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Practicing recreational sports activities and their impact on the level of some job performance competencies (educational planning, department organization management) among physical education and sports teachers

(Field study on some averages of El Oued State)

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Abstract:

This study aimed to identify the role of practicing recreational sports activities and its reflection on some job performance competencies (educational planning and classroom management) among physical education and sports teachers in a number of middle schools in El Oued Province. The descriptive approach using the school survey method was adopted, and the questionnaire was used as a data collection tool. Based on primary and secondary sources, a questionnaire consisting of 24 items distributed over two main dimensions was designed to cover the study variables. The sample consisted of ninety (90) teachers who were deliberately selected from secondary schools in El Oued municipality, El Oued Province. After data collection, the data were processed and analyzed using several statistical methods provided by the Statistical Package for the Social Sciences (SPSS).

Keywords: Recreational sports activities; job performance; job performance competencies; middle education stage; physical education and sports teacher.

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1. The Research Problem

The need for recreation is a human need of great importance. However, recreation and recreational sports activities are often placed on the margins of our lives and are not given due importance. This depends on the individual's level of recreational awareness and on the extent to which the individual realizes the importance of recreation and recreational sports for the benefit of both the individual and society. Recreation is one of the manifestations of human activity characterized by an orientation that achieves happiness for people. An individual who leads a life rich in recreational opportunities is characterized by health and balance; health here is understood in its broad sense, encompassing physical, mental, and emotional health, and not merely the absence of weakness or disease.

Recreation aims at achieving happiness, which every individual seeks regardless of gender, color, or belief. Happiness is a secondary outcome of a balanced life, and recreation occupies a distinctive place in making life balanced between work and rest. Thus, life becomes complete in its meaning and increases in its charm through recreation, becoming brighter and more joyful (Al-Salam, 2001, p. 103).

Throughout the historical development of human societies, sport did not receive attention from governmental and non-governmental sectors or from peoples in general as it does at the present time. Interest in sport is no longer limited to a specific group such as elite athletes; rather, the practice of sports activities has become available to everyone through various recreational sports programs (formal and informal), including what are known as "sport for all" programs. Recreational sport, as one type of recreational activity, has become part of the educational and social system in all societies due to its vital role in achieving many physical, health, psychological, and social benefits, among others. These benefits contribute to the comprehensive advancement of society and to increasing the effectiveness and productivity of its members, through the principle of providing opportunities for all to practice sports activities according to their inclinations and abilities.

Job performance also constitutes a fundamental element within organizations that seek growth, progress, and the achievement of their planned objectives, as it represents the final outcome of all activities carried out by the human element as the true محور in performance management. It is based on effectiveness, efficiency, capability, quality, professionalism, competitiveness,

renewal, innovation, and job satisfaction, among other factors. However, this does not detract from the fact that job performance includes a set of functional activities performed by the employee in the prescribed manner and within the specified time in order to avoid boredom and targeted routine. It is founded on essential elements that begin with the employee and the experiences, skills, knowledge, and perceptions they possess regarding job requirements, as well as motivations, readiness, and preparedness for work; then the job itself, with its requirements and challenges resulting from new variables that the worker exploits to acquire the ability to adapt, to verify the extent of their capacity to reach a level of professionalism, to assert themselves, and to benefit from the employment opportunities it provides.

Job performance is considered the most important element for the physical education and sports teacher in fulfilling their educational duty—whether instructional or behavioral—as well as their functional duties and social responsibility toward their students and the institution in which they work. Performance is regarded as the strong outcome of the individual’s efforts, which begin with abilities and the perception of roles and tasks that are achieved (Massoudan, 2019).

Through the researcher’s observation of the problems raised in the education sector, and by virtue of their direct contact with reality as a physical education and sports teacher, and their awareness of teachers’ needs based on their own experience, as well as many observations that have led to a decline in the professional output of physical education teachers for various reasons, including the daily routine experienced by the teacher, which has placed them in a constraining space that has burdened creativity, negatively affecting their job performance and what they provide to their students, and limiting their ability to develop and update their skills due to the boredom they experience. Based on recreation theory, Gent Simonss emphasizes the recreational value of play, assuming that the human body needs play as a means of restoring vitality, as it serves to activate the body after long working hours. Rest means the removal of physical and nervous fatigue and is embodied in processes such as resting and relaxation at home, in gardens, green spaces, or on the beach, etc. All of these remove fatigue from the individual, especially in the psychological domain. Hence, travel, excursions, and sports games are considered among the best remedies for eliminating psychological strain and boredom resulting from confined places and their disturbances (Al F. B., 1975, p. 221). This is also



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confirmed by the recreation theory proposed by Lazarus, which argues that contemporary work styles are strenuous and monotonous, leading to nervous disorders if the human system is not provided with means of recreation and play. This theory encourages individuals to go outdoors and engage in traditional activities such as hunting, swimming, and camping; such activities grant individuals rest and recreation that help them continue their work with a positive spirit. Accordingly, the researcher considered proposing some practical solutions which, if practiced by the physical education and sports teacher, would help improve and develop the required job performance expected of them, among which is the practice of recreational sports activities, which may represent one of the means and solutions for renewing and developing their skills.

Based on the foregoing, the researcher seeks to pose the following question:

2. General Research Question:

Does the practice of recreational sports activities have an effect on the level of certain job performance competencies of the physical education and sports teacher at the middle school stage?

From this arise the following sub-questions:

- Does the practice of recreational sports activities have an effect on the level of lesson planning competency among physical education and sports teachers at the middle school stage?
- Does the practice of recreational sports activities have an effect on the level of classroom management competency among physical education and sports teachers at the middle school stage?

3. General Hypothesis:

The practice of recreational sports activities has a positive effect on the level of certain job performance competencies among physical education and sports teachers.

Partial Hypotheses:

- The practice of recreational sports activities has a positive effect on the level of educational planning competency among physical education and sports teachers at the middle school stage.
- The practice of recreational sports activities has a positive effect on the level of classroom management competency among physical education and sports teachers at the middle school stage.

4. Research Objectives:

Every study or research must have a purpose in order to possess scientific value. The purpose of a study is usually understood as the reason for which the researcher conducted the study. Good research is that which is directed toward achieving general, non-personal objectives that have scientific value and significance. Accordingly, through this research, we seek to achieve the following objectives:

- To identify the reflection of practicing recreational sports activities on the level of certain job performance competencies among physical education and sports teachers at the middle school stage.
- To reveal the role played by the practice of recreational sports activities in the level of educational planning competency among physical education and sports teachers at the middle school stage.
- To reveal the role played by the practice of recreational sports activities in the level of classroom management competency among physical education and sports teachers at the middle school stage.
- To identify the role and importance of practicing recreational sports activities for physical education and sports teachers.

5. Operational Definitions:

5.1. Recreational Sports Activities:

• **Operational Definition:** They are the type of sports activities practiced by teachers during their leisure time according to their desires and inclinations. Their programs include various sports activities (bocce, running, walking, football, volleyball, shooting and hunting, cycling, and swimming) with the aim of achieving and improving some aspects of their job performance, as well as adapting to the surrounding environmental conditions in order to live in safety and well-being.

5.2. Job Performance:

Performance is defined as “the individual’s carrying out of the various activities and tasks that constitute their work” (Mazhouda, 2001, p. 86). Teaching performance is defined as “a planned system of actions that includes a set of purposeful activities intentionally carried out by both the teacher and the students; this system involves a positive relationship between the teacher and the students” (Ali, 1988).



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5.3. Job Performance Competencies:

• **Operational Definition:** A set of skills, abilities, activities, behaviors, knowledge, experiences, attitudes, practices, and actions carried out by the physical education and sports teacher with a certain level of effectiveness and proficiency, which can be observed and evaluated in a manner that ensures the achievement of the desired objectives and goals.

5.4. Middle School Stage:

• **Operational Definition:** It is the stage that follows primary education, during which the student enters adolescence. This stage is characterized by several developments in the student at the morphological, cognitive, and other levels.

5.5. Physical Education and Sports Teacher:

• **Operational Definition:** The physical education and sports teacher is the competent individual capable of performing their educational work in the best and most satisfactory manner as a result of employing the following elements:

- The academic qualification obtained in their field of specialization.
- Actual practical experience resulting from applied professional practice.

The Field Aspect and Its Procedures:

6. Research Methodology:

The researchers deemed it appropriate to use the descriptive method with the survey approach due to its suitability to the nature of the study. The descriptive method is defined as observing the state of any human phenomenon, as well as the patterns of interaction among individuals, with this observation being both qualitative and quantitative (Bouhouche & Al-Dhanibat, 2007, p. 128).

7. Research Sample:

The selection of the sample is considered one of the most important and prominent stages in the scientific research process, as the researcher focuses particular attention on this stage. Therefore, we decided to use the comprehensive survey sampling model as a means of accessing the field aspect of our research, by applying all the steps of this model based on a prior theoretical conception. The research sample consisted of ninety (90) teachers practicing recreational sports activities out of a total of one hundred and ten (110) teachers, all of whom were adopted as a purposive sample.

After distributing the questionnaire to the sample, eighty-three (83) questionnaires were retrieved, and seven (07) questionnaires were excluded due to

their non-return to the researchers. Consequently, the final study sample comprised eighty-three (83) teachers, that is: $N = 83$.

8. Research Instrument:

– **Questionnaire:** The questionnaire is considered an effective tool for collecting information in the field of human relations, as it is used to reveal opinions, values, behaviors, and related inquiries. It is defined by Graviz (1984, p. 736) as “a primary means of communication between the researcher and the respondent, containing a series of questions related to problems.”

In this research, we used a questionnaire directed at physical education and sports teachers at the middle school stage.

9. Scientific Bases of the Instrument (Validity and Reliability):

9.1. Validity of the Study Instrument:

The validity of the study instrument refers to the extent to which the questionnaire measures what it was designed to measure. Two types of validity were relied upon in this study, as follows:

9.1.1. Face Validity (Content Validity):

This type of validity is based on the degree to which the questionnaire items are appropriate to what they are intended to measure, as well as to the target group. For this purpose, the questionnaire was presented to a group of referees distinguished by their experience and specialization, in order to take their viewpoints into consideration and benefit from their opinions in modifying what needed modification. This process also aimed to verify the suitability of each item to the dimension to which it belongs, the soundness and accuracy of the terms used, and the extent to which the questionnaire covers the study problem and achieves its objectives, as shown in Appendix No. (02).

9.1.2. Content Validity:

In order to measure the internal validity of the questionnaire items, the correlation coefficient for each indicator of the questionnaire and the dimension to which it belongs was calculated by computing Pearson's correlation coefficient, as follows:

Table No. (1): Internal Consistency of the Items of the Dimension: Recreational Sports Activities and Educational Planning Competency



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No.	Items	Pearson's Coefficient	Significance Level (Sig.)
01	Does your practice of recreational sports activities make you feel an increased interest in planning the physical education and sports lesson?	0.479**	0.000
02	When you do not practice recreational sports activities, does your educational planning for the lesson succeed?	0.430**	0.007
03	Does practicing recreational sports activities have an effect on accomplishing tasks within the specified time?	0.592*	0.000
04	Does your practice of recreational sports activities make you feel happy when your planning for the physical education and sports lesson succeeds?	0.590**	0.000
05	I face some difficulties in planning the lesson when I do not practice recreational sports activities.	0.473**	0.000
06	Practicing recreational sports activities helps me continuously update my knowledge and acquisitions.	0.610**	0.000
07	Does your practice of recreational sports activities play a role in choosing the ideal method and approach for delivering the lesson?	0.636**	0.000
08	Does your practice of recreational sports activities reflect on the level of educational planning?	0.590**	0.000
09	Do you achieve educational objectives when you practice recreational sports activities?	0.443**	0.000
10	Do you believe that practicing recreational sports activities has an effect on your job performance at the level of educational planning competency?	0.424**	0.000
11	Recreational sports activities and good educational planning increase the effectiveness of your job performance.	0.337**	0.002
12	Does practicing recreational sports activities facilitate lesson planning for you?	0.648**	0.000

This confirms the intrinsic validity of the items of this dimension.

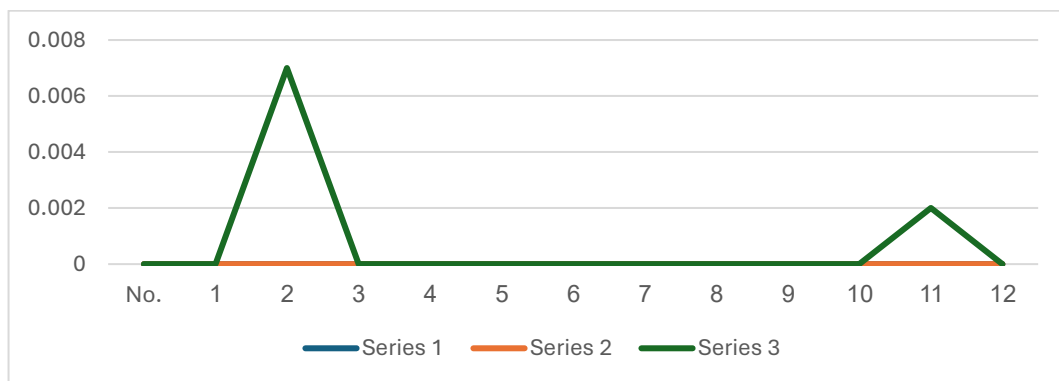
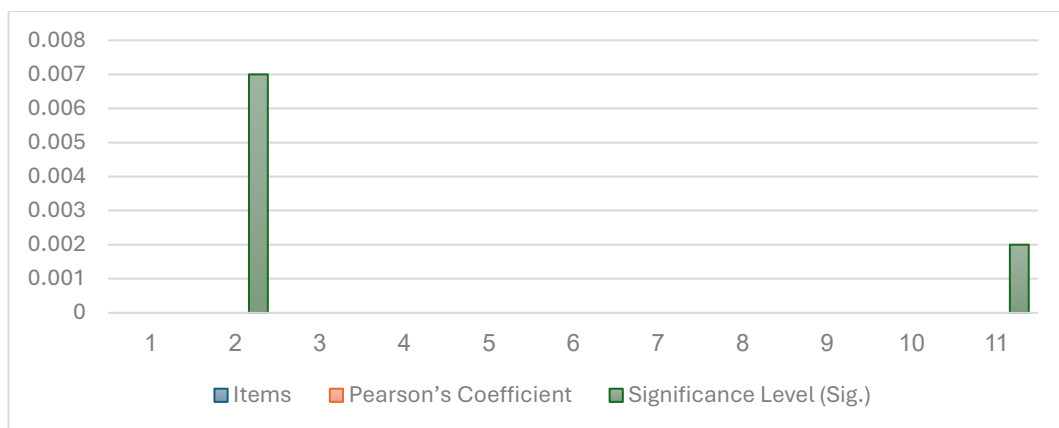
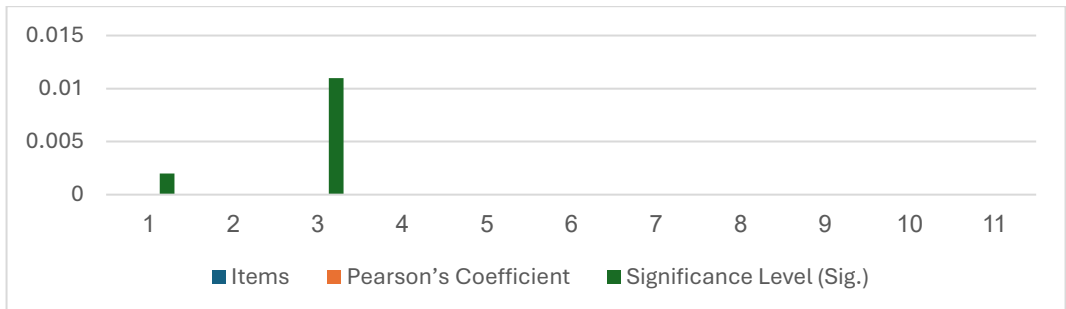


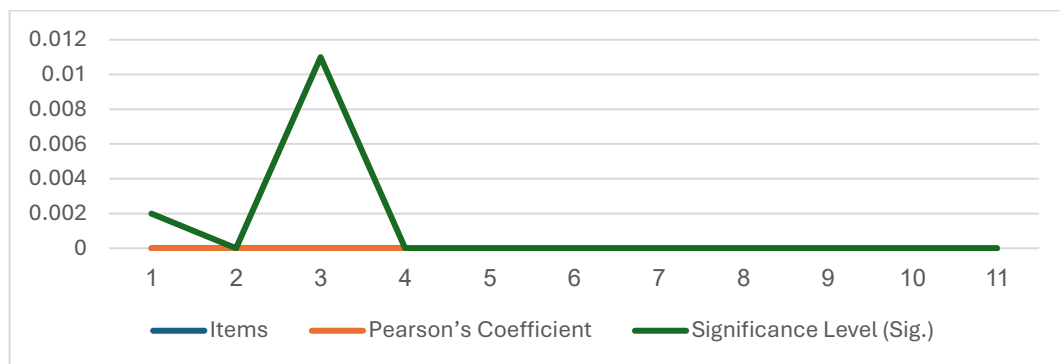
Table No. (2): Internal Consistency of the Items of the Dimension: Recreational Sports Activities and Classroom Management Competency

No.	Items	Pearson's Coefficient	Significance Level (Sig.)
01	Do you feel an increase in your receptiveness toward students after practicing recreational sports activities?	0.662**	0.002
02	Do you believe that your practice of recreational sports activities has a positive effect on your behavior inside the classroom?	0.485**	0.000
03	Does your practice of recreational sports activities increase effectiveness inside the classroom?	0.470*	0.011
04	Does your practice of recreational sports activities reflect on your efficiency in achieving educational objectives inside the classroom?	0.461**	0.000
05	Does your practice of recreational sports activities help you accept undisciplined students in the classroom and deal with them?	0.561**	0.000
06	Does your practice of recreational sports activities enable you to understand the constraints of positive student interaction inside the classroom?	0.414**	0.000
07	Does your practice of recreational sports activities help you maintain self-control inside the classroom?	0.629**	0.000
08	Does your practice of recreational sports activities enable you to accomplish your work within the specified time inside the classroom?	0.543**	0.000
09	Does your practice of recreational sports activities enable you to review your practical mistakes inside the classroom?	0.475**	0.000
10	Does your practice of recreational sports activities provide you with mechanisms for classroom control?	0.559**	0.000
11	Does practicing recreational sports activities enable you to interact with your students to facilitate communication between you inside the classroom?	0.518**	0.000
12	Does your practice of recreational sports activities motivate you to involve students while practicing sports activities inside the classroom?	0.586**	0.000

Source : Based on SPSS v25 outputs.

From the table above, it is evident that the correlation coefficients between each item and the dimension to which it belongs ranged between 0.414** and 0.662** at a significance level of 0.05, with significance levels ranging between 0.011 and 0.000, which are less than 0.05. This confirms the intrinsic validity of the items of this dimension.





10. Reliability of the Study Instrument:

Reliability is defined as consistency in performance results, and it refers to the ability of the measurement instrument to obtain the same results if the same tool is reused under the same conditions.

To ensure the reliability of the study instrument, Cronbach's Alpha coefficient was calculated to assess internal consistency for the questionnaire as a whole, as well as for each of its dimensions, as follows:

Table No. (3): Reliability Coefficients for All Study Variables

Variables				Number of Items	Cronbach's Alpha
Recreational competency	sports activities	and educational planning		12	0.692
Recreational competency	sports activities	and classroom management		12	0.734
Questionnaire as a whole				24	0.784

Source : Based on SPSS v25 outputs.

It is clear from the table above that the value of the reliability coefficient (Cronbach's Alpha) was high, as the reliability coefficient for all items reached (0.784), which is considered a good level. The reliability coefficient for the first dimension reached (0.692) and for the second dimension (0.734). This indicates that the questionnaire enjoys a good degree of reliability and can be relied upon in the field application of this study. It also yields the same results if used or reapplied again under similar conditions, as an increase in the value of Cronbach's Alpha indicates an increase in the credibility and reliability of the data.

11. Research Scope:

11.1. Temporal Scope: This study was conducted during the period extending from 11/12/2023 until mid-May 2024.

11.2. Spatial Scope: Some middle schools in El Oued Province.



12. Statistical Methods Used:

The main objective of the statistical study is to use indicators to analyze and interpret data and to assess the validity of the proposed hypotheses. The statistical study followed the following methods:

12.1. Percentages: The percentage formula was used to analyze results for all items after calculating their frequencies.

12.2. Frequencies: To determine the degree of importance of the responses of the study sample, as well as to rank the items.

12.3. Arithmetic Means: To identify the degree of importance of the responses of the study sample and to rank the items.

12.4. Standard Deviation: To measure the extent of deviation of responses in terms of consistency or dispersion for each item.

12.5. Pearson Correlation Coefficient: To measure the internal consistency of the questionnaire items.

13. Presentation of Results in Light of the Hypotheses :

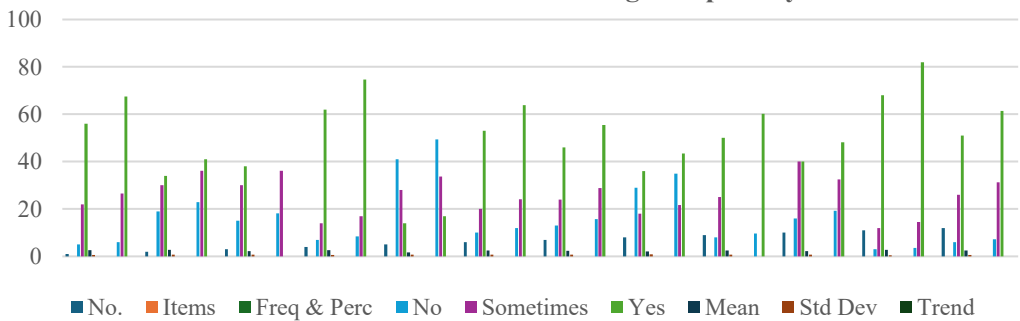
13.1. Items of the First Dimension : Recreational Sports Activities and Educational Planning Competency

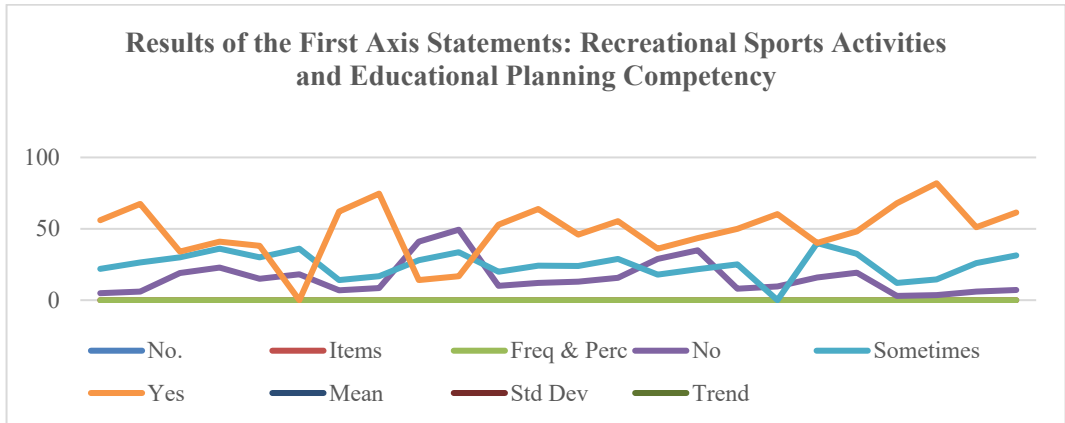


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No.	Items	Freq & Perc	No	Sometimes	Yes	Mean	Std Dev	Trend
1	Do you feel an increase in your receptiveness toward students after practicing recreational sports activities?	F P	05 6%	22 26.5%	56 67.5%	2.61	0.601	High
2	When you do not practice recreational sports activities, does your educational planning for the lesson succeed?	F P	19 22.9%	30 36.1%	34 41%	2.75	0.783	High
3	Does practicing recreational sports activities have an effect on accomplishing tasks within the specified time?	F P	15 18.1%	30 36.1%	38 45.8%	2.27	0.754	High
4	Does your practice of recreational sports activities make you feel happy when your planning for the physical education and sports lesson succeeds?	F P	07 8.4%	14 16.9%	62 74.7%	2.66	0.630	High
5	I face some difficulties in planning the lesson when I do not practice recreational sports activities.	F P	41 49.4%	28 33.7%	14 16.9%	1.67	0.750	Modere
6	Practicing recreational sports activities helps me continuously update my knowledge and acquisitions.	F P	10 12%	20 24.1%	53 63.9%	2.51	0.704	High
7	Does your practice of recreational sports activities play a role in choosing the ideal method and approach for delivering the lesson?	F P	13 15.7%	24 28.9%	46 55.4%	2.39	0.748	High
8	Does your practice of recreational sports activities reflect on the level of educational planning?	F P	29 34.9%	18 21.7%	36 43.4%	2.08	0.886	High
9	Do you achieve educational objectives when you practice recreational sports activities?	F P	08 9.6%	25 30.1%	50 60.2%	2.50	0.669	High
10	Do you believe that practicing recreational sports activities has an effect on your job performance at the level of educational planning competency?	F P	16 19.3%	40 32.5%	40 48.2%	2.28	0.773	High
11	Recreational sports activities and good educational planning increase the effectiveness of your job performance.	F P	03 3.6%	12 14.5%	68 81.9%	2.78	0.495	High
12	Does practicing recreational sports activities facilitate lesson planning for you?	F P	06 7.2%	26 31.3%	51 61.4%	2.54	0.630	High

Results of the First Axis Statements: Recreational Sports Activities and Educational Planning Competency





Through the analysis of the items of the first dimension, it is clear that the trend of the sample for most items is high, with arithmetic means ranging between 1.67 and 2.78. Accordingly, it can be stated that the level of recreational sports activities and educational planning competency among teachers is high.

Item No. 11 ranked first in this dimension, with an arithmetic mean of 2.78 and a standard deviation of 0.495. The sample trend is high, as 68 respondents answered “Yes,” representing 81.9%, followed by 14.5%, representing 12 respondents who answered “Sometimes.” This indicates that recreational sports activities and good educational planning increase the effectiveness of job performance among physical education and sports teachers.

Item No. 05 ranked last in this dimension, with an arithmetic mean of 1.67 and a standard deviation of 0.750, showing a moderate sample trend. A total of 41 respondents answered “No,” representing 49.4%, followed by 33.7%, representing 28 respondents who answered “Sometimes.” This indicates that the members of the research sample do not face difficulties in lesson planning when they occasionally refrain from practicing recreational sports activities.

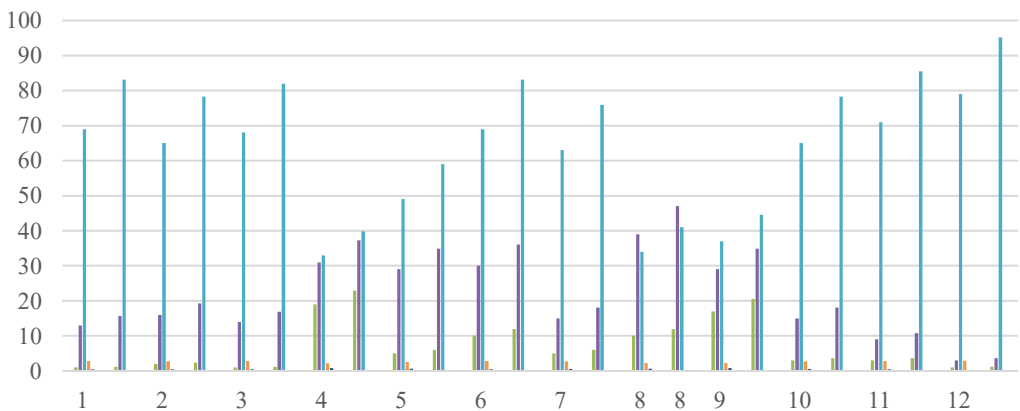


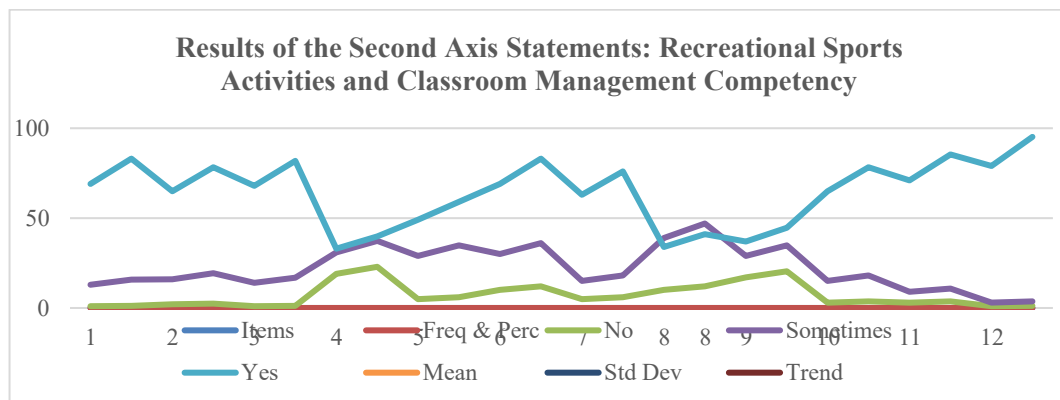
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13.2. Presentation of the Results of the Items of the Second Dimension: Recreational Sports Activities and Classroom Management Competency

No.	Items	Freq & Perc	No	Sometimes	Yes	Mean	Std Dev	Trend
1	Do you feel an increase in your receptiveness toward students after practicing recreational sports activities?	F 01 P 1.2%	13	69	83.1%	2.81	0.417	High
2	Do you believe that your practice of recreational sports activities has a positive effect on your behavior inside the classroom?	F 02 P 2.4%	16	65	78.3%	2.75	0.483	High
3	Does your practice of recreational sports activities increase effectiveness inside the classroom?	F 01 P 1.2%	14	68	81.9%	2.80	0.426	High
4	Does your practice of recreational sports activities reflect on your efficiency in achieving educational objectives inside the classroom?	F 19 P 22.9%	31	33	39.8%	2.16	0.778	High
5	Does your practice of recreational sports activities help you accept undisciplined students in the classroom and deal with them?	F 05 P 6%	29	49	59%	2.53	0.611	High
6	Does your practice of recreational sports activities enable you to understand the constraints of positive student interaction inside the classroom?	F 10 P 12%	30	69	83.1%	2.81	0.417	High
7	Does your practice of recreational sports activities help you maintain self-control inside the classroom?	F 05 P 6%	15	63	75.9%	2.69	0.578	High
8	Does your practice of recreational sports activities enable you to accomplish your work within the specified time inside the classroom?	F 10 P 12%	39	34	41%	2.28	0.672	High
9	Does your practice of recreational sports activities enable you to review your practical mistakes inside the classroom?	F 17 P 20.5%	29	37	44.6%	2.24	0.774	High
10	Does your practice of recreational sports activities provide you with mechanisms for classroom control?	F 03 P 3.6%	15	65	78.3%	2.74	0.514	High
11	Does practicing recreational sports activities enable you to interact with your students to facilitate communication between you inside the classroom?	F 03 P 3.6%	09	71	85.5%	2.81	0.472	High

Results of the Second Axis Statements: Recreational Sports Activities and Classroom Management Competency





Through the analysis of the items of the second dimension, it is clear that the trend of the sample for all items is high, with arithmetic means ranging between 2.16 and 2.93. Accordingly, it can be stated that the level of recreational sports activities and classroom management competency is high.

Item No. 12 ranked first in this dimension, with an arithmetic mean of 2.93 and a standard deviation of 0.285, indicating a high sample trend. A total of 79 respondents answered “Yes,” representing 95.2%, followed by 3.6%, representing 3 respondents who answered “Sometimes.” This indicates that the practice of recreational sports activities motivates teachers to involve students while practicing sports activities inside the classroom.

Item No. 04 ranked last in this dimension, with an arithmetic mean of 2.16 and a standard deviation of 0.778, yet the sample trend remained high. A total of 33 respondents answered “Yes,” representing 39.8%, followed by 37.3%, representing 31 respondents who answered “Sometimes,” and finally 19 respondents answered “No.” This indicates that the practice of recreational sports activities reflects on the teacher’s efficiency in achieving educational objectives inside the classroom.

14. Results of the Sub-Hypotheses

14.1. The First Sub-Hypothesis:

Which states: *The practice of recreational sports activities has a positive effect on the level of educational planning competency among physical education and sports teachers at the middle-school level.*

The results show that all the statements used in the evaluation indicate a high level of recreational sports activities and educational planning competency. The arithmetic mean of the statements, ranging between 1.67 and 2.78, reflects a



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high level of acceptance among the teachers of the study population regarding recreational sports activities and educational planning competency.

Statement No. 11 was selected as the highest-rated statement in this dimension, as it obtained an arithmetic mean of 2.78. The sample trend was high, with 68 respondents answering “Yes,” representing 81.9%, and 12 respondents answering “Sometimes,” representing 14.5%.

On the other hand, statement No. 05 ranked last in this dimension, with an arithmetic mean of 1.67. This indicates a lower level of acceptance of the statement by the study population, as teachers do not face difficulties in planning their lessons when they occasionally stop practicing recreational sports activities.

Accordingly, the results indicate that the practice of recreational sports activities has a positive effect on the level of educational planning competency among physical education and sports teachers at the middle-school level. This is consistent with the study of (Ben Haffaf, Maach, Merzouki, 2021), which concluded that educational planning plays an effective role in ensuring the success of the physical education and sports lesson process and achieving its objectives.

This was also supported by statement No. 04, with an arithmetic mean of 2.66, indicating that the teacher’s practice of recreational activities makes him happy when his planning for the physical education and sports lesson is successful, as well as statement No. 12, with an arithmetic mean of 2.54, indicating that the practice of recreational activities facilitates lesson planning for the teacher.

Accordingly, the first sub-hypothesis is accepted: *The practice of recreational sports activities has a positive effect on the level of educational planning competency among physical education and sports teachers at the middle-school level.*

14.2. The Second Sub-Hypothesis:

Which states: *The practice of recreational sports activities has a positive effect on the level of classroom management competency among physical education and sports teachers at the middle-school level.*

Through the analysis of the statements of the second dimension, it is evident that the sample trend for all statements is high, with arithmetic means ranging between 2.16 and 2.93. This indicates that the level of recreational sports activities and classroom management competency is generally high.



Accordingly, it can be concluded that the practice of recreational sports activities has a positive effect on the level of classroom management competency among physical education and sports teachers at the middle-school level. This is evident from statement No. 12, where the arithmetic mean of respondents' answers was 2.93, with a standard deviation of 0.285, and a high sample trend. A total of 79 respondents answered "Yes," representing 95.2%, indicating that the practice of recreational sports activities motivates teachers to involve students during sports activities inside the classroom, and thus participation positively reflects on classroom management.

This was further supported by statement No. 11, with an arithmetic mean of 2.81, indicating that the teacher's practice of recreational activities enables him to interact with students and facilitates communication with them during the lesson, as well as statement No. 10, with an arithmetic mean of 2.74, indicating that the practice of recreational activities provides the teacher with mechanisms for classroom control.

Accordingly, the second sub-hypothesis is accepted: *The practice of recreational sports activities has a positive effect on the level of classroom management competency among physical education and sports teachers at the middle-school level.* This is also confirmed by the study of (Ma'loum, 2015), which concluded that good management (organization, guidance, control, and coordination) plays a major role in improving the level of job performance.

14.3. Results: Main Hypothesis

Based on the previous results, it can be stated that: The practice of recreational sports activities has a positive effect on the level of certain job performance competencies among physical education and sports teachers. As shown previously:

- Recreational activities have a positive impact on the teacher's job performance at the level of educational planning, and they affect the completion of tasks within the specified time.
- Practicing recreational activities enables the teacher to control himself within the classroom and also has a positive effect on the teacher's behavior inside the class.

15. General Summary

The study results indicate that the practice of recreational sports activities has a positive impact on the level of certain job performance competencies among



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middle-school physical education and sports teachers. This positive effect is reflected in several aspects:

15.1. Educational Planning: It appears that the practice of recreational activities is associated with the level of educational planning competency. This planning improves when the teacher participates in recreational sports activities, enhancing the ability to organize lessons better and achieve educational objectives.

15.2. Classroom Management: The results also show that practicing recreational sports activities positively affects the teacher's classroom management competency. This means that the teacher can manage the classroom more effectively and interact better with students.

15.3. Interaction with Students: The findings indicate that recreational activities enhance interaction between the teacher and students, making the teacher more capable of communicating with students and understanding their needs, which leads to a more supportive and encouraging learning environment.

In general, it is evident that practicing recreational sports activities positively affects the job performance of physical education and sports teachers in multiple aspects, including educational planning, classroom management, and student interaction.

16. Recommendations

Based on the results obtained in this study, several suggestions and future hypotheses are proposed to keep the research field open in these important topics, as follows:

- Paying attention to recreational sports activities due to their importance for the job performance of physical education and sports teachers.
- Ensuring the provision of recreational spaces for teachers, whether sports, tourism, social, artistic, etc.
- Encouraging the practice of recreational sports activities and highlighting their significant and effective role in teachers' performance during their professional duties.
- Expanding the discussion to include other positive effects on teachers' job performance, such as improving mental health, enhancing workplace integration, and boosting energy and productivity.

- Clarifying how practicing recreational sports activities can improve social relationships and interactions with colleagues and students, leading to a more collaborative and supportive work environment.
- The impact of sports activities on work-life balance: The study could highlight how engaging in recreational sports activities contributes to improving teachers' work-life balance, leading to increased job satisfaction and a sense of happiness.
- Exploring how positive interactions between teachers and students, resulting from recreational sports activities, can influence students' academic and behavioral performance.
- Including more information on the benefits of physical activity for teachers' mental and physical health, thereby enhancing the sustainability and effectiveness of recreational sports activities.

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