), Page 328-346*.
15. Essam A. (2015). *Tolerance*. 2<sup>nd</sup> ed., Egyptian General Book Authority. Cairo.
16. Hassan, H. (2014). The relative contribution of forgiveness and gratitude in predicting happiness among university students. *Journal of Psychological Study in Positive Psychology, Psychological Studies*, 24(2): 143-184.
17. Hall, J. H., & Fincham, F. D. (2008). The temporal course of self- forgiveness. *Journal of social and clinical psychology*, 27(2), 174-202.
18. Kachadouria, L., Fincham, F., & Davila, J. (2004). The Tendency to Forgiveness in dating and Married Couples: The Role Of attachment and Relationship Satisfaction . *Personal Relationships*, 11, 373-393.
19. Mahasneh, A. (2017). The prevalence of tolerance among students at the Hashemite University and its relationship to their learning styles. *Journal of Educational and Psychological Studies at the Hashemite University*. 11(1): 36-52.
20. Mansour, E. (2021). Tolerance and its relationship to enjoying life among a sample of female students at Taif University, Beni Suef University, *Journal of the College of Education*, 3 (3): 131-161
21. Maltby, J., Day L. & Barber, L. (2005). Forgiveness and happiness. The differing contexts of Forgiveness using the distinction between hedonic and eudemonic happiness. *Journal of Happiness Studies*, 6, 1-13.
22. Rainey, C. A. (2008). Are Individual Forgiveness Interventions for Adults More Effective than Group Interventions? A Meta-Analysis.
23. Reade, R. (2005): Maintaining Enjoyment of Life in the Process of Living with High Cholesterol: A grounded Theory Study. *Journal of Personality and Social Psychology*, 96, 727-719
24. Rizik, S. (2003). *Scientific encyclopedia of swimming*. Amman Jordan.
25. Suleiman, M. (2017). Building a measure of tolerance for students of the Faculty of Physical Education for Boys, Helwan University, *Helwan University Journal - Faculty of Physical Education for Boys*. 79(1):1-28.
26. Uysal, R., & Satıcı, S. A. (2014). The mediating and moderating role of subjective



- 
40. happiness in the relationship between vengeance and forgiveness. *Educational*
  41. *Sciences: Theory & Practice*, 14(6):1 – 20.