

## The Effect of Some Recreational Games on the Aggressive Behaviour of School Students

Karrar Yaareb Kattoof

Assistant teacher in College of Mustansiriya University/Political Science/Student Activities Division

**Abstract: Background:** Changing sports activities is an important aspect of life that aims to develop social behavior and develop human relations between individuals, in addition to achieving an important aspect of physical efficiency and functional body systems and raising the individual's capabilities and physical and intellectual potential. **Objective:** Identifying the effect of some recreational games on the aggressive behavior of school students aged 15-17 years. **Methodology:** The current study used the descriptive approach using the survey method, and the research sample included (35) students from Saad bin Abi Waqqas Industrial Preparatory School who were selected randomly. In this study, a reconnaissance experiment was conducted before conducting the main experiment. A pre- and post-questionnaire was distributed to the students, and statistical methods were used. appropriate using the statistical bag (spss). This test was conducted on the students of the first stage of Saad Bam Abi Waqas Preparatory School, for the academic year 2015/2016. **Results and discussion:** The results indicate a positive change in aggressive behavior among individuals in the research sample. The researcher attributes this improvement in the level of aggressive behavior to the recreational games program. This may be due to the fact that the selected activities (games) that were used were scientifically and thoughtfully directed and were accepted by the sample members. They led to feeling relaxed, free and without pressure, as it is characterized by exciting and organized games, she added. The spirit of cooperation and competition and motivating them to participate in the game. Theories in social psychology have confirmed that the phenomenon of self-presentation appears in the form of behavior and through the beloved behavior represented by selfless, altruistic, and cooperative individuals. **Conclusion:** a) The Illustrated Aggressive Behavior Scale has acceptable scientific foundations and parameters, and it measures aggression among 15-year-old students in a natural way. 2) Students aged 15-17 years suffer from aggression in schools in Baghdad. 3) Playing small games helped reduce the level of aggression among students who suffer from it. 4) The use of small games in an adequate and organized manner reduces the level of aggression among students who suffer from it in middle schools.

**Keywords:** Recreational games; pre-test; and posttest.

### INTRODUCTION

The new life and the adaptation it dictates to the individual according to its requirements require us to develop all the aspects on which life is based, in terms of social, behavioral, educational and physical aspects. And all sectors of society and at all levels. Changing sports activities is an important aspect of life that aims to develop social behavior and develop human relations between individuals, in addition to achieving an important aspect of physical efficiency and functional body systems and raising the individual's capabilities and physical and intellectual potential. [Ainspan, N. D. *et al.*, 2008-Chun, S. *et al.*, 2008]

It is one of the important elements for refining and preparing his personality and qualifying him in a way that ensures his correct educational preparation according to the philosophy adopted by physical education [Clapp, J. D. *et al.*, 2008-Deci, E. L. *et al.*, 1985]. In addition, it is the field through which the student can get closer to society, thus eliminating the cases of isolation that he faces. Therefore, the importance of the research is to find out the effect of some recreational games on the aggressive behavior of school students aged 15-17 years. Societies in the modern era have witnessed tremendous development in various industrial, economic, social, scientific, and technological fields with developments and

directions. Developing students' physical and motor abilities is important in developing their future lives. [de Jong, J. *et al.*, 2003-Gladis, M. M. *et al.*, 1999]

The term sports recreation is derived from Latin origin Known in English (Recreation) means renewal, creation and innovation - and it was initially used to define the human activity that is chosen for a personal motive, and which leads to the activation of the individual to be able to carry out his work. Recreation can be defined as "an optional activity that is enjoyable for the individual and accepted by society and is practiced in leisure time and contributes to the building and development of the individual. Recreational activity can be defined in two directions, where the first direction Recreation is defined as engaging in an optional activity in free time that aims to get rid of fatigue and achieve recovery and renewal and the second trend; He defines it as an emotional reaction and a type of vital treatment for support. Human relations and reaching psychological balance without waiting for any material reward. [Goodwin, D. *et al.*, 2004-Hawn, R, 2008]

Through the researcher's knowledge of a number of studies and research related to the educational process at this stage, he found that there is a

problem that lies in the students' weak performance of physical and motor abilities, which prompted the researcher to find a solution to this problem.

Identifying the effect of some recreational games on the aggressive behavior of school students aged 15-17 years.

## METHODOLOGY

The study aims to propose a recreational program for male and female national handball team players inside closed training camps. The goal is achieved during:

- a) Study the members who benefit from the proposed program to determine which recreational activities they prefer to practice in their free time during the teams' preparation camps.
- b) Studying the motivations for practicing recreational activities for national team players.

It is the method that the researcher uses and takes to answer the questions raised by the problem that is the subject of the study." 10 If the researcher uses the descriptive method using the survey method because it is compatible with the nature of the study.

The current study used the descriptive approach using the survey method, and the research sample included (35) students from Saad bin Abi Waqqas Industrial Preparatory School who were selected randomly. In this study, an exploratory experiment was conducted before conducting the main experiment. A pre- and post-questionnaire was distributed to the students, and statistical methods were used. appropriate using the statistical program SPSS.

This study was conducted on students at the College of Physical Education, fourth stage, and included 18 players in the men's team, 16 players in the women's team, and 14 players in the youth team. The researchers used the descriptive survey method as it suits the nature of the study. The researchers used a questionnaire form about the recreational activities that players want to practice during their free time in the preparation camps. The researchers also used a questionnaire form about the motivations for practicing recreational activities among players, as well as the role of sports federations towards recreation and recreational activity.

The exploratory experiment is considered "practical training for the researcher to identify for himself the negatives and positives that he encounters in establishing the exploratory experiment on a sample outside of the research sample. They are the students of Saad bin Abi Waqqas Industrial Preparatory School, the first stage of the academic mines 2015/2016, numbering (10) students on Sunday at (8:30) in the morning, where the time taken for the test was (15) minutes in order to learn about:

- a) The suitability of the aggressive behavior test to the sample level.
- b) The safety and suitability of the tools used.
- c) The adequacy of the supporting work team.

A researcher distributed the aggressive behavior questionnaire to his students at Saad Bin Abi Waqqas Industrial Preparatory School for the first stage at the age of (15) years for the academic year (2015-2016) to the research sample, which numbered (35) students on Wednesday, March 16, 2016, at (10:00 AM), where the time taken was (15) minutes.

After completing the exploratory experiment, distributing the pre-questionnaire form to the students, and conducting scientific transactions for it, the researcher implemented the recreational program and gave the students recreational games. The recreational games included a group of games that develop the spirit of love, happiness, and cooperation among students and avoid aggressive behavior, and games including (the color game - pulling the rope) Reverse direction game, small handball games, ball cutting game - search for a place game. The program was applied on Sunday to Wednesday in the main sample, which numbered (35) students (18) One student for each group from the first stage constituted 98% of the research community.

Post-test: It is a test held for students upon completion of the training program to ensure that the training objectives have been achieved. After distributing the questionnaire to the students in the pre-test and after applying a recreational program to the students, the researcher distributed the questionnaire again in the post-test on the research sample to find out the effect of the recreational programs on Students in renouncing aggressive behavior among themselves on Thursday, April 14, 2016, at 10:00 in the morning, and it took a period of (15) minutes.

## RESULTS

**Table 1:** Evaluating the results of the aggressive questionnaire based on the pre-test between the number of students and the percentage.

Variables assessment	Number of patients	Percentage (%)
a lot	5	14.2%
a little	9	25.7%
Scarcely	21	60%
very rarely	-----	-----

Table (1) shows the results of the questionnaire test for aggressive behavior and the percentage for the research. It was represented by a lot in the

scale (14.2%), while (a little) was (25.7%) and a percentage was rarely (60).

**Table 2:** Evaluating the results of the aggression questionnaire on the basis of the posttest between the number of students and the percentage.

Variables assessment	Number of patients	Percentage (%)
a lot	2	5.71%
a little	5	14.2%
Scarcely	28	80%
very rarely	-----	-----

Table (2) shows the results of the aggressive behavior questionnaire test and the percentage for the research. The measure “a lot” was represented

by (5.71%), while the “a little” percentage was (14.2%), and the percentage was rare (80%). This indicates that the percentage is rarely the eldest.

**Table 3:** Assessment of the physical, Psychological, and Social through pretest descriptive statistics

Variables	Mean	SD
<i>QOL</i>		
Physical	19.23	5.44
Psychological	17.553	5.241
Social	10.116	2.458
<i>POMS-B</i>		
Tension	15.36	6.3
Depression	12.88	5.12
Fatigue	16.74	4.891

**Table 4:** Assessment of the physical, Psychological, and Social through posttest descriptive statistics

Variables	Mean	SD
<i>QOL</i>		
Physical	23.56	5.90
Psychological	21.64	4.341
Social	11.77	1.858
<i>POMS-B</i>		
Tension	11.78	1.3
Depression	6.91	2.11
Fatigue	12.78	2.994

## DISCUSSION

According to literature reviews, they are especially useful in teaching disciplines like mathematics and physics because they give a hands-on and engaging manner for students to understand complicated concepts. To supplement the literacy-heavy element of these topics, teachers use visual sources to deliver arts, language, and history in interesting and participatory ways. While games in

education have the potential to improve student engagement and motivation and learning outcomes, excessive use of games can have negative side effects [Hoge, C. W. *et al.*, 2004], including decreased attention span and lack of critical thinking. As a result, a balanced and appropriate apply of games in education is critical to fully utilize its advantages while minimizing its shortcomings.

In contrast, British study confirmed that one of the most notable benefits of games in education is their ability to increase student motivation and engagement. Many students may see some fields as difficult, abstract, and boring. Students are expected to study while playing curriculum games in order to take pleasure in the learning experience. We introduce if fun into the learning process, it will become more engaging, and successful. Additionally, teachers can use curriculum games to teach problem-solving, critical thinking, and collaborative skills, enabling students to develop a better understanding of teamwork compared to those who do not play games. Games are enjoyable and engaging, and learners readily respond to this sort of learning environment, resulting in greater motivation to study, which is an essential component of meaningful education [Huang, C. J. *et al.*, 2006]. When played in couples or groups, games provide kids with a sense of security in numbers. It's nearly hard to sit back and not engage in activities, especially when they're entertaining. During the relaxed, competitive setting of the game, they naturally draw toward one another and bond, inspiring learning using games as a social necessity.

Most adapted sport and recreation initiatives have limited outcome data. The outcomes of this research are a crucial first step in determining the efficacy of student leisure services. The findings of this study are especially intriguing given the combined detrimental impact of acquired disability as well as emotional problems such as PTSD and depression. These first findings point to the therapeutic potential of adaptive sport, even leisure programs for war veterans in terms of enhancing perceived competence and energy while decreasing negative mood states such as melancholy, stress, and rage. [Kavanagh, D. J. *et al.*, 1985; Kemp, B. J. *et al.*, 1999]

The findings also show a positive, if non-significant, trend toward prospective improvements in overall QoL and psychological wellbeing. Regular involvement in such programs can eventually improve overall QoL by improving mood states as well as perceived competence in the connected tasks. [Keppel, G. *et al.*, 2004]

Due to that, our outcomes indicate that there has been a positive change in aggressive behavior among members of the research sample. The researcher attributes this improvement in the level of aggressive behavior to the recreational games program. This may be since the selected activities

(games) that were used were scientifically and thoughtfully directed and were accepted by the sample members [Klebine, P, 2004]. It led to a feeling of relaxation, freedom, and without pressure, as it is characterized by exciting and organized games, she added. The spirit of cooperation and competition and motivating them to participate in the game. Theories in social psychology have confirmed that the phenomenon of self-presentation appears in the form of behavior and through the beloved behavior represented by selfless, altruistic, and cooperative individuals.

## CONCLUSION

**Considering the results reached by the researcher, he concluded the following:**

- a) The Illustrated Aggressive Behavior Scale has acceptable scientific foundations and parameters, and it measures aggression among 15-year-old students in a natural way.
- b) Students aged 15-17 years suffer from aggression in schools in Baghdad.
- c) Playing small games helped reduce the level of aggression among students who suffer from it.
- d) The use of small games in an adequate and organized manner reduces the level of aggression among students who suffer from it in middle schools.

**Considering the conclusions of the current study, the researcher developed several recommendations. The proposals are as follows:**

- 
- a) It is necessary to circulate the results of this study to middle schools in Baghdad.
- b) It is necessary to consider that students apply small games in a way that suits their needs and age characteristics.
- c) It is necessary to direct education directors to provide the necessary tools for practicing small games and not to limit themselves to the requirements of games in sports and school activities.
- d) It is necessary for school administrations to involve students aged (15-17) years of various activities held by the school and the Directorate of Education.
- e) It is necessary for teachers to consider the educational and psychological benefits of small games and give them importance in physical education lessons by allocating sufficient time. To entertain her.

## REFERENCES

- Ainspan, N. D. & Penk, W. E. "Returning wars' wounded, injured, and ill." *Westport, CT: Praeger Security International* (2008).
- American Psychiatric Association. "Diagnostic and statistical manual of mental disorders DSM-IV-TR (4th ed.)." *Washington, D.C.: American Psychiatric Association* (2000).
- Brittain, I. "Perceptions of disability and their impact upon involvement in sport for people with disability at all levels." *Journal of Sport & Social Issues*, 28.4 (2004): 429-452.
- Carnahan, A. "Triumph over trauma." *Parks & Recreation*, 43.8 (2008): 50-53.
- Chwalisz, C. & Vaux, A. "Social support and adjustment to disability." In R. G. Frank & T. R. Elliott (Eds.), *Handbook of rehabilitation psychology*. *Washington, DC: American Psychological Association* (2000): 537-552.
- Chun, S., Lee, Y., Lundberg, N., McCormick, B. & Heo, J. "Contribution of community integration to quality of life for participants of community-based adaptive sport programs." *Therapeutic Recreation Journal*, 42.4 (2008): 217-226.
- Clapp, J. D., Beck, J. G., Palyo, S. A. & Grant, D. M. "An examination of the synergy of pain and PTSD on quality of life: Additive or multiplicative effects?" *Pain*, 138 (2008): 302-309.
- Curran, S. L., Andrykowski, M. A. & Studts, J. L. "Short form of the profile of mood states (POMS-SF): Psychometric information." *Psychological Assessment*, 7.1 (1995): 80-83.
- Deci, E. L. & Ryan, R. M., "Intrinsic motivation and self-determination in human behavior." *New York: Plenum* (1985).
- de Jong, J., Komproe, I. & Van Ommeren, M. "Common mental disorders in postconflict settings." *Lancet*, 361 (2003): 2128-2130.
- Diener, E. "Subjective well-being: The science of happiness and a proposal for a national index." *American Psychologist*, 55.1 (2000): 34-43.
- Dunn, D. S. "Social psychological issues in disability." In R. G. Frank & T. R. Elliott (Eds.), *Handbook of rehabilitation psychology*. *Washington, DC: American Psychological Association* (2000): 565-584.
- Frank, R. G. & Elliott, T. R. "Handbook of rehabilitation psychology." *Washington, DC: American Psychological Association* (2000).
- Gladis, M. M., Gosch, E. A., Dishuk, N. M. & Crits-Christoph, P. "Quality of life: Expanding the scope of clinical significance." *Journal of Consulting and Clinical Psychology*, 67.3 (1999): 320-331.
- Goodwin, D., Thurmeier, R. & Gustafson, P. "Reactions to the metaphors of disability: The mediating effects of physical activity." *Adaptive Physical Activity Quarterly*, 21 (2004): 379-399.
- Hampton, N. Z. "Subjective well-being among people with spinal cord injuries: The role of self-efficacy, perceived social support, and perceived health." *Rehabilitation Counseling Bulletin*, 48.1 (2004): 31-37.
- Hawn, R. "Welcome home soldier." *Parks & Recreation*, 43.12 (2008): 34-39.
- Hoge, C. W., Castro C. A., Messer, S. C., McGurk, D., Cotting, D. I. & Koffman, R. L. "Combat duty in Iraq and Afghanistan, mental health problems, and barriers to care." *The New England Journal of Medicine*, 351.1 (2004): 13-22.
- Huang, C. J. & Brittain, I. "Negotiating identities through disability sport." *Sociology of Sport Journal*, 23.4 (2006): 352-375.
- Kavanagh, D. J. & Bower, G. H. "Mood and self-efficacy: Impact of joy and sadness on perceived capabilities." *Cognitive Therapy and Research*, 9.5 (1985): 507-525.
- Kemp, B. J. & Krause, J. S. "Depression and life satisfaction among people ageing with post-polio and spinal cord injury." *Disability and Rehabilitation*, 21.5/6 (1999): 241-249.
- Keppel, G. & Wickens, T. "Design and analysis: A researcher's handbook (4th ed.)." *Upper Saddle River, NJ: Pearson Prentice Hall* (2004).
- Klebina, P. "Adjustment to spinal cord injury." *Spinal Cord Injury Infosheet*. *Birmingham, AL: Office of Research Services* (2004).

**Source of support:** Nil; **Conflict of interest:** Nil.

### Cite this article as:

Kattoof, K.Y. "The Effect of Some Recreational Games on the Aggressive Behaviour of School Students." *Sarcouncil Journal of Applied Sciences* 4.1 (2024): pp 1-5