

# The effect of small games in modifying some behavioral manifestations of primary school students age group 9-10 years

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***Abstract:***

*Small games are a mirror that reflects the child's life, as it clearly shows his behaviors and behaviors and is a way to entertain him. Small games have a prominent role in building the child's personality by developing his athletic abilities and talents, in addition to modifying and changing his behavior to suit the needs of society.*

***Keywords:*** *Small games, behaviors, behaviors*

## **I. Introduction**

The various sports activities, especially small games, are one of the aspects of practices that lead to directing the physical and psychological development of the individual by using exercises, movement games and various activities all have a positive impact on the physical, psychological, mental, cultural, ethical and social aspects. Children are considered the basic building block of society because they are a fundamental pillar in building society and deviation, violence or anti-social behavior have become phenomena that characterize their generation. These societies have developed and the interaction of social, economic and cultural reality through its different consistency, and such changes and developments have led to an exacerbation of social and economic conditions. Wars and violence have a negative impact on all groups and segments of society, especially children, the spread of violent games, and the spread of different and alien cultures to our society, which may show some behaviors, that is, an interaction between self-abilities and the surrounding environment factors. It is imperative to create a balance between his needs and the circumstances of his life, because the child adapts to the conditions and environment that he is accustomed to or lives in. The more balanced his environment starts from the family socialization through the school and its important, complementary and necessary role in the balance of the child's behavior, especially the role of sports activities and the importance of studying physical education in Taming the behavior of the individual in addition to developing the physical and physiological aspects as mentioned previously, as well as its important role in the development and organization of the psychological, mental, social and moral aspects. Through organizing and

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interacting with peers, learning leadership style, the element of excitement and suspense, the element of competition, increasing self-confidence and emptying negative emotions through enthusiastically practicing motivation, it has an important role in the formation of the child's personality and regulates his behaviors. Here lies the importance of this study and shed light on the importance of sports activities and their effective role in developing and modifying individual behavior.

### **Research problem:**

What we observe in terms of behavioral manifestations of some children in school makes it imperative that we get to know these manifestations, especially that societies are passing through a dangerous juncture of open space and modern means of communication from electronic games of a violent nature as well as wars and their repercussions on society and its backward devastation that reflects negatively on the personality of the child and the addition To the family and social upbringing, broken family relationships, or the loss of one of the parents, abuse, in addition to the poor economic situation and other conditions and factors that negatively affect the child's behavior and characteristics. He may be violent, aggressive, or shy, feel anxious and fearful, or be characterized by lying, etc. We find the child expresses himself about his behaviors with peers and others and things, as well as lack of interest in the sports side in the school as it is an important and necessary outlet in developing the recreational side and a means of relieving emotions, forming social relations and interacting with peers in an atmosphere of competition, so the researcher decided to shed light On this side.

### **research objectives:**

- To know the effect of small games in reducing some behavioral manifestations of primary school students aged 9-10 years.
- Comparison between the results of the pre and post test for the control and experimental sample.

### **Research hypotheses:**

- There are statistically significant differences in measuring the behavioral manifestations of elementary school students aged 9-10 years of the control sample.
- There are statistically significant differences in measuring the behavioral manifestations of elementary school students aged 9-10 years of the experimental sample.
- There are statistically significant differences in measuring the behavioral manifestations of primary school students aged 9-10 years between the control and experimental sample in favor of the experimental sample.

### **Defining terms:**

- Small games: - It is one of the modern methods of physical education for those who are young and old, and it is a sports activity that helps to develop motor and psychological performance. The element of competition, surprise and creativity.

- Negative behavioral manifestations: They are manifestations that are socially unacceptable and inconsistent with social norms and rules within the social context surrounding the individual and the low ability to achieve an appropriate level of self-sufficiency and social responsibility.

**Research fields:**

- The human domain: Students of the fourth grade of primary school in Abu Dhar al-Ghafari Primary School for Boys.

- Spatial domain: in the yard of the Abu Dhar Al-Ghafari Primary School for Boys.

- The temporal domain: 10/16/2017 - 16/12/2017.

## **II. Theoretical and previous studies:**

**Mini games.:**

Small games are one of the preferred means in the field of development and improvement of basic physical and motor characteristics. Small games are a means that help the educator to stabilize the educational aspect, especially as it makes students maintain order, obedience and good morals, and they adopt group thinking, good behavior and honesty. They are simple games that are easy to perform and are accompanied by joy. And pleasure carries with it an honest competition at the same time, and does not contain complex motor skills and the laws that govern them. It is characterized by flexibility, ease and simplicity. It is considered one of the teaching methods represented in the use of all kinds of games as educational resources to be used in all academic levels, starting from studying in kindergarten and ending with university studies.

**Small games objectives:**

Minigames are among the most effective modern training methods. The current situations and fixtures exist in different forms according to the characteristics of the goals set, so the majority of educators attend their players in small squares and small spaces. Small games also have great importance in achieving societal goals to develop the child's technical skills in order to form a dynamic memory for the child in the future. Among those objectives:

- 1- Development and improvement of physical characteristics.
- 2- Improving the skill performance of children.
- 3- Introducing the factor of fun and pleasure to the same children.
- 4- Developing children's willpower qualities, such as determination, perseverance, and self-confidence.
- 5- Children acquire good moral qualities, such as a sense of the value of teamwork, cooperation, obedience, and bearing responsibility.

### **Features of mini games:**

- It is not required to exercise it in accordance with recognized international rules and laws if the playing time, the number of children, the size and place of play, or the specifications of the tools used are not related to any international requirements or rules.

- Ease of changing the rules and laws of the game in a way that suits the circumstances and occasions or in a manner that suits and attempts to achieve some specific recreational goals.

- Lack of movement skills or firm plans for each game.

### Benefits of mini games:

It has several benefits from different aspects of it:

1- The educational aspect, which can be summarized as follows:

A - Adhere to the system.

B - Honesty.

C - Transmitting the trait of humility and respect for others.

D - raising the individual socially.

2- The educational aspect:

A - educational and discovery in terms of their psychological, mental and cultural formation.

B - An exposing tool : By getting rid of the players from the tension that may be caused by them as a result of various restrictions.

C - A tool for expression : so that it develops the physical, physical and mental capabilities.

3- Development of the motor and functional skills of body systems: as playing small games achieves the following benefits:

A-Help the body grow naturally and soundly.

B - working on the coordination of the body and the completeness and moderate growth of his stature.

C - contribute to the development of coordination.

Some theories that explained play:

### **- Body Growth:**

Thanks to the emergence of this theory to the scientist Carr, and this theory indicates that play is what helps the growth of body parts, especially the nervous system, including the centers of human sensory development.

**- Jean Piaget Theory:**

Piaget's philosophy is that play is a means for children to learn, especially in early childhood, and Piaget's research revolves around the (power of play), where it is believed that children learn greater competence and acquire more knowledge through play-based activities such as movement games, study plays and social games, and the theory stimulates curiosity. Children and their natural inclination to pretend games and their incorporation into educational lessons.

**- Freud's theory:**

It is considered one of the important theories in play, where Freud believes that play is a means to achieve children's wishes, as well as controlling traumatic events, and there is agreement that play has great importance in the education and development of children if it is an effective and important way for the child and no parent or teacher can ignore The importance of play, rather, this innate tendency must be exploited in helping the child to develop properly by testing and selecting the appropriate type of play and commensurate with the age stage and presenting it in an educational, social, and under the supervision of a wise, conscious and understanding leadership.

**- Behavioral manifestations:**

The child's behavior is either a perceived behavior that can be observed manifest behaviour, which is the activity of the child and the accompanying emotion that can be objectively observed in his behavior, attitudes and movement, and his emotion, or it is a latent behavior that is not seen. Ostensibly, but it may be in it if he alone or secured those around him after he lived and practiced it in imagination. Looking at the behavior of children is important to know his psychological and mental reality with his behavior in the different stages of development is the only source for knowing the reality as well as being the only way that the child can express On the interaction between his own potential and the environment surrounding him. He can also establish a degree of balance between his needs and his life circumstances.

**- Factors for the emergence of behavioral problems:**

1- The internal factors related to the child (and his biological inheritance) can be classified as follows:

A - Physiological factors.

B - Primary needs and special needs.

C - physical manifestations.

2- Factors surrounding the child.

A - family factors.

B - social factors.

C - educational factors.

Research methodology and field procedure:

### **Field Procedures:**

Study methodology: (The researcher used the experimental method for its suitability and nature of the research and because the experimental approach is an attempt to control all the basic factors affecting the dependent variables in the experiment except for one factor that the researcher controls and changes in a specific way with the intention of identifying and measuring its effect on the variable or dependent variables).

The design of the two groups (control and experimental) with pre and post test is used, and you get rid of a pre-test for the two groups, then enter the experimental variable on the experimental group, and then a post test is performed for two groups (experimental and control) or the differences between the two tests and between the two groups are calculated to find the effect of the experimental variable.

Study sample: The researcher tested the research sample in a random way and the number of its members was (40) students, whose ages range from 9-10 years. They are divided into two groups (a control group and an experimental group). Each group consists of (20) students.

### **- Devices, tools used and means of gathering information:**

- 1- References and sources.
  - 2- Personal interviews.
  - 3- Tape measure length.
  - 4- A balance to measure weight.
  - 5- Number (14) signs.
  - 6- Collars, count (12).
  - 7- Balls of different colors and sizes.
  - 8 - stopwatch.
  - 9 - a whistle.
- search tools:

### **Negative Behavioral Manifestations Scale:**

The negative behavioral manifestations scale (Ziad Barakat) was chosen and considered appropriate to measure the desired goal and can be used. The scale consists of (23) items answered by the teacher using the five Likert scale (very agree, agree, somewhat agree, disagree, disagree. Very) where the teacher's response follows a score according to this scale between (1-5).

### **Honesty:**

The researcher used the validity of the peripheral comparison or the so-called construct validity using the T-test for two independent samples as a statistical method of extracting the value of (T) which amounted to (9.666)

calculated at a degree of freedom (35), where the differences were statistically significant at the level of significance (0.05) and this indicates To verify the validity of the construction in the scale and the following table shows that:

Table (1) shows the arithmetic mean and the standard deviation for the two terminal comparison groups					
Groups	Sample number	Arithmetic mean	standard deviation	(T) value	
				Calculated	Tabular
The first group	35	1.7429	1.06668	9.666	1,96
the second group	35	2.0571	87255.		

**Stability:**

**Internal consistency method:**

It is one of the most common measures of reliability and the most appropriate for scales with a graduated scale, as the idea of this method depends on the extent to which the paragraphs are related to each other within the scale, as well as the correlation of each paragraph with the scale as a whole, as the rate of internal correlation coefficients between paragraphs with the number of paragraphs is what determines the alpha coefficient The method was applied to members of the basic sample of (20) primary school students using the statistical bag (spss), and it appeared that the value of the stability factor is equal to (741.), which is a high index of stability that can be trusted.

**- Exploratory experience:**

The researcher conducted the exploratory experiment on (10) students other than the sample of the study, and the aim of the exploratory experiment is to identify the difficulties that the researcher and her students may face in the main experiment and to ensure the safety and validity of equipment, tools and supplies.

**Pre-test:**

The researcher conducted the pre-test on the study sample in (Abi Dhar Al-Ghafari Primary School for Boys in Al-Khalis District / Diyala Governorate) and the number of students was (40) distributed students (20) students for the control group and (20) students for the experimental group, and they were randomly selected and distributed. A questionnaire for the negative behavioral manifestations of the counselor to answer for them because she is the one who can determine their behavior, and it will be distributed on 4/2/2018. At the same time, the questionnaire was distributed to the female counselors of the control sample and answered by them in the same way and style.

**Post-test:**

The researcher conducted a post-test for the two groups by distributing a questionnaire of negative behavioral manifestations to teachers on Tuesday 30/4/2018 to identify the extent of the change that occurred in their behavior during the application period.

**III. Presentation and discussion of results:**

**Present the results of the pre and post tests for the two research groups:**

Table (2) Presentation of the test results for the control group in the pre and post tests								
Groups	Sample number	Pre-test		Post-test		Value (T) calculated	Value (T) Tabular	The significance level 0.05
		A	STD	A	STD			
Control	20	76.00	12.20871	71.57	10.73580	1.202	2,09	264.

By looking at Table (2) that shows the results of the pre and post tests for the control group, it shows the number of the sample, the arithmetic means, the standard deviations, the calculated and tabular (t) values, and the level of significance. Where the arithmetic mean of the pre-test reached (76.00) and with a standard deviation (12.20871), the arithmetic mean of the post test reached (71.57) and a standard deviation (10.73580), and the calculated value of (t) reached (1.202). (2,09) with significance level (.264)

Table (3) Presentation of the test results for the control group in the pre and post tests								
Groups	Sample number	Pre-test		Post-test		Value (T) calculated	Value (T) Tabular	The significance level 0.05
		A	STD	A	STD			
Control	20	75.8500	11.67217	44.9000	9.45850	9.213	2,09	576.

By looking at Table (3) that shows the results of the pre and post tests for the experimental group, it shows the number of the sample, the arithmetic means, the standard deviations, the calculated (t) values, the tabular and the



level of significance, where the arithmetic mean of the pre-test reached (75.8500) and a standard deviation (11.67217), as for the arithmetic mean For the post test (44.9000) with a standard deviation (9.45850), the calculated value of (t) was (9.213), while the tabular value of (t) at the degree of freedom (20) was (2,09) with a significant level (. 576).

#### **IV. Conclusions and recommendations:**

##### **Conclusions:**

In light of the research objectives and its hypotheses, and based on the findings of the researcher within the study, the following conclusions were reached:

1- One of the most important results reached by the study is the existence of statistically significant differences between the pre and post tests of the experimental sample and the control in favor of the post test of the experimental sample.

2- The study found that there is an effect of small games in the stage of primary education in addition to a positive effect on the physical aspects, and it also has an effect in the psychological, social, educational and physiological fields of students aged 9-10 years.

##### **Recommendations:**

1- The necessity of adopting a learning style in play in Riyadh and primary schools, especially the use of small games because of their positive impact on the child's psyche and containing the element of excitement and suspense.

2- Encouraging students to actively participate in school activities, especially sports activities because of their positive effect in emptying emotions at the same time for psychological relaxation and getting rid of their negative energy.

3- Deepening the course of the study by introducing other variables and for another age group.

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