

The Practice of Recreational Sports Activities and Their Role in Reducing Certain School-Related Psychological Stresses among Primary School Pupils (Aged 6–10 Years) from the Perspective of Their Teachers

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Abstract:

This study aimed to investigate the extent to which recreational sports activities contribute to reducing certain psychological stresses experienced by pupils in primary schools. The study was conducted on a purposive sample of 40 primary school teachers, including 30 males and 10 females, teaching pupils aged 6–10 years in the province of Chlef, Algeria.

To achieve the objectives of the study, the descriptive research method was employed. Data were collected through a questionnaire administered to the participants. For data analysis and interpretation, percentage distributions, frequencies, and the Chi-square test were utilized. The findings confirmed the validity of the study hypotheses and revealed that recreational sports activities play a significant role in alleviating anxiety and reducing psychological tension among primary school pupils. The results highlight the importance of integrating recreational sports activities within physical education programs to promote pupils' psychological well-being and support their balanced development.

Keywords: Recreational sports activities, psychological stress, primary education, pupils aged 6–10 years.

1. Introduction:

Sport originated and developed within the framework of recreation and has remained closely associated with it. Although sport has become an independent socio-cultural system in the modern era, it continues to be intrinsically linked to recreation because its essence is fundamentally rooted in recreational objectives. Moreover, both systems share numerous values that are essential to human well-being, including enjoyment, entertainment, pleasure, stress relief, health, physical fitness, excitement, self-realization, and personal fulfillment. These values represent fundamental human

needs, particularly in contemporary societies where alienation increasingly affects individuals and threatens their human identity.

Human development is characterized by continuous physical, cognitive, psychological, and social growth across successive life stages. Among these stages, childhood has attracted considerable attention from researchers and educators, as it represents one of the most critical developmental periods in an individual's life. During this stage, the foundations of future personality traits are established through the formation of habits and attitudes, while the trajectory of physical, intellectual, emotional, and psychological development is largely shaped by the surrounding environment (Nibras & Younes Mohammed Al-Murad, 2004, p. 26).

The school constitutes the second most influential environment after the family in satisfying children's primary and secondary needs through various educational, cultural, and extracurricular activities, including recreational sports activities integrated into educational curricula in general and Physical Education and Sports (PES) programs in particular. Physical Education is regarded as one of the most important educational subjects due to its significant contribution to the holistic development of the individual. Through physical education lessons, which represent the basic unit for achieving educational objectives within schools, students are provided with scientifically designed learning experiences aimed at fostering balanced development across multiple dimensions of life (Kadour Ben Dehma et al., 2019, p. 81).

In recent years, Algeria has adopted the principles of contemporary educational approaches in line with the recommendations of the World Health Organization, emphasizing the provision of safe schools, universities, and facilities where students can spend their leisure time in physically active ways, including play and participation in various recreational activities (Khaled Abdelwahab, 2019, p. 54). These approaches also stress the importance of focusing on children's education, particularly during primary school, and guiding their personality development from an early age to enable them to cope effectively with the challenges and difficulties they may encounter in society. However, contemporary Algerian children are often subjected to considerable academic pressures that extend beyond the school environment into their homes, leaving limited opportunities to satisfy their need for play and physical activity. This concern aligns with UNICEF's recognition of play and sport as fundamental children's rights under the slogan "Sport for Development" (UNICEF for Every Child, 2019).

The deprivation of opportunities for rest and participation in recreational sports activities may negatively affect children's psychological well-being, manifesting in increased anxiety, nervousness, psychological tension, aggressive behavior, and various problems within both family and school contexts.

Furthermore, Sigmund Freud (1856–1939) emphasized the influence of environmental conditions and external factors on both conscious and unconscious behavior. He highlighted the importance of play in children's lives and its educational value, considering play to be one of the most fundamental expressions of children's activity through which the earliest aspects of personality are formed. Individuals who are provided with opportunities for play and recreation tend to enjoy better health and psychological balance. Health, in this broader sense, encompasses mental, physical, emotional, and social well-being rather than merely the absence of disease or weakness (Tahani Abdel Salam, 2001, p. 104).

Consequently, educational and sports specialists consistently emphasize the importance of recreation and play, particularly within primary education. This perspective is supported by classical

philosophers who advocated the use of games as educational tools, especially in teaching mathematics. Plato, for example, is often credited as one of the first thinkers to recognize the value of play for both enjoyment and learning (Soula Tarek, 2017, p. 19).

A review of the official Physical Education and Sports curricula for primary education in Algeria reveals that recreational sports activities occupy a prominent place within the curriculum. This reflects curriculum designers' awareness of the importance of these activities in satisfying pupils' needs, channeling excess energy, and helping them regulate negative behaviors resulting from academic pressures. Based on this premise, the present study seeks to investigate the importance of effectively implementing recreational sports activities prescribed in the official Physical Education curriculum for primary education, as perceived by teachers, and to examine their positive role in behavioral adjustment and the reduction of school-related psychological stress resulting from academic workload and homework demands.

Accordingly, the main research question was formulated as follows:

To what extent do recreational sports activities included in the Physical Education and Sports curriculum for primary education contribute to reducing certain forms of school-related psychological stress among pupils from the perspective of their teachers?

Research Sub-Questions:

1. Do recreational sports activities included in the Physical Education and Sports curriculum for primary education contribute to reducing anxiety among pupils from the perspective of their teachers?
2. Do recreational sports activities included in the Physical Education and Sports curriculum for primary education contribute to reducing manifestations of psychological tension among pupils from the perspective of their teachers?

2. Research Hypotheses:

2.1 General Hypothesis:

Recreational sports activities included in the Physical Education and Sports curriculum for primary education contribute to reducing certain forms of school-related psychological stress among pupils from the perspective of their teachers.

2.2 Specific Hypotheses:

1. Recreational sports activities included in the Physical Education and Sports curriculum for primary education contribute to reducing anxiety among pupils from the perspective of their teachers.
2. Recreational sports activities included in the Physical Education and Sports curriculum for primary education contribute to reducing manifestations of psychological tension among pupils from the perspective of their teachers.

3. Research Objectives:

This study aims to:

- Examine the various recreational sports activities included in the Physical Education and Sports curriculum for primary education.
- Investigate the extent to which recreational sports activities contribute to reducing manifestations of anxiety among primary school pupils.
- Determine the role of participation in recreational sports activities in reducing symptoms of psychological tension among primary school pupils.
- Explore the relationship between recreational sports activities and the development of a well-balanced personality.

- Highlight the role and significance of recreational sports activities within the educational system.

4. Significance of the Study:

The significance of the present study lies in its focus on psychological aspects associated with childhood development, as it seeks to examine the nature of school-related psychological stress and its relationship with recreational physical activity during childhood. Furthermore, the study contributes to a better understanding of the psychological and social characteristics of pupils at the primary education stage, thereby facilitating more effective pedagogical practices and interactions with young learners.

To achieve these objectives, the study focuses on the following aspects:

- The role of recreational sports activities in reducing psychological stress among primary school pupils.
- The positive impact of active participation in various recreational sports activities during childhood.
- Encouraging pupils from different age groups to engage in recreational sports activities by highlighting their educational and psychological benefits.

5. Concepts and Terminology of the Study:

5.1 Recreational Sports Activities:

Recreational sports activities refer to all constructive activities that are socially and culturally acceptable, founded upon the principle of enjoyment and reflecting a philosophy of life. These activities are performed either during Physical Education and Sports classes or during leisure time in the form of small-sided games and recreational exercises. Their primary objective is to achieve the intended learning outcomes outlined in the official Physical Education and Sports curriculum for primary education (Zemmouri, 2011, p. 261).

They may also be defined as all constructive and socially accepted activities voluntarily chosen by individuals with the aim of acquiring personal values and achieving satisfaction, enjoyment, and happiness through participation.

5.2 Curriculum:

A curriculum is a set of educational experiences provided by the school, both inside and outside the classroom, to assist learners in achieving comprehensive development and adapting to various life situations. Through these experiences, learners' behavior is modified and educational objectives are attained (Hassan Bashir Mahmoud, 1999, p. 11).

5.3 School-Related Psychological Stress:

School-related psychological stress refers to a state of pressure experienced by an individual, manifested through feelings of burden, exhaustion, and emotional burnout. It is often expressed through symptoms such as anxiety, depression, psychological tension, and emotional strain (Haroun & Tawfiq Al-Rushdi, 1999, p. 15).

5.4 Primary Education Stage:

The primary education stage is the foundational level of formal schooling during which pupils receive basic education. According to the educational system currently implemented in Algeria, this stage lasts five years. It encompasses three developmental periods: early childhood, middle childhood, and late childhood (Manaa Asmaa & Mourad Khelassi, 2019, p. 515).

5.5 Anxiety:

Anxiety is a state of intense and vague fear that overwhelms an individual and generates feelings of distress, discomfort, and psychological suffering. An anxious individual tends to anticipate negative outcomes, often displaying pessimism, nervousness, and emotional instability.

5.6 Psychological Tension:

Psychological tension is a common psychological condition resulting from various economic, social, environmental, and personal pressures that place the individual in a state of psychological imbalance, often characterized by sadness, anger, frustration, and emotional distress.

6. Previous and Related Studies:

6.1 Study of Zouhir Redouane (2025):

Title: *Recreational Sports Activities and Their Role in Promoting Mental Health among Primary School Pupils*

This study aimed to investigate the role of participation in recreational sports activities within primary schools in promoting and enhancing the mental health of primary school pupils. Following data collection, analysis, and interpretation, the findings revealed that participation in school-based recreational sports activities plays a positive and effective role in enhancing pupils' mental health and psychological development. The study also demonstrated that these activities strengthen social relationships among pupils, reduce feelings of loneliness and social withdrawal, and provide an interactive environment that enhances social skills and facilitates communication with others (Zouhir Redouane, 2025, p. 87).

6.2 Study of Bourkiza Amina and Mazarfa Djamel (2025):

Title: *Recreational Sports Activities in Primary Education from the Perspective of Physical Education and Sports Teachers*

The study sought to examine the importance of active participation in recreational sports activities during primary education from psychological, social, and physical perspectives. The results indicated that participation in recreational sports activities contributes significantly to the development of pupils' physical health and psychological well-being while strengthening their social relationships and interpersonal bonds, which are considered essential foundations of primary education. Furthermore, the study found that these activities foster teamwork, enhance self-confidence, and promote the development of a balanced personality capable of overcoming future challenges and obstacles (Bourkiza Amina et al., 2025, p. 98).

6.3 Study of Azizi Ibrahim et al. (2022):

Title: *The Impact of Recreational Sports Activities on the Psychosocial Development of Primary School Pupils*

This study aimed to highlight the impact of participation in recreational sports activities on the psychosocial development of primary school pupils. The findings revealed that recreational sports participation has a significant positive effect on personality traits that support healthy and balanced child development. Moreover, recreational activities were found to play an important role in improving communication and social interaction skills, while fostering a stronger sense of belonging and social acceptance among pupils (Azizi Ibrahim et al., 2022, p. 73).

7. Methodological Procedures of the Study:

7.1 Independent Variable:

The independent variable refers to the factor whose variation produces changes in other related variables. It is considered the variable manipulated or examined to determine its effect on the dependent variable.

In the present study, the independent variable is represented by:

Recreational Physical Activity and Sports Participation.

7.2 Dependent Variable:

The dependent variable refers to the outcome variable whose values are influenced by changes in one or more independent variables. It reflects the effects resulting from the independent variable under investigation.

In the current study, the dependent variable is represented by: **Psychological Stress.**

7.3 Research Method:

To address the research problem and achieve the study objectives, the **descriptive research method** was adopted, as it is considered the most appropriate approach for examining the role of recreational sports activities in alleviating certain forms of psychological stress among primary school pupils.

7.4 Population of the Study:

The study population consisted of primary school teachers from different grade levels working in selected educational institutions in the province of Chlef, Algeria. These teachers were responsible for supervising and teaching Physical Education and Sports activities. The target population included **20 male teachers and 40 female teachers**, excluding French language teachers.

7.5 Sample of the Study:

The study sample consisted of **40 primary school teachers** responsible for teaching pupils across the five grades of primary education. Participants were selected using a purposive sampling technique and were drawn from four primary schools as follows:

Table 1. Distribution of the Study Sample

No.	Educational Institution	Female	Male	Total
01	Primary Schools of Tenes Municipality	03	8	11
02	Primary Schools of Ouled Fares Municipality	02	07	09
03	Primary Schools of Boukadir Municipality	02	07	09
04	Primary Schools of Chettia Municipality	03	08	11
05	Total	10	30	40

8. Research Instrument:

Following consultation with a group of specialists in curriculum studies and educational sciences, the researchers determined that the **questionnaire** was the most suitable instrument for collecting data and information.

The questionnaire consisted of a set of structured items administered to the participants, who were asked to provide responses either directly or indirectly before returning the completed forms to the researchers.

8.1 Scientific Properties of the Instrument:

- **Content Validity:**

Content validity was established through expert review. The questionnaire was submitted to a panel of university professors and specialists in the field for evaluation of its relevance and appropriateness to the study objectives.

Based on the experts' recommendations, several items deemed unsuitable for measuring the research dimensions were removed. Specifically, seven items were deleted from the **Anxiety** dimension and seven items from the **Psychological Tension** dimension, reducing the total number of items from twenty to fourteen.

8.2 Reliability of the Questionnaire:

The reliability of the questionnaire was assessed using **Cronbach's Alpha coefficient**, as presented in Table 2.

Table 2. Cronbach's Alpha Reliability Coefficients for the Questionnaire Dimensions

Variable	Number of Items	Cronbach's Alpha
Anxiety	07	0.889
Psychological Tension	07	0.796
Total Questionnaire Items	14	0.873

The results presented in Table 2 indicate that Cronbach's Alpha coefficients ranged from **0.796** to **0.889** across the questionnaire dimensions, reflecting a high level of internal consistency. Furthermore, the overall Cronbach's Alpha coefficient for the entire questionnaire reached **0.873**, indicating excellent reliability. These values confirm that the research instrument possesses strong psychometric properties and is sufficiently reliable and appropriate for the purposes of the present study.

9. Statistical Procedures:

Data were analyzed using the **Statistical Package for the Social Sciences (SPSS)**. The following statistical techniques were employed:

- **Cronbach's Alpha Coefficient** to assess the internal consistency and reliability of the questionnaire.
- **Percentages (%)** to describe and summarize participants' responses.
- **Chi-Square Test (χ^2)** to determine the statistical significance of differences between observed and expected frequencies.

10. Results Presentation, Analysis, and Discussion:

10.1 First Hypothesis

Hypothesis 1: Recreational sports activities included in the Physical Education and Sports curriculum at the primary education level contribute to reducing anxiety among pupils from the perspective of their teachers.

Table 3. Chi-Square Analysis of Teachers' Responses Regarding the Role of Recreational Sports Activities in Reducing Anxiety

Item	Response	Freq.	%	χ^2 Cal	χ^2 Crit	Sig
Do pupils' behaviors improve when participating in recreational sports activities?	Yes	28	60%	13.02	3.84	S
	No	12	40%			
	Yes	30	70%	13.06	3.84	S

Do pupils' behaviors become more regulated through participation in recreational sports activities?	No	10	30%			
Do pupils become more focused on assigned tasks when participating in recreational sports activities?	Yes	36	90%	23.08	3.84	<i>S</i>
	No	4	10%			
Does the level of annoyance among pupils increase during participation in recreational sports activities?	Yes	8	25%	22.90	3.84	<i>S</i>
	No	32	75%			
Do recreational sports activities included in the Physical Education curriculum help pupils overcome aggressive behaviors?	Yes	29	70%	7.70	3.84	<i>S</i>
	No	11	30%			
Do you observe nervousness and emotional outbursts among pupils while practicing recreational sports activities?	Yes	11	35%	39.90	3.84	<i>S</i>
	No	29	65%			
Do pupils experience fear and boredom while participating in recreational sports activities?	Yes	5	10%	8.90	3.84	<i>S</i>
	No	35	90%			
<i>Degrees of Freedom (df) = 1</i>						

The findings indicate that **60%** of teachers reported that participation in recreational sports activities improves pupils' behavior, whereas **40%** expressed the opposite view. Since the calculated Chi-square value ($\chi^2 = 13.02$) exceeded the critical value (**3.84**), statistically significant differences were observed among participants' responses.

Regarding the second item, **70%** of teachers believed that recreational sports activities contribute to positive behavioral modification among pupils, while **30%** disagreed. The calculated Chi-square value ($\chi^2 = 13.06$) was greater than the critical value (**3.84**), indicating statistically significant differences.

For the third item, **90%** of teachers reported that pupils become more focused on assigned tasks when participating in recreational sports activities, compared to **10%** who disagreed. The calculated Chi-square value ($\chi^2 = 23.08$) exceeded the critical value, confirming statistical significance.

Concerning the fourth item, **75%** of teachers indicated that pupils who participate in recreational sports activities do not exhibit increased annoyance toward one another, whereas **25%** reported otherwise. The calculated Chi-square value ($\chi^2 = 22.90$) was significantly higher than the critical value (**3.84**), demonstrating statistically significant differences.

With respect to the fifth item, **70%** of teachers stated that recreational sports activities help pupils reduce aggressive behaviors, whereas **30%** disagreed. The calculated Chi-square value ($\chi^2 = 7.70$) exceeded the critical value, indicating statistically significant differences.

For the sixth item, **65%** of teachers reported that pupils engaged in recreational sports activities display fewer manifestations of nervousness and emotional instability, while **35%** held the opposite opinion. The calculated Chi-square value ($\chi^2 = 39.90$) was substantially greater than the critical value, confirming statistical significance.

Finally, regarding the seventh item, **90%** of teachers indicated that pupils do not experience fear or boredom while participating in recreational sports activities, whereas only **10%** reported

otherwise. The calculated Chi-square value ($\chi^2 = 8.90$) exceeded the critical value (3.84), indicating statistically significant differences among responses.

Overall, these findings suggest that recreational sports activities play a substantial role in reducing anxiety-related manifestations among primary school pupils, as perceived by their teachers. The positive behavioral outcomes, improved concentration, reduced aggression, and lower levels of fear and emotional instability collectively support the first research hypothesis.

10.2 Discussion of the First Hypothesis

Based on the results related to the first hypothesis, it was found that participation in recreational sports activities contributes significantly to reducing anxiety among primary school pupils, as perceived by their teachers.

The findings indicate that engagement in recreational sports activities improves pupils' behavior and promotes positive behavioral adjustment, which represents one of the fundamental educational outcomes sought within the broader objectives of schooling. Furthermore, the results revealed that pupils who participate in recreational sports activities tend to demonstrate greater emotional stability and self-regulation. They also exhibit improved concentration and reduced susceptibility to irritation and frustration.

These findings support the notion that recreation extends beyond mere play and physical movement, encompassing a wide range of psychological, educational, and social benefits. Recreational sports activities provide pupils with opportunities to release accumulated tension and cope with various school-related pressures. Conversely, the absence of such activities may contribute to increased aggressive tendencies, boredom, and feelings of fear among pupils.

The responses provided by teachers consistently highlighted the positive role of recreational sports activities in alleviating anxiety and promoting enjoyment, comfort, and psychological well-being among primary school pupils. Therefore, the first hypothesis is considered confirmed.

These findings are consistent with the study conducted by **Zouhir Redouane (2025)**, which emphasized that recreational sports activities constitute an important means of promoting the holistic development of primary school pupils. Such activities combine enjoyment with motor learning within a safe and stimulating environment. The study further demonstrated that participation in recreational activities during this critical developmental stage enhances psychological and social dimensions, including self-confidence, cooperation, and respect for others. Moreover, these activities provide an effective outlet for energy expenditure, reduce anxiety and psychological disturbances, and consequently improve concentration and academic achievement.

10.3 Second Hypothesis

Hypothesis 2: Recreational sports activities included in the Physical Education and Sports curriculum at the primary education level contribute to reducing psychological stress among pupils from the perspective of their teachers.

Table 4. Chi-Square Analysis of Teachers' Responses Regarding the Role of Recreational Sports Activities in Reducing Psychological Stress

Item	Response	Freq.	%	χ^2 Cal	χ^2 Crit	Sig
Do pupils' moods improve when participating in recreational sports activities?	Yes	28	80%	22.80	3.84	S
	No	12	20%			
	Yes	34	90%	24.30	3.84	S

Do you observe an increase in pupils' morale during participation in recreational sports activities?	No	06	10%			
Do you notice a reduction in some symptoms of psychological stress when pupils participate in recreational sports activities?	Yes	36	70%	43.76	3.84	<i>S</i>
	No	04	30%			
Do pupils display signs of comfort, enjoyment, and happiness while participating in recreational sports activities?	Yes	35	75%	27.30	3.84	<i>S</i>
	No	05	25%			
Are the recreational sports activities included in the curriculum appropriate for pupils' abilities?	Yes	29	75%	21.90	3.84	<i>S</i>
	No	11	25%			
Do recreational sports activities positively affect pupils' psychological well-being?	Yes	32	90%	32.90	3.84	<i>S</i>
	No	08	10%			
Do pupils exhibit behavioral disturbances such as fatigue or social withdrawal after participating in recreational sports activities?	Yes	05	15%	19.02	3.84	<i>S</i>
	No	35	85%			
<i>Degrees of Freedom (df) = 1</i>						

The findings revealed that **80%** of teachers believed that pupils' moods improve through participation in recreational sports activities, whereas **20%** expressed a different opinion. The calculated Chi-square value ($\chi^2 = 22.80$) exceeded the critical value (**3.84**), indicating statistically significant differences among responses.

Regarding the second item, **90%** of teachers reported that recreational sports activities enhance pupils' morale, while only **10%** disagreed. The calculated Chi-square value ($\chi^2 = 24.30$) was greater than the critical value, confirming statistical significance.

For the third item, **70%** of teachers indicated that recreational sports activities help pupils reduce symptoms associated with stress, anxiety, and excessive anger, whereas **30%** reported otherwise. The calculated Chi-square value ($\chi^2 = 43.76$) substantially exceeded the critical value, indicating statistically significant differences.

Concerning the fourth item, **75%** of teachers believed that participation in recreational sports activities promotes feelings of happiness, enjoyment, and comfort among pupils, while **25%** expressed a contrary opinion. The calculated Chi-square value ($\chi^2 = 27.30$) confirmed the statistical significance of these differences.

For the fifth item, **75%** of teachers reported that the recreational sports activities included in the curriculum are appropriate for pupils' abilities and developmental characteristics, whereas **25%** disagreed. The calculated Chi-square value ($\chi^2 = 21.90$) exceeded the critical threshold, indicating statistically significant differences.

Regarding the sixth item, **90%** of teachers agreed that recreational sports activities positively influence pupils' psychological well-being, while **10%** held a different view. The calculated Chi-square value ($\chi^2 = 32.90$) demonstrated statistical significance.

Finally, **85%** of teachers indicated that participation in recreational sports activities helps pupils avoid behavioral disturbances such as fatigue and social isolation, whereas **15%** reported otherwise.

The calculated Chi-square value ($\chi^2 = 19.02$) exceeded the critical value, confirming statistically significant differences among participants' responses.

10.4 Discussion of the Second Hypothesis :

The findings associated with the second hypothesis demonstrated that participation in recreational sports activities contributes significantly to reducing levels of psychological stress among primary school pupils. Moreover, these activities foster feelings of comfort, enjoyment, and happiness.

Most teachers agreed that recreational sports activities exert a positive influence on pupils' psychological well-being and behavior. They also considered these activities to be appropriate for pupils' developmental capabilities and effective in reducing manifestations of distress, tension, and emotional strain. In addition, recreational sports activities provide an outlet for excess energy generated by academic demands and homework-related pressures.

Consequently, the second hypothesis is considered supported by the study findings.

These results are consistent with previous studies conducted by **Bourkiza Amina et al.** and **Azizi Ibrahim et al.**, which concluded that participation in recreational sports activities during primary education contributes to reducing stress and anxiety, enhancing mental health, increasing self-confidence, and developing essential social skills such as cooperation, respect, and problem-solving abilities. Through play and recreational engagement, children acquire the ability to express their emotions and adapt positively to different situations.

Therefore, recreational sports activities represent an effective means of promoting both psychological and physical well-being among primary school pupils, given their role in supporting emotional balance and contributing to the development of happier, healthier, and more academically engaged children.

Since both the first and second hypotheses were confirmed, the overall findings indicate that recreational physical activity and sports participation play a significant role in reducing psychological stress among primary school pupils from the perspective of their teachers. Accordingly, the general research hypothesis is supported.

11. Conclusion

The present study sought to investigate the role of recreational sports activities in reducing certain forms of psychological stress among primary school pupils from the perspective of their teachers. The findings clearly demonstrated the importance of these activities for pupils and highlighted their essential role in alleviating the daily psychological pressures experienced during the primary school years.

The results revealed that recreational sports activities play a significant role in reducing anxiety among pupils by helping them overcome feelings of psychological tension and emotional distress. Consequently, the inclusion of recreational sports activities within Physical Education and Sports lessons should be considered both fundamental and indispensable due to their substantial psychological and social benefits. Physical education teachers are therefore encouraged to emphasize this category of activities, as they are primarily based on recreation, play, and enjoyment, all of which constitute essential developmental needs for children, particularly during primary education.

Furthermore, recreational physical activity provides natural opportunities for the holistic development of children's personalities. Through participation, pupils become integrated into groups and teams that foster friendship, social bonding, and mutual acceptance. Such experiences enable

children to understand their role within society while contributing to the formation of their attitudes, interests, values, and personal aspirations from an early age.

The educational institution also plays a crucial role in the upbringing and development of children. Beyond its instructional responsibilities, it contributes to satisfying pupils' physical, physiological, psychological, social, and educational needs. Consequently, schools have a major responsibility in cultivating positive attitudes toward recreational physical activity and encouraging children to use their leisure time constructively.

By engaging in meaningful recreational play and sports activities, pupils can achieve greater psychological comfort and emotional balance, enabling them to cope more effectively with various psychological stressors and adapt positively to the challenges they encounter in their daily lives.

12. Recommendations

Based on the findings of the present study, the following recommendations are proposed:

- Develop structured recreational sports activity programs specifically designed for primary education pupils at each grade level.
- Diversify recreational sports activities to enhance motivation, participation, and healthy competition among pupils.
- Ensure that pupils are actively encouraged to participate in Physical Education lessons and avoid unnecessary exclusion from these activities.
- Review and redesign the content of Physical Education and Sports curricula at the primary education level to better address pupils' developmental and psychological needs.
- Increase the duration of Physical Education lessons whenever possible to provide pupils with greater opportunities for participation in recreational sports activities.
- Promote the integration of recreational sports activities as a strategic educational tool for enhancing psychological well-being and reducing school-related stress among primary school pupils.
- Encourage educational institutions to adopt policies that support active lifestyles and positive leisure-time engagement among children from an early age.

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