

# The Role of Recreational Sport Activities in Improving the Quality of Life for University Students

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**Abstract** Students' nice of existence is positively impacted by way of recreational sports activities. Participating in sports can keep students faraway from awful sports and beautify their preferred first-class of life. The aim of the study was to determine how recreational sports affected the scholars' quality of life for the 2022–2023 academic year, and a survey was done on 1384 male and girl college students in theoretical and realistic schools at King Faisal University in the Kingdom of Saudi Arabia on their participation or non-participation in recreational sports activities. The researcher followed a descriptive approach. The outcomes of the study confirmed that individuals who participated in amusement sports had higher quality of lifestyles ratings than folks who did it. According to the variables (gender, social stage, and exercise years) ( $P < 0.05$ ). There are stonable and significant differences inside the exceptional of existence evaluation amongst university students who participate in leisure activities as compared to individuals who do not. The study highlights the vital significance of university officers in providing steerage and help to students, with a focus on their holistic development encompassing bodily, mental, and social elements. Such a comprehensive method is integral in nurturing students who are ready to make meaningful contributions to societal progress and improvement. It emphasizes the pivotal position of universities in now not only providing educational knowledge but additionally in fostering the general properly-being in their college students, thereby preparing them to turn out to be well-rounded and socially engaged people. The study encouraged to teach students approximately the significance of collaborating in

recreational sports activities through lectures, workshops, and seminars. Lastly, the study additionally gives perception into barriers and future directions.

**Keywords** Leisure Time, Quality of Life, Sport Activities, Physical Activity

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## 1. Introduction

In the Arab world, quality of life is a contemporary notion that is researched by experts in the fields of social, psychological, medical, public health, and sports medicine. The growing focus on enhancing people's quality of life and mitigating adverse impacts is indicative of educators' goals to enhance psychological and social compatibility [1]. Achieving material sufficiency, enjoyment, a good self-concept, physical, emotional, recreational, social integration, and environmental conditions are all important components of quality of life [2].

Participation in leisure activities has been consistently associated with higher levels of life satisfaction and psychological well-being [3]. Individuals who engage in recreational activities are more likely to report better self-rated health and overall quality of life [4]. These activities play a significant role in the physical and psychological rejuvenation of individuals, providing a sense of relaxation and enjoyment [5]. Moreover, leisure activities have a significant impact on students' satisfaction with their school life, with happiness and life satisfaction acting as mediators in this relationship [6]. Therefore,

promoting and encouraging participation in recreational activities can greatly enhance students' overall well-being and contentment with life [7].

The concept of quality of life encompasses a wide array of factors that contribute to an individual's overall well-being and satisfaction. These factors include physical health, emotional fulfillment, social connections, environmental surroundings, and mental wellness. Together, they play a critical role in determining a person's happiness and psychological state, reflecting their hopes and desires for a fulfilling life [8]. Quality of life goes beyond economic considerations, encompassing aspects such as access to education, healthcare, recreational activities, communication, transportation, democratic principles, social equity, and the cultivation of feelings of love, optimism, belonging, and loyalty [9]. It encompasses all areas of life, from role functioning and life satisfaction to social and material conditions and community ties. Moreover, positive psychological factors, like well-being, can even play a protective role in certain health conditions. In essence, the quality of life is shaped by a complex interplay of various personal and environmental factors, each contributing to the overall sense of well-being and adequacy [10].

Physical activity encompasses a wide range of body movements, involving physical exertion and contributing to promoting overall health. It includes engaging in active recreational play and sports, which can be enjoyed at any skill level [11,12]. For adolescents, physical activity plays a crucial role in the development of physical fitness and mental well-being [13]. In fact, it has been shown to have positive effects on various psychological aspects of mental health and aids in the active integration of adolescents into society. Therefore, encouraging and promoting physical activity among adolescents is essential for their holistic development and well-being [14,15].

The research delves into the significant challenges faced by university students, highlighting the pivotal role of this stage in shaping their lives. It emphasizes the impact of the obstacles and difficulties they encounter on their psychological and social well-being, as well as their ability to confront and resolve issues. The study underscores the imperative need for university officials to guide and support students, ensuring their holistic development in physical, psychological, mental, and social aspects. This comprehensive approach is essential to cultivating students who can contribute to societal progress and development. Furthermore, recognizing the influential role of university students in national advancement, the research focuses on examining the influence of recreational sports activities on the quality of life of students at King Faisal University in the Kingdom of Saudi Arabia. The findings of this study can offer valuable insights for educational institutions in prioritizing the well-being and comprehensive development of their students, thereby contributing to overall societal progress.

### 1.1. Study Questions:

1. What impact does participating in recreational activities have on college students' quality of life?
2. Are there statistically significant differences between male and female university students who participate in recreational and sporting activities in terms of the variables of gender, college quality, social class (income), and years of participation?

### 1.2. Literature Review

In a study conducted by Kara and Sarol [3], the objective was to assess the level of engagement in leisure activities, satisfaction of basic psychological needs, and life satisfaction among university students who regularly participate in exercise. The study involved 428 participants who were active in regular exercise. The results indicated that gender significantly influenced leisure involvement, satisfaction of basic psychological needs, and life satisfaction, with male participants reporting higher levels in these areas. Additionally, the type of exercise also had a significant effect, with individuals engaged in individual exercise reporting higher levels of satisfaction. Furthermore, the study found significant correlations among all the scales, indicating the interconnectedness of leisure involvement, satisfaction of psychological needs, and life satisfaction among regular exercise participants. In another study conducted by Petersen et al. [4], the impact of socioeconomic factors on participation in recreational activities within the local community and its associations with health and well-being in the general population were explored in a recent study. With a sample size of 55,185 participants, it was discovered that individuals with a higher educational level had a 55% higher likelihood of engaging in recreational activities compared to those with a lower educational level. Furthermore, among individuals with a lower educational level, those who participated in recreational activities were more likely to report a higher quality of life and better self-rated health than non-participants. Interestingly, regardless of educational level, engagement in recreational activities was linked to improved self-rated health and quality of life. These results highlight the profound impact of socioeconomic factors on recreational activity participation and its positive influence on overall well-being.

The aim of the study conducted by Aksoy and Arslan [6], was to explore the relationship between attitudes towards leisure time activities and the factors that hinder participation in leisure activities among individuals who are involved in recreational sports activities and those who do not engage in any sport activity during their free time. The study included a total of 497 students, with 248 men participating in recreational sports activities and 249 men not participating in any recreational activities. The results revealed statistically significant differences between the two groups in terms of barriers to leisure time activities,

specifically in the areas of individual psychology, social environment, service and transportation, time constraints, lack of friends, and lack of interest. These findings highlight the various factors that may prevent individuals from engaging in leisure activities and provide insights into the attitudes towards leisure among different groups of participants. Additionally, the purpose of the study done by Aksoy et al. [16] was to compare and find correlations between the Minnesota job-satisfaction and quality-of-life scale scores. The sample comprised 282 volunteers who worked for public institutions and organizations in the Samsun province of Turkey, specifically in the City of Vezirköprü. According to the research, people who played sports felt more satisfied with their jobs and with their overall quality of life than people who did not. The study also discovered sub-scores of intrinsic and extrinsic satisfaction, as well as positive and substantial relationships between the overall life quality and job satisfaction scores. These findings point to a favorable correlation between research participants' involvement with sports, general life satisfaction, and work satisfaction.

The purpose of the study by Pavlova et al. [17] was to determine how leisure-time physical activity affects healthy people's quality of life. There were 514 young adults in the sample. The results showed a positive correlation between recreational physical activity and the psychological and physical aspects of quality of life. Particularly on the General Health Scale, Social Exercise Scale, and Role-Emotional Scale, females who participated in higher levels of recreational physical exercise reported higher quality of life ratings. In a study by Kotarska et al. [18], the relationships between their parents, grandparents, and levels of physical activity and their overall quality of life in a variety of domains—physical, mental, social, and environmental—were the main emphasis. The study comprised 1001 participants, and the results showed significant variations between the generations regarding their evaluations of life quality and health satisfaction in several areas. Female students showed higher satisfaction with their health compared to their grandmothers and grandfathers, and male students reported higher satisfaction compared to their parents and grandparents. It was found that the oldest generation expressed the least satisfaction with their health and reported the lowest quality of life scores.

The study conducted by Zhang et al. [19] sought to find out how college students' level of life satisfaction was affected by physical activity. 1,012 college students who answered an online survey made up the sample. The results showed that while the effect of physical exercise adherence was not significant, the overall effect of physical exercise commitment on college students' life satisfaction was marginally significant. The study also discovered that whereas relatedness need fulfillment played a mediating role in the effect of physical exercise commitment, competence and relatedness need satisfaction mediated the effect of physical exercise adherence. The study conducted

by Nowak et al. [20] aimed to explore the relationship between quality of life and physical activity among students. The study included 595 participants. The findings revealed that engaging in physical household activities was positively associated with objective quality of life. However, leisure and transportation physical activity decreased with age. Additionally, students studying physical health were found to be more active in their leisure time compared to those studying spiritual and mental health. These results suggest that different types of physical activity may have varying effects on the quality of life among students. The study by Ozturk, Unver [21] aimed to determine university students' physical activity levels and compare them based on gender. The study involved 288 university students, with 39% being active, 18% moderately active, and 43% not active enough. Results showed that only 39% of students were active, with boys having a more active lifestyle. The study found that physical activity did not affect sleep quality in the young population, but sleep quality affected quality of life. To improve health and quality of life, regular exercise participation and organized physical activity programs should be encouraged in universities.

## 2. Materials and Methods

### 2.1. Research Sample

The study was conducted on a sample of 1384 male and female students from various theoretical and practical colleges at King Faisal University in the Kingdom of Saudi Arabia. These colleges include Education, Arts, Business Administration, Science, Computers and Information Technology, Engineering, Applied Studies and Community Service, Law, Dentistry, Applied Medical Sciences, and Pharmacy. The study focused on comparing students who actively participate in recreational activities with those who do not. Out of the total sample, 784 students (414 Males and 370 Females) were engaged in leisure activities, while 600 students (325 Males and 275 Females) did not participate in recreational activities. The age range of the participants was 18 to 23 years (average age = 19.79, SD = 1.49). The researcher adopted a descriptive approach to analyzing the data. The percentage of students who practiced leisure activities was found to be 56.7%, with 29.9% being male and 26.7% being female. On the other hand, the percentage of students who did not participate in recreational activities was 43.3%, with 23.5% being male and 26.7% being female (average age = 19.77; SD = 1.48).

### 2.2. Research Instruments

The researcher employed a modified scale to measure the quality of life among the students [22], as the aim of that scale was to identify the level of quality of life for the

students. The study tool included six axes (general quality of life, quality of family life, quality of social life, quality of emotional and psychological life, quality of education and study, quality of investment and good management of leisure time). The scale included 57 items in the final form of the scale, and a three-point scale (3- 2- 1) was used (see Appendix A). The validity and reliability of the scale was verified by calculating the correlation coefficients between the scores of each axis of the scale and the scale as a whole between (0.68 - 0.91), which are acceptable percentages for the validity of the scale. The scale and the total score are between (0.68 - 0.93), and thus these ratios are considered acceptable when conducting the study.

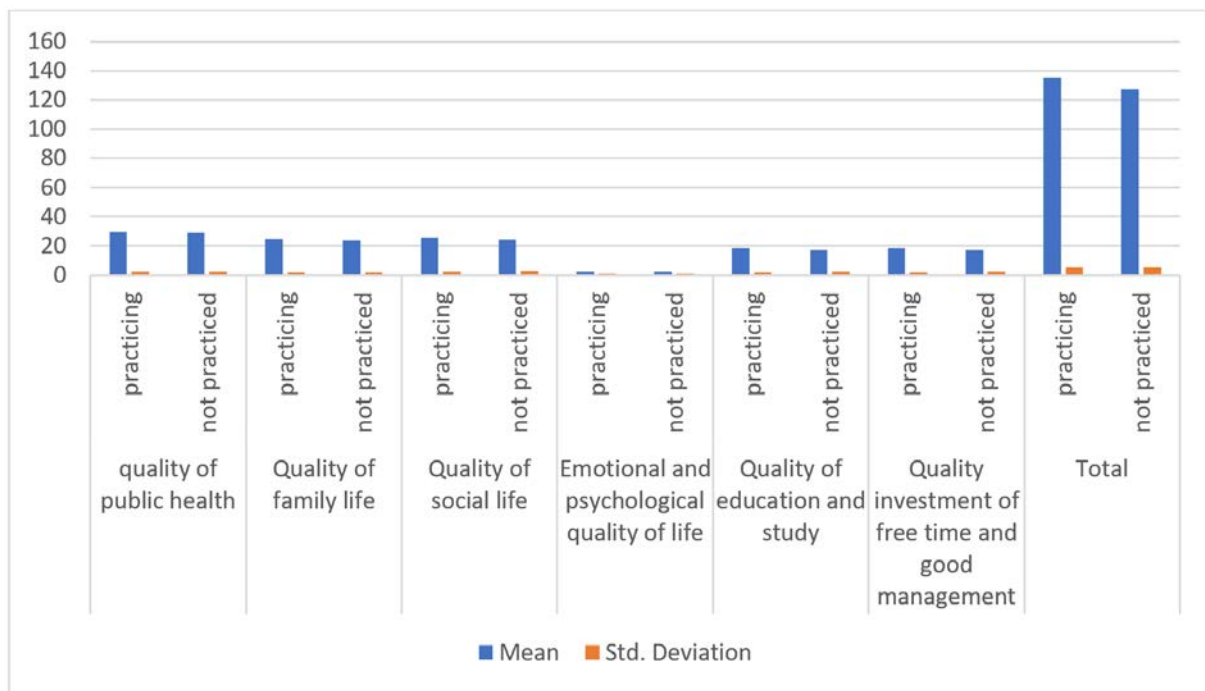
### 3. Research Timeline and Statistical Analysis

The baseline study was conducted from 28 August to 26

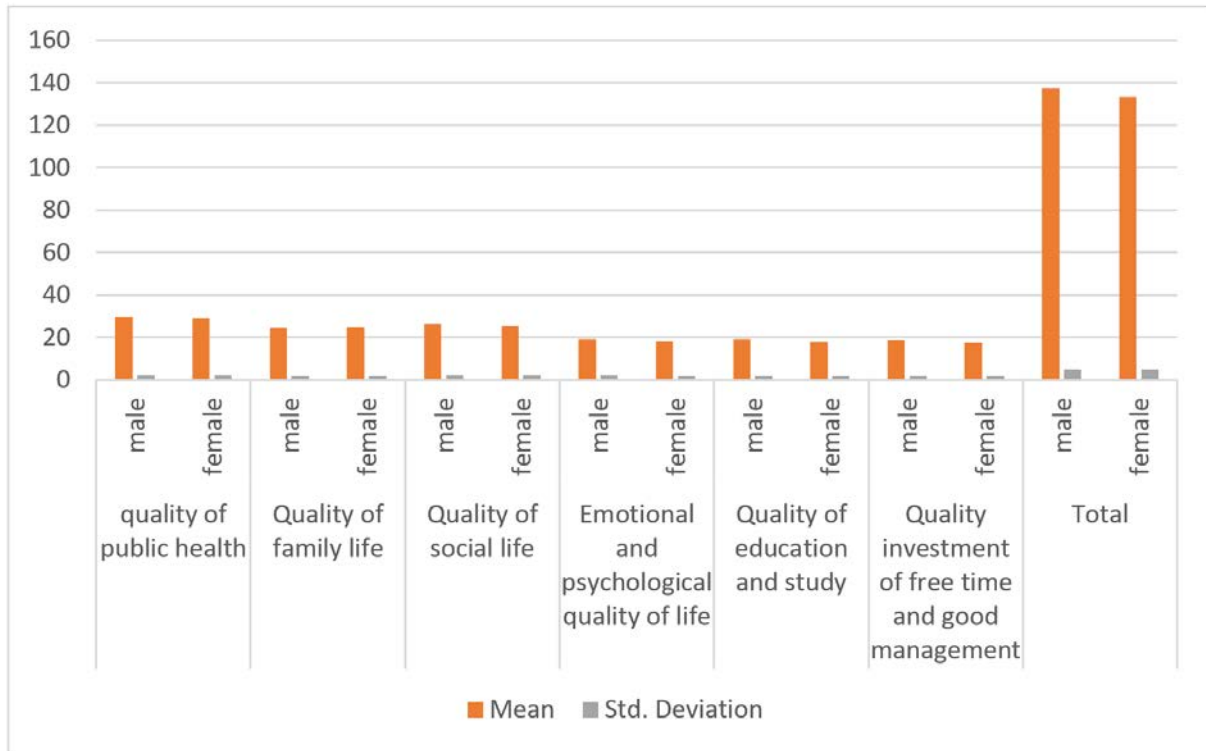
September 2022, and the statistical analysis was performed using IBM SPSS Statistics version 26, (IBM Corporation, USA, Armonk, New York). To assess the normality of the data, the Kolmogorov-Smirnov test was employed, p-value of 0.001, indicating a normal distribution of the data. The t-test and one-way ANOVA tests were used to analyze the data. Pearson's correlation coefficient and Cronbach's alpha coefficient were utilized for data evaluation. The significance level was set at  $p < 0.05$ .

### 4. Results

Figures 1 and 2 display the mean and standard deviation of students' quality of life, comparing recreational activity practitioners and non-practitioners. Additionally, Figure 2 presents the quality of life among students who engage in recreational activities, categorized by gender.



**Figure 1.** Mean and standard deviation for those who engage in and those who don't engage in recreational activities on the students' quality of life measure



**Figure 2.** The quality of life scale's mean, standard deviation for students who participate in leisure activities based on the gender variable.

**Table 1.** The average, standard deviation, and t-value for recreational activity practitioners and non-practitioners on the students' quality of life measure (n = 1384)

interlocutor		N	Mean	Std.	Std. Error	t-value	Sig.
<i>Quality of public health</i>	practicing	784	29.39	2.218	0.079	4.13	0.001
	not practiced	600	28.90	2.190	0.089		
<i>Quality of family life</i>	practicing	784	24.68	1.907	0.068	9.18	0.001
	not practiced	600	23.74	1.853	0.076		
<i>Quality of social life</i>	practicing	784	25.86	2.195	0.078	12.38	0.001
	not practiced	600	24.22	2.727	0.111		
<i>Emotional and psychological quality of life</i>	practicing	784	2.28	0.733	0.026	3.64	0.001
	not practiced	600	2.14	0.725	0.030		
<i>Quality of education and study</i>	practicing	784	18.65	1.954	0.070	13.14	001
	not practiced	600	17.10	2.438	0.100		
<i>Quality investment of free time and good management</i>	practicing	784	18.29	2.047	0.073	11.75	001
	not practiced	600	16.91	2.315	0.095		
<i>Total</i>	practicing	784	135.54	5.430	0.194	28.23	001
	not practiced	600	127.43	5.111	0.209		

The analyses' findings are presented in Table 1, and they support our conclusion that recreational sports participants and nonparticipants differ in statistically significant ways. Where "t" has values between (3.64 and 28.23)  $p < 0.05$ , indicating that it is a function. The table displays the higher

average values for the sample of students who participate in recreational sports activities compared to students who do not participate in such activities. Significant differences were observed between individuals who engage in recreational activities and those who do not in terms of

measures of quality of family life, social life, emotional and psychological well-being, education and study, and investment of free time and good management ( $p < 0.001$ ). There was also a highly significant difference in the overall measure of total quality of life compared to non-practitioners ( $p < 0.001$ ). In summary, the findings suggest that participating in recreational activities has a positive impact on various aspects of students' quality of life, including their public health, family life, social life, emotional and psychological well-being, education and study, investment of free time, and overall quality of life.

Table 2 presents the results of the mean, standard deviation, and t-values for the sample of students who participated in recreational activities, categorized by gender, on the quality of life scale. The t-values ranged from 2.322 to 12.043, with all values being statistically significant ( $p < 0.05$ ), except for the measure of "Quality of family life" ( $p > 0.05$ ). However, there were no significant

differences between male and female students in the measures of quality of family life and quality of social life. On the other hand, significant gender differences were observed in the measures of emotional and psychological quality of life, quality of education and study, and quality investment of free time and good management. Male students tended to have higher scores in these measures compared to female students. In summary, the findings suggest that gender plays a significant role in certain aspects of students' quality of life among those who engage in recreational activities. Male students generally exhibit higher scores in the measures of quality of public health, emotional and psychological quality of life, quality of education and study, quality investment of free time, and overall quality of life. However, no significant gender differences are observed in the measures of quality of family life and quality of social life.

**Table 2.** The mean, standard deviation, and t-value for students who engage in recreational activities on the quality of life scale, based on the gender variable ( $n = 784$ )

Axes	gender	N	Mean	Std.	Std. Error	t-value	Sig.
Quality of public health	male	414	29.63	2.065	.101	3.178	0.002
	female	370	29.12	2.351	.122		
Quality of family life	male	414	24.60	1.906	.094	1.293	0.196
	female	370	24.77	1.908	.099		
Quality of social life	male	414	26.03	2.080	.102	2.322	0.020
	female	370	25.67	2.303	.120		
Emotional and psychological quality of life	male	414	19.17	2.142	.105	7.505	0.001
	female	370	18.10	1.818	.095		
Quality of education and study	male	414	19.25	1.762	.087	9.491	0.001
	female	370	17.99	1.946	.101		
Quality investment of free time and good management	male	414	18.90	1.883	.093	9.218	0.001
	female	370	17.61	2.012	.105		
Total	male	414	137.57	4.866	.239	12.043	0.001
	female	370	133.27	5.127	.267		

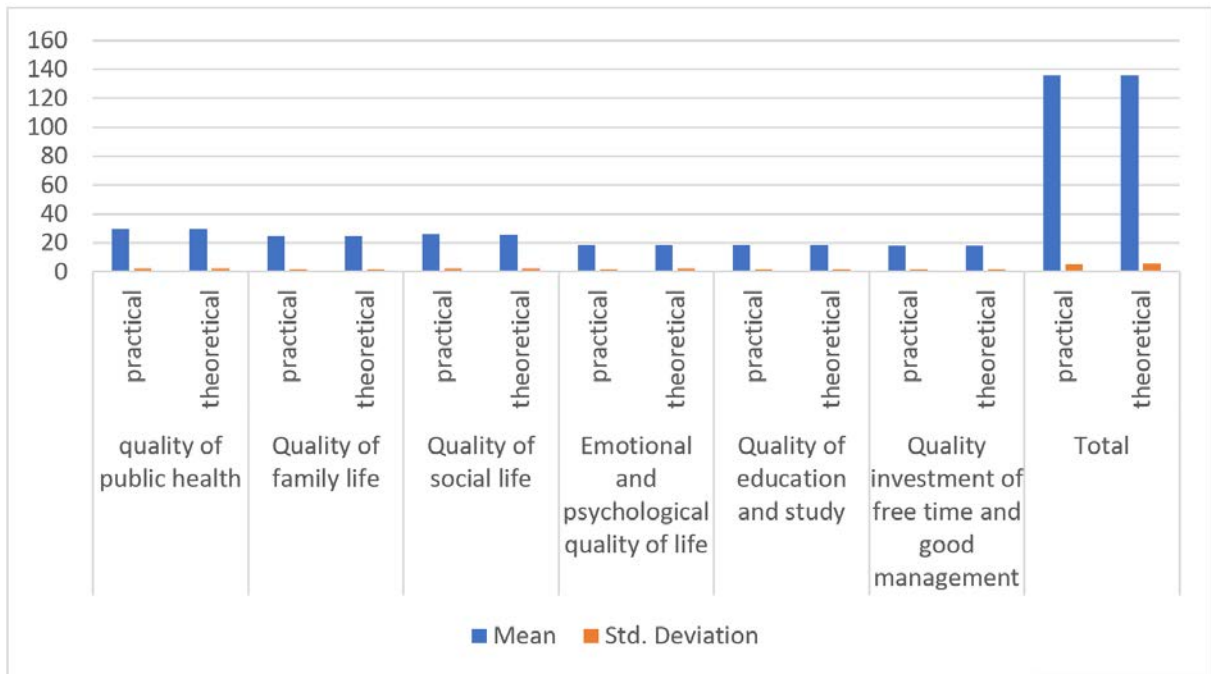


Figure 3. The quality of life scale's mean, standard deviation for students who participate in leisure activities based on their college type

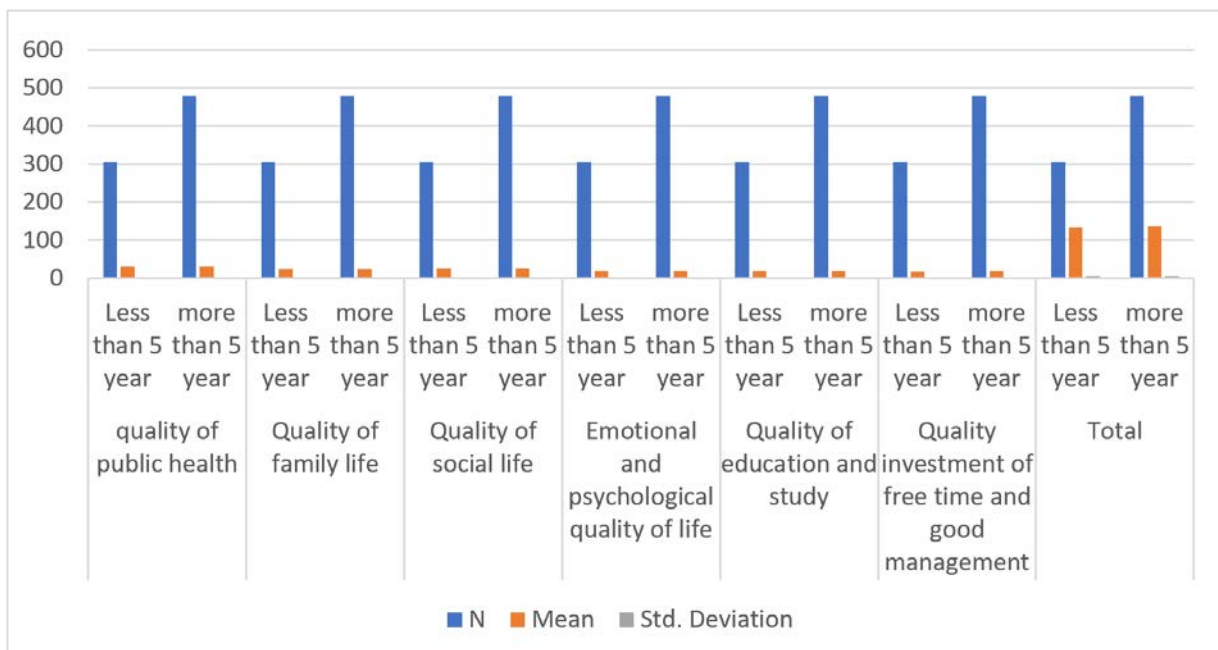


Figure 4. The quality of life scale's mean, standard deviation for students who participate in leisure activities based on the practice years

Figures 3 and 4 display the mean and standard deviation of students who participate in recreational activities, categorized by their college type and practice years.

Table 3 presents the results of the mean, standard deviation, and t-values for a sample of recreational activity participants on the quality of life scale, categorized by college type. The t-value was found to be statistically non-significant ( $p > 0.05$ ). As for the overall measure of total quality of life, there is no significant difference

between practical and theoretical college types. In summary, the findings suggest that, overall, there are no significant differences in most aspects of students' quality of life among those who engage in recreational activities based on their college type. However, a slight significant difference is observed in the emotional and psychological quality of life measure, with students in theoretical colleges having slightly higher scores.

**Table 3.** The average, standard deviation, and t-value for students who engage in recreational activities on the quality of life scale based on their college type (n = 784)

Axes	College type	N	Mean	Std.	Std. Error	t-value	Sig.
Quality of public health	practical	498	29.40	2.175	.097	0.143	0.887
	theoretical	286	29.37	2.293	.136		
Quality of family life	practical	498	24.68	1.847	.083	0.061	0.952
	theoretical	286	24.69	2.012	.119		
Quality of social life	practical	498	25.91	2.220	0.099	0.798	0.425
	theoretical	286	25.78	2.151	0.127		
Emotional and psychological quality of life	practical	498	18.54	2.047	0.092	2.254	0.024
	theoretical	286	18.88	2.082	0.123		
Quality of education and study	practical	498	18.68	1.968	0.088	0.447	0.655
	theoretical	286	18.61	1.932	0.114		
Quality investment of free time and good management	practical	498	18.36	2.032	0.091	1.312	0.190
	theoretical	286	18.16	2.070	0.122		
Total	practical	498	135.56	5.360	0.240	0.159	0.873
	theoretical	286	135.50	5.560	0.329		

**Table 4.** The mean, standard deviation, and t-value for students who engage in leisure activities, according to the practice years variable in the quality of life scale (n = 784)

Axes	practice years	N	Mean	Std.	Std. Error	t-value	Sig.
Quality of public health	Less than 5 year	306	29.29	2.128	0.122	0.322	0.322
	more than 5 year	478	29.45	2.273	0.104		
Quality of family life	Less than 5 year	306	24.78	1.882	0.108	0.898	0.235
	more than 5 year	478	24.62	1.923	0.088		
Quality of social life	Less than 5 year	306	25.79	2.248	0.129	0.399	0.446
	more than 5 year	478	25.91	2.161	0.099		
Emotional and psychological quality of life	Less than 5 year	306	18.12	1.858	0.106	0.015	0.001
	more than 5 year	478	19.01	2.117	0.097		
Quality of education and study	Less than 5 year	306	18.09	1.892	0.108	0.604	0.001
	more than 5 year	478	19.01	1.910	0.087		
Quality investment of free time and good management	Less than 5 year	306	17.89	2.048	0.117	0.739	0.001
	more than 5 year	478	18.55	2.005	0.092		
Total	Less than 5 year	306	133.96	5.148	0.294	0.406	0.001
	more than 5 year	478	136.55	5.368	0.246		



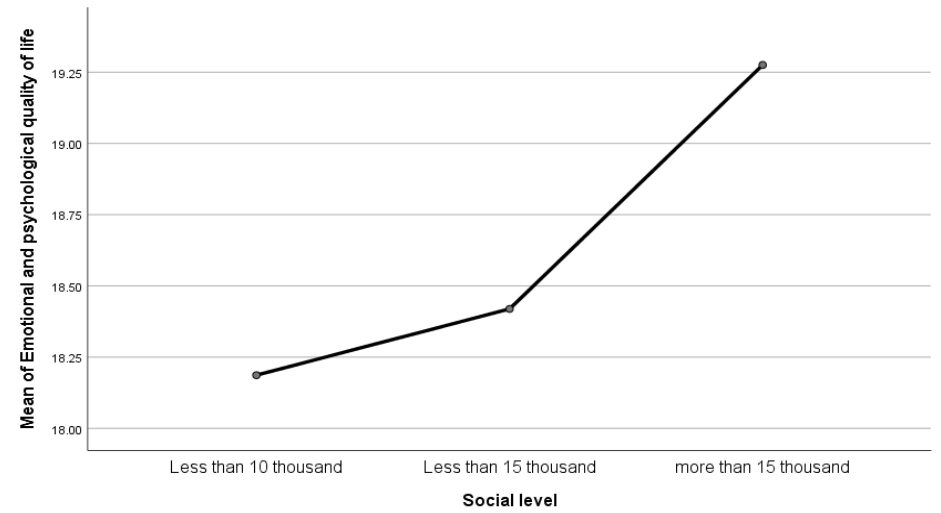
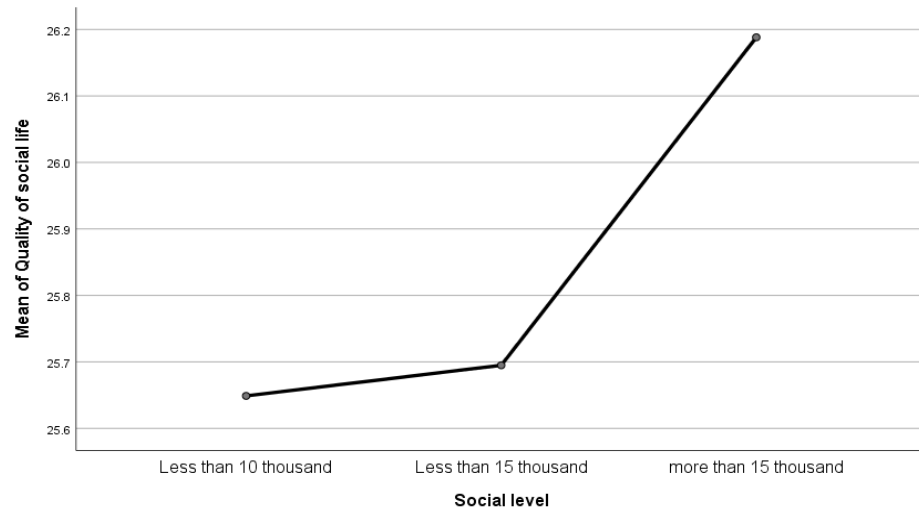
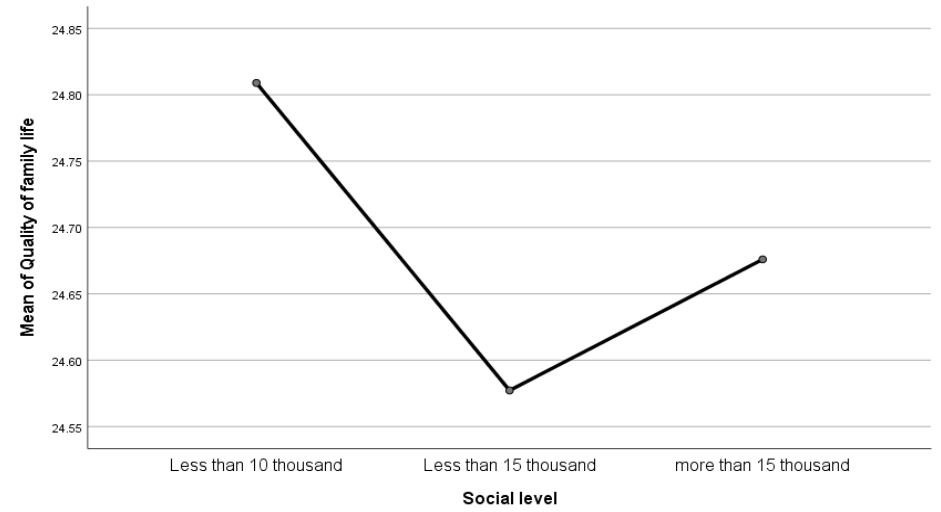
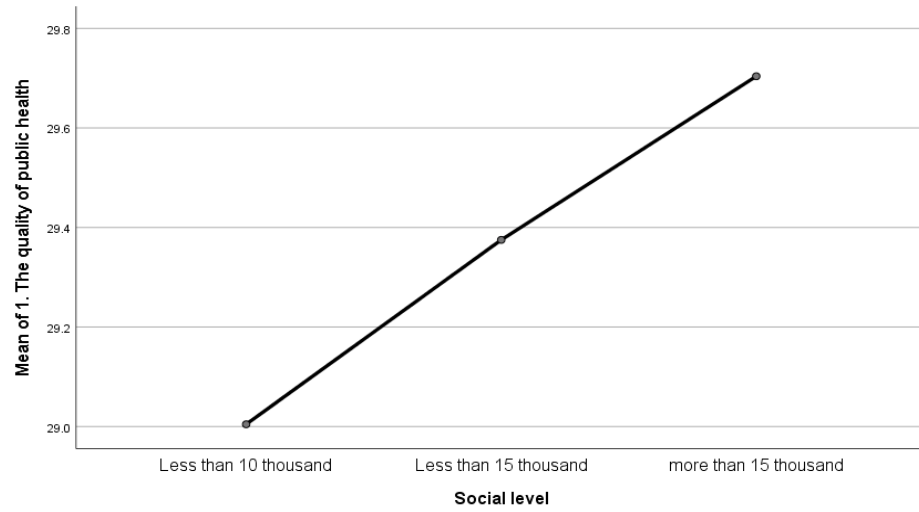
Table 4 presents the mean, standard deviation, and t-values for a sample of students who participated in recreational activities on the quality of life scale, categorized by practice years. The t-values were found to be statistically significant ( $p < 0.05$ ) for all axes. The findings suggest that there are significant differences in certain aspects of students' quality of life among those who engage in recreational activities based on their practice years. Students with more than 5 years of practice tend to have higher scores in the measures of emotional and psychological quality of life, quality of education and study,

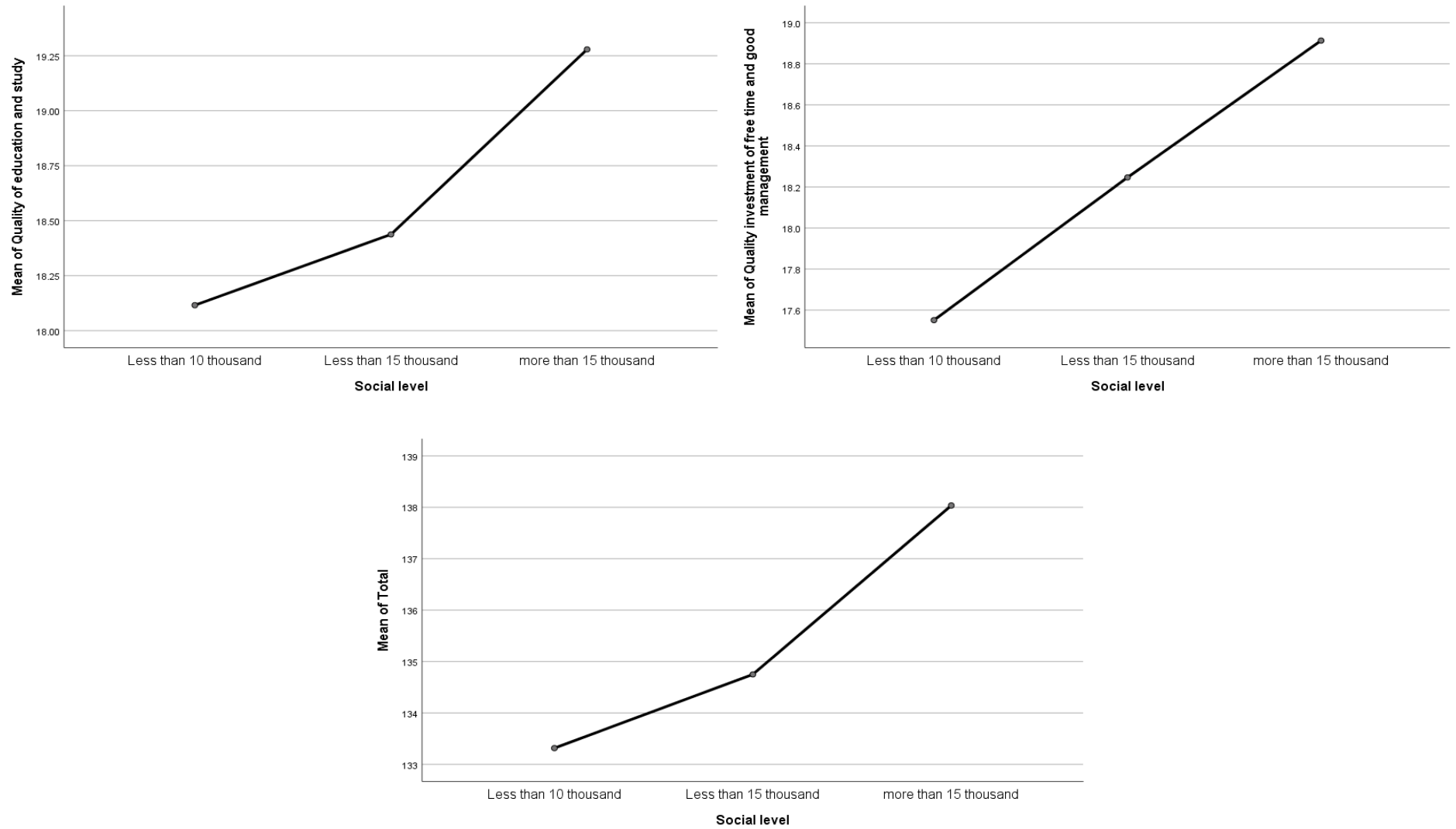
quality investment of free time, and overall quality of life compared to students with less than 5 years of practice ( $p < 0.001$ ). However, there are no significant differences in the measures of quality of public health, quality of family life, and quality of social life.

Figures 5 and 6 display the mean and standard deviation for different social levels in relation to various aspects of quality of life. Additionally, the Dunnett test is used to compare the mean differences between different social levels for each dependent variable.



Figure 5. Mean and standard deviation for participants in recreational activity on the students' quality of life measure based on Social Level variable





**Figure 6.** The averages for students' quality of life scores by social Level

**Table 5.** The average, standard deviation, and f-value for a sample of students who participants in leisure activities on a scale measuring their quality of life

Axes	Social Level	N	Mean	Std.	Std. Error	f	Sig.
Quality of public health	Less than 10 thousand	225	29.00	2.408	0.161	6.367	0.002
	Less than 15 thousand	272	29.38	2.104	0.128		
	more than 15 thousand	287	29.70	2.124	0.125		
	Total	784	29.39	2.218	0.079		
Quality of family life	Less than 10 thousand	225	24.81	1.900	0.127	0.909	0.403
	Less than 15 thousand	272	24.58	1.969	0.119		
	more than 15 thousand	287	24.68	1.854	0.109		
	Total	784	24.68	1.907	0.068		
Quality of social life	Less than 10 thousand	225	25.65	2.318	0.155	5.071	0.006
	Less than 15 thousand	272	25.69	2.188	0.133		
	more than 15 thousand	287	26.19	2.067	0.122		
	Total	784	25.86	2.195	0.078		
Emotional and psychological quality of life	Less than 10 thousand	225	18.19	1.861	0.124	21.577	0.001
	Less than 15 thousand	272	18.42	1.884	0.114		
	more than 15 thousand	287	19.28	2.232	0.132		
	Total	784	18.67	2.065	0.074		
Quality of education and study	Less than 10 thousand	225	18.12	1.896	0.126	26.502	0.001
	Less than 15 thousand	272	18.44	2.037	0.124		
	more than 15 thousand	287	19.28	1.744	0.103		
	Total	784	18.65	1.954	0.070		
Quality investment of free time and good management	Less than 10 thousand	225	17.55	2.044	0.136	30.100	0.001
	Less than 15 thousand	272	18.25	1.933	0.117		
	more than 15 thousand	287	18.91	1.958	0.116		
	Total	784	18.29	2.047	0.073		
Total	Less than 10 thousand	225	133.32	5.355	0.357	59.873	0.001
	Less than 15 thousand	272	134.75	4.986	0.302		
	more than 15 thousand	287	138.03	4.897	0.289		
	Total	784	135.54	5.430	0.194		

Table 5 presents the findings of a one-way ANOVA analysis of variance. The F-values for the different axes were found to be statistically significant ( $p < 0.05$ ), except for the axis measuring quality of family life ( $p > 0.05$ ). The overall scale also showed a significant difference ( $F = 59.873$ ,  $p < 0.001$ ). The analysis indicates that there are significant differences among different social levels for certain measures. Specifically, there is a significant difference among different social levels for the measure of

quality of public health ( $p = 0.002$ ), emotional and psychological quality of life ( $p < 0.001$ ), quality of education and study ( $p < 0.001$ ), and overall quality of life ( $p < 0.001$ ). However, there are no significant differences among different social levels for the measure of quality of family life. In summary, the results suggest that there are significant differences in certain aspects of quality of life among different social levels.

**Table 6.** Dunnett test findings comparison

Dependent Variable	Social level	Social level	Mean Difference	Sig.
<i>Quality of public health</i>	Less than 10 thousand	more than 15 thousand	0.699*	0.001
	Less than 15 thousand	more than 15 thousand	0.329	0.140
<i>Quality of family life</i>	Less than 10 thousand	more than 15 thousand	0.133	0.654
	Less than 15 thousand	more than 15 thousand	0.099	0.769
<i>Quality of social life</i>	Less than 10 thousand	more than 15 thousand	0.539*	0.011
	Less than 15 thousand	more than 15 thousand	0.493*	0.015
<i>Emotional and psychological quality of life</i>	Less than 10 thousand	more than 15 thousand	1.089*	0.001
	Less than 15 thousand	more than 15 thousand	0.856*	0.001
<i>Quality of education and study</i>	Less than 10 thousand	more than 15 thousand	1.163*	0.001
	Less than 15 thousand	more than 15 thousand	0.841*	0.001
<i>Quality investment of free time and good management</i>	Less than 10 thousand	more than 15 thousand	1.362*	0.001
	Less than 15 thousand	more than 15 thousand	0.667*	0.001
<i>Total</i>	Less than 10 thousand	more than 15 thousand	4.719*	0.001
	Less than 15 thousand	more than 15 thousand	3.285*	0.001

Table 6 makes it evident that the statistically significant differences in the scale of quality of life for students according to social level are caused by the difference in the scale's axes between the greatest social level and the other levels,  $P < 0.05$ . For all students, the quality of life scale had a probability value of  $P < 0.05$ . The Dunnett test findings suggest that students from the "more than 15 thousand" social level tend to have significantly higher scores in quality of public health, quality of social life, emotional and psychological quality of life, quality of education and study, quality investment of free time and good management, and total quality of life compared to those from the "Less than 10 thousand" social level ( $p < 0.05$ ). However, there are no significant mean differences between any of the social levels for the measures of quality of family life and total quality of life ( $p > 0.05$ ).

## 5. Discussion

The results of the study demonstrate clear and significant disparities in the quality of life scale between university students who engage in recreational activities and those who do not. Across all areas of the quality of life scale, as well as in the overall score, the differences heavily favor students who participate in leisure activities. Not only that, significant variations in the quality of life scale were found among students involved in recreational activities, indicating a positive impact on their overall well-being. It is evident from the calculated t-value being greater than the tabulated t-value for variables such as gender, practice years, and social level that leisure sports activities have a beneficial effect on the general quality of life for university students. Engaging in recreational

activities is known to enhance various facets of a student's personality, including physical, psychological, social, and health elements. Through participation in recreational sports, students not only promote their overall fitness and societal health but also gain valuable skills in managing emotional stress and improving social interaction and communication. Therefore, partaking in recreational sports is considered highly beneficial for university students, enabling them to make the most of their free time and contributing to the development of a positive personality, making them assets to society [23].

The findings of several studies support the results obtained in this research. Kotarska et al. [16], Bădicu and Balint [24], Morales et al. [25], Faurbye [26], Gavala-González [27], and Toma-Urichianu et al. [28] have all demonstrated that individuals who participate in sports and recreational activities have higher overall quality of life and satisfaction compared to those who do not engage in such activities. Engaging in recreational activities has also been found to positively impact social behavior and enhance the quality of life of children and adolescents.

The researcher also attributes the higher quality of life scores among males compared to females to social customs and traditions that grant males more freedom to participate in sports activities. However, other studies [29-31] suggest that adolescent boys and girls may engage in different levels of physical activity. Additionally, Vidranski and Pejanic [32] found that boys take more steps than girls during physical education lessons.

The duration of participation in recreational sports has also been found to affect students' quality of life. Studies [25,33] indicate that participation in social and recreational activities is associated with improved levels of quality of

life, and frequent participation in such activities can enhance overall quality of life and help manage stress. Furthermore, it has been observed that students who participate in recreational sports experience better outcomes in terms of family, social, academic, and overall health. Sports participation has been linked to improved social, psychological, and physical well-being, as well as the development of social skills, active living, and healthy habits. Ko and Kim [34] found that students who participate in physical education programs score higher on tests measuring physical activity, health responsibility, interpersonal relationships, stress management, and other aspects of a healthy lifestyle. Urichianu [35] also demonstrated that physical activity is associated with higher levels of psychological health, including self-acceptance, positive relationships with others, and a sense of purpose in life. The results of studies [36,37] further confirm the positive impact of extracurricular sports and sports education on students' overall well-being and quality of life.

### 5.1. Some Limitations on Practicing Recreational Sports Activities

The Kingdom of Saudi Arabia faces limitations in the practice of recreational sports activities, particularly for women. Unhealthy lifestyles among women have been influenced by factors such as the absence of physical education lessons for girls in schools and the lack of exercise facilities and women-only gyms [38]. Additionally, the availability of recreational sports activities in public schools is limited, further restricting opportunities for participation in extracurricular activities [39]. Saudi youth's attitudes towards physical activities and connection with the natural world also indicate a disconnection, possibly due to increasing urbanization [40]. Moreover, the extreme temperatures and challenging environmental conditions in Saudi Arabia pose difficulties for outdoor activities [41]. These constraints on engaging in recreational activities highlight the importance of support and understanding from decision-makers, such as the Ministry of Education, to emphasize the significance of outdoor activities, provide essential resources and infrastructure, and foster interest in sports activities.

## 6. Conclusions

The study conducted at King Faisal University in the Kingdom of Saudi Arabia sought to assess the influence of recreational sports activities on the overall well-being of students. By examining 1384 male and female students, the results revealed a positive correlation between participation in recreational sports and an enhanced quality of life. Furthermore, the study highlighted variations in the quality of life scale among students who engaged in recreational sports activities, based on factors such as

gender, social class, and years of practice. This research underscores the vital role of recreational sports in promoting a better quality of life for university students, offering valuable insights into the benefits of physical activity on their well-being. The researcher emphasized the importance of gaining a more comprehensive understanding of how recreational sports contribute to the holistic well-being of university students.

### 6.1. Study Limitations and Strengths and Future Directions

The study conducted at King Faisal University in the Kingdom of Saudi Arabia focused on assessing the impact of recreational sports activities on the quality of life of students. The study utilized a survey questionnaire, which may have introduced some bias in the responses from students. However, the study's strengths included a large sample size, which allowed for more robust interpretation of the results. The findings underscored the importance of engaging in recreational sports activities. Based on the study's results, it is recommended to educate students about the significance of participating in recreational sports activities through lectures, workshops, and seminars. Increasing sports and recreational awareness among all university students is crucial. Introducing the concept of quality of life in relevant university courses can contribute to students' understanding of quality of life standards. Furthermore, future studies should explore the effects of recreational sports activities on the quality of life among different groups, such as the elderly and individuals with special needs. Additionally, investigating the impact of these activities on stress management, psychological well-being, and academic performance among young people is also recommended. Conducting research in these areas will further enhance our understanding of the benefits of engaging in recreational sports activities and their potential applications in various contexts.

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### Informed Consent Statement

All study participants provided their informed consent before participating.

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## Conflicts of Interest

There is no conflict of interest for the author.

## Supplementary Materials

### Appendix A: The appendix includes Quality of Life Scale Final Image

**Table S1.** Quality of Life Scale Final Image

No.	Phrase	Response		
		Yes	To some extent	No
<b>The first axis: quality of public health:</b>				
1	I am healthy.			
2	I am capable of carrying out a variety of tasks with vigor and enthusiasm.			
3	My key organs seem to be operating quite effectively, in my opinion.			
4	Be sure to get enough sleep and do so on time.			
5	The university gives me access to all medical services and equipment.			
6	All of my meals are eaten on time, I promise.			
7	Giving myself ample time to rest is important to me.			
8	Stay away from eating junk food.			
9	Take care of my health no matter how many problems it gets.			
10	I do regular and regular medical check-ups.			
11	Take care of my personal hygiene periodically.			
12	Be careful not to smoke in order to maintain the safety of my health.			
<b>The second axis: quality of family life:</b>				
1	I am proud to belong to my family.			
2	I get emotional support from my family members.			
3	My family is characterized by social cohesion.			
4	I meet with my family members periodically.			
5	I participate with my family in religious, national and social events.			
6	I can't do without my family.			
7	I feel the constant care by my parents to me.			
8	I am satisfied with the relationships of my family members with each other.			
9	My family has the ability to manage and solve problems.			
10	I aspire to have a happy family like mine.			
<b>The third axis: quality of social life:</b>				
1	I am with my friends periodically.			
2	My friends help me solve various problems I face.			
3	I am satisfied with the way I deal with others.			

Table S1. Continued

No.	Phrase	Response		
		Yes	To some extent	No
4	I have the ability to establish social relationships with others.			
5	I feel happy and proud when talking to others.			
6	I socialize with others constantly.			
7	I always share with my friends their social occasion.			
8	I maintain a good relationship with others.			
9	I visit my friends and relatives periodically.			
10	I participate actively in various social care activities (Orphans, the elderly, and individuals with disabilities).			
11	I strongly respect the customs and traditions of the society in which I live.			
<b>Fourth axis: Emotional and psychological quality of life:</b>				
1	I control my emotions in the various situations to which I am exposed.			
2	I have the ability to cope with the psychological pressure resulting from the surrounding changes.			
3	I feel happy and satisfied with all the circumstances that revolve around me.			
4	I always have a sense of psychological stability.			
5	I feel emotionally balanced.			
6	My life is full of hope and optimism.			
7	I have the ability to get rid of negative emotions.			
8	I always feel fun and happy.			
<b>Fifth axis: Quality of Education and Study:</b>				
1	Attending university made me happy.			
2	I have the ability to achieve my goals.			
3	The university provides me with all the educational services that help me achieve excellence and success.			
4	I chose my major of my own free will.			
5	My teachers treat me with respect and appreciation.			
6	I have the ability to organize study time and study.			
7	I do my homework as fully as possible.			
8	I feel that my university studies help me achieve myself and my ambitions.			
<b>The sixth axis: Quality investment of free time and good management:</b>				
1	I invest my free time in practicing constructive recreational and sports activities.			
2	I have the ability to take full control of my free time.			
3	Complete all required duties and tasks on time.			
4	Have a culture of leisure investment.			
5	Set aside time for both studying and resting.			
6	When I have free time at university, I practice an activity that suits my inclinations and needs.			
7	I am satisfied with my way of spending my free time.			
8	I make a schedule to carry out my duties and tasks			



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