

## Recreational Physical Activity and Its Role in Improving Certain Personality Traits and Psychological State Among Assisted Childhood Children in the Wilaya of Tamanrasset

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### ABSTRACT

The study aimed to investigate the role of recreational physical activity in developing certain personality traits (dominance, responsibility, emotional stability, and sociability) among assisted childhood children in the Wilaya of Tamanrasset who are enrolled at the Pedagogical Center for Assisted Childhood. The descriptive method was employed, and a purposive sample of 30 students was selected, divided into two groups: 10 students engaged in recreational physical activity and 10 non-engaged students. The "Gordon Allport Personality Traits Scale," translated into Arabic by "Jaber and Abu Hatab," was applied after determining the sample and research tools. Observation, a key method for gathering information about phenomena and situations requiring researcher attention, was utilized. The results revealed that recreational physical activity plays a significant role in developing and enhancing personality traits (dominance, responsibility, emotional stability, and sociability) among orphaned children.

**Keywords:** Recreational physical activity, personality traits, assisted childhood children.

### Introduction:

The concept of personality does not adhere to a single, agreed-upon definition. Despite the understanding of its nature, scholars have not reached a precise and comprehensive definition to explain its characteristics. Personality remains a concept shaped by various methodologies and perspectives, making it subject to differing interpretations. It can be studied through its traits, types, functions, or other characteristics. Thus, this study focuses on examining personality traits, which are comprised of a relatively stable and integrated structure of physical, mental, social, and emotional characteristics that distinguish an individual and define their interaction style with others and their

surrounding social environment. This aligns with Allport's (1961) definition of personality. Furthermore, traits are considered the natural units for describing personality, reflecting realistic psychological and neurological characteristics that determine individual behavior.

Sports personality, in particular, is one of the most significant focal points for professionals in educational, psychological, social, and athletic fields. It aims to assist individuals in achieving harmony, adaptation, and alignment with the changes imposed by various stages of growth and learning. According to Mustafa (2016, p. 2), personality is a dynamic, coordinated organization of an individual's physical, mental, and social attributes that develops and evolves through upbringing and social mobility.

Orphans and children in pedagogical centers have received unprecedented attention in the modern era. The primary goal behind this focus is to facilitate their integration into society and to develop their ability to achieve self-reliance within a natural social environment.

A 2019 report from the World Health Organization indicates that the prevalence of orphaned children worldwide has increased compared to previous years. This rise does not suggest neglect or lack of care but rather reflects advancements in diagnostics and increased awareness of health screenings. The prevalence rate has risen to 15%, up from 10%, and the total number has reached 1 billion individuals. This implies that one in every seven individuals is an orphaned child in a pedagogical center. Without proper training and rehabilitation, this could pose a burden on societies and economies, highlighting the importance of equipping them to contribute to their communities and lead self-sufficient lives.

The interest in this field became prominent after the mid-20th century, evolving into a global effort to provide various health, educational, social, and professional services. This represents a noble humanitarian stance, as the attention given to this group was not exclusive to specific entities. Physicians, psychologists, educators, sociologists, the general public, and media outlets all contributed to shedding light on this group, emphasizing their integral role in society and advocating for the elimination of stigmatizing perceptions (Yaseen, 2021, p. A).

The subject of personality is one of the central topics in various disciplines. The growth and transformation of personality throughout an individual's developmental stages, from a scientific perspective, is a multidisciplinary topic. Educational psychology examines the development of a child's personality to enable them to become effective individuals. Social psychology focuses on personality in the context of interactions and social relationships, while sociology explores personality as a product of culture and civilization. Additionally, psychiatry addresses personality disorders and psychological conditions.

Rami (2004, p. 41) suggests that differences in children's personality traits are attributed to varying degrees of psychological loss, which consequently leads to disparities in language deficits. These deficits negatively impact social communication and hinder the acquisition of social skills. Psychologically, this results in a lack of self-confidence and distrust in others.

It is evident that sports activities can have a positive impact on children, as many of these effects stem from societal perceptions, isolation, and introversion imposed on children, whether willingly or unwillingly. Scientific studies emphasize the importance of engaging children in sports activities as an effective tool and a psychological foundation for mitigating the negative psychological effects of

disabilities—whether psychological or physical. Such activities should be tailored to the capabilities and limits of these groups (Rabah et al., 2019, p. 138).

Psychological and physical disabilities in children can lead to psychological effects that may significantly alter an individual's personality and particularly impact their mental health. Therefore, appropriate care must be provided. Naturally, there are differences in how disabled and orphaned children cope with these psychological effects. They often exhibit specific personality traits, such as low self-confidence, a lack of optimism, an absence of happiness and satisfaction, incomplete development of initiative, and unclear thinking. These traits often arise from repeated frustration and failure in meeting life's normal demands. Some children may attempt to limit their aspirations, seek compensation, or integrate into groups to cope (Bashir, 2010, p. A).

Recreational sports activities are essential for positively impacting a child's psyche. They enhance competencies and improve outcomes by addressing psychological issues. These activities aim to guide this group toward improving their abilities to confront challenges and obstacles while helping them acquire positive behaviors, adhere to good habits, and develop healthy social relationships.

To this end, the state has directed its efforts, through specialized institutions for child care, to provide attention and support to assisted children. These efforts include offering care and assistance to enable their integration, success, and adaptation to societal norms. The focus is on their holistic development—nutritional, health, intellectual, educational, and social—to ensure the creation of a strong generation with sound thinking, fulfilling all their needs as ordinary children would. Assisted children receive proper education, structured programs, and upbringing within these institutions, which serve as a substitute for their families. Through the efforts of caregivers and supervisors, the children develop a sense of belonging and success within the assisted childhood institutions.

Schools and families also play a vital role in helping children overcome these issues by ensuring they make productive use of their time, preventing idleness or deviation from the right path. Progressive societies recognize the importance of free time and encourage its utilization for recreational activities.

**Based on the above, the study raises the following research question:**

**1. General Problem Statement:**

**Does recreational physical activity play a role in developing certain personality traits among assisted childhood children?**

Derived Sub-Questions:

1. Are there statistically significant differences in the trait of dominance between assisted childhood children who participate in recreational physical activity and those who do not?
2. Are there statistically significant differences in the trait of responsibility between assisted childhood children who participate in recreational physical activity and those who do not?
3. Are there statistically significant differences in the trait of emotional stability between assisted childhood children who participate in recreational physical activity and those who do not?
4. Are there statistically significant differences in the trait of sociability between assisted childhood children who participate in recreational physical activity and those who do not?

## **2. General Hypothesis:**

Recreational physical activity plays a significant and effective role in developing certain personality traits among assisted childhood children.

### **Sub-Hypotheses:**

1. There are statistically significant differences in the trait of dominance between assisted childhood children who participate in recreational physical activity and those who do not.
2. There are statistically significant differences in the trait of responsibility between assisted childhood children who participate in recreational physical activity and those who do not.
3. There are statistically significant differences in the trait of emotional stability between assisted childhood children who participate in recreational physical activity and those who do not.
4. There are statistically significant differences in the trait of sociability between assisted childhood children who participate in recreational physical activity and those who do not.

## **3. Research Objectives:**

1. To demonstrate that engaging in recreational physical activity contributes to achieving personality traits.
2. To prove that recreational physical activity plays a significant and effective role in achieving self-control, responsibility, emotional stability, and sociability.
3. To examine the current state of recreational physical activity practices within pedagogical schools.
4. To highlight the important role of assisted childhood children in embracing, understanding, and freely and joyfully participating in recreational physical activities.
5. To assess the level of acceptance of sports among assisted childhood children.
6. To open new horizons for assisted childhood children by exploring the subject of this study from various perspectives.

## **4. Importance of the Study:**

1. Highlighting the importance of recreational physical activity, which is essential for the psychological well-being of individuals, especially for children enrolled in pedagogical centers.
2. Demonstrating the role and significance of recreational motor activities in developing a child's personality, serving as one of the best tools to assist children.
3. Encouraging assisted childhood children to accept psychological and physical disabilities without feeling inadequate.

## **5. Definition of Research Terms:**

### **1. Recreational Physical Activity:**

- **Sport Recreation:** Refers to a type of recreation that includes various physical and sports activities in its programs. It is one of the most impactful types on the psychological and physiological aspects of individuals who engage in activities such as games and sports (Mohamed, 1998, p. 84).
- **Operational Definition:** A voluntary activity practiced by individuals during leisure time, resulting in feelings of relaxation, joy, and happiness. It helps alleviate accumulated psychological issues or mental illnesses.

## 2. Assisted Childhood Children:

- The assisted child is any child deprived of a family and upbringing in their original familial environment from legitimate parents. This category includes children in material or moral danger, which can be classified, according to Noble and Sobol, into state children, foundlings, children under care, children under supervision, and rescued children.
- Anna Freud defines this group as homeless children with no family. They experience a breakdown in their family life due to compelling circumstances, leading to separation from their families and deprivation of emotional connection with them. This results in the loss of formative influences, often caused by family rejection. Such children are placed in shelters, childhood centers, or orphanages. The term "assisted child" refers to a child whose upbringing is overseen by the state from the moment of birth or the abandonment by their parents or relatives. Specialized residential institutions provide their care, ensuring all their material, educational, and social needs are met, regardless of whether the child is a boy or a girl (Shuhra, 2012, p. 3).

## 3. Personality Traits:

- **Trait:**  
In psychology, a trait is a stable characteristic that distinguishes an individual from others. It encompasses physical, motor, effective, emotional, and social features, including intelligence, abilities, attitudes, tendencies, and habits (Abbas Ali, 1992, p. 19).
  - **Operational Definition:** Researchers define a trait as an individual's psychological attribute toward their society. It reflects their relationships and surroundings, largely representing the individual's essence.
- **Personality:**  
According to Richard, citing Cattell, personality is defined as the set of consistent behaviors exhibited by an individual, distinguishing them from others, especially in social interactions. It is stable and unique. For instance, an athlete who demonstrates confidence both on and off the field can be described as a self-confident person (Richard. H, 2005, p. 136).
  - **Operational Definition:** Personality refers to the expression of an individual's character in their interactions with their external environment, including emotional reactions, physical movements, and psychological capabilities.

## 6. Previous and Similar Studies

- ❖ **Study by Sami Abdelkader (2014)**

**Title:** “The Role of Adapted Physical Activity in Developing Certain Personality Traits for Physically Disabled Individuals (16–18 Years) in Chlef”

**Objective:**

The study aimed to examine the importance of practicing adapted physical activity in developing specific personality traits among physically disabled individuals in Chlef. It also sought to identify differences in personality traits between those who engage in adapted physical activity and those who do not. Additionally, it aimed to uncover the reasons for the lack of participation in adapted physical activities among the physically disabled and to provide insights into the practice of adapted physical activity in sports halls.

**Sample:**

The study included 90 physically disabled individuals selected randomly based on age, occupational, and social status, as well as education level. The sample was purposively divided by gender and type of disability, comprising 45 individuals practicing wheelchair basketball in various National Division 1 clubs and 45 individuals not engaged in physical activity, who were affiliated with functional rehabilitation centers.

**Methodology:**

The researcher used a descriptive approach and applied the following tools:

- Eysenck Personality Inventory
- Freiburg Personality Inventory
- A questionnaire designed by the researcher

**Findings:**

1. Statistically significant differences were found between physically disabled individuals who participated in adapted physical activity and those who did not, concerning the trait of extroversion, favoring the active group.
2. Statistically significant differences were observed between the two groups regarding emotional stability, favoring the active group.
3. Statistically significant differences were noted in the sociability trait, favoring the active group.
4. Statistically significant differences were found in the calmness trait, favoring the active group.

❖ **Study by Sghairi Rabah, Aroussi Djeradji, and Kamal Nattah (2019)**

**Title:** “The Role of Adapted Physical Activity in Developing Certain Personality Traits Among Hearing-Impaired Individuals”

**Objective:**

The study aimed to identify the role of adapted physical activity in developing specific personality traits (dominance, responsibility, emotional stability, and sociability) among hearing-impaired individuals.

**Methodology:**

The researchers employed the descriptive approach due to its relevance to the study's topic. The

sample consisted of 16 hearing-impaired children (boys and girls) from the School for Hearing-Impaired Children in M'sila during the 2018/2019 academic year.

The sample was divided into two groups:

- The first group (8 children) represented non-participants in adapted recreational physical activity.
- The second group (8 children) consisted of participants in adapted physical activity, selected purposively.

The researchers utilized the **Personality Traits Scale** developed by Gordon Allport and translated into Arabic by Jaber and Abu Hatab.

### Findings:

The results demonstrated the contribution and effectiveness of adapted physical activity in developing the personality traits under study (dominance, responsibility, emotional stability, and sociability). The findings revealed the following:

1. **Dominance:** Statistically significant differences were found in the dominance trait between hearing-impaired individuals who participated in adapted physical activity and those who did not, favoring the participants.
2. **Responsibility:** Statistically significant differences were observed in the responsibility trait between the two groups, favoring the participants.
3. **Emotional Stability:** Statistically significant differences were noted in emotional stability, favoring the participants.
4. **Sociability:** Statistically significant differences were found in the sociability trait, favoring the participants.

## METHODOLOGICAL PROCEDURES OF THE RESEARCH:

### 2-1. Temporal and Spatial Scope:

- **Spatial Scope:** The study focused on children from the *Assisted Childhood School* in Tamanrasset, including those who participate in recreational physical activity and those who do not.
- **Temporal Scope:** The study was conducted between **September 15, 2024**, and **October 10, 2024**.
- **Human Scope:** The study involved **40 children** from the *Assisted Childhood School* in the Wilaya of Tamanrasset, both participants and non-participants in recreational physical activity.

### 2-2. Study Population and Sample:

The research sample consisted of children from the Assisted Childhood School, the only school in the Wilaya of Tamanrasset that accommodates specific groups such as orphans and children who lost their parents at an early age. From the total population, a sample of 30 children was selected:

- **10 children** practicing recreational physical activity.

- **10 children** not practicing recreational physical activity.
- **10 children** served as a pilot sample to test the validity and reliability of the instruments.

### 3-2. Research Methodology:

In scientific research, methodology refers to a set of rules and steps that guide the process toward uncovering the truth. In this study, the descriptive method was employed, as it aims to accurately and objectively describe a phenomenon or reality based on collected data and information, which are quantitatively analyzed (Mustafa Ashwi, 2003, p. 13).

#### Study Tools:

The study relied on the Personality Traits Scale developed by Gordon Allport.

#### Description of the Scale:

The scale consists of 72 statements designed to measure four personality traits: **Dominance, Responsibility, Emotional Stability, Sociability**

These traits are significant in daily activities and are relatively independent psychological characteristics. They are crucial for understanding an individual's adaptability and effectiveness in various social, educational, and industrial contexts.

The scale was translated into Arabic and applied to the Iraqi environment by Ibrahim Youssef in 1965. It was later translated and applied to the Egyptian environment by Jaber and Abu Hatab in 1973 (Sghairi et al., 2019, p. 284).

#### Statistical Methods:

The researcher utilized the Statistical Package for the Social Sciences (SPSS) to perform the following statistical analyses:

- **Arithmetic mean** and **standard deviation** to summarize data.
- **T-test** to identify the significance of differences in the study variables.
- Additional statistical tools included the **calculated and tabulated T-value**.

**Table (01): Represents the Reliability and Validity Scores of the Personality Traits Scale**

Personality Traits	Responsibility	Dominance	Emotional Stability	Sociability	Scale
Scale Validity	0.830	0.730	0.884	0.887	0.866

#### Field Application Procedures:

After finalizing the design of the questionnaire, ten questionnaires were distributed to children as a pilot study. The full questionnaire was then distributed to 30 children, including both those who

practice recreational physical activity and those who do not. This process took place over the course of one week. Subsequently, the data was collected, organized, and analyzed.

### Presentation of the First Hypothesis Results

#### First: Dominance

The first hypothesis of the study states that there are statistically significant differences between those who practice recreational physical activity and those who do not regarding the trait of dominance.

To test the validity of the hypothesis, the **T-test** for statistical significance was used. After the statistical analysis, the following result was obtained:

**Table (02): Results of the T-test for Statistical Differences in the Dominance Trait (SPSS Output 2022)**

Trait	Group	M	D	T-value	Degrees of Freedom	Statistical Value	
Dominance	Practicing	2.38	0.044	5.28	58	sig	Decision
	Non-Practicing	2.00	0.021			0.00	Significant

#### Analysis and Discussion of the First Hypothesis:

The results of the T-test showed statistically significant differences between the mean scores of the two groups. The mean for the practicing group was 2.38, while the mean for the non-practicing group was 2.00. The standard deviation for the practicing group was 0.044, while the non-practicing group had a standard deviation of 0.021. Based on this, the mean for the dominance trait among the practicing group was higher than that of the non-practicing group. This was confirmed by the T-value of 5.28, which is positive and statistically significant at the significance level of 0.01 ( $\alpha$ ). Therefore, the hypothesis stating "there are statistically significant differences between the practicing and non-practicing groups regarding the trait of dominance, favoring the practicing group" is accepted. The confidence level for this result is 99%, with a 1% chance of error.

Sami (2014) indicates that physical activity is an important tool for releasing pent-up emotions and alleviating the feelings of anxiety and tension individuals experience due to the negative psychological effects and social pressures. Therefore, recreational physical activity removes stress and anxiety in children with psychological and physical disabilities, resulting in psychological comfort, which positively reflects on their emotional stability. (Abdelkader Sami, 2014, p. 8)

According to Mohamed Hassan Alawi, most athletes exhibit dominance in many aspects of their lives, and they display this trait in sports performance. Dominance is a broad concept that refers to self-assertion, strength, aggression, and competitive drive. It involves the ability to direct and lead others, either through persuasion or command, and the desire for control is influenced not only by an individual's desire to dominate their environment or others but also by their ability to control themselves (Sghairi et al., 2019, p. 151).

In light of the above, the researchers believe that recreational physical activity among these children leads them to take better care of their health, alleviate their anxieties, and express their potentials and abilities, even through physical activity sessions. As a result, the trait of dominance and self-control is evident in these children in various situations.

### **Second: Responsibility**

The second hypothesis of the study states that there are statistically significant differences between those who practice recreational physical activity and those who do not regarding the trait of responsibility.

To test the validity of the hypothesis, the T-test for statistical significance was used. After performing the statistical analysis, the following result was obtained:

**Table (03): Results of the T-test for Statistical Differences in the Responsibility Trait (SPSS Output 2022)**

Dimension: Responsibility	Practicing	Non- Practicing	T-value	Degrees of Freedom	Statistical Significance	
					SIG	Decision
Mean	2.22	1.81	3.21	58	0.00	Significant
Standard Deviation	0.043	0.049				

### **Analysis and Discussion of the Second Hypothesis:**

The results of the T-test showed statistically significant differences between the mean scores of the two groups. The mean for the practicing group was 2.22, while the mean for the non-practicing group was 1.81. The standard deviation for the practicing group was 0.043, while the non-practicing group had a standard deviation of 0.049. Based on this, the mean for the responsibility trait among the practicing group was higher than that of the non-practicing group. This was confirmed by the T-value of 3.21, which is positive and statistically significant at the significance level of 0.01 ( $\alpha$ ). Therefore, the hypothesis stating "there are statistically significant differences between the practicing and non-practicing groups regarding the trait of responsibility, favoring the practicing group" is accepted. The confidence level for this result is 99%, with a 1% chance of error.

According to Sghairi (2019), the trait of responsibility is one of the most important and attractive topics for research in the social sciences, particularly in social psychology, despite the varying interpretations. A responsible individual takes ownership of their actions and behaviors. A balanced person accepts responsibility, including the benefits and drawbacks. When mistakes occur, they accept criticism, try to correct errors, and confront challenges instead of avoiding them. Some individuals even enjoy facing difficulties, believing they are real obstacles to their happiness, not imaginary ones. A responsible individual commits to their roles in life, understanding that they are obligated to fulfill them, accepting responsibility, and seeking appropriate solutions for various situations (Sghairi et al., 2019, p. 152).

The researchers argue that responsibility arises from group spirit and interaction. Children, in particular, tend to engage in environmental activities, which is exactly what is observed during recreational physical activity sessions. These sessions play a crucial role in encouraging individuals to take responsibility in various aspects of life and integrate each individual into their appropriate role.

### Third: Emotional Stability

The third hypothesis of the study states that there are statistically significant differences between those who practice recreational physical activity and those who do not regarding the trait of emotional stability.

To test the validity of the hypothesis, the T-test for statistical significance was used. After performing the statistical analysis, the following result was obtained:

**Table (04): Results of the T-test for Statistical Differences in the Emotional Stability Trait (SPSS Output 2022)**

Dimension: Emotional Stability	Practicing	Non- Practicing	T-value	Degrees of Freedom	Statistical Significance	
					SIG	Decision
Mean	2.35	1.87	5.66	58	0.00	Significant
Standard Deviation	0.058	0.068				

### Analysis and Discussion of the Third Hypothesis:

The results of the T-test showed statistically significant differences between the mean scores of the two groups. The mean for the practicing group was 2.35, while the mean for the non-practicing group was 1.87. The standard deviation for the practicing group was 0.058, while the non-practicing group had a standard deviation of 0.068. Based on this, the mean for the emotional stability trait among the practicing group was higher than that of the non-practicing group. This was confirmed by the T-value of 5.66, which is positive and statistically significant at the significance level of 0.01 ( $\alpha$ ). Therefore, the hypothesis stating "there are statistically significant differences between the practicing and non-practicing groups regarding the trait of emotional stability, favoring the practicing group" is accepted. The confidence level for this result is 99%, with a 1% chance of error.

Sghairi Rabah (2019) confirmed through his study that engaging in adapted physical activities provides individuals with psychological experiences that contribute to emotional regulation and self-control. Physical education, in this context, is an ideal environment for acquiring new psychological experiences and improving self-regulation. As Mustafa Swaif mentions, emotional stability refers to the core or axis around which all aspects of psychological activity, often referred to as emotions or emotional fluctuations, revolve. It reflects the individual's sense of psychological stability or imbalance, self-satisfaction or dissatisfaction, and their ability to control their emotions or lose control over them (Sghairi et al., 2019, p. 153).

From this, it can be concluded that emotional stability in assisted childhood children tends to be enhanced through varied educational experiences and the practice of recreational physical activities. This is precisely what is observed during recreational physical activity sessions, which are key in developing self-regulation. The child's sense of psychological stability serves as a crucial tool for managing their abilities, controlling anxiety, and regulating their emotional reactions.

#### Fourth: Sociability

The fourth hypothesis of the study states that there are statistically significant differences between those who practice recreational physical activity and those who do not regarding the trait of sociability.

To test the validity of the hypothesis, the T-test for statistical significance was used. After performing the statistical analysis, the following result was obtained:

**Table (05): Results of the T-test for Statistical Differences in the Sociability Trait (SPSS Output 2022)**

Dimension: Sociability	Practicing	Non-Practicing	T-value	Degrees of Freedom	Statistical Significance	
					SIG	Decision
Mean	2.66	1.90	6.32	58	0.00	Significant
Standard Deviation	0.048	0.064				

#### Analysis and Discussion of the Fourth Hypothesis:

The results of the T-test showed statistically significant differences between the mean scores of the two groups. The mean for the practicing group was 2.66, while the mean for the non-practicing group was 1.90. The standard deviation for the practicing group was 0.048, while the non-practicing group had a standard deviation of 0.064. Based on this, the mean for the sociability trait among the practicing group was higher than that of the non-practicing group. This was confirmed by the T-value of 6.32, which is positive and statistically significant at the significance level of 0.01 ( $\alpha$ ). Therefore, the hypothesis stating "there are statistically significant differences between the practicing and non-practicing groups regarding the trait of sociability, favoring the practicing group" is accepted. The confidence level for this result is 99%, with a 1% chance of error.

Abdelkader Sami (2014) indicates that physical activity develops socially acceptable values through rich social interaction, where individuals use their abilities for the benefit of the team. This fosters cooperation, mutual understanding, and excitement, and individuals learn the meanings of cohesion, participation, and belonging. Physical activity also provides opportunities for growing social relationships through friendships, social bonding, and the acceptance of both victory and defeat with good sportsmanship. Healthy competition for success and adherence to game rules teach individuals to respect and comply with laws, thus helping them align with societal norms through the simple rules enforced in sports life (Abdelkader Sami, 2014, p. 8).

From this, it can be concluded that sociability in children is enhanced by engaging in various sports activities. This is evident in recreational physical activity sessions, which play a key role in developing social spirit. Through these sessions, children can broaden their knowledge and integrate with their peers. A child's sense of belonging and self-fulfillment serves as an important tool for connecting with society and forming lasting friendships.

**From this, it can be concluded that recreational physical activity plays a significant and effective role in developing and enhancing certain personality traits among deaf-mute children.**

## CONCLUSION

Through presenting the results related to the hypotheses in the current study, we have observed the significant contribution and effectiveness of recreational physical activity in developing certain personality traits under study (dominance, responsibility, emotional stability, and sociability). The results showed a clear superiority and higher levels of these personality traits in assisted childhood children and those with various disabilities who practiced recreational physical activity compared to their non-practicing peers. The findings of this study highlight the essential and prominent role of recreational physical activity in improving and developing the personalities of children and individuals with special needs in general. Children with various psychological disorders express themselves, release their energy, and channel their emotions through integration, competition, and experiencing leadership, winning, and accepting losses with good sportsmanship. Regular engagement in sports also leads children to pay attention to both physical and psychological aspects, helping them overcome isolation and fear.

## Recommendations:

1. Focus on children with special needs, a group often marginalized in our society, and who face societal pressures in addition to the psychological stress caused by their disabilities.
2. Provide material and human resources to develop the abilities of children with disabilities in terms of training, social skills, and improving their psychological and moral development.
3. Place more emphasis on sports psychology and its benefits for coaches in dealing with this specific group.
4. Provide sufficient scholarships and benefits for children studying in pedagogical centers as a reward for their achievements and encourage them to continue progressing, ensuring a better future and psychological well-being.
5. Increase media attention to this marginalized group through various media outlets to raise awareness of their issues, whether financial, social, psychological, or sports-related.

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