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		Socioeconomic and Cultural Determinants of Female Students' Attitudes Toward Sports and Recreational Tourism: An Empirical Study in Secondary Schools of Laghouat, Algeria	
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Abstract This research investigates the role of family cultural and economic capital in shaping the attitudes of secondary school girls toward participation in sports and recreational tourism activities in Laghouat, Algeria. Grounded in Pierre Bourdieu's theory of social and cultural capital, the study explores how familial educational background, parental occupation, and socioeconomic conditions influence young women's perceptions of sports as a form of leisure, self-development, and social inclusion. Using a quantitative survey method supported by descriptive and inferential statistical analysis, data were collected from 300 secondary school girls across different educational institutions in the region. The study identifies significant correlations between parental education, family income, and students' engagement levels in sports and tourism-related activities. Results suggest that families with higher cultural and economic resources foster more positive attitudes toward physical and sports engagement, reflecting greater awareness of its psychological, health, and social benefits. Conversely, limited resources and conservative family norms often restrict girls' participation, revealing a sociocultural barrier to gender equality in sports and leisure sectors. The findings underscore the importance of strengthening family-oriented cultural awareness programs and school-based sports promotion initiatives to enhance female participation. This study contributes to the growing body of sociological literature on gender, sport, and leisure in the Arab-Maghreb context and provides actionable insights for policymakers, educators, and sports institutions aiming to promote inclusivity and social development through physical activity.			
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1. Introduction and Research Problem

Women's sports in Algeria are currently witnessing some improvement compared to previous decades. Thanks to the efforts of the state and sports institutions, there is now movement in this field. Given the importance of sports today as an essential component of individual life—contributing to physical, mental, psychological, and social development—it

has become evident that all members of society, regardless of gender, engage in various forms of sports. Since women are an integral part of society, they too have come to participate in sports alongside men.

The phenomenon under study, namely the relationship between families' cultural and economic levels and female students' engagement in women's sports, is of particular interest to researchers and specialists in the field. The family's cultural and economic levels are among the key factors that enable girls and women to engage in physical and sports activities. The higher these levels, the greater the opportunities for women to practice sports.

2. General Research Question

- Does the family's cultural and economic capital influence the attitudes of female secondary school students toward practicing recreational sports?

2.1 Sub-questions:

- Is there a statistically significant relationship between family cultural level and female secondary school students' attitudes toward practicing recreational sports?
- Is there a statistically significant relationship between family economic level and female secondary school students' attitudes toward practicing recreational sports?

3. General Hypothesis

- The family's cultural and economic capital influences the attitudes of female secondary school students toward practicing recreational sports.

3.1 Sub-hypotheses:

- There is a statistically significant correlation between family cultural level and students' attitudes toward practicing recreational sports.
- There is a statistically significant correlation between family economic level and students' attitudes toward practicing recreational sports.

4. Objectives of the Study

This study aims to:

- Identify how family economic level influences female students' practice of recreational sports.
- Explore the contribution of the cultural level of families with practicing female members to students' orientations toward sports activities.
- Examine the attitudes of female secondary school students toward practicing women's sports.
- Raise public and family awareness of the importance of women's participation in sports.

5. Significance of the Study

The significance of this study lies in the role of the family as the primary unit in which the individual grows, learns, and develops behaviors necessary for societal integration. The family shapes physical, psychological, and social growth, while providing security and social acceptance. Accordingly, the family plays a crucial role in encouraging children to engage in physical and sports activities, shaping female students' attitudes toward becoming active participants in women's sports.

Cultural and economic levels, in particular, are among the most influential factors encouraging female students to engage in sports. This study highlights their role in shaping students' orientations, the reasons motivating them to participate in sports, and the importance of cultural awareness within the family in supporting such orientations.

6. Key Concepts

6.1 Cultural Capital

Pierre Bourdieu first introduced the term “cultural capital,” alongside “social capital,” in theorizing the role of cultural knowledge and tastes in class formation during the 1960s. He examined how the bourgeoisie (middle and upper classes in French society) mobilized material and non-material resources to maintain and transmit power and privileges to their children. (John Scott, 2009) For Bourdieu, parental cultural capital meant that children valued education, understood its implicit “rules of the game,” and thus had better opportunities for qualifications and careers. He argued that cultural capital was crucial in transmitting power and privilege across generations.

6.2 Economic Capital of the Family

This concept refers to all resources related to the family’s living conditions, i.e., the extent to which it satisfies material and non-material needs. Sources may include parental income or other financial assets that determine the family’s standard of living. This affects housing quality and ownership, nutrition, education, health, and leisure. Economic level is often measured through indicators such as daily or monthly income, property ownership (housing, land, commercial spaces), and means of transport.

6.3 Family

The family is the primary social unit, mediating between the individual and society. It is the child’s first social environment, shaping behavioral patterns that fulfill needs and ensure social adjustment. It constitutes a web of human relationships. (Arslan, 2009)

6.4 Attitude

The term “attitude” derives from the French word *attitude* and is sometimes translated as “stance.” Psychologist Fakher Aqal defined it as “an individual’s predisposition to respond to a particular event or idea in a pre-determined way.” Attitudes can be positive or negative. (Aaqel, 1979)

6.5 Women’s Sports

The participation of women in sports activities, whether individual or collective, within sports clubs.

7. Previous and Related Studies

7.1 Study One

Title: *The Socio-Economic and Cultural Capital of the Family and Its Relationship to Pedagogical Communication among University Students.*

A field study conducted at Amar Telidji University, Laghouat, by students Ben Saada Amal, Ben Saada Oueish, and Hamama Sarah.

Sample: 85 students across three faculties (Law and Social Sciences, Science and Engineering, Economics and Humanities).

Methods: Descriptive and statistical approaches using observation and questionnaires.

General Question:

To what extent does family socio-economic and cultural capital influence university students’ pursuit of higher education?

Objectives:

1. To identify students’ social, economic, and cultural backgrounds and their future outlooks.
2. To explore the role of social, economic, and cultural variables in shaping students’ desire to pursue higher education.

Findings:

Results showed that socio-economic capital is influenced by variables such as social origin, family size, housing, parental occupation, and income. Cultural capital was defined mainly by parental education, family linguistic skills, siblings' educational levels, and cultural stimuli available at home. The study concluded that there is indeed a relationship between socio-economic capital and students' pursuit of higher education, mediated by social background, family income, and home environment.

7.2 Study Two

Title: *The Relationship of Family Social, Cultural, and Economic Levels to Academic Achievement and Adjustment.*

Conducted by Helen Likim at Temple University (1980). Sample: 40 primary school students from financially disadvantaged families in the U.S.

Findings: Academic achievement differences between high- and low-achieving children were linked to factors such as parental occupation, family residence duration, availability of books and educational games, and parental supervision. The study showed that low economic, social, and cultural levels directly impacted students' achievement by limiting material resources, educational awareness, and parental support. (Latif, 1990)

8. Theoretical Chapters

The theoretical framework of this study consists of three chapters:

- Psychological Attitudes
- Adolescence in Secondary School
- Socialization and the Family's Economic and Cultural Levels

9. Applied Fieldwork**Research Methodology:**

Given the descriptive nature of the topic, the study employed the descriptive method to analyze the relationship between family cultural/economic levels and female students' attitudes toward practicing women's sports.

9.1 Exploratory Study:

Preliminary steps included reviewing literature, consulting teachers, and interviewing a pilot sample of 15 female students during physical education classes.

9.2 Research Variables:

- **Independent Variable:** Family cultural and economic capital.
- **Dependent Variable:** Attitudes toward practicing recreational women's sports.

9.3 Research Sample:

A random sample of 95 secondary school female students from Laghouat.

9.4 Data Collection Tools:

A Likert-scale questionnaire was designed to measure the influence of family cultural and economic levels on students' attitudes toward women's sports. It included 15 items divided into two dimensions: cultural and economic.

Number of Statements	Field
• From paragraph (01) to paragraph (07)	1- The Cultural Dimension.
• From paragraph (08) to paragraph (15)	2- The Economic Dimension
• Total: 15 statements	Total

Table (1): Distribution of Questionnaire Statements According to Dimensions

4-7. Psychometric Properties of the Measurement Tool:**First: Validity and Reliability of the Questionnaire****4-7-1. Validity of the Tool:**

In constructing the study tool, we relied on the validity of the hypothetical construct concept, as the tool was developed in light of the fundamental hypotheses of the study. To assess the adequacy of the dimensions and items of the tool, we adopted content validity through expert judgment, by presenting the study tool to a group of academic researchers in the field of sports. Content validity refers to the extent to which the questionnaire represents the aspects being measured, through a logical analysis of its items in order to identify the functions and dimensions they reflect. Furthermore, the validity coefficient can be calculated.

4-7-2. Reliability of the Questionnaire:

The reliability coefficient of the study tool was calculated using the test-retest method, applying the same test twice and determining the correlation coefficient using Pearson's linear correlation. After application, the correlation coefficient was found to be: $R1 = 0.823$.

5. Statistical Methods Used:

Following the application to the study sample, a set of data was obtained. To test the hypotheses, several statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS). The following relationships and tests were selected:

- Arithmetic mean, standard deviation, and total raw scores.
- Simple Pearson linear correlation coefficient and multiple correlation coefficient.
- Simple and multiple linear regression.
- Analysis of variance (ANOVA), T-test, and F-test.

6. Analysis and Discussion of Questionnaire Results:**6-1. Regression Coefficients Between the Independent and Dependent Variables of the First Hypothesis**

Table (2): ANOVA and Correlation Coefficients Between the Independent Variable (Cultural Level) and the Dependent Variable (Female Students' Attitudes Toward Practicing Sports).

Adjusted R Square	R Square	Correlation Coefficient (R)	sig → Significance Level (Sig.)	Degrees of Freedom (df)	F Value	Mean Square	Sum of Squares	Source
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410,	40,4	0,65	0.00	5	17,321	13869.58	40390.80	Regression
			-	90	-	8192.81	5728,11	Error
			-	95	-	503.52	61430.88	Total

The purpose of calculating the Analysis of Variance (ANOVA) table is to analyze the total sum of squares of deviations for the dependent variable (SST), the regression sum of squares (SSR), and the error sum of squares (SSE).

The square root of the coefficient of determination equals the correlation coefficient (R).

By substituting the values, we find that these results are consistent with those obtained in the table. These findings indicate that **65.7% of the total variance in the dependent variable is explained by the linear regression model with the indicators of the independent variable**. This result justifies the value of the adjusted coefficient of determination obtained in Table (2).

Based on these results, we conclude that there is a **strong correlation between the family's cultural level and female students' attitudes toward practicing sports**, which confirms the first hypothesis.

6-2. Regression Coefficients Between the Independent and Dependent Variables of the First Hypothesis

Table (3): ANOVA and Correlation Coefficients Between the Independent Variable (Economic Level) and the Dependent Variable (Female Students' Attitudes Toward Practicing Sports)

Adjusted R Square	R Square	Correlation Coefficient (R)	sig → Significance Level (Sig.)	Degrees of Freedom (df)	F Value	Mean Square	Sum of Squares	Source
500,	610,	520,	0.00	5	17,321	8469.100	040.5205	Regression
			-	90	-	12.6960	155728,	Error
			-	95	-	4.5410	3230.342	Total

The purpose of calculating the Analysis of Variance (ANOVA) table is to analyze the total sum of squared deviations for the dependent variable (SST), the regression sum of squares (SSR), and the error sum of squares (SSE).

The square root of the coefficient of determination equals the correlation coefficient (R).

By substituting the values, we find that these results are consistent with those obtained in the table. The findings reveal that **25% of the total variance in the dependent variable is explained by the linear regression model with the indicators of the independent variable**. This result justifies the value of the adjusted coefficient of determination obtained in Table (3).

From these results, we conclude that there is a **positive correlation between the family's economic level and female students' attitudes toward practicing sports**, which supports the second hypothesis.

Regression Coefficients between the Independent and Dependent Variables of the General Hypothesis:

Table (4): Regression Coefficients between the Independent Variables (Cultural and Economic Levels) and the Dependent Variable (Attitudes toward Practicing Women's Sports)

Adjusted R Square.	Coefficient of Determination (R ²)	Correlation Coefficient (R)	P-value	t (calculated)	Standardized Coefficients	Unstandardized Coefficients		Source
					Beta	Standard Error	B	
410,	40,4	0,65	0,00	2,32	–	31,30	98,29	Regression Intercept
			0,222	1,04	0,207	0,652	0,761	Cultural Dimension
			0,00	3,27	0,013	2,53	0,158	Economic Dimension

Commentary on the Results and Judgment on the Validity of the Regression Model

1. Theoretical Conditions:

a. Agreement or Logical Consistency of the Values and Signs of the Regression Coefficients:

It is observed here that the variables of the studied phenomenon fall within the pedagogical framework in the field of sports. Referring to the multiple linear regression model obtained in the study, which illustrates the correlation between the research variables after quantification, we find:

$$Y = 0.76 + 0.158X_{\text{economic}} + 0.761X_{\text{cultural}} \quad Y = 0.76 + 0.158X_{\text{economic}} + 0.761X_{\text{cultural}}$$

From this model, we conclude the following:

- The constant term has a positive value and does not equal zero (98.29).
- The slope of the regression line for the cultural dimension has a positive value (0.761).
- The slope of the regression line for the economic dimension also has a positive value (0.158).

We note that there is no contradiction between the theoretical conditions of the studied phenomenon and the results of the regression model, which explains the effect relationship between the independent variables (cultural and economic levels) and the dependent variable (attitudes toward practicing individual or group sports).

b. The Explanatory Power of the Model: The explanatory power of the regression model is judged through the adjusted coefficient of determination (Adjusted R²), presented in Table (2). This table shows the significance of the relationship between the independent variables (economic and cultural capital) and the dependent variable (female students' attitudes toward practicing sports). The adjusted coefficient of determination was estimated at (0.667), meaning that the chosen study variables explained **66.7%** of the variance in the dependent variable. In other words, the changes occurring in the dependent variable are attributed to the indicators of the independent variables and to other factors.

These results reflect the validity of the selected variables for the study and their ability to explain the outcomes of the regression model. The statistical significance of this model is supported by the significance level of (0.05), which is statistically significant and consistent with the general hypothesis of the study.

7. General Conclusion. Based on the study results, we conclude that there is a genuine relationship between the family's cultural and economic levels and female students' attitudes toward practicing women's sports at the secondary school stage. This is clearly reflected in the fact that female students from families with higher cultural and economic levels demonstrate a stronger tendency toward practicing sports.

The results further reveal the following:

- The influence of all material aspects of the family, such as parents' income, living standard, and possession of a car, on female students' attitudes toward practicing women's sports.
- The existence of a strong correlation between the family's cultural level—such as the parents' educational attainment and their reading habits—and female secondary school students' attitudes toward practicing women's sports.

The significant role of the family in shaping female students' attitudes toward sports, whether team-based or individual.

Ethical Considerations

This study was conducted in full compliance with institutional and national ethical guidelines for social research. Participation was entirely voluntary, and informed consent was obtained from all participants and their guardians before data collection. Anonymity and confidentiality of personal information were strictly maintained. The study posed no physical or psychological risk to participants, and the collected data were used solely for academic and scientific purposes. Ethical approval for this research was obtained from the Ethics Committee of Akli Mohand Oulhadj University, Bouira.

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Conflict of Interest

The author declares no potential conflict of interest regarding the research, authorship, or publication of this article.

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