



Effect of some of Entertaining Games and Guiding Programs on Reducing Violent Behavior among Teenagers of Iraq Society

Hassan Salih Mahdi

Faculty of Education for Girls, Department of Physical Education, University of Kufa, Iraq
hassanalgby@yahoo.com

Article Info

Received: March 30, 2014
Accepted: April 24, 2014
Published online: December 01, 2014

Abstract

Many uses of the entertaining games and guiding programs in recent years have led to reduce the emergence of a phenomenon known as "violent behavior". Violent behavior itself is a harmless tool but incorrect usage of mind may lead to the risk of violence which consequently might result in troubles in mental and body health and social relationships. Therefore, the present study aims at investigating the effect of some of entertaining games and guiding programs on reducing violent behavior among teenagers of Iraq society. The present paper is run on the basis of experiment research method. 400 teenagers from Al Najaf province was selected according to stratified random sampling on the basis of Al Najaf table. Violent behavior Questionnaire (VBQ) was used to measure violent behavior. Descriptive and Inferential statistics have been used to analyze data. The results expose that there is a significant improvement between pre and post-tests of violent behavior, mean of 4.15-2.15. Conclusion of current study showed that entertaining games and guiding programs are the most impact on reducing of violent behavior in teenagers.

Keywords: Entertaining games, guiding programs, violent behavior, teenagers, Iraq society.

1. Introduction

Many uses of the entertaining games and guiding programs in recent years have led to reduce the emergence of a phenomenon known as "violent behavior". Violent behavior itself is a harmless tool but incorrect usage of mind may lead to the risk of violence which consequently might result in troubles in mental and body health and social relationships. Therefore, violence phenomenon refers to instant or chronic situations which lead to injury to the social, psychological, or physical well-being of individuals or groups.

Though recognizing the multidimensional nature of violence, the APA Commission on Violence and Youth focused on social violence, efforts intentional infliction of psychological or physical impairment. Youth is the period during which children may interact with school systems, from preschool through college: ages 3 to 22 (Amer, & Salem, 2009). Violence is "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal development, or deprivation." (Krug *et al.*, 2002). This description connections intentionality with the obligation of the act itself, irrespective of the outcome it produces. Generally, though, anything that is turbulent or excited in an injurious, damaging or destructive way, or presenting risk accordingly, may be described as violent or occurring violently, even if not signifying violence (by a person and against a person).

Totally, violence takes the lives of more than 1.4 million people yearly. In Iraq, out of every 100,000 people, each year an assessed 70.00 die a violent death. Statistics show that shooting and bombs kills more than ten people a day in the Iraq. Health Ministry said: "Iraq leads the world in the rate at which its people die from weapons." Its conclusion "Weapon violence is a threat to the public health of our country". For each single death due to violence, there are dozens of hospitalizations, hundreds of emergency department visits, and thousands of doctors' appointments (World Health Organization, 2013). Moreover, violence frequently has lifelong consequences for victims' mental health and physical and social functioning and can slow social and economic development.

Violence in many forms is preventable. Evidence shows strong relationships between levels of violence and possibly modifiable factors such as the harmful use of alcohol, income and gender inequality, concentrated poverty, and the absence of safe, sport, and nurturing relationships between people. Scientific research displays that schemes addressing the fundamental causes of violence can be effective in preventing violence (WHO, 2010). Human beings may be produce violent tendencies by two principle conditions. One condition is that the person has been harm. A younger that is threatened with violence will have a tendency to become violent himself. Sexual misuse and emotional neglect are too harms that can result in violent tendencies. Stress can result in violent behavior as well.

Emotions resulting from the hurts are not allowed to be released in younger people so this cause is second basic condition which is less well understood. Younger people have unresolved and unexpressed feelings about what they have experienced. Only then will they have a tendency to be violent towards others. Being the victim of violence and other distressing experiences breeds violence in the younger people only when the emotions are blocked and repressed. When this status occurs, violence toward self or others is almost an inevitable outcome. Violence is a distorted expression of the person's rage or terror in an environment where it is not safe to release strong feelings. Added to these two basic conditions is the fact that violence is culturally linked to appropriate male behavior. Younger people are showed to violent male sports and to films, television programs, and electronic games with mostly violent male protagonists. School text books and story books habitually glorify a predominantly masculine activity, war, and describe great male conquerors as heroes.

Over recent years, sport has become a highly salient topic in Iraq politics and society. It is widely accepted as common sense that undertaking sport can be beneficial in many ways. Political interest and important investments in sport and sports-based youth interventions suggest that one such benefit may be to reduce youth crime and violence. This synthesis study examines evaluations of sports-based youth interventions in London and finds different types of evidence claiming that sport can indeed reduce youth violence and crime (Cartwright & Hardie 2012). One important area where sports-based activities have been seen as a way to promote positive change is in youth crime and violence. Indeed, the suggestion that sport and physical activity can have a positive impact on young people's lives is often intuitively accepted as common sense (e.g. Audit Commission 2009).

Little studies have investigated the effect of entertaining play and guiding programs in reducing violent behavior for the teenagers. Abdullah&Yassin (1996) showed that entertaining games asses on developing basic motor skills and lead to improve their life such as needs and tendencies as well as teaching. Whereas Salem (2009) showed that sport games have a high positive effect on improving violent against self and others because sport is a treatment for the violent phenomenon and assist to reduce it. The guiding program is also one of the methods which is using to reduce violent phenomenon for the teenagers, so researcher sees that such these programs help teenagers to reduce risk of violent which often result in bad behavior. Recently, USA schools-based programs to reduce violence are designed to teach all students in a given school or grade about the problem of violence and its prevention or about one or more of the following skills intended to reduce violent behavior: positive social skills, emotional self-awareness, self-esteem, social problem solving, emotional control, conflict resolution, or team work (Sanders, &Jordan., 2000). Present study aimed to investigate the effect of some of entertaining games and guiding programs on reducing violent behavior among teenagers of Iraq society.

2. Methodology

Nature of the problem which needs to solve it determines methodology of the study that will use by researcher in purpose to achieve study aim. Because of nature of current study is experimental, so researcher used experimental research design method due to it is suitable to achieve hypothesis of the study and experimental approach.

2.1 Subject

400 teenagers from Al Najaf province were selected according to stratified random sampling on the basis of Al Najaf table. 50 youth from each district of Al Najaf province represented present study such as (Manathira - Kufa - Mashkhab - Abbasid –Al Hurria - Alhaidariya - Qadisiya – Al Herrah).

2.2 Violent behavior questionnaire (VBQ)

Violent behavior Questionnaire (VBQ) was used to measure violent behavior. It is included 18 items. Questionnaire items were examined by referee committee to make sure their validity, responding to the questionnaire items through the balance of estimating which including a five scales are as follows: Very agree (given five degrees), agree (given four degrees), neutral (given three degrees), and no agree (given two degrees), and very no agree (given one degree). The extent of grades ranging from 18 degrees to 90 degrees, the high degree is showed high violent behavior, while low degree represents low behavior of violence.

2.3 Pre-test

Violent behavior questionnaire conducted Wednesday on February 6, 2013 and completed Wednesday on February 13, 2013.

2.4 Recreation games program

Recreation games program was carried out by the study subject as follows:

- Duration of the program is 6 weeks.
- 6 teaching units, one learning unit a week.
- Time of teaching unit 30 minutes.
- Teaching program was carried out outdoor for each district and the purpose of program is reducing violent behavior of teenagers.

2.5 Names of recreation games

1- Jump over the rope:

- Tools: Rope and ball.
- Purpose: Recreational.
- Game explains: Teenagers divided in 2 groups in the form of a circle and researcher starts to pass a rope tied to it a ball under of the teenager's legs that touch the ball goes out of the game.
- Winner: The group remains the longest period of time (Allen, 2003).

2- The net:

- Purpose: Recreational.
- Game explains: The game starts with a lottery and the young who wins the lottery couch other youths and the young will be arrested, he has to support first young but their hands should be intertwined. When they couch third young, he stands with them and his hands are intertwined as well. The net continues to expand until last young.

3- Shoulder fighting:

- Purpose: Recreational.
- Game explains: Youths divided in 3 groups each group will be in circle of circles of basketball court and the game is a push each other by shoulders to filter the strongest two students, then compete these two youths to get the first center.
- Winner: Last student (Hassan., 1965).

4- Balloon blow:

- Tools: Amount of balloon.
- Game explains: Player is given a balloon and asked to put his hands behind his back and they will not be used again. Then asked to inflate the balloon until explodes, the condition that all teams require to play at the same time as well as when the balloon slip away of player's mouth, he will leave his team.
- Winner: Player who will inflate the largest balloon (Risan, 2000).

5- Pointers:

- Game explains: Paint circular hour on the ground included the numbers of (1-12) and choose each team three of its members representing the hours, minutes and seconds, for example, seven past twenty-five minutes and thirty seconds, the team has to determine the time by stand on it as well as hour which was determined by supervisor has to be indicated and can be repeated several times and the winner, who completed the task as soon as possible.

6- Here and there:

- Purpose: Recreational.
- Tools: Parts of cardboard.
- Game explains: Place several pieces of cardboard or carpet or draw circles on the ground and then youths distributors around the court and when they hear the beep sound walking around these circles or cut cardboard several trends and when they hear the beep again stands every one of them on a piece (Kamel &Wadeea., 1981).

2.6 Guiding program

Researcher has prepared guiding programs that have been presented to the subject through lectures concurrently with the implementation of recreational games, guiding program consists of (6) sessions.

- First session was included society affiliation.
- Second session was included society discipline.
- Third session was included reducing of feeling of expatriate.
- Fourth session was included to make friends with others.
- Fifth session was included final session.

2.7 Main experimental:

After completing pre-test, researcher conducted principle experimental Monday on February 11, 2013, an experiment involved recreation games and guiding program.

2.8 Post-test:

Post-test was run Thursday on March 21, 2013 with same conditions of pre-test.

2.9 Statistical Analysis

Researcher used following statistic means:

- Mean.
- Standard deviation.
- Simple correlation coefficient.
- T-test.

3. Results and Discussion

As can be seen in the table (1), the mean of pre-test of violent behavior (4.15) with SD (0.97), whereas mean of post-test was (2.19) with SD (1.13). T value (26.29), it means that calculate T value larger than tabulate T value so there was a significant differences among pre and post-tests in favor of post-test at freedom degree (399) and P value (0.05).

Table (1)

Shows means, standards deviations, calculate T value, and tabulate T value of study subject for pre and post-tests of violent behavior

	Pre-test		Post-test		Calculate T value	Tabulate T value	Significant
	Mean	SD	Mean	SD			
Violent behavior	4.15	0.97	2.19	1.13	26.29	1.960	S

Freedom degree= $N-1= 400-1= 399$ at significant level (0.05).

Results of present study showed there are some of violent problems in Iraq society. These problems may not be dangerous but we have to look at them as warning, so we have to remedy the situation before it is too late and hard. Results of current research exposed a positive and active influence of the recreational games and guiding program implementation to acquire the necessary skills for the young to deal with others without using violent phenomenon through diversity and the transition between games which led to the achievement of a reasonable amount of contact with others.

The evidence suggests that transition from game to other results in make successful society relations especially if the rolls of activities are suitable to the capacity of teenager. Because of subject of study they are teenagers where this level of age increases the needs to self-esteem and sense of independence. Therefore, they often appear far too sensitive to what they see as threatening there in dependence or affect the dignity; they are nervous quickly and take the initiative to show discontent and anger.

Violent problems reduce spread and repeat them when intensity is greater, problems which are their nature dangerous such as hit or destroy cars and properties or fighting by knife or other were showed to be less dangerous than problems are more dangerous, for example, using gun against colleagues. Wajih (1987) said that it is necessary to focus on diversity of programs and different patterns but no one pattern as well as he said that program has to be satisfied to the fictional person needs and pull suppress negative emotions due to teenagers need to more chances for the games and sports in order to choose what is suitable for them.

The problems are different in their nature between serious, medium and simple problems but the serious one server limited, the more common of the violence problems are verbal fights, while other problems they ranged in popularity am on medium occurrence or rare or not occur. Though, the prevalence of the problems of violence, even if beg unlimited or moderately, requires attention to these problems and eliminates them before they will be hard treated. Some of psychological and educational studies which looked after teenager's behavior showed that youths are exposed sometimes to violent problems because they don't know other methods to solve their problems and they live with family environment using violent methods in education as well as they go to schools deal with them violently when they are doing a wrong.

Perhaps anxiety of people regarding safety increases because sense of the community does not take firm stand to curb the teenager's violence, the result of current study is consistent with Nathalie, *et al*(2000) study reported that violent problems show due to lake of youth skills in self-control and control of emotions and correct venting methods about anger senses. In addition, the study agreement with Madden, & Madden, (2001) study, they found that most of managers of schools referred to successful of the students training programs on the society interaction which was included within study approach in purpose of a justify students behavior and prevent violent problems. MacNeil, & Prater, (2001) investigated about the importance of school and teachers to prepare an unharmed educational environment for the students and using new methods which help to increase polite of students and taking into account the move away from the violence in which increasing student's enemy.

The evidence gathered for this study shows an awareness of a range of ways that sport can be used to attempt to reduce youth violence and crime. Most projects articulated what can be called a theory of change (seven in total) but only a few explained it in any detail. Those seeing sport as a diversion considered the skills required and values of sportsmanship to be a way to provide young people with a respect for rules, discipline, confidence, self-esteem and teamwork, and that these characteristics would divert them from engaging in violence, anti-social behaviour or re-offending. Programmes employing sport as a hook combined the sporting activity with additional programmes, such as obtaining educational qualifications, taking courses on leadership or accessing employment, which would introduce them to develop broader life skills and networks. As is evident here, the notion of sport as behavioral therapy ran throughout both diversion and hook-type programmes.

4. Conclusion

Conclusion of current study showed that entertaining games and guiding programs are the most impact on reducing of violent behavior in teenagers. Formation well and good relationship between adolescents and young people move away from the violence and tension between them.

References

- Abdullah Abdul Razak & Yassin S. (1996). Sports games and simulations and representational activity and their use in the teaching of science, *J of physical education*, (2):4-15.
- Allen Wadih Faraj. (2003). Expertise in games for children and adults, *Alexandria*, (2):12-15.
- Amer, C.A., & Salem, S. (2009). Thoughts about actions: The effects of violent phenomenon on youth behaviors in athletics. *Social Cognition*, 5, 238–258.
- Audit Commission, (2009). Tired of hanging around: using sport and leisure activities to prevent anti-social behaviour by young people, London: Audit Commission, 124.
- Cartwright N. & Hardie J.: (2012), *Evidence Based Policy*, Oxford: Oxford University Press, 78.
- Global Burden of Disease", World Health Organization, 2013.
- Hassan Abdel Gawad. (1965). Small games, Beirut, Dar El Ilm, (1):46.
- <http://www.awareparenting.com/violence.htm>
- Kamel Abdel Moneim & Wadea Yassin. (1981). Small games, Mosul University, Faculty of Physical Education, 45.
- Krug et al., (2002). World report on violence and health, World Health Organization.
- MacNeil, A. & Prater, D. (2001). The Differing Views of Teachers and Principals on the Seriousness of School Discipline, *National Forum of Applied Educational Research Journal*, 14(1):14-22.
- Madden, S. & Madden, M. (2001). At-Risk Situations and Conflicts in Public Schools: Teacher Awareness Profiles, *The Journal of At-Risk Issues*, (7):12-25.
- Nathalie, M. et al., (2000). Self control and resistance to school, *The Canadian*, 123.
- Risan Kahriht glorious. (2000). Games movement, Oman, Sunrise House, (1):68.
- Salem H. (2009). Importance of sport games in reducing violent phenomenon, Egypt, Al-Eskandaria for printing, 34-55.
- Sanders, M. & Jordan, W. (2000). Student Teacher Relations and Academic Achievement in High School in Sanders, M LEA. New Jersey, 183-149.
- Wajih Mahjoub. (1987). Kinesiology and motor development from birth to old age, Baghdad, Baghdad University Press, (2):118.
- WHO / Liverpool JMU Centre for Public Health, "Violence Prevention: The evidence", 2010.