ISSN: 2392-5442 ESSN : 2602-540X		Sport system journal
V/12 N/02 Year/2025		International scientific journal published by: Ziane Achour –Djelfa- Algeria
P 634 - 648		Received: 2025-05-29 A ccepted: 2025-07-19

The Role of Recreational Physical Activity in Enhancing Social Engagement Among Children Aged 6 to 7 Years (A Comparative Study Between Children Who Engage in and Those Who Do Not Engage in Recreational Sports Activities Among the Students of Boukra Abbasi Bouabdallah Primary School in Khemis Miliana, from the Perspective of Parents)

Hocine Younsi [1], Adel Oukkal [2]

[1]h.younsi@univ-dbkm.dz [2]a.oukkal@univ-dbkm.dz

[12] Iinstitute of Sciences and Technologies of Physical and Sports Activities

Abstract:

Sports activity serves as a primary means of self-expression for individuals of all ages, enabling them to channel personal desires, inclinations, and talents through play. It provides considerable physiological and psychological stimulation, thereby enhancing both physical and mental performance and effectively breaking the monotony of daily routines. The concept of "sport for all" encompasses policies and measures aimed at engaging as many people as possible in physical activity, regardless of gender or age, while requiring states to provide suitable environments. In this context, recreational sports—a subset of overall sports activity—plays a key role in addressing social challenges faced by children, such as limited attention, engagement, and peer interaction. Consequently, this study examines the influence of recreational sports on fostering social engagement among children aged 6 to 7 years. A comparative analysis was conducted between participants and non-participants at the Boukra Abbasi Bouabdallah Primary School in Khemis Miliana based on parental perceptions. A tailored questionnaire, derived from Dr. Adel Abdallah Mohamed's social interactions scale for children, was used alongside statistical analyses to identify differences and determine their significance, thus enhancing overall interpretation.

Keywords: Recreational sports activity, social engagement, children practicing recreational sports activity, children not practicing recreational sports activity.

Corresponding author

1. INTRODUCTION

Undoubtedly, recreational sports activity has made significant strides over the past two centuries, with its various aspects and means undergoing considerable development—especially in relation to educational methods and curricula. Even today, experts and researchers in the fields of sports and recreation, among others, continue to provide us with the latest pedagogical approaches and curricula, relying on a wide array of sciences and field studies that have transformed the individual engaged in these activities into a subject of analysis.

The Arabic term for “recreation” has been scarcely used in Arabic social writings; instead, alternative expressions such as “leisure,” “amusement,” and “play” are employed. In the Arabic language, the term is derived from the verb " rah," which signifies joy and delight.

Recreational activities have diversified and taken various forms—be they intellectual, emotional, individual, collective, structured, or transient—owing to the constant renewal inherent in creative human activity.

Among these activities, recreational sports stand out as one of the fundamental pillars in recreational programs due to their significant contribution to an individual’s overall enjoyment, as well as their vital role in comprehensive personal development encompassing physical, mental, and social aspects.

Engaging in physical activity—whether for the purpose of utilizing one’s leisure time or for training to reach high levels of performance—is regarded as a reliable path toward achieving overall health. Through such activities, an individual attains well-rounded development in physical, psychological, and social dimensions, in addition to enhancing the functioning and efficiency of various bodily systems such as the circulatory, respiratory, muscular, and nervous systems (Ibrahim Rahma, 1998, p. 09)

Accordingly, the researchers will investigate the role of recreational sports activity in enhancing social receptivity among children aged 6 to 7 years. This will be achieved by comparing children who practice recreational sports with those who do not among the pupils of the Boukra Abbasi Bouabdallah Elementary School in Khemis Miliana, as viewed from the parents’ perspective. A specialized

questionnaire, designed for parents and based on the Social Interactions Scale for Children Outside the Home prepared by Dr. Adel Abdullah Mohammed, will be employed alongside the necessary statistical techniques to determine differences between means and assess their significance.

1.1 The Problematic:

Recreational sports activity holds significant importance and impact on a child's psyche by enhancing their competencies, improving their output, and alleviating psychological issues. It aims to guide these children by elevating their capacities to face challenges—by addressing the obstacles that may impede them—and by aiding them in acquiring beneficial experiences and constructive behavioral patterns, maintaining good habits, and fostering positive social relationships.

Children are typically characterized by instability and constant, aimless movement, while some exhibit lethargy, inactivity, an inability to concentrate for extended periods, dependence on others rather than self-reliance, a lack of cooperation with peers, and non-adherence to the family's social systems and customs—among other traits that are essential for being able to perform necessary daily tasks.(Mohamed Adel Khatab , 1965, p. 116-117)

Both the school and the family play a supportive role in helping the child overcome these issues, for example by making optimal use of their time to prevent idleness or deviation from the correct path, which could lead to deterioration. Progressive societies, in this regard, value leisure time and integrate it with recreational activities. (Bachir Houssem, 2010, p. 29)

Based on researchers' review of previous and similar studies, as well as an examination of social media in alignment with the aforementioned points and the purpose of our study, the research problem can be formulated by the following question:

1.2 General Question:

Does recreational sports activity play a role in enhancing social receptivity among children aged 6 to 7 years?

1.3 Sub-Questions:

Are there statistically significant differences between children who practice and those who do not practice recreational sports activity attributable to gender?

2. Hypotheses:

2.1 General Hypothesis:

Recreational sports activity plays a role in enhancing social receptivity among

children aged 6 to 7 years.

2.2 Sub-Hypotheses:

Statistically significant differences exist between children who practice and those who do not practice recreational sports activity, attributable to gender.

3. Study Objectives:

This study aims to:

- ✓ Highlight the role of recreational sports activity in enhancing social receptivity among children aged 6 to 7 years in general.
- ✓ Determine the differences between the genders in terms of social receptivity among those who practice and those who do not practice recreational sports activity.

4. Significance of the Study:

The significance of the study lies in the following:

- Understanding the characteristics of the child from a social perspective, particularly with respect to social receptivity.
- Recognizing the importance of recreational sports activity among children aged 6 to 7 years.
- Alerting parents to the necessity of engaging children in recreational sports to foster sound social behavior.

5. Definition of Concepts and Terms:

Definition of Recreational Sports Activity: It is any sporting activity undertaken by an individual during leisure time, with the aim of refreshing oneself and developing motor skills.

Definition of Social Receptivity: This refers to all the movements and responses exhibited by an individual that reflect the extent of their openness to others—whether voluntarily or in response to others approaching them.

Children Who Practice Recreational Sports Activity: These are healthy children attending elementary school who participate in various sports activities, such as team sports, individual sports, etc.

Children Not Participating in Recreational Sports Activity: These are healthy elementary school children who do not engage in any sports activities such as team games, individual sports, etc.

6. Previous Studies: Study of Hamada Mohamed Hosseini Mohamed Toukha ."2003). (Hamada Mohamed,2003).

The study aimed to design a recreational sports program to determine its effect on the overall adaptation of mentally disabled children aged between 9 and 12 years, with an intelligence quotient (IQ) ranging from 50 to 70. This was achieved by addressing the following questions:

- Are there statistically significant differences between the pre-test and post-test measurements for the entire research sample regarding the development of general adaptation in favor of the post-test scores?
- Are there statistically significant differences between males and females in the development of general adaptation, favoring the male group?

Study Hypotheses:

- There are statistically significant differences between the pre-test and post-test scores for the entire research sample in the development of general adaptation in favor of the post-test measurements.
- There are statistically significant differences between males and females in the development of general adaptation, favoring males.

Sample: The study was conducted on a sample comprising 32 students (16 boys and 16 girls), deliberately selected from the students of the School of Intellectual Education in Shebin El-Kom during the 2002/2003 academic year. A recreational sports program—proposed by the researcher—was implemented with the sample for three months at a rate of three sessions per week, with each session lasting 45 minutes.

Methodology Employed: The researcher used an experimental method with a one-group pre-test–post-test design.

Tools Used:

- The General Adaptation (Personality) Test prepared by Dr. Atiyat Mahmoud Hena.
- The Intelligence Test (Stanford-Binet).
- A general data form for each student.
- A survey form to gather experts' opinions on the recreational program.
- The proposed recreational program.

After collecting the data and performing the statistical analysis, the researcher concluded that:

- Statistically significant differences existed between the post-test and pre-test measurements for the entire research sample in terms of both the variables and

the total scores of personal and social adaptation, as well as in the overall adaptation score.

- Statistically significant differences were found between the post-test and pre-test measurements for the male sub-sample regarding the variables and total scores of personal and social adaptation, as well as the overall adaptation score.
- Statistically significant differences were present between the post-test and pre-test measurements for the female sub-sample in both the individual variables and total scores of personal and social adaptation, along with the overall test score (general adaptation).
- Statistically significant differences were observed between the male and female groups in the post-test measurements on variables such as the child's self-reliance, his/her relationships within the family, at school, and in the local environment, as well as in the total social adaptation score and overall test score (general adaptation).
- The application of the recreational sports program had a positive effect on the development of general adaptation among mentally disabled children. Consequently, the researcher recommended the implementation of the recreational program in schools of intellectual education due to its positive impact on fostering the overall adaptation of mentally disabled children.

7. Methodology Adopted:

The nature of this study necessitated that the researcher adopt a descriptive methodology. Research approaches in social sciences vary depending on the research problem and its objectives; the methodology is "a set of processes and steps that the researcher follows to achieve his/her research goals." (Rachid Zerouati,2007, p119).

In scientific inquiry, the selection of the appropriate and correct methodology for any research problem is fundamentally based on the nature of the problem under investigation. On this basis, the descriptive methodology was chosen.

Definition of Descriptive Methodology: It is defined as "a set of research procedures that work together to describe a phenomenon or topic, based on

collecting, classifying, processing, and analyzing facts and data in a sufficiently thorough and precise manner to extract their significance and reach results or generalizations about the phenomenon or subject under study."(Gheraiba Fouzi et al,2008,p33).

8. Research Population:

This study was conducted on the students of the aforementioned elementary school (see the spatial section below) who are enrolled in the first year of elementary education. Their ages range between six and seven years, with a total of 86 students distributed across three classes, averaging 28 students per class.

9. Research Sample:

A random selection was made to choose 40 students, aged between six and seven years, who are enrolled in the first year of elementary education at the school (see the spatial section below). The sample was deliberately stratified with regard to gender and participation in recreational sports activity so that the number of female students equaled the number of male students, and the number of participants equaled the number of non-participants.

The following table illustrates the distribution of the sample by gender, participation, and age:

Table 1. Shows the distribution of the sample.

Age	6 Years	21	7 Years	19
Gender	Male	10	Male	10
	Female	11	Female	9
Recreational sporting activity practitioner	Male	4	Male	6
	Female	5	Female	5
Not engaged in recreational sports activity	Male	6	Male	4
	Female	6	Female	4

Source : Prepared by researchers

10. Study Instrument: The study instrument was designed based on the Social Interactions Scale for Children Outside the Home, prepared by Dr. Adel Abdullah Mohammed. It is a questionnaire directed at the parents of the students attending the aforementioned school. The questionnaire contains declarative statements—some positively worded and others negatively worded—that accurately describe the conditions of the students. Parents respond in accordance with what applies to

their child by marking the appropriate box (×) for the following options: Always, Sometimes, Never.

The questionnaire is divided into two parts. The first part is dedicated to personal information (age, gender, and whether or not the child participates in recreational sports activity), while the second part contains the declarative statements, each accompanied by three options (Always, Sometimes, Never).

11. Scope of the Study:

11.1 Temporal Scope: The study was conducted over the period from October 20, 2024 to October 30, 2024.

11.2 Spatial Scope: The study took place at the Bukra Abassi Bou Abdullah Elementary School in Khamis Miliana, Ain Defla Province.

11.3 Institutional Profile:

Table 2. Shows the place of conducting the study

Institution Name	Boukra Abbasi Bouabdallah
Establishment Decision	2019
Establishment Date	2020
Institution Address	Oued Rihane, Khemis Miliana
Type of Institution	Elementary School
Number of Classrooms	12
Playground	01
Capacity	480
Number of Offices	01
Number of Users	27

Source : Prepared by researchers

(Information provided by the administration)

12. Study Variables:

12.1 Independent Variable (Cause): The independent variable is the factor whose changes influence the values of other related variables. In our current research, the independent variable is identified as recreational sports activity.

12.2 Dependent Variable (Outcome): The dependent variable is the one whose value depends on the values of other variables. This means that when adjustments are made to the independent variable, the effects are manifested in the dependent

variable. In our study, the dependent variable is defined as social receptivity.

12.3 Mediating Variable: This refers to the status of children as either participants or non-participants in recreational sports activity.

13. Statistical Methods Used:

The nature and objectives of the study necessitated the use of specific statistical methods to interpret and analyze the phenomenon in light of the obtained results and data. In view of our study design, we adopted the following statistical methods:

13.1 Descriptive Statistics: This includes methods such as the arithmetic mean and percentage.

13.2 Inferential Statistics: This includes the T-test (T-test) and the standard deviation.

The statistical processing was carried out using the SPSS statistical software.

14. Presentation, Analysis, and Discussion of Study Results:

14.1 Presentation and Analysis of the Social Receptivity Hypothesis Results:

Table 3. Comparison between the Actual and Model Arithmetic Means for the Statements Related to the First Hypothesis among Students Participating in Recreational Sports Activity

No. and Statement	Score (Participants)	Actual Arithmetic Mean	Model Arithmetic Mean	Comparison
1- Participates with peers in play and various activities	40	X1 : = 19.6	X2 = 20	X1 : < X2
2- Prefers to be alone most of the time	38			
3- Physically clings to others in order to communicate	39			
4. Avoids any form of social interaction with others, even the simplest forms	40			
5- The movement and activity of others around him/her causes annoyance	39			
6- Engages in group games	40			

7- Likes to undertake tasks in which he/she shares participation with some peers	38			
8. Calls on peers to join in the activity he/she is engaged in	39			
9- Fears others, is scared of them, and attempts to stay away	40			
10. Gets angry and runs away when another person approaches him/her	39			

Source : Prepared by researchers

It can be seen from Table (03) that the scores corresponding to the statements of the first dimension of social receptivity varied between [38 and 40]. Notably, the highest score (40) was recorded for statements No. 1, 4, 6, and 9—which indicate that the child participates with peers in play and various activities, avoids any form of social interaction even in its simplest form, engages in group games, and, paradoxically, also exhibits fear of others by trying to stay away—while the lowest score (38) was recorded for the statements "prefers to be alone most of the time" and "likes to undertake tasks in which he/she shares participation with some peers."

Additionally, it is evident from the table that the actual arithmetic mean for the statements of the first dimension of social receptivity was estimated at 19.6. A comparison between the actual and model means shows that the actual mean was slightly lower than the model mean (19.6 < 20).

Table 4. Comparison between the Actual and Model Arithmetic Means for the Statements Related to the First Hypothesis among Students Not Participating in Recreational Sports Activity

No. and Statement	Score (Participants)	Actual Arithmetic Mean	Model Arithmetic Mean	Comparison

1- Participates with peers in play and various activities	34	X1 : = 16.3	X2 = 20	X1 : < X2
2- Prefers to be alone most of the time	33			
3- Physically clings to others to communicate	30			
4. Avoids any form of social interaction with others, even the simplest forms	34			
5- The movement and activity of others around him/her causes annoyance	30			
6- Engages in group games	32			
7- Likes to undertake tasks in which he/she shares participation with some peers	32			
8. Calls on peers to join in the activity he/she is engaged in	33			
9- Fears others, is scared of them, and attempts to stay away	34			
10. Gets angry and runs away when another person approaches him/her	34			

Source : Prepared by researchers

From Table (04), it is observed that the scores of the students not participating in recreational sports activity, regarding the level of social receptivity, ranged between [30 and 34]. The highest recorded score was 34, corresponding to statements No. 1, 4, 9, and 10—which indicate that the child participates with peers in play and various activities; avoids any form of social interaction, even in its simplest form; fears others and attempts to stay away from them; and gets angry and runs away when approached by someone. Conversely, the lowest score (30) was recorded for statements No. 3 and 5, which indicate that

the child physically clings to others in order to communicate and is bothered by the movement and activity of others around him/her.

The actual arithmetic mean was found to be 16.3, which is considerably lower than the model arithmetic mean (16.3 < 20).

By comparing the actual arithmetic means between the two samples, it is evident that the arithmetic mean for students participating in recreational sports activity is higher than that for non-participating students (16.3 < 19.6) in terms of social receptivity.

This implies that participation in recreational sports activity enhances the students' receptivity toward one another and the community. In other words, engaging in these recreational activities plays an effective role in promoting and elevating their social receptivity.

14-2 Study of the Significance of Differences in the Level of Social Receptivity between Students Participating and Not Participating in Recreational Physical Activity:

Table 5. Illustrates the values of the arithmetic mean, standard deviation, and T-values pertaining to social receptivity.

Statistical Parameters	Sample (Students Participating in Recreational Sports Activity)		Sample (Students not Participating in Recreational Sports Activity)		T-test		Degrees of Freedom	Significance Level	Significance
Social Receptivity	X1	S1	X2	S2	Calculated	Tabulated	18	0.05	Significant
	19.6	9.80	16.3	8.18	1.55	0.000			

Source : Prepared by researchers

The results in Table (05) indicate that the arithmetic mean of the students' scores for social receptivity reached 19.6 among those participating in recreational sports activity (with a standard deviation of 9.80), whereas for non-participants the mean was 16.3 with a standard deviation of 8.18. A comparison between the results shows that the mean for participants is higher than that for non-participants (16.3 < 19.6). However, the standard deviation is also higher among the

participants (9.80 > 8.18). Furthermore, the calculated T-value (1.55) exceeded the tabulated value (1.55 > 0.000) at the 0.05 significance level. This confirms that statistically significant differences exist between students participating in recreational sports activity and those who do not, in favor of the participants. In summary, the positive social receptivity among the participating students was greater than that of the non-participants. These findings confirm the impact that engaging in recreational physical activity has on enhancing social receptivity. Based on this descriptive and analytical study of the hypothesis results, we conclude that there are differences in social receptivity between students who participate and those who do not. This substantiates the validity of the initially proposed hypothesis; accordingly, we accept the first hypothesis, which indicates statistically significant differences in social receptivity between the two groups—favoring the participants.

14-3 Study of the Significance of Differences in the Level of Social Receptivity between Males and Females:

Table 6. Presents the arithmetic mean, standard deviation, and T-values corresponding to the gender hypothesis.

Gender	Males		Females		T Test Calculated	T Test Tabulated	Degree of Freedom	Significance
Quantity	20		20					
Statistical Parameters	Mean	Standard deviation (Maths.)	Mean, arithmetic(al) (Maths.)	Standard deviation (Maths.)				
Social Receptivity	19.5	9.65	19.6	9.80	047	734	18	Not Significant

Source : Prepared by researchers

The results in Table (06) reveal that the arithmetic mean of social receptivity was 19.5 for males (with a standard deviation of 9.65) and 19.6 for females (with a standard deviation of 9.80). Although the mean for female students is slightly higher than that for male students (19.5 < 19.6), the standard deviation for females is also higher (9.80 > 9.65). Moreover, the calculated T-value (0.047) is lower than the tabulated T-value (1.734) at the 0.05 significance level. This result confirms that there are no statistically significant differences in social receptivity between male and female students participating in recreational sports activity. Consequently, we reject the hypothesis that attributes statistically

significant differences to gender.

15- Conclusions:

After presenting and discussing the results obtained for both groups—students participating in recreational sports activity and those not—the results of the first hypothesis clearly indicate that statistically significant differences exist in social receptivity between the two samples. The difference favors the group of participants, as their engagement contributed to a higher degree of social receptivity, greater inclination toward interacting with others, and increased cooperation among themselves. This confirms the validity of the first hypothesis.

16. Proposals and Recommendations:

- ✓ It is necessary to utilize children's leisure time for various physical and sports activities in both private and public settings.
- ✓ Parents should be made aware of the importance of recreational sports for both adults and children.
- ✓ The results of these field studies should be disseminated through the press, television channels, newspapers, and radio broadcasts to highlight the importance of recreational sports to the community.
- ✓ Associations should be encouraged to participate in such recreational activities and to organize scientific and field events for the benefit of both parents and their children.

References :

1. Ibrahim, R. (1998). Ta'thir al-jawanib al-sihhiyyah 'ala al-nashat al-badani al-riyadhi [The effect of health aspects on physical sports activity] (1st ed.). Amman, Jordan: Dar al-Fikr for Printing and Publishing.
2. Khattab, M. A., & Zaki, K. D. (1965). At-tarbiya al-riyadhiyyah lil-khidmah al-ijtimā'iyyah [Sports education for social service] (1st ed.). Cairo, Egypt: Dar al-Nahda al-Arabiyyah.
3. Zarouati, R. (2007). Manahij wa adawat al-bahth al-'ilmi fi al-'ulum al-ijtimā'iyyah [Methodologies and research tools in social sciences] (1st ed.). Algiers, Algeria: Dar al-Huda for Printing, Publishing, and Distribution.
4. Ghraibia, F., et al. (2008). Asaleeb al-bahth al-'ilmi fi al-'ulum al-

ijtimā'iyyah wal-insānīyah [Research methods in social and human sciences] (4th ed.). Amman, Jordan: Dar Wa'il.

5. Bachir, H. (2010, June). [Article title not provided]. Journal of Sports Activity Science and Techniques, 1(1). Note: In this reference the article title and page numbers were not specified in the original source.
6. Al-Toukha, H. M. H. M. (2003). Ta'thir barnamaj tarwīḥi riyādhi 'ala al-taqayyum al-'ām lil-mu'aqayyin 'aqliyyan [The effect of a recreational sports program on the general adaptation of the mentally disabled] [Master's thesis, Faculty of Physical Education for Boys, Helwan University, Cairo, Egypt].