Kurdish Studies
Feb 2024
Volume: 12, No: 2, pp.411-422
ISSN: 2051-4883 (Print) | ISSN 2051-4891 (Online)
www.KurdishStudies.net

Received: December 2023 Accepted: January 2024
DOI: https://doi.org/10.58262/ks.v12i2.033

The Impact of Recreational Swimming as a Lifestyle on Elementary School Students from the Perspective of Physical Education Teachers in Palestine

Reem Hammad[1], Waleed M. Shaheen[2]

Introduction

The organized recreation is considered a recent aspect in the field of education, yet its roots are deeply embedded in the social, emotional, and mental aspects of life. Understanding the recreational demands of the people can reflect the prevailing economic and cultural conditions at any given time.

Objective facts affirm that recreational culture stems from the general culture of society. The social and cultural climate contributes to enhancing the value of recreational activities during leisure time. Field studies indicate a crucial need to emphasize the role of families, educational institutions, and recreational organizations. This emphasis aims to instill a culture of engaging in recreational activities, considering them an integral part of essential programs, rather than relying solely on watching television programs and encouraging sports activities (Awais, 2008).

Recreation is a significant factor in building a child's personality, providing opportunities for self-expression, creativity, and meeting the urgent needs for movement, contemplation, and thinking. Engaging in recreational activities contributes to physical, psychological, physiological, and skill development, enhancing the overall well-being of children (Al-Rubi, 1995).

Physical activities play a crucial role in the general cognitive development of students, fostering body awareness, precision, and economic movement performance. The interaction between perception and movement is essential for developing cognitive and motor skills (Al-Qargholi & Ibrahim, 2001).

Recreational activities in the swimming pool are enjoyable for children, adding a unique touch of joy, activity, and vitality to their lives. These activities have various social, educational, psychological, therapeutic, physical, and physiological benefits (Al-Hamami, 2004).

Childhood is a crucial stage for human growth, and studying the interaction between different aspects of a child's development is essential for understanding its impact on their personality and behavior. Cognitive and motor abilities are vital for a child's overall growth and learning capacity (Al-Rubi, 1995).

Scientific studies emphasize the need for rest periods to restore the energy expended during

[1] Lecture, Faculty Member -Department of physical Education, Birzeit University, College of Education, Department of Physical Education, Ramallah / Palestine, Email: rmhamad@birzeit.edu
[2] Associate Professor, Birzeit University, College of Education, Department of Physical Education, Ramallah / Palestine
Email: wshaheen@birzeit.edu

physical or mental activities. Rest periods are essential for maintaining overall health. Specialized programs during rest periods positively affect the nervous system, enhance vital organ functions, and alleviate the fatigue associated with work. Recreational activities should be diverse, addressing physical, intellectual, emotional, and social aspects. Individuals should engage in activities that match their personal preferences. Social activities should provide opportunities for individuals to play various social roles, contributing to the development of their social personality (Koury, 2006).

Aquatic recreational programs aim to utilize available facilities to stimulate individuals' motivation to participate, invest their leisure time, and enjoy the benefits. The programs seek to achieve psychological and nervous relaxation, resist the stresses of modern life, and improve individuals' health and physical well-being (Al-Hamami, 2004).

The popularity of aquatic exercise programs is growing due to their diverse goals, including recreation, therapy, rehabilitation, and recovery from injuries. Water training helps prevent injuries by reducing pressure on joints, ligaments, and muscles. Water resistance is higher than air resistance, requiring the engagement of more muscles. Additionally, water resistance can be controlled by changing body buoyancy and using tools. Aquatic exercises help in stress reduction, decrease bone pressure, and reduce the risk of injury, while also improving overall physical fitness (Heywood et al., 2017).

Several studies highlight the importance of water environments in enhancing performance for athletes through training at different intensities (Bushman et al., 1997; Martel et al., 2005).

Several researchers have focused on studying swimming and its effects on individuals and students in general. One such study conducted by Sara, Ismail Mohamed Ismail, and Fatima, Hussein Ali, in 2021, investigated the impact of a recreational games program on the performance level of the third star in artistic swimming skills. The study aimed to identify the influence of the proposed recreational games program on the performance of the third star skills in artistic swimming for 9-year-old individuals. The research included female artistic swimmers from the Zamalek Club for the year 2021-2022, with ages ranging from 9 years and a total of 22 players. The participants were divided into two equal groups, experimental and control, each consisting of 8 players, with an additional 6 players for the survey study outside the main research sample. The results showed statistically significant differences between the pre and post measurements of the third-star skill performance tests in favor of the post measurements, indicating the positive impact of the recreational games program on the experimental group.

Another study conducted by AlZaid in 2021 focused on a proposed aquatic relaxation program and its effect on learning the butterfly stroke for middle school students in Kuwait. The experimental method was used, and the study included two groups, one experimental and one control, with a total of 14 swimmers. The study concluded that the relaxation program positively affected the skill level of butterfly stroke swimmers, leading to an improvement in their skill level. The recommendations included emphasizing the selection of skill exercises within the aquatic environment to enhance skill development and the necessity of using devices and tools in training programs for achieving the best skill level possible.

In a study by Maisa in 2020, the impact of aquatic relaxation on estrogen hormone levels, depression, and life satisfaction in pre-menopausal women was investigated. The experimental method was used on a sample of 15 women, and the results indicated that the relaxation

program contributed to improving estrogen hormone levels, reducing depression, and increasing life satisfaction among the research sample. The study recommended focusing on using aquatic relaxation activities to improve physical fitness components related to health.

Abdulqader, Ahmed Mohamed Hashem, and others conducted a study in 2020 titled "The Impact of Some Recreational Activities on Ethical Values among Young Swimmers." The study aimed to explore ethical values among young swimmers and develop a recreational program integrated into the training program to assess its impact on ethical values. The experimental method was used, and the study included 30 swimmers aged 12 to 14 from different clubs in Egypt. The results showed statistically significant differences between pre and post measurements of ethical values in favor of the experimental group, indicating the positive impact of the proposed program on the ethical values of young swimmers.

a study by Malham in 2018 investigated the impact of recreational swimming on life satisfaction among faculty members at Mutah University. The study included 43 participants who attended swimming courses at the university's training and consultation center. The results showed a positive impact of recreational swimming on life satisfaction among faculty members.

Olena Dorofieieva, Kseniya Yarymbash, Iryna Skrypchenko, Ratko Pavlovi´c and Georgian Badicu (2019) The Effect of Recreational Swimming on the Health of Students with Poor Somatic Health in Physical Education Classes at University.The physical education of students who have a deviation in their state of health requires a joint effort from teachers and doctors. Aim: The aim of the study was to substantiate the necessity of swimming classes as an effective means of physical rehabilitation in students with health disorders within the physical education curriculum classes. Methods: Students with low-level somatic health (54 students) were grouped into the Basic Group (BG, 27 students) and the Control Group (CG, 27 students). The Basic Group students were offered special swimming classes aimed at their physical rehabilitation. At the beginning of the study and after 24 training classes the authors assessed the somatic health, physical and mental endurance, and adaptation abilities of the autonomic nervous system. Results: Implementation of the method into the curriculum of the BG students resulted in a significant improvement (by 48.1%) of their somatic health. A reliable re-distribution of the students with "poor" and "lower than average" somatic health to the "average" and "higher than average" health group was noted ($p < 0.05$). The students' physical characteristics improved by 36.4%. Conclusion: The conducted research proved the necessity of using sectional swimming activities as a means of physical rehabilitation of students with low health.

Kristy Howells (2016) Benefits of Swimming for Young Children 25 children (15 girls and 10 boys). Overall the top-up swimming programme within the case study school enabled 68 per cent of previously non-swimming children to be able to achieve the 25m unaided swimming requirement in the National Curriculum for England physical education (DfE, 2013). The school has recommended a repetition of the top-up programme again next year to help support those children who were not quite able to achieve the results this year. Although it was hoped all 100 per cent of the children would be successful, it is important to acknowledge the other benefits of swimming that occurred. They were able to articulate how they felt they had more stamina, and they felt safer. They highlighted how they were now excited about going on holiday to places that had swimming pools or the sea. They now would be willing to go to swimming pool parties which previously they had avoided. The case study school would recommend to others the top-up for children who are unable to swim unaided and to record other skills the children are developing alongside the swimming skills, as for the children these are too very important and these will help encourage lifelong participation

Study Problem

The primary stage is one of the important phases in school life, as students in this stage learn and develop various movements, games, and athletic abilities. The curriculum is considered one of the essential and influential elements in shaping the students' personalities. Studies have emphasized the urgent need to emphasize the role of families, educational institutions, and recreational organizations in instilling a culture of engaging in recreational activities in general, considering them an integral part of essential programs. In this stage, it is possible to develop and enhance various cognitive-motor skills, attention capabilities, and the development of psychological, social, and social interaction aspects, whether through their interaction with the environment or through engaging in various types of recreational games, including swimming.

Through field experience in the field of swimming, the idea of the study emerged for the researchers. Therefore, they decided to study this problem by conducting a study that illustrates the impact of recreational swimming as a lifestyle on elementary school students from the perspective of physical education teachers in Palestine.

Study Objectives

The study aimed to achieve the following objectives:

1. To assess the impact of recreational swimming as a lifestyle on elementary school students from the perspective of physical education teachers in Palestine.
2. To investigate the influence of recreational swimming as a lifestyle on elementary school students from the viewpoint of male and female physical education teachers in Palestine.

To achieve these objectives, a questionnaire will be designed and distributed to a sample of the study to draw conclusions and provide recommendations that may benefit physical education directors and teachers in Palestine. The study will specifically focus on the following:

1. Assessing the impact of recreational swimming as a lifestyle on elementary school students from the perspective of physical education teachers in Palestine.
2. Examining the influence of recreational swimming as a lifestyle on elementary school students based on variables such as gender, place of residence, and years of experience, as perceived by physical education teachers in Palestine.

Study Questions

What is the impact of recreational swimming as a lifestyle on elementary school students from the perspective of male and female physical education teachers in Palestine?

1. Are there statistically significant differences in the responses of male and female physical education teachers attributed to their personal variables (gender, place of residence, years of experience)?

Study Limitations

1. Human Limit: Physical Education instructors in the West Bank governorates.
2. Spatial Limit: Schools affiliated with the directorates of education in the West Bank governorates.

3. Temporal Limit: The academic year from September 1, 2022, to June 1, 2023.

Operational Definitions of Terms

Recreational swimming: A collection of leisure activities that converge within an aquatic environment, whether facilitated by equipment or not, motivated primarily by personal satisfaction and the joy of self-expression (Taha, 2006).

Study Population and Sample

The study includes (43,090) male and female physical education teachers from various government schools in the West Bank, according to the statistics of the Ministry of Education in the West Bank governorates, for the academic year 2022-2023. The study was conducted on (86) physical education teachers, selected randomly from different government schools according to the statistics of the Ministry of Education in the West Bank governorates, for the academic year 2022-2023.

Data Collection

To collect the data, the following tools and procedures were used:

First: A data collection form (questionnaire) was employed, which included the following general information about the sample individuals (gender, place of residence, years of experience).

Second: Validity of the study tool was ensured by checking the internal validity of the tool as follows:

Internal Validity: The researchers verified the validity of the tool by applying it to a sample of (40) male and female teachers from the study community and outside the study sample. This was done to confirm the structural validity of the study tool, in which the tool's items represent the total score of its sections. This was calculated through correlation coefficients between all items of the tool and the total score of the tool.

Results of the Study

Below are the results of the internal consistency validity of the recreational swimming scale as a lifestyle method among elementary school students from the perspective of physical education teachers in Palestine.

Table (1): The Correlation Coefficients between the Score of Each Statement of Recreational Swimming as a Lifestyle and the Total Score of the Scale.

Paragraph	Correlation Coefficient	Significance Level	Paragraph	Correlation Coefficient	Significance Level
1	**0.80	0.000	13	**0.70	0.000
2	**0.77	0.000	14	**0.71	0.000
3	**0.85	0.000	15	**0.79	0.000
4	**0.85	0.000	16	**0.71	0.000
5	**0.76	0.000	17	**0.74	0.000
6	**0.75	0.000	18	**0.82	0.031
7	**0.67	0.000	19	**0.79	0.001
8	**0.74	0.000	20	**0.80	0.001
9	**0.72	0.000	21	**0.82	0.000
10	**0.72	0.000	22	**0.77	0.000
11	**0.85	0.001	23	**0.82	0.000

12	**0.77	0.000	24	**0.83	0.000

Statistical significance at a level of (0.05), or at a level of (0.01)**

The table above indicates that each statement of the scale (recreational swimming as a lifestyle) showed a correlation coefficient with the total score of the scale. This correlation is statistically significant at the level of (0.05)* or at the level of (0.01)**.

The Table (2): The Correlation Coefficients Between the Score of Each Domain in the Scale (Recreational Swimming as a Lifestyle) and the Total Score of the Scale.

"The field	Correlation coefficient	Level of significance
Psychological	**0.91	0.000
Social	**0.95	0.000
Cognitive	**0.91	0.000
Physical	**0.94	0.000

"Statistical significance at the level of (0.01)."

The table above indicates that the correlation coefficients between the dimensions of the scale domains (recreational swimming as a lifestyle) and the total score of the scale are statistically significant at a significance level of 0.01. Upon completing the internal consistency analysis of the questionnaire, it was found to be internally consistent, and its domains align in measuring recreational swimming as a lifestyle among elementary school students from the perspective of physical education teachers in Palestine. Thus, the questionnaire consists of (24) items distributed across its domains.

Thirdly, the reliability of the tool was assessed by calculating the internal consistency using Cronbach's alpha formula. The reliability coefficient for the overall tool was (0.88), and for the sub-domains, reliability coefficients ranged from (0.77-0.84), all of which are considered good for the purposes of the study. Table (3) illustrates this.

Table (3): Stability Coefficients Using Cronbach's Alpha for Subdomains and the Overall Score of the Recreational Swimming Lifestyle Scale.

The Field	Coefficient of Stability
Psychological	%0.92
Social	%0.87
Cognitive	%0.90
Physical	%0.93
Overall Score	%0.97

Through the table, it becomes evident that the overall stability coefficient reached (0.97%), despite the fact that the sub-stability coefficients ranged between (0.87-0.93). The reason for this is that the Cronbach's alpha equation relies on the variance of items, and the variance of an item within its domain differs from its variance in the total score.

Discussion of the results

To address the study's research questions, the researchers utilized the Statistical Package for the Social Sciences (SPSS), employing the following statistical procedures:

1. Mean, standard deviation, and percentages.
2. Pearson correlation coefficient.
3. Independent Sample t-test to highlight significant differences between variables.

4. One-way Analysis of Variance (ANOVA) to determine differences in the impact of recreational swimming as a lifestyle among physical education teachers in Palestine based on variables such as location, years of experience. Additionally, the Tukey Honestly Significant Difference (HSD) test was used for post hoc pairwise comparisons when necessary.

First: Results related to the initial research question, which is:

To what extent does recreational swimming as a lifestyle impact elementary school students from the perspective of physical education teachers in Palestine?

To answer this question, mean values, standard deviations, and percentages were computed for each item and domain. The results summarized in Table 4 illustrate the findings related to this question.

For interpreting the results, the following mean values were adopted:

- 80% or higher: Recreational swimming has a very high impact on elementary school students.
- 70-79.9%: Recreational swimming has a high impact on elementary school students.
- 60-69.9%: Recreational swimming has a moderate impact on elementary school students.
- 50-59.9%: Recreational swimming has a low impact on elementary school students.
- Less than 50%: Recreational swimming has a very low impact on elementary school students.

Table (4): Arithmetic Means, Standard Deviations, and Percentage Ratios of the Impact of Recreational Swimming as a Lifestyle on Elementary School Students From the Perspective of Physical Education Teachers in Palestine (N=85).

N	Paragraph	Average Response	Standard Deviation	Percentage	Paragraph Ranking by Field	Paragraph Level
3	It fosters leadership qualities in the child.	4.43	0.71	89	1	Very high
4	Builds self-confidence in students.	4.36	0.73	87	2	Very high
1	Develops the child's ability to regulate emotions.	4.35	0.72	87	3	Very high
5	Promotes a sportsmanship spirit among students.	4.30	0.75	86	4	Very high
6	Helps students cope with psychological pressures.	4.30	0.72	86	5	Very high
2	Instills positive attitudes in children towards maintaining good posture.	4.29	0.75	86	6	Very high
	Psychological domain:	4.34	0.62	87	7	Very high
11	Strengthens the relationship between the student and their peers and teachers.	4.35	0.68	87	8	Very high
7	Cultivates the child's ability to socialize.	4.29	0.80	86	9	Very high
12	Acquisition of communication and interpersonal skills.	4.29	0.75	86	10	Very high
9	Enhances the student's capacity for responsibility.	4.27	0.64	85	11	Very high
10	Develops respect for the opinions of others (peers, authorities, teachers).	4.27	0.64	85	12	Very high
8	Acquisition of the skill of expressing opinions.	4.16	0.78	83	12	Very high
	Social domain:	4.27	0.56	85		Very high
14	Acquisition of concepts related to commitment and discipline.	4.30	0.65	86	13	Very high
18	Choosing appropriate clothing and personal hygiene items.	4.22	0.71	84	14	Very high
13	Develops the student's ability to think and be creative.	4.20	0.70	84	15	Very high
16	Fosters the ability to analyze, synthesize, and interpret.	4.17	0.71	83	16	Very high
15	Acquisition of the skill of discovery.	4.16	0.68	83	17	Very high
17	Student awareness of safety and security factors.	4.15	0.85	83	18	Very high
	Cognitive domain:	4.20	0.58	84		Very high
20	Enhances physical strength in students.	4.36	0.65	87	19	Very high
21	Acquisition of elements of physical fitness.	4.36	0.78	87	20	Very high
23	Develops personal hygiene skills.	4.33	0.76	87	21	Very high
24	Improves the functioning of bodily systems.	4.33	0.68	87	22	Very high
19	Students gain health-related experiences.	4.29	0.78	86	23	Very high
22	Increases the body's resistance to diseases.	4.19	0.73	84	24	Very high
	Physical domain:	4.31	0.62	86		Very high
	Overall score for the scale.	4.28	0.55	86		Very high

The maximum response scale is (5) degrees.

It is evident from Table (4) that the total score of the impact of recreational swimming as a lifestyle

on elementary school students from the perspective of physical education teachers in Palestine is very high at 86%. The psychological domain ranked first in the scale with a percentage of 87%, followed by the physical domain with a percentage of 86%, then the social domain with a percentage of 85%, and finally, the cognitive domain ranked last with a percentage of 84%.

The second question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses between male and female physical education teachers attributed to the variable of gender? To identify the differences and answer the question, an Independent Samples T Test was applied, and the results of Table (5) illustrate this.

Table (5) presents the results of the T test for the significance of differences in the impact of recreational swimming as a lifestyle from the perspective of male and female teachers (n=85).

Field	Sex	Number	Mean	Standard Deviation	t	Significance Level
Psychological Domain	male	40	4.25	0.69	-1.46	0.15
	female	45	4.44	0.51		
Social Domain	male	40	4.23	0.64	-0.52	0.60
	female	45	4.29	0.48		
Cognitive Domain	male	40	4.10	0.63	-1.45	0.15
	female	45	4.28	0.52		
Physical Domain	male	40	4.24	0.68	-0.87	0.39
	female	45	4.36	0.57		
Overall Score for The Scale	male	40	4.20	0.63	-1.15	0.25
	female	45	4.34	0.48		

Significance Level ($\alpha \leq 0.05$) It is evident from the results in Table (5) that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the perceived impact of recreational swimming as a lifestyle method from the perspective of male and female teachers, according to the overall degree and all scale domains.

The third question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses between male and female physical education teachers attributed to the variable of place of residence?

To answer this question, one-way analysis of variance (One Way ANOVA) was used to determine the effect of recreational swimming as a lifestyle on elementary school students from the perspective of male and female physical education teachers in Palestine, according to the variable of place of residence. The following table presents the results of the question:

Table (6): Means and standard deviations for the effect of recreational swimming as a lifestyle on elementary school students from the perspective of male and female physical education teachers in Palestine, according to the variable of place of residence (n=85).

Field	Place of residence	Number	Mean	Standard Deviation
Psychological	City	32	4.30	0.73
	village	50	4.35	0.51
	camp	3	5.00	0.00
Social	City	32	4.35	0.61
	village	50	4.27	0.67
	camp	3	4.23	0.48
Cognitive	City	32	4.72	0.48
	village	50	4.26	0.56
	camp	3	4.15	0.73

Physical	City	32	4.20	0.47
	village	50	4.61	0.35
	camp	3	4.19	0.58
Overall Score	City	32	4.30	0.77
	village	50	4.28	0.52
	camp	3	4.61	0.67

The table (7) indicates that there are no statistically significant differences in the perception of physical education teachers regarding the impact of recreational swimming as a lifestyle among elementary school students in Palestine.

Recreational Swimming Areas as A Lifestyle	The Source of Variation	The Sum of Squares of Deviation	Degrees of Freedom	Mean Squares	F	Significance
Psychological	Between groups	1.358	2	0.679	1.893	0.157
	within groups, the	29.421	82	0.359		
	total.	30.779	84			
Social	Between groups	0.689	2	0.345	1.113	0.334
	within groups, the	25.387	82	0.31		
	total.	26.076	84			
Cognitive	Between groups	0.596	2	0.298	0.886	0.416
	within groups, the	27.599	82	0.337		
	total.	28.195	84			
Physical	Between groups	0.305	2	0.152	0.388	0.68
	within groups, the	32.184	82	0.392		
	total.	32.489	84			
Overall Score	Between groups,	0.66	2	0.33	1.075	0.346
		25.166	82	0.307		
		25.826	84			

The fourth question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses between male and female physical education teachers attributed to the variable of years of experience?

To answer this question, one-way analysis of variance (ANOVA) was used to determine the effect of recreational swimming as a lifestyle on elementary school students from the perspective of male and female physical education teachers in Palestine, according to the variable of experience. The following table (Table 8) presents the mean scores and standard deviations for the impact of recreational swimming as a lifestyle on elementary school students as perceived by male and female physical education teachers in Palestine, based on the variable of experience (n=85).

Field	Years of experience	Number	Mean	Standard Deviation
Psychological	Less than 5 years	16	4.47	0.44
	5-10 years	45	4.20	0.67
	More than 10 years	24	4.56	0.49
Social	Less than 5 years	16	4.35	0.61
	5-10 years	45	4.42	0.51
	More than 10 years	24	4.13	0.57
Cognitive	Less than 5 years	16	4.40	0.52
	5-10 years	45	4.26	0.56
	More than 10 years	24	4.36	0.51

Physical	Less than 5 years	16	4.07	0.61
	5-10 years	45	4.31	0.53
	More than 10 years	24	4.19	0.58
Overall Score	Less than 5 years	16	4.43	0.51
	5-10 years	45	4.21	0.65
	More than 10 years	24	4.61	0.67

The table (9): Results of one-way analysis of variance for the impact of recreational swimming as a lifestyle on elementary school students from the perspective of physical education teachers in Palestine according to the variable.

*Statistically, at a significance level (α=0.05), it is evident from Table (9) that there are no statistically significant differences in the perception of physical education teachers regarding the impact of recreational swimming as a lifestyle on elementary school students in the social, cognitive, and physical domains. These results are attributed to the variable of experience. However, statistically significant differences were found in the psychological domain.

To identify these differences, the Tukey Honestly Significant Difference (HSD) test was used for post hoc comparisons of means. The results in Table (10) illustrate these differences in the impact of recreational swimming as a lifestyle on elementary school students, as perceived by male and female physical education teachers, based on the variable of experience.

Field	**Years of experience**	**Less than 5 years**	**10-5years**	**More than 10 years**
Psychological	Less than 5 years		0.272	0.093-
	5-10 years	0.272-		*0.366-
	More than 10 years	-0.093	*0.366	

*Statistically significant differences were found at a level (α=0.05). It is evident from Table (10) that all differences in the psychological domain and overall impact of recreational swimming as a lifestyle method were significant among participants with years of experience (5-10 years and above 10 years), in favor of participants with over 10 years of experience. However, there were no statistically significant differences between participants with less than 5 years of experience and those with 5-10 years of experience.

Conclusions: Within the scope of the research and its objectives, the researchers arrived at the following conclusions:

- The impact of recreational swimming as a lifestyle among elementary school students, from the perspective of physical education teachers in Palestine, was very high at 86%. The psychological aspect ranked first in the scale with a percentage of 87%, followed by the physical aspect at 86%, then the social aspect at 85%. The cognitive aspect ranked last with a percentage of 84%.
- Government schools suffer from the lack of pools within them, affecting the comprehensive and balanced development of children in physical, cognitive, psychological, and social aspects.

Recommendations: Based on the study's findings, the study recommends:

- Increasing awareness among physical education teachers about the importance of incorporating recreational swimming into annual plans due to its significant psychological

impact.

- Encouraging the establishment of pools within schools, especially government schools, as they have physical, social, and cognitive effects on elementary stages.
- Emphasizing the need for further studies on the impact of recreational swimming as a lifestyle among elementary school students, as perceived by physical education teachers, in the Arab world.

References

Abdel Maqsood, I. (1996). Tourism and Sports. Dar Al-Fikr Al-Arabi.

1. Saleh, S. A. (Unpublished master's thesis). Evaluation of Recreational Water Activities in Tourism Projects in Kuwait.
2. Taha, T. A. (2006). Introduction to Recreation. Dar Al-Wafa for Printing and Publishing.
3. Darwish, K., & Al-Khouli, A. (1990). Principles of Recreation and Leisure Times. Dar Al-Fikr Al-Arabi.
4. Al-Sharabi, M. (Tourist Regions of Egypt (A Study in the Geography of Tourism). Dar Al-Fikr Al-Arabi, Cairo.
5. Awais, M. (Recreation and Leisure Times (A Message to Youth Above Sixty)).
6. Al-Hamahami, M. M. (2004). Aquatic Recreation (Philosophy and Marketing). Al-Kutub Publishing Center.
7. Corrin, H. D. (Translated by Hashmat, S., & Ibrahim, H.). Recreation, Art, and Entrepreneurship.
8. Issa, W. M. (Unpublished thesis). Evaluation of Sports and Recreational Activities in University Cities at Suez Canal University. Zagazig University.
9. Al-Roubi, A. O. S. (1995). Cognitive and Motor Abilities of the Child - Theory and Measurement. Cairo: Dar Al-Fikr Al-Arabi.
10. Al-Qarghuli, I., & Ibrahim, M. A. M. (2001). Recreational Education and Leisure Times (1st ed.). Jordan: Amman.
11. Al-Sayed, M. (2020). The Impact of Water Recreation on Estrogen Hormone, Depression Levels, and Life Satisfaction in Pre-Menopausal Women. Journal of Applied Sports Sciences, 06(104), 296-319.
12. Abdul Qader, A. H., Shoura, I. H. I., & Qandeel, M. G. A. H. (2020). The Effect of Practicing Some Recreational Activities on the Ethical Values of Swimming Adolescents. Scientific Journal of Physical Education and Sports Sciences, Benha University - Faculty of Physical Education for Boys, 25, 1-28.
13. Al-Zaid, H. S. (2021). Proposed Water Recreation Program and Its Effect on Learning Butterfly Swimming for Middle School Students in Kuwait. Sohag Journal of Physical Education and Sports Sciences, 4(1), 16-32.
14. Malham, I. A. Q. M. (2018). The Effect of Recreational Swimming on Life Satisfaction among Faculty Members at Mutah University. Journal of the Arab Universities Union for Research in Higher Education, 38(3), 175-195.
15. Al-Daher, K. A. M. N., & Al-Shaikhli, A. B. M. (2006). The Effect of a Proposed Swimming Recreation Program on Improving Social Maturity of Children (11-12 years old). Master's Thesis, Faculty of Physical Education and Sports Science, Libya, Al-Fateh University.
16. Ismail, M. I., & Ali, F. H. (2021). The Effect of Recreational Games Program on the Performance Level of Third Star in Artistic Swimming. Scientific Journal of Sports

Sciences, Helwan University - Faculty of Physical Education for Girls, 69, 9-31.
17. Abu Altaieb, M. (2015). The impact of a suggested training program of coordination exercises on motor satisfaction and some kinematics variables in butterfly swimming. Mutah Lil-Buhuth wad-Dirasat Humanities and Social Science Series, 30(1), 63-108.
18. Ahmad, T. (2013). The effect of using aquatic plyometrics exercise on cardiovascular fitness and the physical requirements of basketball players. Physical Education Research, 47(93), 191-212.
19. Allawi, M. (1998). Encyclopedia of psychological tests for athletes. Cairo: The Book Center for Publishing.
20. Ayan, C., Carvalho, P., Varela, S., & Cancela, J. M. (2017). Effects of Water-Based Exercise Training on the Cognitive Function and Quality of Life of Healthy Adult Women. Journal of Physical Activity and Health, 1-21. doi:10.1123/jpah.2017-0036
21. Ball, D., Burrows, C., & Sargeant, A. J. (1999). Human power output during repeated sprint cycle exercise: the influence of thermal stress. European Journal of Applied Physiology, 79(4), 360-366. doi:10.1007/s004210050521
22. Barbosa, T., Marinho, D., Reis, V., Silva, A., & Bragada, J. (2009). Physiological assessment of head-out aquatic exercises in healthy subjects: a qualitative review. Journal of Sports Science and Medicine, 8(2), 179-189.
23. Bompa, T. O., & Haff, G. G. (2009). Periodization: Theory and methodology of training. Champaign, IL: Human Kinetics.
24. Bushman, B., Flynn, M., Andres, F., Lambert, C., Taylor, M., & Braun, W. (1997). Effect of 4 wk of deep water run training on running performance. Medicine & Science in Sports & Exercise, 29(5), 694-699. doi:10.1097/00005768-199705000-00017
25. Chu, K. S., & Rhodes, E. C. (2001). Physiological and Cardiovascular Changes Associated with Deep Water Running in the Young. Sports Medicine, 31(1), 33-46. doi:10.2165/00007256-200131010-00003
26. Colado, J. (2004). Physical Conditioning in the Aquatic Way. Barcelona: Paidotribo.
27. Colado, J., Garcia-Masso, X., Rogers, M., Tella, V., Benavent, J., & Dantas, E. (2012). Effects of Aquatic and Dry Land Resistance Training Devices on Body Composition and Physical Capacity in Postmenopausal Women. Journal of Human Kinetics, 32(-1), 185-195. doi:10.2478/v10078-012-0035-3
28. Colado, J. C., Tella, V., & Triplett, N. T. (2008). A Method for Monitoring Intensity During Aquatic Resistance Exercises. Journal of Strength and Conditioning Research, 22(6), 2045-2049. doi:10.1519/jsc.0b013e31817ae71f
29. Colado, J. C., Tella, V., Triplett, N. T., & González, L. M. (2009). Effects of a Short-Term Aquatic Resistance Program on Strength and Body Composition in Fit Young Men. Journal of Strength