B RUNNER ATTRIBUTION SCALE AMONG MIDDLE SCHOOL STUDENTS

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Abstract:

This work aims to build a scale of runner support among middle school students and the researchers, and the researchers promised the scale according to the theory of Weiner (1979). It consists of (33) items, three areas, and four alternatives, and the statistical characteristics of the scale were extracted and it was found that all items with distinction and correlation are statistically significant. Also, we obtained the psychometric characteristics of the scale such as virtual honesty and honesty of construction, and the data was analyzed by the program (spss) and a number of statistical means and the researchers reached to achieve the goal of the research by building a scale of runner attribution at the preparatory stage. Based on the results, the study came out with some recommendations and suggestions.

Keywords: runner support, middle school students.

The First Topic: Definition of Research

The problem of the study:

Iraqis were exposed to many situations and events that directly affected the nature of life and the consequent spread of war, violence and terrorism, which made individuals vulnerable to expected and unexpected risks and threats by others. This is because all parts of the society are affected by these situations, especially secondary or middle school students, and this makes them vulnerable to great psychological pressure, leading to a significant decrease in the values and standards prevailing in the society in which they live(Al-Tamimi 2016).

As a result, behavioral and negative problems and misunderstanding by students of the freedom they enjoy by spreading violence and running among them are escalating. The cause of poor academic performance of students and low interest in education over the years, as well as the weak application of laws and regulations for the academic side led to the emergence of runner support among students by showing disobedience, rebellion and the use of runner behavior towards others(Mustafa 2019).

The high runner support has negative effects on the feelings of other individuals lead to psychological problems associated with stress related to stress and may result in the lack of meaning of life and happiness and the feelings and feelings of other positive emotions and all of this leads to the spread of the narrowness of living andtheunhappiness in life,

(Servant :1999:33) .

As scientists point out, some running comes from another type of provocation, a human tendency to retaliate when a person is deliberately provoked, and the term runner attribution describes runner youth who attribute runner intentions to the tendency of others and runner attribution is a bias in interpretation of the intentions of others(Dodge and Coie 1987).

Dodge and Coie (1987) explained, early initiation of attributable runner attributive behavior can lead to negative outcomes such as academic failure, confusion, violence, inappropriate dealing with others, and the development of psychological problems such as depression and suicide attempts. In addition, young people with significantly higher rates of runner traits perceive ambiguous social situations as Threat based on their past experiences(Dodge and Coie 1987).

One of thereasons for runner attribution is low or limited social relationships, where groups of low status have many runner traits, so differences in social status lead to runner traits in

adults(Davis 2012).

Runner intentions stem from negative experiences, which constitute an expectation of hostility in social situations, which leads to the psychological impact of individuals with high runner qualities, and this makes his thinking illogical and affects the relationship with others due to fear of what others think of him, and this results in to poor integration with others and those around him, social isolation due to his runner behavior, lack of empathy, increased anger and stress

Psychological pressures have worsened in the school environment, especially when the school suffers from a lack of material and moral capabilities, which automatically leads to a rise in runner support among students and as a conscious segment of society, they may be more sensitive to psychological pressure, given the nature of the age stage that corresponds to this school stage, which is adolescence and the accompanying physical, psychological and social changes. Al-Rubaie, 2021: p. 4).

Also, through the researchers' sense and familiarity with the literature, the research problem appears and lies in the following question: Is there a runner support among middle school students?

The importance of research:

Runner behavior is one of the issues that has become increasingly important for psychologists and social scientists to study and explore over decades to find out what is behind these antisocial behaviors and runner intentions and thus mitigate them(Farver, Welles-Nyström et al. 1997).

Frankel (1949) has shown that some people find it difficult to deal with ambiguous social situations because they show a tendency to binary divisions in which they see things and individuals as either good or bad, and interpret the events they direct according to this division(Al-Harbi 2014).

To demonstrate the importance of the current study, it fits into the theory of frustration and running (Dollard, 1939) and social learning theory (Bndora, 1973), where it focuses on acquiring a cognitive mechanical model of runner behavior through false reinforcement. It leads to the possibility of runner revenge against the other (Dodge, 1986: 289).

In addition, hostility traits may be related to the way individuals perceive external threats or external hostility Individuals exposed to a particular situation may interpret the situation as a bias that causes anxiety and anger, leading to more preventive treatment that results in a response. This includes an emotional component that depends on the individual's previous social interactions or because of the social feelings of the interaction itself.

The low runner support of students is critical for the appropriate coexistence of the individuals with themselves and with the society and there are things helping the individual obtain psychological comfort and psychological stability. This stability is the expression of positive feelings towards others and show love, hope, happiness and success and enjoy all that is beautiful and ignore everything that is bad and determine the individual for their goals in life and the goal that he seeks to achieve and reach. This goal determines the individual's life and raises the level of motivation for achieving and overcoming the obstacles facing it, the high level of runner support and harm to others makes people with no clear purpose. So, they are vulnerable to fear and anxiety, which causes a disturbance in psychological stability that individuals are happy if they have strong social relations with others away from violence and hatred(Lahib 2020).

Diener and Diener (1995)believe that people with low runner support are more able to achieve success in most areas of life because of their increased positive feelings and high level of emotional balance as they look atthemselves and other individuals positively. In addition, they are able to take responsibility and solve problems and insiston the situation(Diener and Diener 1995).

Hence, the researchers believe that the importance of his research is in the theoretical and practical terms in the light of several justifications, including:

First: The theoretical aspect:

1- Adding knowledge to the subject of runner attribution, especially since this study is one of the modern descriptive studies as far as the researchers know.

2- Highlighting an important part of the society, namely middle school students in public schools.

3- Enlightening the heart of the seriousness of runner support.

Second: The Applied Aspect:

- Educational counselors are provided with a tool (Runner Support Scale) prepared by the researcher to measure the runner support among middle school students.

The objectives of the study:

The study aims at building a scale of runner support among middle school students.

The limits of the study:

The study is limited to preparatory school students in government schools for morning study / in Salah al-Din Governorate, Dujail district, for the academic year (202-202 1).

Definition of the terms:

Weiner (1979) defines it as that individuals attribute the consequences of events to factors such as ability (a), effort, difficulty of task or luck, b) the necessity that the causes of the event be real, i.e. the reality of the individual is not like this.

In terms of the procedural definition of runner attribution: - It is the score the respondents get in answering the runner attribution scale items prepared by the researcher.

2. The preparatory stage: - This work uses the Ministry of Education in Iraq definition

It is a three-year academic stage located within the secondary stage after the intermediate stage aimed at consolidating what has been discovered of students' abilities and tendencies and enabling them to reach the highest levels of knowledge and skill. It diversifies and deepens some intellectual and applied fields in preparation for continuing university studies, and preparing them for practical and productive(The Ministry of Education in Iraq 1977).

The second topic: the theoretical framework

Runner attribution:

The attribution of the runner is the method by which individuals make judgments about the reasons for their behavior, the reasons for the behavior of others, and the events that happen to them. So it can be said that attribution is the mental mechanism that we use in our daily lives to interpret and understand all the events that happen to us(Aisha 2012).

Runner attribution occurs between individuals and groups in all societies, and individuals sometimes engage in runner behavior when attributing runner intent to the individual and other individuals are likely to respond in a running manner towards others. These problems vary in person-to-person interactions over time. This leads to chronic runner traits where individuals remain alert to threats and develop runner traits towards others in ambiguous provocative situation(Dodge 2006).

 Dodge and Coie (1987) studied this term while studying running and anger and showed that people have high levels of anger more likely to interpret ambiguous situations as runner. So, their reactions would be runner. This is known as the attribution, and results in the processing of social signals and stimuli during social communication. Although the context is ambiguous, they attribute their conclusions to intentions of the runner to the behavior of others and their bias. For example, if a person looks at someone for a long time, s/he attributes it to unacceptable runner intentions, this causes anger and suspicion and may lead to runner behavior, and for those with this cognitive bias. The world becomes for them a suspicious and angry place(Dodge 2006).

❖ **The theory that explained** the **runner attribution: -**

Wein(Weiner 1979):

Weiner developed a theoretical framework that has had a great influence in social psychology, where attribution theory (L. and Yener) assumes that individuals try to determine why others do what they do, i.e. explain why a certain behavior is limited while Weiner developed his theory by observing behavior and how behavior is determined. Cognitive is an intentional behavior that can be determined. Based on internal or external reasons Therefore, the most important factors that affect personality traits are ability, effort and difficulty of the task if the theory confirms that the action or result of the behavior is an explanation of the relationship between the action or behavior and some results and individuals who on their own provide evidence or indicate the cause of an

event to which they are exposed, in particular if the event is negative or unexpected, a basic mechanism that facilitates runner attribution processes. For example, if you predict that a test will fail, and the prediction is confirmed, the cause should not be sought, because information about the cause is usually clear. Also, when the result is unexpected and negative, we generate the motivation to question the causes, and through these results we produce causal relationships(Davis 2012).

Weiner identified three areas:

1 - Location:

 Location refers to causal sources that are either internal or external and include (internal) ability, exertion (external), luck, and difficulty of the task.

2.Stability:

It is the second area that refers to the stability of attribution over time where stability is determined by the relative given and stable cause consistency persists over time and contexts and may be stable versus unstable.

3- The ability to control or control:

It is the degree of relative control exercised over a given outcome. It is the extent of a particular outcome or avoidable and interacts with both stability and location allowing a dynamic set, and when a reason is perceived as controllable and therefore internal to the individual(Weiner 1979).

Third Theme: Research Methodology and Procedures

First: - Research Methodology

The research methodology is the method that researchers must adhere to in the research procedures, and includes a set of general rules to reach appropriate solutions to the research problem.

The researchers followed the descriptive approach.

Second: - Research Community: -

A study community is   a group of people, objects or documents constituting the research problem or all elements of the problem on of the study to circulate the outcomes(Karim 2017).

The current research community consists of

 1 - School Community

The current community consisted of preparatory schools for boys and for the morning study in the district of Dujail for the morning study for the academic year (202 2 _ 2021) of the General Directorate of Education of Salah al-Din Governorate and the number of (22) schools

 2. Student Community

The community is 941students in preparatory schools in the center of Dujail district and outside it for the academic year (202-202 1) of the General Directorate of Education of Salah al-Din Governorate.

Third: - Research samples: -

The sample used in the current research reached (400) students from the preparatory stage

 Research samples include:

 1 - Sample statistical analysis: -

The researchers took the scientific considerations mentioned above and tested the sample, as the sample of statistical analysis was (400) randomly selected from (8) schools affiliated to the Directorate of Education Salah al-Din and by (50) from the community of schools that are chosen intentionally

2. Stability sample:-

The sample of stability consists of (30) students from the middle school in a   simple random way and after (14) days of the application of the first test. The researchers adopted scale a second time

on the same sample for finding the scale stability in a way of re-testing, either stability in the manner of Alfakronbach of (400) students sample statistical analysis.

Fourth: _Research Tool:-

To fulfil the aim, a scale must be available that suits the nature of the variable to be measured and with the nature of the research community, and it must have psychometric properties, so the researcher has built a runner attribution scale according to the method (Likert), which includes a number of the following steps:

1- Define the concept:-

The study identified the concept of runner attribution after reviewing the theory Weiner (1979)which dealt with the concept of runner attribution theoretically the researcher has relied on the theory in the interpretation of runner attribution.

2_ Determine the areas of scale: -

Runner support in the light of the theory identified the theory three areas (location or place, stability, ability to control or control).

3_ Writing, drafting and distributing items to each area of the scale:

For the purpose of writing, drafting and distributing items to each area of the scale, the following steps were taken:

A. Directing an exploratory questionnaire to a sample of middle school students in one of the schools of Dujail district, consisting of (30) students, and it included a question about the dependent variable.

B. Reviewing the literature on the runner attribution in the light of Wynner's theory, as well as reviewing some previous studies, (3-3) items were formulated for the scale of runner attribution in its initial form, distributed over three areas.

4 Preparation of instructions for the scale of runner attribution: The researchers put instructions for answering the scale with an example showing how to answer. The researchers were keen to take into account the following: -

The instructions should be clear and simple.

Develop an example to illustrate the answer so that the examinee can make sure that he understands it.

5 - the method of correcting the scale and **calculating the grades**: The scale of runner support initially consists of (3 3) item either alternatives scale has reached (4) alternatives as it was given (4) degrees of answer for the alternative (always apply to me) (4) degree for the alternative (apply to me often) and degree (3) for the alternative (Apply to me sometimes (degree (2) and degree (1) for the alternative (not apply to me at all) either areas of the scale has reached (3) areas as each area reached (11) poverty.

6- Presentation of the tool to the arbitrators: - After the researchersidentified the concept and areas of the scale of runner attribution and formulated (3 3) item in its initial form and prepared its instructions and method of correction, the researchers presented the scale to a group of expert professors as arbitrators and specialists in education, psychology, psychological counseling and educational guidance, (Appendix / 2), explained the arbitrators the objective of the study and the theoretical definition adopted in this work.

7- Sample and clarity of instructions (**exploratory sample**): - To achieve this purpose, the scale to a sample of (30) randomly selected students were used from the preparatory school stage, after conducting the application, the items of the scale and its instructions were clear and understandable, and the application time ranged. The scale items and instructions were clear and understandable, and the time taken to answer the positions of the scale ranged between (10-14) minutes with an average of (12) minutes.

8 - the application of the scale on community: - The researchers withdrew a sample representative of the studied community consisting of (400)   students of the preparatory stage in schools affiliated to the Directorate of General Education in Salah al-Din Governorate, the scale of runner attribution was applied to the sample and they are middle school students to conduct statistical analysis of the item scale.

Psychometric properties of the scale of runner attribution: - The researchers extracted the honesty and stability of the scale as follows:

First: Indicators Validity: Indicators Validity

I.   Virtual honesty (Face Validity): - This honesty has been verified in the scale of runner support through the researchers to present the scale in its initial form to some experts and specialists in education, psychology, psychological counseling and educational guidance.

▪   After the research prepared that the scale of runner attribution. The alternatives that are adopted in the process with the measurement, as well as its instructions and method of correction, the scale in its initial form was presented to a group of arbitrators, whose number reached (20) experts as shown in Appendix (2), and to verify the following:

▪   The validity of the items as well as their belonging to the field, and their ability to measure the phenomenon, depending on the theoretical framework and the definition adopted by the researcher that it is the authority to appropriate the alternatives proposed in the scale. For identifying the apparent honesty of the research tool, the researcher used a square as any when mStui significance (0.05) and degree of freedom (1) (calculated degree of freedom depending on the key alternatives), the calculated value of all items of the scale is greater than the tabular value so they were all a function , and Table (1) for expert opinions on the validity of items for the research tool.

Table 1

Domain	Item sequence	Number of items	Approvers		Disagreeing		Chi-square value		Significance level 0,05
			Number	Percentage	Number	Percentage	Calculated	Tabular	
Location or location	1،2،3،4،6،7،8،11	8	43	100%	0	0%	43	3,84	function
	5،9،10	3	42	97,6%	1	2,32 %	41,2	3,84	function
Stability	1، 2 ،3، ،5،6،7،8،9،411	10	43	100%	0	0%	43	3,84	function
		1	42	97,6%	1	2,32%	41,2	3,84	function
Control	1،2،3،4،5،6،8،9،	8	43	100%		0%	43	3,84	function
	7،10،11	3	42	97,6%	1	2,32%	41,2	3,84	function

The value of the^{Ka2} test for the opinions of the arbitrators on the items of the measuredX

B - Honesty of construction: - This honesty may be provided in the scale (runner attribution) through statistical indicators, namely: - (The item discriminatory power in the style of the two extreme groups, the item relationship of the total degree of the scale, the relationship of the item to its field, the relationship of the field with other areas "internal correlation matrix", and the matrix of fields with the total scale degree). They are good stability coefficients.

Statistical analysis of the items of the runner attribution scale:

It includes the analysis of items or test the responses of individuals to each of the items of the test and reveal the level of difficulty and strength of the discriminatory item, and the effectiveness of alternatives in the of the scale items and whether the item has the ability to distinguish between the distinctive and non-distinctive response and whether the alternatives to the answer are encouraging to answer the items(Alazzam, Al Khatib et al. 2021).

The researchers applied a scale to the sample of statistical analysis of (400) students, and this type of honesty was available in the scale (runner support) through statistical indicators.

A. Discriminatory Power of Items:

To calculate the discriminatory power of all items of the runner attribution scale, the method of the two extreme groups:

– The scale was applied in its final form to a sample of 400 students and adopted.

– Arrange the total scores obtained by the sample members in descending order from the highest degree to the lowest score.

Selection of (27%) of the forms with the highest scores in the scale of runner support and the number (108) forms, and (27%) of the total forms had the lowest grades and the number (108) forms, where the researchers have two groups upper and lower totaling (216) forms.

After the higher and lower groups were determined, the researchers adopted the test (T for two independent samples) to find the differences between the two groups for each of the scale item, as the calculated T value was an indicator of the discrimination of the item, and when balancing the calculated T value for each item with the tabular value of (1.96) and it was found that the T value calculated in all items is greater than the tabular value at the level of (0.05) and the freedom degree (214), meaning that all items of the scale are distinctive.

Table (2)
The discriminating power of the items of runner attribution scales

Item number	Top Group		Lower Group		T-value	Significance
	Medium Account.	Standard deviation	Medium Account.	Standard deviation		
1	3.17	1.00	1.88	0.88	9.97	function
2	3.22	1.00	1.85	0.92	10.40	function
3	3.39	0.81	2.28	1.11	8.36	function
4	2.99	1.10	1.89	0.99	7.60	function
5	3.25	0.88	2.02	1.09	8.99	function
6	3.27	0.93	1.84	1.04	10.64	function
7	3.10	1.02	1.65	0.79	11.56	function
8	3.25	0.88	2.02	1.09	8.99	function
9	2.82	1.22	1.59	0.94	8.24	function
10	3,27	0.98	2.28	1.00	7.31	function
11	3.10	1.02	1.65	0.79	11.56	function
12	3.01	0.96	2.14	1.05	6.31	function
13	3.12	0.97	2.08	1.01	7.66	function
14	2.98	0.95	1.92	1.02	7.80	function
15	3.02	0.99	2.32	1.13	4.85	function
16	3.20	0.98	2.49	1.14	4.90	function
17	3.49	0.82	2.29	1.29	8.09	function
18	3.27	0.98	2.28	1.00	7.31	function
19	3.09	1.02	2.50	1.23	3.77	function
20	3.03	1.13	2.08	0.99	6.56	function
21	3.49	0.82	2.29	1.29	8.09	function
22	3.18	0.95	2.39	1.08	5.65	function
23	3.09	1.02	2.11	1.07	6.87	function
24	2.98	1.06	1.66	0.89	9.80	function
25	2.89	1.02	1.52	0.82	10.83	function
26	3.18	0.96	2.00	1.03	8.70	function
27	2.98	1.06	1.66	0.89	9.80	function
28	3.49	0.82	2.29	1.29	8.09	function
29	2.86	1.07	2.00	1.10	5.74	function
30	3.04	0.98	1.99	1.11	7.39	function
31	3.01	1.01	2.40	1.20	4.02	function
32	2.91	1.02	1.68	1.00	8.93	function
33	2.90	1.15	2.28	1.14	3.96	function

B – The relationship of the item degree of the total degree of the scale: The amount of the correlation between the degree of each item and the total degree of the scale was obtained by the Pearson correlation coefficient using the same analysis sample comparing the correlation coefficient with the tabular value, and the correlation coefficients are a function in measuring what they were developed for, as they were all statistically significant, because the calculated value of the correlation coefficient is greater than the tabular value of (0, 98) at the level of (0.05) and the degree of freedom (398). Table (3)

Table (3)
Values of item correlation coefficients by total score

Item number	Correlation factor value	Item number	Correlation coefficient value	Item number	Correlation coefficient value
1	0.471	12	0.348	23	0.340
2	0.480	13	0.361	24	0.408
3	0.398	14	0.399	25	0.478
4	0.95	15	0.244	26	0.402
5	0.416	16	0.290	27	0.408
6	0.465	17	0.421	28	0.421
7	0.517	18	0.30	29	0.295
8	0.416	19	0.275	30	0.370
9	0.424	20	0.361	31	0.259
10	0.360	21	0.421	32	0.415
11	0.517	22	0.292	33	0.239

C. The relationship of the items degree of the with the total degree of the field to which it belongs: The amount of the correlation between the degree of each item and the total degree of its field was extracted using the Pearson correlation coefficient using the same analysis sample comparing the values of the correlation coefficient with the tabular value and the correlation coefficients are a function, all statistically significant, because the calculated value of the correlation coefficient is greater than the tabular value of (0.098) at the level of (0.05) and the degree of freedom (398). This explains:

Table (4)
Values of the correlation coefficient of the item degree, in the total degree of the field

Third Domain – Control		Area II - Stability		The first area - location or place	
Item relationship to domain	Item number	Item relationship to domain	Item number	Item relationship to domain	Poverty number
0,421	1	0,382	1	0,543	1
0,625	2	0,384	2	0,570	2
0,562	3	0,322	3	0,399	3
0,504	4	0,282	4	0,502	4
0,625	5	0,478	5	0,577	5
0,267	6	0,639	6	0,482	6
0,381	7	0,362	7	0,662	7
0,429	8	0,430	8	0,577	8

0,309	9	0,430	9	0,558	9
0,495	10	0,639	10	0,339	10
0,313	11	0,426	11	0,662	11

D. The degree relationship of the field with the total degree of the scale: To find out the correlation between the total degree of the field and the total scale degree, the researchers used the coefficient (Pearson correlation) to calculate the correlation between them and show that there is a high significant correlation between them when compared with the tabular value of (0.98) and the level of (0.05) and the degree of freedom (398).

Table (5)

Domains	Correlation coefficient
First area	0,694
Second area	0,574
Third area	0,566

Statistical values of Pearson's correlation coefficient for the relationship of the total score of the domain with the total score of the scale

E. Correlation matrix four areas of the scale of emotion management: The researcher extracted (Pearson correlation coefficient), for each area degree, and then made a matrix for the relationship of the degree of each area with the total degree of the scale as in Table (6):

Table (6)

Internal correlation matrix of the Runner Reference Scale

Domains	Location or location	Stability	Control or control
Location or location	1		
Stability	0,451	1	
Control or control	0,517	0,497	1

Second: Stability: Indicators Reliability The **researchers confirmed runner attribution** scale stability in the following ways:

I. Method of testing and re-testing: - The researchers calculated the stability in this way after re-applying the scale to the stability sample of (30) long fortnight after the first application and the Pearson correlation coefficient was calculated between both applications, so the value of the correlation coefficient was (0.85)

II. To extract the stability coefficient by the alpha-Cronbach method, the researchers used this equation and the stability coefficient of the runner attribution scale was (0.82), which is a good stability coefficient.

Statistical indicators of the runner attribution scale:

The distribution of psychological and educational measures is distributed moderately among the studied community, as the statistical indicators of the scale show the extent to which the sample is distributednormally, and this is to distribute a criterion for judgment, on the extent of the sample's representation of the original community, and accuracy in generalizing the results (Al-Khafaji, 2016, 69) As the researcher obtained the statistical indicators of the scale of runner attribution, through the application of the statistical program (SPSS) notinthe entire sample of (400) students and table (7) shows that:

Table (7)

Statistical indicators of the scale of runner support

Statistical Indicators	Sample grades
Mean	84,6200
Median	84,0000

Mode	80,00
Std. Error of Mean	0,71789
Std. Deviation	14,35778
Variance	206,146
Range	81,00
Skewness	0,099
Std. Error of Skewness	0,122
Kurtosis	0,324
Std. Error of Kurtosis	0,243
Minimum	43,00
Highest score Maximum	124,00
Sum	33848,00

Figure (2) Equinox distribution curve of the distribution of the members of the research sample on the scale of runner attribution
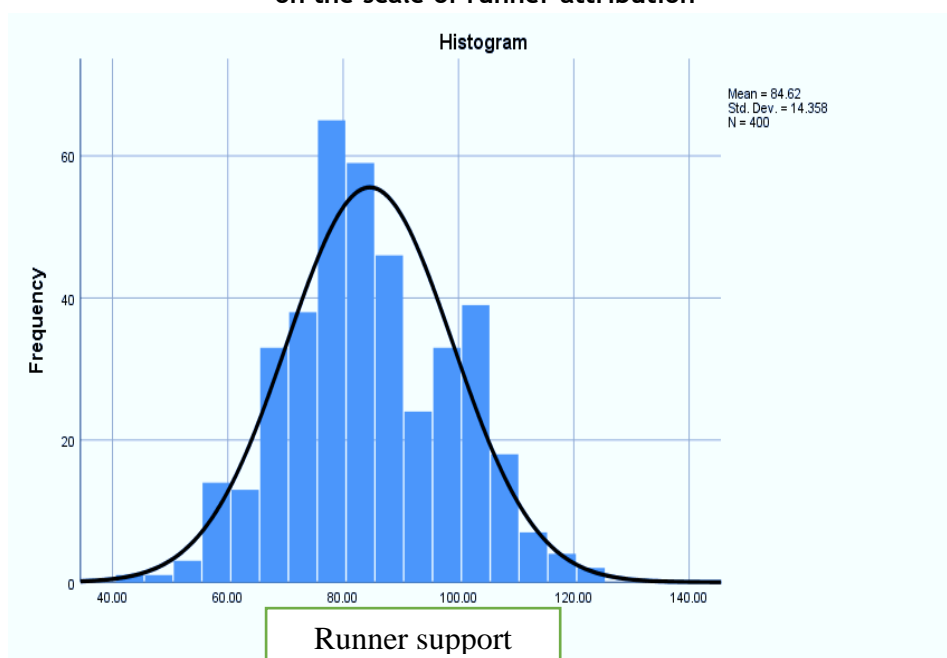
Statistical methods:

The researcher used the following statistical methods in data processing and using the SPSS, which are as follows:

1. Chi – Square.
2. Pearson's correlation coefficient.
3. T. test.
4. Test–Simrnov .
5. Equation (Alfakronbach):.
6. Mann – Whitney:
 7. AWolcoxin test of two correlated samples.

Fourth Theme: Presentation of Results, Recommendations and Suggestions:
First: The results raising:-
The objective of the research was achieved by reaching the construction of the scale of runner support for middle school students and the validity and stability of the scale was verified, Appendix (1)
Second: Recommendation:-

The researchers recommend the following according to the results:
1. Benefiting from the runner attribution scale prepared by the researchers by the Ministry of Education.
2. Preparing the scale of runner support by adopting other theories.
3. Trying to build   guidance programs to reduce the runner support of middle school students.

Third: Suggestion: -

To complement the research and develop its results, the researchers propose the following:

1. Building a scale of runner support for other segments of the community who are believed to suffer from a high level of runner support.

2. Conducting a comparative experimental study of a variable for the current research using the guiding method adopted in the current research in reducing the runner support of students based on gender variable (males - females, or housing environment (rural - city).

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