



E-ISSN: 2707-7020  
P-ISSN: 2707-7012  
JSSN 2022; 3(2): 25-30  
Received: 12-05-2022  
Accepted: 19-06-2022

**Dr. Mohammed Abdul Ridha Hussan**  
Ministry of Higher Education and Scientific Research,  
Faculty of Physical Education and Sports Sciences,  
University of Maysan, Iraq

## **Pollution environmental social and his relationship in reluctance young toward exercise sports**

**Dr. Mohammed Abdul Ridha Hussan**

**DOI:** <https://doi.org/10.33545/27077012.2022.v3.i2a.93>

### **Abstract**

The importance of the research is embodied in the negative aspects that appeared in the Iraqi society, which led to the availability of a socially polluted environment through the emergence of deviations and negative practices that led to the reluctance of young people to exercise with the encouragement of parents, in addition to the irregularity of young people in controlling the biological clock in terms of staying up, sleeping and eating times Food, what's the problem? search, note presence researcher weakness or reluctance Young About Exercise Sports for reasons resultant From Factors pollution environmental social Goals Research, preparing a questionnaire for identification on me level environmental pollution in society Identify on me Young people's reluctance to exercise Identify on me Relationship between social environmental pollution and relationship with situations Avi reluctance of young people to exercise. Then the study was included Research methodology where I depend curriculum descriptive in a manner scanning, Where the youth included and reach Their number is (95), did researcher all Procedures homework availability in Application resolution Interaction social all its fields and apply the scale on them and adopted their results and used researcher means stats in analysis his data that happened on her. The classroom Fourth, deduce researcher It was completed reach to me many From Conclusions of which Building resolution Environmental pollution social I have Young people and their reluctance to exercise.

**Keywords:** Pollution environmental social, exercise sports, psychological

### **Introduction**

In view of the psychological (mental) and social aspects of great effects in building social relations that depend on the actions the individual issues and the responses he receives to them, and as a result of the negative repercussions that the Iraqi society has experienced in terms of wars and crises that have generated social deviations that cast a shadow on the cultural and social reality For young people, as well as a result of openness to the world through social networking sites, young people reluctance to practice sports, and this is no example of the social construction basis for organizing societies and their human gatherings. The ability to understand others is an important human and social ability Research problem

As a researcher specializing in sports sociology, he noticed the weakness or reluctance of young people to play sports for reasons resulting from environmental and social pollution factors in the ability of some young people to understand many social behaviors that stem from the social and cultural reality of young people, social deviations in young people's tendencies towards drugs or tendencies Abnormal sexuality resulting from the surrounding environment or peers did not prompt the parents to encourage their children to succeed in playing sports, since the sports community is an incubator for negative practices and therefore there is no incentive, motivation or encouragement from the parents, in addition to staying up for long hours on social networking sites and other reasons, so some take negative attitudes towards exercise.

### **Research aims**

1. Preparing a questionnaire to identify the level of social environmental pollution in youth
2. Identify the reasons for the reluctance of young people to exercise.
3. Acquaintance with the relationship between social environmental pollution and its relationship to the reluctance of young people to exercise.

### **Research hypotheses the researcher assumes**

1. The presence of a level of environmental pollution and its relationship to the reluctance of young people from the ages of 16-25 years to play sports in the sample of the research.

**Corresponding Author:**  
**Dr. Mohammed Abdul Ridha Hussan**  
Ministry of Higher Education and Scientific Research,  
Faculty of Physical Education and Sports Sciences,  
University of Maysan, Iraq

2. There is a significant correlation between environmental and social pollution and the reluctance of young people to exercise in the same research.

**The third chapter deals with the research methodology and its field procedures**

The researcher used the descriptive approach in the style of surveys and case studies and it is defined as one of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem and depict it as mediated by collecting data and codified information about the phenomenon or problem, categorizing, analyzing and subjecting it to (Abdul-Dayem, 1999) careful study. Sports, numbering (232) young people, as the research community was divided according to the research objectives that he one shapes Analysis And the interpretation Scientific regulator to describe phenomenon or problem specific and photographed as such mediated by plural data and information metered About phenomenon or the problem and categorized and analyze it and subjugate it to study minute (Al-Jabri, 2011). As for the sample, it is that part of the community that is chosen according to scientific rules and principles so that it represents the community correctly. The

research sample consisted of (95) young people, where 10 young people were excluded and their percentage constituted (84.20%) of the original community by (10). 21%) of the research sample.

**Experimental sample**

The exploratory sample consisted of (10) young people, which constituted (10.52%) of the research community and (12.5%) of the research sample were chosen randomly from the original population.

**Construction sample (statistical analysis sample)**

The construction sample consisted of (71) young men (74.11%) of the research community and (88.02%) of the total research sample, randomly selected from the total research sample.

**Research application sample (main sample)**

The applied research sample was chosen randomly, and the number of sample members was (95) young men in Maysan for the period, which constituted (84.20%) of the research community and (100%) of the total research sample.

**Table 1:** It shows the distribution of the research community members, their sample and their percentages

| Research community | The research sample | Percentage | Survey sample | Percentage From research community | Percentage of the research sample | Construction sample | Percentage of the research community | Percentage From The research sample | Application sample | Percentage of the research community | Percentage of the research sample |
|--------------------|---------------------|------------|---------------|------------------------------------|-----------------------------------|---------------------|--------------------------------------|-------------------------------------|--------------------|--------------------------------------|-----------------------------------|
| 108                | 95%                 | 84.20%     | 10            | %10.52                             | 12.5%                             | 71                  | 88.2 %                               | 48.28%                              | 95%                | 84.20%                               | 100%                              |

**Determine areas of resolution**

(5) areas for a questionnaire to measure environmental and social pollution were presented to those with expertise and competence in the field of general and sports sociology and general and sports psychology, and their number was (7) experts and specialists (Table 2), in order to determine, modify or add the appropriate dimensions, indicate their validity and indicate any Notes (Muhammad Zaher Al-Sammak, 1986) and after analyzing the answers using the

Ka2 square law of experts' opinion, the final analysis resulted in the acceptance of all fields (5) except for modifying the name of the fifth field, as the calculated Ka2 score was higher at the level of significance (0.05) and the degree of freedom (1) for all The domains, which are greater than their tabular value of (3.84), which indicates the morale of these fields, and they represent (7) experts out of (8) experts, and Table (2) shows that.

**Table 2:** It shows the Ka2 square and the percentage of experts and specialists' opinion on the areas of the questionnaire

| T  | Dimensions               | The number of experts agreed | The number of experts disagreeing | Ca <sup>2</sup> , degree calculated | Percentage | Indication level | Morale         |
|----|--------------------------|------------------------------|-----------------------------------|-------------------------------------|------------|------------------|----------------|
| 1. | The environment Social   | 12                           | zero                              | 12                                  | 100%       | 0.00             | Morale         |
| 2. | Socialization            | 11                           | 1                                 | 8.33                                | 91.66%     | 0.01             | Morale         |
| 3. | Social control mechanism | 12                           | zero                              | 9.44                                | 87 %       | 0.00             | Morale         |
| 4. | Economic environment     | 12                           | zero                              | 4.33                                | 48 %       | 0.01             | Not meaningful |
| 5. | Deviant behavior         | 10                           | 2                                 | 12.3                                | 40%        | 0.00             | Not Morale     |

Through these procedures, the researcher collected (46) paragraphs distributed on (3) areas of my agency, Social environment (14) paragraph Socialization (15) paragraphs adjusting mechanism (17) paragraph.

**Presenting the initial form of the questionnaire to the arbitrators**

Delete the items for which the calculated Ca<sub>2</sub> score was less than the tabular Ca<sub>2</sub> score, where the tabular Ca<sub>2</sub> score was at the level of significance (0.05) and the degree of freedom (1) equals (3.84). The number of rejected items was (8) items and they are as follows social environment, (12) paragraph socialization (12) Paragraph of the mechanism of social control (14) paragraph as shown in Table (3).

**Table 3:** It shows the percentage and the value of K2 for the experts' consensus on the terms of reference for the questionnaire's paragraphs

| T                         | Percentage | Square ka <sup>2</sup> | T                               | Percentage | Square ka <sup>2</sup> |
|---------------------------|------------|------------------------|---------------------------------|------------|------------------------|
| <b>Social environment</b> |            |                        | 15th                            | 100%       | 12                     |
| 1                         | 100%       | 12                     | <b>Social control mechanism</b> |            |                        |
| 2                         | 100%       | 12                     | 1                               | 100%       | 12                     |
| 3                         | 91.66%     | 8.33                   | 2                               | 91.66%     | 8.33                   |
| 4                         | 83.33%     | 5.33                   | 3                               | 91.66%     | 8.33                   |
| 5                         | 100%       | 12                     | 4                               | 83.33%     | 5.33                   |
| 6                         | 100%       | 12                     | 5                               | 100%       | 12                     |
| 7                         | 91.66%     | 8.33                   | 6                               | 83.33%     | 5.33                   |
| 8                         | 83.33%     | 5.33                   | 7*                              | 58.33%     | 0.33                   |
| 9*                        | 66.66%     | 1.33                   | 8                               | 83.33%     | 5.33                   |
| 10                        | 100%       | 12                     | 9                               | 91.66%     | 8.33                   |
| 11                        | 83.33%     | 5.33                   | 10*                             | 75%        | 3                      |
| 12                        | 100%       | 12                     | 11*                             | 75%        | 3                      |
| 13                        | 100%       | 12                     | 12                              | 91.66%     | 8.33                   |
| 14*                       | 75%        | 3                      | 13                              | 100%       | 12                     |
| <b>Socialization</b>      |            |                        | 14                              | 91.66%     | 8.33                   |
| 1                         | 91.66%     | 8.33                   | 15th                            | 100%       | 12                     |
| 2                         | 100%       | 12                     | 16                              | 100%       | 12                     |
| 3                         | 91.66%     | 8.33                   | 17                              | 100%       | 12                     |

Thus, the number of paragraphs after the deletion became (38), distributed over the fields of the questionnaire, as shown in Table (3).

**Table 4:** Shows the scale for estimating the paragraphs of the questionnaire

| Alternatives Appreciation | Always | mostly | Sometimes | Scarcely | Start |
|---------------------------|--------|--------|-----------|----------|-------|
| Negative appreciation     | 5      | 4      | 3         | 2        | 1     |

**Table 5:** It shows the results of the discriminatory ability of the questionnaire items

| Discrimination      | T calculated | Paragraph | Discrimination      | T calculated | Paragraph |
|---------------------|--------------|-----------|---------------------|--------------|-----------|
| <b>Not featured</b> | 1.48         | 12        | <b>First field</b>  |              |           |
| <b>Third field</b>  |              |           | Featured            | 13.27        | 1         |
| Featured            | 11.54        | 1         | Featured            | 14.36        | 3         |
| Featured            | 9.35         | 3         | Featured            | 6.80         | 4         |
| Featured            | 8.74         | 4         | Featured            | 13.15        | 5         |
| Featured            | 10.1         | 5         | Featured            | 13.99        | 6         |
| not featured        | 1.02         | 6         | Featured            | 13.71        | 7         |
| Featured            | 5.25         | 7         | Featured            | 21.00        | 8         |
| Featured            | 4.05         | 8         | Featured            | 14.17        | 9         |
| Featured            | 9.55         | 9         | Featured            | 13.94        | 10        |
| Featured            | 7.77         | 10        | Featured            | 12.96        | 11        |
| Featured            | 4.89         | 11        | not featured        | 1.02         | 12        |
| Featured            | 8.54         | 12        | <b>Second field</b> |              |           |
| Featured            | 4.21         | 13        | Featured            | 8.87         | 1         |
| not featured        | 0.99         | 14        | Featured            | 14.32        | 2         |
| Featured            | 10.5         | 6         | Featured            | 11.08        | 9         |
| Featured            | 7.26         | 7         | Featured            | 7.65         | 10        |
| Featured            | 9.99         | 8         | Featured            | 9.33         | 11        |

The degree of freedom = 106, the level of significance (0.05), the significance of discrimination, if the degree of (Sig) ≥ (0.05) = 1.658.

From the observation of Table (5), it is clear that most of the paragraphs of the questionnaire were retained social environmental pollution Which fulfilled the specified conditions with statistical significance for the calculated (t) value, as the degree of (Sig) < (0.05) at the degree of freedom (106) and the level of significance (0.00) and (3) paragraphs that did not meet these conditions in discrimination were deleted, which is paragraph (12). From the first field and paragraph (12) from the second field and paragraphs (6, 14) of the third and paragraph (15) of the fourth field.

**Finding the internal consistency of the paragraphs**

Kazem Karim states, "The paragraph must be honest if it obtains a significant correlation coefficient between it and

the dimension and between it and the questionnaire as a whole and vice versa (Al-Jabri 2011) and the item that obtains a low correlation coefficient is deleted". (Muhammad Khalil Abbas, 2011)

In constructing the questionnaire, it is necessary to verify that each questionnaire under discussion is homogeneous with the correlation of the degree of weight of each paragraph with the degree of each field on the one hand and the correlation of the degree of weight of each paragraph with the degree of the overall resolution so that the format of the paragraphs goes through the path of the questionnaire itself, because the fields in this questionnaire are separate and each field has its own paragraphs Accordingly, the researcher verified the validity of the formative construction on the statistical analysis sample of (95) young men, the

degrees were extracted from applying his image when conducting the discriminatory ability, as this consistency was verified by finding these relationships by statistical treatment, using the simple correlation coefficient (person), as this The method is one of the most accurate and reliable means when finding the internal consistency of the questionnaire items.

**Presentation, analysis and discussion of the results**

In order to achieve the objectives of the research, the researcher presented, analyzed and discussed the results after they were statistically processed. These values were placed in statistical tables to know the reality of the

differences and their statistical significance for each paragraph in the fields of research (al-Hakim, 2004) as in Table (6) that the process of rationing is the last process for building a scale or test Standardized ready-to-use and standardized test “is the test whose application procedures, equipment and correction have been defined so that it becomes possible to give the same test at different times and places. (Al-Jasmani, 1984) Standardized tests use precise controls and have criteria derived from samples representative of the original community. Standardization is the process of collecting data to derive criteria. (Muhammad Zaher Al-Sammak 1986)

**Table 6:** Descriptive statistical parameters of the results of the environmental and social pollution questionnaire for sample rationing

| Resolution                     | Measuring Unit | n   | Hypothetical mean | Arithmetic mean | Mediator | Standard deviation | Skew modulus | Highest score | Lowest degree | Term |
|--------------------------------|----------------|-----|-------------------|-----------------|----------|--------------------|--------------|---------------|---------------|------|
| Social environmental pollution | Degree         | 200 | 252               | 211.99          | 219.06   | 44.55              | 0.476-       | 270           | 180           | 90   |

**Table 7:** It shows the raw scores (their number and percentage) corresponding to the standard levels of the rationing sample

| Normal distribution ratios | Level Limits  | Standard level | Number of Players (Iterations) | Percentage |
|----------------------------|---------------|----------------|--------------------------------|------------|
| 2.14%                      | 195-180       | Very weak      | 27                             | 13.5%      |
| 13.59%                     | 210.01-195.01 | Weak           | 30                             | 15%        |
| 34.13%                     | 225.02-210.02 | Acceptable     | 43                             | 21.5%      |
| 34.13%                     | 240.03-225.03 | Average        | 35                             | 17.5%      |
| 13.59%                     | 255.04-240.04 | Good           | 33                             | 16.5%      |
| 2.14%                      | 270.05-255.05 | Very well      | 32                             | 16%        |
| Total (99.72%)             |               |                | 200                            | 100%       |

(n = 200)

Table (7) shows that the number of players within a very weak level (27) with a percentage (13.5%), which is higher than the percentages established for them in the normal curve and the number of players within a weak level (30) with a percentage (15%), which is higher than The proportions assigned to it in the normal curve (Mahjoub, 2002) The number of players was within an acceptable level (43) with a percentage (21.5%), which is less than the percentages prescribed for them in the natural curve and the number of players was within an average level (35) with a percentage (17.5%), which is less than the percentages prescribed for them in the natural curve. And the number of players was within a good level (33) with a percentage (16.5%), which is higher than the percentages established for them in the normal curve. (Mahjoub, Methods and Methods of Scientific Research, 1988) [5] And the number of players was within a very good level (32) with a percentage (16%), which is higher than the percentages established for

them in the natural curve, and thus the results of the questionnaire achieved (6) standard levels over which the sample was distributed naturally (Cronbach, 1970).

**Table 8:** Shows the arithmetic mean and level of the resolution social environmental pollution

| The level | Resolution estimation | Arithmetic mean |
|-----------|-----------------------|-----------------|
| Very high | Always                | 5.00 to me 4.21 |
| High      | mostly                | 4.20 to 3.41    |
| Average   | Sometimes             | 3.40 to 2.61    |
| Few       | Scarcely              | 2.60 to 1.81    |
| Very few  | Start                 | 1.80 to 1.00    |

In light of the results and the dependence on the levels of Table (8), it is possible to arrange the paragraphs of the identification of social environmental pollution According to the levels for the answers of the application sample and the subsequent tables show this

**Table 9:** Shows (calculated t) between the hypothetical mean and the arithmetic mean for the field (social environment)

| The number of paragraphs of the field | hypothetical mean | Arithmetic mean | standard deviation | T calculated | Level indication |
|---------------------------------------|-------------------|-----------------|--------------------|--------------|------------------|
| 11                                    | 33                | 29.20 _         | 7.94               | 2.14         | 0.04             |

Table (9) shows that the number of paragraphs of the field (social environment) is (11) paragraph.

**Table 10:** Arithmetic mean, standard deviation, level and order for each item in the social environment domain

|    | Vertebrae   | Arithmetic mean | Standard deviation | The level | Ranking |
|----|---|-----------------|--------------------|-----------|---------|
| 1. | Lack Awareness importantly Activity physical on me safety devices functional different.   | 2.42            | 0.54               | Few       | 10      |
| 2. | The nature of the prevailing customs and traditions and the fear of parents that I will be exposed to problems that will limit my practice of sports. | 2.45            | 0.58               | Few       | 9       |
| 3. | Fear of practicing sports resulting from the social environment, the family and the street.   | 2.58            | 0.62               | Few       | 5       |
| 4. | Deviation of belief and lack of belief in the existence of God is one of the reasons for the  | 2.21            | 0.70               | Few       | 11      |

| negative view of practicing sports. |   |      |      |        |   |
|-------------------------------------|---|------|------|--------|---|
| 5.                                  | The influence of external factors on the family's decision to support exercise.                       | 2.77 | 0.61 | Medium | 3 |
| 6.                                  | Sitting on social media limits exercise.  | 3.31 | 0.83 | Few    | 1 |
| 7.                                  | Conflicting pressures within the family created the barrier to exercise.                              | 2.49 | 0.55 | Few    | 7 |
| 8.                                  | Doing physical activity is a reflection of lack of commitment within the family.                      | 2.73 | 0.48 | Medium | 4 |
| 9.                                  | Poor control over cravings for exercise.  | 3.22 | 0.68 | Medium | 2 |
| 10.                                 | Lack Awareness practicing Activities recreational that verification poise for different Jobs somatic. | 2.54 | 0.64 | Few    | 6 |
| 11.                                 | Weakness the level educational and the academic You have.   | 2.48 | 0.56 | Few    | 8 |

As it appears from Table (10) that the questionnaire items in The field of (social environment), which is (11) paragraphs, and the answers varied, as the paragraphs (8, 9) It has an average level and the paragraphs (1, 2, 3, 4, 5, 6, 7, 10, 11) got a low level, as paragraph (6) lack Awareness importantly Activity physical on me safety devices functional different) came in the first order, and the researcher attributes to the practice of sports as a hobby and the innate talents appear in the practice of physical activity, especially football, as it is the first popular game in Iraq

(Ahmed, 1981). And the positive return for that activity, while paragraph (4) came (double the level educational And the academic have) in the last order and the researcher attributes it to most of the club players and given what the game requires of continuous presence and the length of preparation periods (Zakaria Mahmoud, 1999), The players do not find enough opportunity to continue their academic career, so most of the players lack the academic and educational aspect and the weakness of those qualifications was the reason for this (Radwan, 2008).

**Table 11:** Shows (calculated t) between the hypothetical mean and the arithmetic mean for the field (upbringing and social)

| The number of paragraphs of the field | Hypothetical mean | Arithmetic mean | Standard deviation | T calculated | Level indication |
|---------------------------------------|-------------------|-----------------|--------------------|--------------|------------------|
| 11                                    | 39                | 27:00 _         | 5.92               | 2.27         | 0.03             |

Table (11) shows that the number of paragraphs of the field (upbringing and social) is (11) paragraphs.

**Table 12:** Arithmetic mean, standard deviation, level and order for each paragraph in the field of upbringing and socialization

|     | Vertebrae   | Arithmetic mean | Standard deviation | The level | Ranking |
|-----|---|-----------------|--------------------|-----------|---------|
| 1.  | There was no support from family and society in exercising  | 2.44            | 0.54               | High      | 6       |
| 2.  | I was annoyed that I did not participate in sports in physical activities                                     | 2.35            | 0.58               | Few       | 7       |
| 3.  | I often used to practice sports secretly from society   | 2.15            | 0.62               | Few       | 8       |
| 4.  | Didn't feel comfortable playing sports in front of people   | 2.75            | 0.70               | Medium    | 4       |
| 5.  | Lack of parental encouragement and social upbringing at that time   | 2.64            | 0.61               | Medium    | 5       |
| 6.  | Some peers have the audacity to exercise the exact opposite of me   | 3.87            | 0.83               | High      | 1       |
| 7.  | Wearing a sports uniform makes me happy and the desire to exercise  | 3.21            | 0.55               | Medium    | 3       |
| 8.  | The social relationship of people with special needs varies according to the environment that supports sports | 2.13            | 0.64               | Few       | 9       |
| 9.  | I don't feel like exercising when I'm called to   | 2.06            | 0.47               | Few       | 10      |
| 10. | Getting a colleague to get a good level through sports annoys me psychologically                              | 3.40            | 0.49               | Medium    | 2       |
| 11. | I tend to use sports secretly   | 3.14            | 0.20               | Few       | 11      |

As it appears from Table (12) that the paragraphs of the questionnaire in The field of (upbringing and social), which numbered (10) paragraphs and the answers varied, Whereas, paragraphs (4, 5, 7, 10) had a medium level and paragraphs (2, 3, 8, 9) had a low level, as paragraph (6) did not there the support From the parents and society in Exercise Sports) came in the first order, and the researcher attributes to the fear of parents and the lack of encouragement to practice sports for fear of children falling into problems in a society where tribal customs and traditions prevail, which may

expose them to things they are indispensable, while paragraph (9) came (no find desire exercise Sports When Complete my invitation Therefore) in the last order, and the researcher attributes to the fact that most of the sports practitioners tend to be professional in the practice of physical activity and have a skill, so the non-practicing person is afraid of invitations to practice sports with these and may expose them to embarrassment in the future. Table (13)

**Table 13:** Shows (calculated t) between the hypothetical mean and the arithmetic mean for the field (social control mechanism)

| The number of paragraphs of the field | hypothetical mean | Arithmetic mean | standard deviation | T calculated | Level indication |
|---------------------------------------|-------------------|-----------------|--------------------|--------------|------------------|
| 13                                    | 39                | 28.70 _         | 8.80               | 5.23         | 0.00             |

Table (13) shows that the number of paragraphs of the field (social control mechanism) is (13) paragraphs.

**Table 14:** Arithmetic mean, standard deviation, level and order for each item in the field of social control mechanism

|    | <b>Vertebrae</b>  | <b>Arithmetic mean</b> | <b>Standard deviation</b> | <b>The level</b> | <b>Ranking</b> |
|----|---|------------------------|---------------------------|------------------|----------------|
| 1  | No legal guarantee to protect me in my sport  | 2.33                   | 0.54                      | few              | 5              |
| 2  | There are no legal provisions that obligate society to respect people with special needs to exercise  | 2.52                   | 0.58                      | few              | 2              |
| 3  | Weakness of activities designated for people with special needs and the promise of obligatory practice of them encouraged me not to want to engage in physical activity | 2.40                   | 0.62                      | few              | 4              |
| 4  | Hasty look and insult Society prevents me from exercising   | 2.09                   | 0.70                      | few              | 9              |
| 5  | The collective control mechanism prevents me from exercising  | 2.55                   | 0.61                      | few              | 1              |
| 6  | Lack of motivation or motivation in encouraging me to exercise  | 2.14                   | 0.83                      | few              | 8              |
| 7  | The mechanism of social control applies only to healthy people  | 1.85                   | 0.55                      | few              | 12             |
| 8  | There is no legislation or law specifying the obligation to provide competitions special games  | 2.42                   | 0.64                      | few              | 3              |
| 9  | Most clubs do not accept people with special needs  | 1.62                   | 0.47                      | Very few         | 13             |
| 10 | Participate in the halls of the healthy to exercise   | 2.31                   | 0.49                      | few              | 7              |
| 11 | The lack of social security in my practice of sports  | 2.08                   | 0.56                      | few              | 10             |
| 12 | Acceptance not to engage in physical activity to avoid abuse by others  | 2.07                   | 0.77                      | few              | 11             |
| 13 | Not having peers to exercise made me not participate in it  | 2.32                   | 0.68                      | few              | 6              |

As it appears from Table (14) that the paragraphs of the questionnaire in The field of (the mechanism of social control), which is (13) paragraphs and the answers varied, as the paragraphs (2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 1) I got a low level and the paragraphs (9) It has a very low level, Since Paragraph (5) (No Presence a guarantee legal Provides protection in my practice Sports (come in the first order, and the researcher attributes to the fact that within the group there are conflicting pressures between the players resulting from several reasons (Abdul-Karim, 1999), which are the different levels of thinking and cognition, leads to the presence of strong and varied reactions and most of those responses are negative resulting from dealing with rigidity in which the player is The main area in those conflicts, so they feared that there was no real law that guarantees the right of the player or athlete during an intentional or unintended collision (Al-Khikani, 2008), while paragraph (9) came (most of Management clubs don't receive with needs (special) in the last order, and the researcher attributes that most of the sports practitioners are healthy, and if there are people with special needs, their percentage is small and does not compare with the general youth in the research sample.

### Conclusions

1. Resolution able on me showing social environmental pollution Prevailing Around Exercise Young for sports in Maysan, which included three fields is (the social environment, nurture Social, mechanism settings collective) which is characterized by steadily and honesty and objectivity.
2. Mechanism settings social he is from the reasons the mission in non-desire Young exercise Activity the athlete especially When is being not Is mandatory From Before Enterprise governmental When become choice be not able on me Share for a look Negativity that maybe it causes to her Problems on me level the parents and relatives and society.
3. Problems Young Not by sharing but professionally in Exercise Sports.
4. Done Identify on me fields the most Importance loneliness so diverged fields resolution From Where its importance and degree sharpness in showing Environmental pollution social when young people.

### Recommendations

From During conclusions the study researcher mode Recommendations next-

1. Approval resolution current to detect about reasons Environmental pollution social Universe build it was completed according to the foundations scientific sound.
2. Action studies Similar from before researchers to construct resolution in Issuance Regulations and instructions and regulations that obligate Young from Exercise sports.

### References

1. Essential of Psychological Testing New York. Harper, 1970.
2. Psychological and Educational Measurement Cairo the Egyptian Renaissance Library, 1981.
3. Psychology and its Educational and Social Applications Baghdad, Arab Thought Publications, 1984.
4. The Origins of Scientific Research University of Mosul Dar Al-Kutub for Printing, 1986.
5. Methods and Methods of Scientific Research Mousl Dar al-Kutub, 1988.
6. Introduction to Scientific Research Methods in Education and Human Sciences Hadith Al-Salah Library for Publishing, 1999.
7. Introduction to Scientific Research Methods in Education and Science Kuwait Al-Falah Press, 1999.
8. Principles of Evaluation and Measurement in Education Amman Library of Culture and Publishing House, 1999.
9. Scientific Research and its Methods Baghdad Dar Al-Kutub, 2002.
10. Tests, Measurement and Statistics in the Mathematical Field Qadisiyah University, 2004.
11. 2 edition Measurement in Physical Education and Sports Psychology Cairo Dar al-Fikr al-Arabi, 2008.
12. 1 edition The Psychology of Football najaf Dar Daa for Printing, 2008.
13. Introduction to Research Methods in Education and Psychology Amman Dar Al Masirah, 2011.
14. Research Methods in Education and Psychology Baghdad, Al-Nuaimi Office, 2011.