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The Importance of Guided Play in Developing Cognitive and Motor Capacities among Pre-school Pupils

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Abstract:

This study aims to highlight the importance of guided play as an effective pedagogical tool for developing cognitive and motor capacities in preparatory-stage children, where a descriptive methodology was employed to achieve the study's objectives, utilizing a purposive sample of 80 primary school teachers, with a 21-item questionnaire comprising two thematic axes serving as the data collection instrument.

Following statistical processing using multiple methods—including arithmetic mean, standard deviation, and chi-square coefficient—and subsequent presentation, analysis, and interpretation of results, it was concluded that guided play plays a prominent role in enhancing balance, motor coordination, and general physical fitness; it further contributes to reinforcing the child's cognitive, social, and psychological dimensions through organized and stimulating activities, as results confirming that children benefiting from such play demonstrated marked improvement in motor performance and classroom interaction; the study additionally underscores the necessity for specialist supervision of these activities to ensure their effectiveness.

Keywords: guided play, Cognitive Abilities , teachers, Pre-school, Motor Abilities , descriptive method.

Article info

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1. Introduction:

Play in early childhood is considered one of the most prominent pedagogical means contributing to building the child's personality and developing their diverse capacities, as it constitutes the cornerstone for their balanced growth at the physical, mental, and emotional levels; among various forms of play, guided play occupies a pivotal position in the educational process, owing to its inclusion of purposeful and organized activities seeking to achieve specific educational and instructional objectives, since the child at this stage does not grasp abstract concepts directly but acquires them through experimentation, practice, and observation during their interaction with the environment via play (Abd Al-Rahman Sayyid Sulayman, 2006); hence, play is not merely a means of entertainment but has become an essential tool for acquiring skills and developing bodily-kinesthetic intelligence, thus justifying the interest of researchers and educators in developing guided play strategies and adapting them to the needs of pre-school pupils, a point affirmed by the study of Moad Attar and Ahmed Timtalassine (Attar & Timtalassine, 2025)

Guided play stands as one of the most effective methods employed by modern education to stimulate children's cognitive capacities and motor development, as it assists them in developing motor balance, physical fitness, and fundamental skills such as walking, running, jumping, and climbing; it also contributes to strengthening body muscles and improving neuromuscular coordination through organized activities requiring sustained concentration and physical interaction (Salwá Ḥasan Abdu, 2014); furthermore, these activities are often designed according to the growth characteristics of this stage and in alignment with children's varying ability levels, thereby helping to integrate each child into an enjoyable and secure learning environment (Muḥammad Ḥasan Abd Al-Ḥamid, 2012); moreover, this type of play represents an effective educational alternative to theoretical or rigid activities that may not align with the child's nature at this stage, and due to its simplicity and diverse tools, the educator can easily adapt guided play within the kindergarten or outdoor settings to achieve multiple pedagogical objectives, as evidenced by the study of Lakhdar Jaghoubi and Abdel Halim Mazouz (Lakhdar Jaghoubi and Abdel Halim Mazouz, 2024).

Furthermore, the benefits of guided play extend beyond the motor domain to encompass psychological and social dimensions; it assists children in expressing themselves and releasing their emotions in a positive and safe manner, thereby contributing to psychological equilibrium and reducing stress and negative emotions; it also fosters cooperation and teamwork skills while enhancing the child's sense of responsibility and belonging, particularly when required to respect the rules of play or collaborate with peers to accomplish a collective task (Sami Muḥammad Yousef, 2011); additionally, success in completing motor activities reinforces the child's self-confidence and stimulates their spirit of perseverance and initiative, thus forming a fundamental basis for building a balanced personality in the future, as affirmed by the study of Budali Adil and Bin Sassi Riḍwan (Budali Adil and Bin Sassi Ridwan, 2024); consequently, guided play constitutes a comprehensive training environment that simultaneously develops the body, mind, and emotions (Nawal Abd Allah Al-Id, 2015).

Given the critical importance of this developmental stage in shaping children's holistic growth, special attention must be devoted to implementing guided play in kindergartens and preschool educational institutions, as proper planning of such play activities, while carefully considering children's physical and psychological needs, significantly enhances their motor competence and improves physical fitness, therefore, this article aims to highlight the vital role of guided play in developing children's motor and physical abilities by examining its theoretical foundations, main types and techniques, as well as expected outcomes from its application in educational settings.

Furthermore, the study presents a set of practical recommendations to help educators and parents effectively and sustainably implement this approach, as these suggestions are designed to serve children's best interests, ensuring they develop in a physically and psychologically healthy, balanced manner (Muhammad Mahmoud Al-Hilah, 2009).

1.1 General Research Question:

Does guided play contribute to developing cognitive and motor capacities in pre-school pupils?

1.2 Sub-Questions:

- What role does guided play serve in developing and enhancing cognitive capacities among preparatory-stage pupils?
- What role does guided play serve in developing and enhancing motor capacities among preparatory-stage pupils?

1.3 General Hypothesis:

Guided play contributes to developing cognitive and motor capacities in pre-school pupils.

1.4 Sub-Hypotheses:

- Guided play positively contributes to developing and enhancing cognitive capacities among preparatory-stage pupils.
- Guided play positively contributes to developing and enhancing motor capacities among preparatory-stage pupils.

1.5 Study Objectives:

This study aims to:

- Highlight the vital role of play, particularly guided play, in children's development
- Demonstrate its contribution to various developmental aspects, especially cognitive and motor domains
- Identify the educational and physical benefits of guided play in pre-school education, focusing on the preparatory stage
- Examine its multidimensional impacts: cognitive, motor, psychological, social, physical, health-related, and ethical
- Emphasize guided play's effectiveness in refining children's cognitive and motor capacities
- Establish its value as an educational tool that promotes balanced and comprehensive development during this critical growth stage

1.6 Study Significance:

This study holds importance by:

- Advancing motor education goals through developing children's cognitive/motor capacities and improving motor behavior.
- Clarifying the scientific and educational value of guided play in enhancing motor development.
- Demonstrating its effectiveness in developing physical competence, particularly sensory-motor coordination.
- Revealing how guided activities support motor senses and develop both fine and gross motor skills.

- Examining its impact on improving overall motor performance and environmental interaction.
- Promoting educational play concepts as tools for achieving clear learning objectives.
- Deepening understanding of preparatory-stage characteristics (cognitive, motor, psychological, and social development).
- Confirming guided play as an educational necessity in early childhood, especially pre-school years.

2. Theoretical Background and Previous Studies

2.1 Key Study Terminology

2.1.1 Guided Play

Guided play refers to a purposeful activity organized by an adult—typically an educator or teacher—that guides children toward achieving specific educational and developmental objectives while preserving elements of enjoyment and freedom of choice. This form of play involves carefully designed situations and experiences tailored to children's abilities and inclinations, allowing them to learn through movement, exploration, and interaction within a stimulating and secure environment that fosters the development of their motor, cognitive, and social skills (Sami Mohammed Yousef, 2011).

- Procedural definition of guided play:

In this study, guided play refers to a set of planned and standardized motor activities, conducted under the supervision and guidance of an educator within an educational environment, these activities aim to develop the motor and physical abilities of preparatory school pupils, where this play takes an organized form that takes into account children's developmental characteristics and is used as an educational tool based on interaction and fun, as it aims to improve motor balance, muscle coordination, and body control, and to enhance physical and psychological readiness for learning.

2.1.2 Cognitive Abilities

Cognitive abilities represent an integrated system of higher mental processes that facilitate knowledge acquisition, processing, storage, and retrieval; comprising perception, attention, memory, language, reasoning, problem-solving, and decision-making components, which collectively enable environmental comprehension and situational adaptation, while directly supporting academic achievement, particularly during formative developmental stages when these capacities undergo progressive maturation in interdependence with linguistic, social, and affective development.

2.1.3 Motor Abilities

Motor abilities encompass a spectrum of neurophysiological attributes that optimize physical movement execution; including strength, velocity, equilibrium, agility, neuromuscular coordination, and endurance parameters, which constitute the foundational framework for both fine and gross motor skill acquisition, while being particularly critical for motor performance enhancement across developmental phases, with early childhood demonstrating marked progression due to rapid musculoskeletal and neural system differentiation (Mohamed Hassan Abdel Hamid, 2012).

2.1.4 Preparatory Stage Children

Within the framework of this study, preparatory stage children refer to those aged 5 to 6 years who are enrolled in the year preceding formal primary education, and characterized by distinctive developmental features across physical, cognitive, and emotional domains that necessitate specialized preparatory educational programs incorporating guided play and motor activities, which aim to facilitate

school readiness while fostering physical, cognitive, and social abilities within a secure and stimulating environment.

2.1.5 Previous Studies

- The first study:

A study by Kouider Ben Ibrahim El-Aid – University of Kasdi Merbah Ouargla, Algeria, entitled *"The Effect of Small Games Program on Motor Skills and Some Sensory-motor Cognitive Abilities of Preschool Children (5-6 Years)"* – an experimental study conducted in nurseries of Ain Defla Province, published in The Researcher Journal in Humanities and Social Sciences, Issue 35, 2018.

- **Methodology:** The study adopted a quasi-experimental design.
- **Sample:** The sample consisted of 48 children.
- **Results:** The findings demonstrated the effectiveness of employing structured small games in developing fundamental motor skills and enhancing sensory-motor perception in preschool children, with statistically significant differences observed between the control and experimental groups, favoring the experimental group.
- **Recommendations:** The researcher emphasizes the necessity of implementing small games programs while providing diverse sports equipment and tools, given their efficacy in promoting fundamental motor skills and sensorimotor awareness in children (Kouider Ben Ibrahim El-Aid, 2018).

- The second Study:

A study by Halouze Khaled, University of Algiers 2, entitled "*Physical Education Sessions and Their Relationship to Academic Achievement Among Primary School Students – A Field Study at Nouar Mohamed Primary School, Tiaret, 2020".*

- **Methodology:** The study employed a descriptive approach.
- **Sample:** The sample comprised Arabic language teachers at Nouar Mohamed Primary School, Tiaret.
- **Results:** The study revealed that the conditions and environment in which Arabic language teachers conduct physical education sessions are inadequate, compounded by the absence of specialists; consequently, this negatively impacts both student performance and the teacher's ability to effectively convey movement-related knowledge.
- **Recommendations:** The need to assign physical education to specialized teachers, provide the necessary resources and an appropriate environment for practicing physical activity within educational institutions, and include training sessions for non-specialized teachers to enhance their physical education skills (Halouz Khaled, 2020).

- The third Study:

A Study by Shahad Hamees Al-Subaie; entitled **"***The Role of Guided Play in Developing Motor Skills from Kindergarten Teachers' Perspectives"* Faculty of Education, Early Childhood Department, King Faisal University, Arab Journal of Child Media and Culture, Volume 7, Issue 27, 2024.

- **Methodology:** The study employed a descriptive survey approach.
- **Sample:** The sample comprised (176) kindergarten teachers.
- **Results:** The results indicated that guided play's role in developing motor skills among kindergarten children was perceived as highly significant by teachers, with an overall mean score of (4.14) and standard deviation of (0.56). The "manipulative skills" domain ranked first with a mean of

(4.26) and standard deviation (0.57), followed by "locomotor skills" in second place (mean=4.10, SD=0.63), while "non-locomotor skills" ranked third (mean=4.08, SD=0.62).

- **Recommendations:** The study recommended adopting play in general, and guided play in particular, as an effective educational method for developing various childhood skills (Shahad Hamees Al-Subaie, 2024).

3. Methodological Procedures of the Study:

3.1. Study Methodology:

The nature of the problem presented for the study determines the type of method to be followed among the various methods; in this regard, Morris states: "Defining the research problem will lead to the choice of a qualitative or quantitative method, and will lead the researcher to use experimentation, field investigation, or the historical method to address his topic, as the researcher will also, on a more concrete level, use direct or indirect techniques "while collecting data from the field" (Morris Angeles, 2004, p. 98).

In this study, The descriptive method was adopted given its suitability for our study, to collect data by distributing a questionnaire to the study sample, which consists of primary school teachers.

3.2. Study Limits:

3.2.1. Time Limits:

This study was conducted at the beginning of January, the beginning of the second semester of the 2024/2025 academic year.

3.2.2. Spatial Limits:

This study was conducted in several preparatory schools in Algeria, in the M'Sila province.

3.2.3. Human Limits:

The questionnaire was distributed to primary school teachers specializing in physical education and sports.

3.3. Study community and Sample:

3.3.1. Study community:

It is defined as "all individuals, objects, or persons who constitute the subject of the research problem, and all elements related to the research problem to which the researcher seeks to generalize the study results" (Mohamed Khalil Abbas et al., 2014).

Our study community consists of primary school teachers in Algeria, specializing in physical education and sports.

3.3.2. Study Sample:

By study sample, we mean "a subset of the study population that is appropriately selected, studied, and then the results are used and generalized to the entire original study community" (Mohamed Sarhan Ali Al-Mahmoudi, 2019, p. 160).

In this study, the study sample consisted of primary school teachers in all disciplines in several states of the country, represented by the M'Sila State, where the number of teachers in all schools reached 80 teachers, out of a study population of 800 teachers.

Nbr	Primary school	The state	Nmbr of teachers
1	Arabiya Dahman primary School	M'Sila	22
2	Shanihat Mohamed primary School	M'Sila	16
3	Joudy El Miloud primary School	M'Sila	18
4	Jaijaa Bouguerra primary School	M'Sila	24
9	**The total**		**80**

Table No. 01 : The number of sample members distributed across the various schools and states.

3.3.3 Data Collection Tools:

Research tools are the foundation of the field-based approach, lending credibility to the problem, as the tools required for data collection are usually determined during the research design preparation phase, based on the objectives and available data, which helps ensure accurate analysis and precise interpretation (Jalal ddine Abdul Khaliq, 2003, p. 221), where the questionnaire was used as a data collection tool in this study.

4. Exploratory Study:

Exploration is the essential foundation for constructing the entire research, as it is a fundamental and important step in scientific research; through it, the researcher can test their research methods and ensure their soundness, accuracy, and clarity (Mustafa Hassan Al-Bahi, 2000, p. 83).

It is advisable to conduct an exploratory study before beginning research procedures, especially in field studies, to understand the conditions under which the research will be conducted. (Mousa Mahmoud Abdel Halim, 2003, p. 61)

This experiment was conducted at the beginning of September of the 2024/2025 academic year, as we approached primary schools, sought permission from the principal regarding the possibility of submitting a questionnaire on the subject of the study, and gained closer contact with the study sample, where we identified potential obstacles to avoid in the future, and identified the appropriate time to submit the questionnaire, given the teachers' preoccupation with preparing for the end of the academic year.

4.1 Controlling Study Variables

The study variables consist of:

4.1.1 Independent Variable

The independent variable represents the explanatory factor for the studied phenomenon, constituting the hypothetical cause of the dependent variable; it typically appears at the beginning of the research title and is conventionally termed the causal variable (Ali Gharbi, 2009, p. 39). In our study, the independent variable is « guided play»**.**

4.1.2 Dependent Variable

This variable responds to the manipulation or application of the independent variable (Morris Angers, 2006, p. 206) ; in our research, the dependent variable is « cognitive and motor abilities».

4.2 Psychometric Properties of the Instrument

4.2.1 Internal Validity

Validity stands as one of the most critical prerequisites for research instruments; Lindquist defines it as *the accuracy with which a test measures what it was designed to measure* (Mohamed Nasr Eddin Radwan, 2006, p. 17); Cronbach's alpha coefficient was computed to assess the instrument's validity in our study.

The internal validity equals the square root of reliability ($\sqrt{\alpha} = 0.866$), as presented in the table.

Tests	Self-Honesty
Square root of reliability	0,866

Table No. 02: Self-Honesty of the questionnaire

4.2.2 Reliability

Reliability refers to the consistency of test results when administered repeatedly under similar conditions; measurement experts particularly recommend the test-retest method for assessing physical and motor ability traits (Mohamed Nasr Eddin Radwan, 2006, p. 104).

In our study, **Cronbach's alpha coefficient** was computed to determine the instrument's reliability.

Tests	Reliability
Cronbach's alpha coefficient	0.912

Table No. 03 shows the reliability of the questionnaire.

The results presented in the table reveal that Cronbach's alpha coefficient equals 0.912, which is an exceptionally high value; this indicates that the tool's outcomes are both reliable and statistically acceptable, as the same results could be obtained if the study were replicated with the same participants under identical conditions; consequently, these findings provide robust confidence in the validity and suitability of the questionnaire for data analysis.

4.3. Statistical Methods Used

The Statistical Package for the Social Sciences (SPSS) version 27 was employed to process the various data and results obtained through the application of research data collection tools ; the following statistical measures were utilized:

4.3.1 Descriptive Statistics

- Arithmetic mean
- Standard deviation

4.3.2 Inferential Statistics

- Coefficient of determination (R-squared)

4.4 Detailed Explanation of Questionnaire Axes

The questionnaire consists of two main axes: the cognitive aspect of the child and the psychomotor aspect of the child, comprising a total of 21 items distributed between these two dimensions.

- The first axis includes 7 items, all focusing on the child's cognitive development, this dimension examines how the child can enhance cognitive abilities through motor education, as implemented by the specialized instructor. This approach helps the child develop body awareness, understand how to utilize different body parts, and interact with their surrounding environment, additionally, it explores spatial perception, such as estimating distances and linking them to the child's mental representation ; in other words, the more accurately a child can gauge distances, the more coordinated their physical expressions become, resulting in movements that are both expressive and characterized by an adequate degree of motor coordination.
- The second axis comprises 14 items addressing the child's psychomotor development, this aspect assesses how motor education contributes to the enhancement of the child's motor and psychological skills, enabling them to overcome fear and shyness, both inside and outside the classroom, furthermore, it examines whether this improvement positively impacts the child's academic performance.

5. Analysis and Interpretation of Results:

5.1 Analysis and Interpretation of the Results of the First Hypothesis, represented by the Cognitive Abilities Aspect:

First axis / **Statistical processing**	**Cognitive Abilities Aspect**
Number of sample members	80
Arithmetic mean	15,470
Standard deviation	1,925
Khi-square test	62,318
Degrees of freedom	8
Statistical significance level	0,05
Probability value SIG	0,002

Table No. 04 shows the value of the arithmetic mean, standard deviation, and the K-square test regarding the cognitive aspect axis.

The results presented in the table reveal that the arithmetic mean for the cognitive aspect reached 15.470, indicating that the majority of the sample members achieved a relatively good cognitive level, reflecting the children's benefit from the cognitive activities implemented in the study; meanwhile, the standard deviation of 1.925 suggests a moderate variation among individual results, demonstrating an acceptable degree of homogeneity within the sample regarding cognitive attainment.

Moving to the results of the chi-square test (Khi-deux), we observe that the calculated value reached 62.318, which is significantly high compared to the theoretical distribution table at 8 degrees of freedom; additionally, the p-value (Sig) was 0.002, which is lower than the adopted significance level

(0.05), this indicates the presence of statistically significant differences in the cognitive outcomes among the sample members, suggesting that the studied variables—particularly structured play interventions and accompanying educational activities—had a clear positive impact on the development of this aspect.
Based on these findings, we can confirm the validation of the first hypothesis, which posits that motor education administered by a specialized instructor positively influences the child's cognitive development.

5.2 Analysis and interpretation of the results of the second hypothesis, represented by the axis of the motor abilities aspect:

Second axis / **Statistical processing**	**Motor abilities aspect**
Number of sample members	80
Arithmetic mean	14,980
Standard deviation	1,880
Khi-square test	47,842
Degrees of freedom	14
Statistical significance level	0,05
Probability value SIG	0,004

Table No. 04 shows the value of the arithmetic mean, standard deviation, and the K-square test regarding the motor aspect axis.

Table 5 reveals that the sample size consisted of 80 participants, a sufficient number to ensure statistically reliable processing, as the mean score for the psychomotor aspect was 14.980, indicating a generally positive level of psychomotor development among most participants, which reflects noticeable improvement in key psychomotor skills such as focus, sensory-motor coordination, and response speed.

The standard deviation of 1.880 suggests moderate variability among individual results, pointing to some differences between children while still maintaining an acceptable degree of homogeneity in overall outcomes.

Regarding the chi-square test (Khi-deux), the calculated value was 47.842 with 14 degrees of freedom—a relatively high value indicating statistically significant differences between observed and expected results within the sample; additionally, the p-value (Sig) of 0.004 was below the study's predetermined significance threshold (0.05).

Based on these findings, it can be concluded that the implemented activities—particularly guided play interventions—contributed significantly to enhancing children's psychomotor development, where these results support and confirm the study's second hypothesis, which posits that motor education delivered by a specialized instructor positively influences a child's psychomotor abilities.

6. Discussion of Results in Light of the Hypotheses

The findings of the field study demonstrate that guided play has an effective role in developing cognitive and motor abilities among preschool children, which aligns with the study's general hypothesis,

as statistical analyses revealed that the arithmetic means of children's performance levels across various domains were high, while the probability values (Sig) were below 0.05, confirming the statistical significance of the results, where the responses from the study sample further supported the validity of the hypotheses, allowing for a comprehensive discussion of these findings.

Regarding motor abilities, the study confirmed that guided play directly contributed to improving children's motor performance by enhancing skills such as balance, coordination, and motor precision, as these findings highlight the effectiveness of structured motor activities, which help improve motor synergy and promote neuromuscular development, particularly in preschool-aged children ; this developmental stage is critical for the effective formation of the motor system, a conclusion consistent with the study by Boudali Adel and Ben Sassi Ridwan (2024), which emphasized the positive impact of physical education teachers in achieving sensorimotor integration among primary school pupils.

Regarding physical abilities, the results revealed a noticeable improvement in the fundamental elements of physical fitness, such as strength, speed, and flexibility, reflecting the impact of guided play that relies on intensive and varied movement (Abd Allah, Adel, 2011), because structured motor programs enhance children's muscular capacities and help regulate the utilization of their latent kinetic energy, thereby improving their overall physical efficiency and promoting healthy development.

On the cognitive level, the findings indicated that guided play contributed to the development of children's mental functions, such as concentration, attention, comprehension, and reasoning, as directed educational play stimulates thinking and problem-solving, serving as an innate means of teaching children through interaction, particularly in school settings, which prepares them to acquire new knowledge more effectively in the classroom.

The study's results also demonstrated that guided play improved children's social and emotional aspects, helping them integrate with peers, express themselves freely, and overcome fear and social withdrawal. Moreover, group interaction during play fosters feelings of belonging and social acceptance while reducing withdrawal and aggressive behaviors, as this aligns with the study by Lakhdar Jaghubi and Abdelhalim Mezouze (2024), which found that physical education contributes to the development of moral values in children, such as cooperation, respect, and courage, as social interaction during structured physical activities strengthens a sense of belonging and diminishes aggressive and introverted behaviors.

On another hand, the current study emphasizes the necessity of assigning motor education in the preparatory stage to suitably trained professionals, as unstructured play sessions yield suboptimal outcomes (Al-Dilmi, Abdulrazzaq, 2010); furthermore, well-planned motor sessions conducted by specialists ensure the achievement of desired developmental and educational objectives, as this finding is consistent with the study by Mouad Attar and Ahmed Taymoutalasine, which established a correlation between the teacher's competence in implementing theoretical and practical physical education programs and the success of these programs in achieving educational goals; moreover, well-structured sessions designed by specialists lead to improved learning outcomes in children (Attar & Timtalassine, 2025).

Nor can we overlook the profound impact of guided play on shaping a child’s holistic development, as Erik Erikson, in his theory of psychosocial development, emphasized that children at this stage require an environment that grants them the freedom to play, fostering confidence in their abilities and surroundings, which enhances their psychological equilibrium (Jalouli, Rahima, 2020).

In light of the above, the findings of the current study affirm that guided play should not be viewed merely as a recreational tool, but rather as a comprehensive educational and developmental instrument that refines children’s cognitive, motor, mental, and social capacities, which underscores the need for educational institutions to integrate such activities into their formal curricula.

7. Conclusion

In conclusion, this article has demonstrated that guided play stands as one of the most significant modern educational tools for fostering multifaceted child development, particularly in cognitive and motor skills, which are fundamental indicators of healthy growth in early childhood, where various studies and empirical findings have shown that this type of activity not only enhances children's muscular abilities and physical fitness but also strengthens their psychological, mental, and social capacities, reinforcing the holistic nature of child development through play.

The findings confirm that guided play provides children with multiple opportunities for self-expression, environmental interaction, motor control, and skill acquisition within a structured, safe, and pre-planned environment, which highlights the essential role of educators and specialized teachers in designing and guiding movement-based activities in alignment with the developmental characteristics and needs of the preparatory stage.

Furthermore, the study underscores the importance of systematically integrating guided play into the educational framework by providing appropriate conditions, including suitable spaces, equipment, and specialized training for facilitators, as investing in such activities is an investment in human capital development from an early age, as children who develop sound motor skills become more capable of learning, interacting, and adapting to various life situations.

Therefore, guided play should not be reduced to mere recreational activity; rather, it must be recognized as a fundamental pedagogical tool capable of achieving educational and developmental objectives, particularly in pre-school stages, as when guided scientifically and methodically, these activities ensure a balanced development of body and mind, helping children build well-rounded personalities equipped for future integration and success in both school and society.

Recommendations:

- Equipping primary schools with diverse sports equipment, facilities, and dedicated play spaces.
- Updating the academic curriculum, drawing inspiration from advanced nations, and adopting movement-based learning and physical education.
- Enhance teacher training through specialized workshops to keep educators updated on the latest advancements in kinesthetic education.
- Revive school sports programs, which serve as a fertile ground for identifying young talents and guiding them toward sports clubs.

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