Effectiveness of a Proposed Program Based on Semi-Athletics Games in Developing Emotional Intelligence in Camp Children aged between 9 and 11 years old.

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Abstract

The study aims to know the effectiveness of a proposed program based on semi-athletics games in the development of the emotional intelligence in camp children aged between 9 and 11 years old. This research is based on an experimental approach with an experimental design which contains two groups of individuals: the experimental group and the control group, where the sample included 30 children from Karma camp, Boumerdes using Daniel Golman's emotional intelligence scale. After confirming its psychometric properties, the data are also treated by the social sciences statistical software package SPSS25. The results indicate that the proposed program based on semi sports games is effective in developing emotional intelligence in the camp's children.

Key words: effectiveness, emotional intelligence, semi-athletics games, summer camps.

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1. INTRODUCTION

Play is an essential stage in a child's life, especially during his physical, psychological and mental development. It is also considered as a pedagogical in educating the child as well as educational research. Since children's education research has proven that during play the child emerges his thinking and feelings, and gives him an opportunity to assimilate his world, discover and develop himself and develop personal relationships with those around him through imitation. It is born with the queen of imagination and creativity, as it is a treatment method adopted by specialists to treat some pathological conditions such as shyness, introversion, fear it also helps to activate mental abilities and open talents and contribute to the process of physiological growth. Some educational researchers stress the necessity of using play in our classrooms as a means to help the child asserts him-self through excellence. So, it helps him to cooperate and respect others and respect the laws and rules governing the game and also enhances belonging to the group, because play has a great impact on the child's learning and development of his personality in terms of cognitive and behavioral attitudes and in improving his social communication with others. (Mosbah, 2021, p. 48), therefore, play affects directly a child's mental abilities and its components, such as cognition, attention, understanding and intelligence. Besides, it is divided into several types: physical, musical, athletic, social, and emotional intelligence.

The phrase Emotional intelligence, or it's casual shorthand EQ, has become ubiquitous, and it is defined as an irrational emotional ability, a kind of self-cultivation and social intelligence, a spiritual power, and another form of human intelligence. It expresses a person's ability to recognize, control and regulate his own and other people's emotions, and reflects a person's emotional quality, the accurate and the effective level of emotional information processing. It also reveals a person's potential of a virtuous mental cycle caused, stimulated and promoted by emotions. (Wang, 2020, p. 1046). We can't talk about emotional intelligence without talking about Daniel Goleman, who defined it as: it describes the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. People who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others. They are affable, resilient, and optimistic. Surprisingly, emotional intelligence is a relatively recent behavioral model: it was not until the publication of *Emotional Intelligence: Why It Can Matter More Than*

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IQ by Goleman ([1995](#)) that the term became popular. (Goleman, 1995, p. 330). Hence, these skills contribute to the development of children's emotional intelligence, especially if they enjoy their rights to play and to exercise their daily activities as a requirement of their nature. Therefore, they need to satisfy their desires. So, scientists have taken refuge in their studies, like the research of Deradji adel (2021) which aims to identify the role of semi-athletics games in developing the emotional side of middle school students from the teacher's point of view. Furthermore, the study of Atoui amer (2016) also aims at highlighting the role of semi-athletics games in the emotional development of the social aspect. This means that the semi-athletics games are one of the methods of teaching different games and sporting events. Through them, the learner can acquire motor skills faster and more interestingly, because they are characterized by the availability of the elements of motivation, enthusiasm, competition and provide opportunities to acquire the technical skills of the game, and get acquainted with the law of the game, and it is suitable for different age groups and for both genders. (Najm, 2021, p. 11334). Many scientific studies such as Kissyar walid & Lamamri mohamed amin(2016), and Ben Naima kamel's studies (2012), have confirmed that semi-athletics games develop the desire for children to play and learn, and contribute to achieve their happiness and well – being. This can be reflected positively in the level of their emotional intelligence, which is associated with a child's emotions, that can be revealed in different settings: School, family, ocean, organized trips, competitive competitions and summer camps. However, the last one is identified as "A camp providing recreational and athletic facilities for children during the summer vacation period". (Marshall, 2016, p. 4). accordingly, summer camps have the advantage over other settings of making a child isolated from external influences that reveal what is inside of them. They constitute another atmosphere that gives children the opportunity to demonstrate their potential, their ability to rely on themselves and their social skills, making them self-aware of their needs.

The main objectives of the study are to achieve a program based on semi-athletics games to developing emotional intelligence, as well as to see if there were any differences between the two groups, experimental and control. In the results, we used the experimental method as it is compatible with the nature of the research problem, and we also chose the design of method of the equivalent groups (experimental and control) with the pre- and post- measurements.

The following question has been raised: How effective is the proposed semi-athletics games program in developing emotional intelligence in camp children (9-11 years)?

2.Methods and Materials

2.1 Participants:

The study community included 170 children from karma camp, Boumerdes province, due to the availability of research requirements in it, where the sample included 30child.

2.2Materials:

1-Danial Goleman's Emotional Intelligence Scale:

The scale includes 25 pictorial positions that were distributed across the five dimensions that Goleman developed to express emotional intelligence in (2000). Each dimension includes five positions, each position consists of a picture followed by two images of choice. The child chooses the image that is expressed in accordance with his/her actions in such situations. The correct answer takes two degrees, and zero for the wrong answer, so the maximum score of the picture scale is (50 degrees).

2- Proposed Semi-athletics games Program:

The program consists of 28 educational units (classes) spread over 15 days. Each class has three main stages, namely, the preparatory phase, the main stage and the final stage, where each class differs from the other in the main stage, which includes three different semi-athletic games by class. Thus, allowing for the use of 84 semi-athletic games that have been distributed equally to the classes programmed for application. The date of application of the program was between 16-8-2019 and 30-8-2019.

2.3 Validity and Reliability:

1.Validity

- **Validity of Experts:** Emotional intelligence scale has been presented to experts and specialists in the field to examine the language integrity as well as the relevance of paragraphs to its dimensions.

- **Construct Validity:** the veracity of the construction was calculated by calculating the correlation coefficients between each dimension and the total score of scale as shown in the following table:

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Table 1. The correlation coefficient between each dimension and the total score of the scale

Dimensions	The correlation coefficient between each dimension and the total score of the scale
Self-awareness	,566**
Self- regulation	,469*
Empathy	,411*
Motivation	,490*
Relationship Management	,713**
* Significant at the level 0,05	
**Significant at the level 0,01	

Source: made by ourselves from SPSS

2. Reliability:

Coefficient reliability with Alpha-Cronbach: The alpha-Cronbach equation has been used to calculate the coefficients of the internal consistency of the scale and its sub-dimensions, and the following table shows the results:

Table 2. Coefficient's reliability for each dimension and the total score of scale

Dimensions	Alpha Cronbach coefficient between each dimension and the total score of scale
Self-awareness	,658
Self-regulation	,681
Empathy	,690
Motivation	,684
Relationship Management	,610
Total scores	,690

Source: made by ourselves from SPSS

2.4 Design and Procedures:

We went to Camp KARMA Boumerdess to get along with the administration in order to get information about the sample of the study and potential problems during the application of the proposed program. After agreement, we made a plan to resolve the problem of the study by using the experimental design of two groups (control and experimental).

Table 3. The Experimental design of the study

Groups	The pre-measurement	Experimental processing (independent variable)	The post-measurement
Experimental	Daniel Golman's Emotional Intelligence scale	Proposed program (28 educational units)	Daniel Golman's Emotional Intelligence scale
Control	Daniel Golman's Emotional Intelligence scale	No program is applied to this group	Daniel Golman's Emotional Intelligence scale

Source : made by Our selves

2-5- Statistically and Analyses:

Statistical processing was done by SPSS version 25, which was used to calculate validity and reliability and to analyse the results of the field study based on:Arithmetic mean, Samples T test Independent. Samples T test paired.The Alpha Cronbach coefficient,Pearson's correlation coefficient, Eta Squared Test η^2 , Cohen's coefficient (d)

3-View and analyse results

Table 5. Differences in the pre- and post-measurement for total score of experimental group and for each dimension of emotional intelligence scale

	Dimensions	Groups	N	Arithmetic mean	Standard Deviants	df	Value T	Statistical signifiance (sig)
Emotional Intelligence scale	Self-awareness	Pre	15	7,4000	1,84676	14	-2,027	**,057**
		Post		8,2000	1,10501			
	Self-regulation	Pre	15	4,8000	3,20526	14	-4,056	**,001**
		Post		7,1000	2,19809			
	Empathy	Pre	15	6,7000	2,69698	14	-1,528	**,143**
		Post		7,6000	1,78885			
	Motivation	Pre	15	6,4000	2,47939	14	-4,156	**,001**
		Post		8,4000	1,90291			
	Relationship Management	Pre	15	7,0000	2,79096	14	-1,990	**,061**
		Post		8,3000	1,75019			
	Total score	Pre	15	32,3000	8,99766	14	-4,425	**,000**
		Post		39,6000	5,93296			

Source: made by ourselves from SPSS

The above table indicates that the calculated value of T is - 4,425 in the total score of emotional intelligence scale is significant in the degrees of 14 freedom, which means that there are statistically significant differences between the two measurements in the level of emotional intelligence, where the arithmetic mean of pre-measurement is valued at 32,3000 with a standard deviation of 8,99766, which is less than the arithmetic mean of the post-measurement estimated at 39,6000 with a standard deviation of 5,93295. This means differences between the two measurements in favor of post-measurement.

Table 6. Effect size of applying a semi-athletics games-based program on the development of emotional intelligence in the sample using the Cohen coefficient

	Dimensions	Pre-measurement	Post-measurement	D	Effect Size
Emotional Intelligence scale	**Self-awareness**	7,4000	8,2000	0.54	**Average**
	Self-regulation	4,8000	7,1000	0,86	**High**
	Empathy	6,7000	7,6000	0,4	**Average**
	Motivation	6,4000	8,4000	0,93	**High**
	Relationship Management	7,0000	8,3000	0,57	**Average**
	Total score	32,3000	39,6000	**0,98**	**High**

Source: made by ourselves from SPSS

This table indicates that the value of "d" is 0,98 which is high. That means that there is an effect size of the proposed program on the development of emotional intelligence on the experimental sample compared to the controlled sample.

Table 7. Differences in the pre- and post-tests for control group in the level of emotional intelligence.

	Dimensions	Groups	N	Arithmetic mean	Standard Deviants	df	Value T	Statistical significance (sig)
Emotional Intelligence scale	**Self-awareness**	**Pre**	15	7,4000	1,95744	14	-	**,330**
		Post		7,5000	2,03909		1,000	
	Self-regulation	**Pre**	15	5,0000	3,27671	14	-	**,163**
		Post		5 ,2000	3,20526		1,453	
	Empathy	**Pre**	15	6,6000	2,16187	14	-,567	**,577**
		Post		6,7000	2,27342			
	Motivation	**Pre**	15	6,4000	2,64376	14	-,567	**,577**
		Post		6,5000	2,50263			
	Relationship Management	**Pre**	15	7,0000	2,20048	14	-1,00 0	**,330**
		Post		7,1000	2,10013			
	Total score	**Pre**	15	32,4000	7,06660	14	-	**,083**
		Post		33,0000	6,91299		1,831	

Source: made by ourselves from SPSS

From the table, the calculated value of T is-1,831 in the total score of emotional intelligence scale is significant in the degrees of 14 freedom, which means that there are no statistically significant differences between the two measurements in the level of emotional intelligence, where the arithmetic mean of Pre-measurement is valued at 32,4000 with a standard deviation of 7,06660, which is bigger than the arithmetic means of the post-measurement estimated at 33,000 with a standard deviation of 6,91299 ; thus, there is no differences between the two measurements.

Table 8. Comparison between the control group and the experimental group after application of the proposed program in the level of emotional intelligence.

Dimensions		Groups	N	Arithmetic mean	Standard Deviants	df	Value T	Statistical significance (sig)
Emotional Intelligence scale	**Self-awareness**	Control	30	7,4000	203909	28	- 1,350	**,000**
		Experimental		8,2000	1,10501			
	Self-regulation	Control	30	5,2000	3,20526	28	- 2,186	**,035**
		Experimental		7,1000	2,19809			
	Empathy	Control	30	6,7 000	2,27342	28	- 1,391	**,172**
		Experimental		7,6000	1,78885			
	Motivation	Control	30	6,5000	2,50263	28	- 2,703	**,010**
		Experimental		8,4000	1,90291			
	Relationship Management	Control	30	7,1000	2,10013	28	-1,963	**,057**
		Experimental		8,3000	1,75019			
	Total score	Control	30	33,0000	6,91299	28	- 3,240	**,185**
		Experimental		39,6000	5,93296			

Source: made by ourselves from SPSS

The above table indicates that the calculated value of T is 3,240 in the total score of emotional intelligence scale is significant in the degrees of 28 freedom, which means that there are statistically significant differences between the two groups in the level of emotional intelligence, where the arithmetic mean of control group is valued at 33,0000 with a standard deviation of 6,91299, which is less than the arithmetic mean of the experimental group estimated at 39,6000 with

a standard deviation of 5,93296, that means that there are differences between the two groups in favor of experimental group.

An ETA square has also been calculated to see the impact of the proposed program on the level of emotional intelligence.

Table 9. Effect size of applying a semi-athletics games-based program on the development of emotional intelligence in the sample using the ETA square η2 coefficient

	Dimensions	Control Group	Experimental Group	η^2ETA Square	Effect Size
Emotional Intelligence Scale	**Self-awareness**	**7,5000**	**8,2000**	,046	**High**
	Self-regulation	**5,2000**	**7,1000**	,112	**Low**
	Empathy	**6,7000**	**7,6000**	,048	**High**
	Motivation	**6,5000**	**8,4000**	,161	**High**
	Relationship Management	**7,1000**	**8,3000**	,092	**Average**
	Total score	**33,0000**	**39,6000**	,216	**High**

Source: made by ourselves from SPSS

The table indicates that the value of "ETA square **η^2**" is 0,216 which is high, this indicates the effect size of the proposed program on the development of emotional intelligence on the experimental sample compared to the controlled sample.

4- Discussions:

1- It can be observed from a statistical point of view table (4) that there are statistically significant differences between the averages scores of the members of the experimental group on the emotional intelligence scale in the two measurements, pre-measurement and post-measurement, in favor of the post-measurement. The results of total score of the emotional intelligence scale were equal to -4,425, which is a significant value. This explains the effectiveness of the proposed semi-athletics program, and from the answers of children on the emotional intelligence scale, we note its positive impact. The results of the current study were consistent with the Amirouch Mostafa study, to highlight the importance of semi-athletics games in the development of the social and emotional aspect. Social skills are one of the dimensions of emotional intelligence that the proposed program has greatly influenced, that's because we used semi-athletics games which fit the study sample. (Amirouch Mostafa, 2018) Ziani Mohamed's study, also agrees that semi-athletics games, which are included in training courses, play a major role in the development of social emotion, and developing spirit of responsibility and cooperation, through the emergence of the motivational factor to the learning and the acquisition of the tendency to practice training classes using semi-athletics games. Furthermore, the emergence of a spirit of community, sportsmanship, respect for the law and others, social integration, self-confidence, an emotion control. (Ziani Mohame, 2017) All of these elements are in the form of the five dimensions of emotional intelligence: Self-awareness, self-regulation, empathy, motivation, relationship management, where the proposed program confirmed its positive and significant impact on the emotional intelligence scale. This is, of course, due to the importance of semi-athletic games, which can change one's life in all aspects, physical, cognitive, etc. It's so special that it suits all ages, being a tool of development and improvement using of a legalized and viable program. This has been demonstrated by the proposed program in its effectiveness in developing emotional intelligence in the sample of the experimental group. Table (5), which calculates the high value of Cohen(d), estimated at 0.98 in the emotional intelligence, shows the effectiveness of the proposed program, in a review of previous studies, we found in the results of the study of Zainab's Adjami the impact of an educational program based on the components of emotional intelligence according to the Goleman Model in the development of ethical behavior in Islamic education. (Zainab Adjami, 2019)This supports the current study in calculating the scale of the program's impact on the

development of emotional intelligence as a recent study. It also suggests the exact tools and statistical methods to obtain results that demonstrate the credibility of the program and the level of emotional intelligence of children.

2-From the table (6), we have determined that there are no statistically significant differences between the averages scores of the members of the control group on the emotional intelligence scale in the pre and post measurements. Although, the arithmetic averages for both the pre and post measurements were low in the level of emotional intelligence in the control sample members, The results of the total scores of pre-measurement of the emotional intelligence scale were -1,831, and the arithmetic average was 33,000.00. And the post-measurements is valued at its arithmetic average 28,7000. One reason for these results may be a lack of activities and semi-athletics games. Moreover, the researcher has sought to the control sample members to ensure that they did not participate in the proposed program. Also, the lack of good knowledge by trainers of the athletic aspect and their pros in creating a child-friendly atmosphere, which affects the control sample members. The pressure on training from strict rule-making obligations is also negative for children, which translates the non-significant T value in the emotional intelligence scale - 1,831.

3-Through the results of the table (7), we have determined that there are statistically significant differences between the averages scores of the experimental group on the emotional intelligence scale and the mean scores of control group after applying the proposed program in favor of the experimental group. This is due to the proposed program, which means that the this program based on the semi-athletics games is very effective, as it has led to a significant development of emotional intelligence in the experimental group compared to the control group that was not exposed to the program.

The results of table (8) show that the ETA square value is 0,216, which is high. These results may be traced back to the semi-athletics games used in the proposed program, which were consulted by experts and specialists, making the program legalized and applicable in accordance with the conditions set for it. They were easy, simple, interesting and competitive, which contributed to the creation of homogeneity between the members of experiment sample, their self-awareness, their empathy and discovering their social skills, both with each other and with others, where these semi-athletics games have raised their motivation. These findings are consistent with the Sarwa Abir Abdul Hamid Mahmood's study, which confirmed the effectiveness of using a play-by-play strategy to develop emotional intelligence in primary school pupils. This strategy has

contributed to touching all dimensions of emotional intelligence and highlighting their importance. (Abdelhamid, 2020) A study by Amira Mohamed Said Abdul Latif also recommended the importance of emotional intelligence in one's life not only in childhood but also for being an influential factor and offers opportunities for success. (Abdelatif, 2019) It can be said that this is what its findings of our study have been confirmed by the proposed program of semi-athletics games in the development of emotional intelligence. A study by Rachid Khatara also confirmed the differences in level of emotional intelligence, which found that there is a difference between males and females in the proportion of emotional intelligence. (Khattar & Zahi, 2018) We have sought to apply the proposed program taking into account all the conditions for achieving the goal of the program, which has proved that it is effective (effect size) through the results obtained.

5-CONCLUSION:

We have no doubt that the importance of emotional intelligence, which is reflected in the respect for individual differences between people and giving each person a space of excellence. The work of dimensions of emotional intelligence (self-awareness, self-regulation, empathy, motivation, relationship management) together, is essential for the performance of a human being's daily and professional tasks.

furthermore, we were able to answer the problem of our research that is the effectiveness of the proposed program based on semi-athletics games in developing emotional intelligence in the camp's children.

In the end, we suggest some recommendations to the continuation of the scientific research such as: to adopt a new and diverse programs and change training camp's programs for children, take into account the emotional intelligence with all age groups, adopt and introduce the proposed semi-athletic games program in camps and sports training, the formation of trainers to take into account the importance of emotional intelligence, monitoring the development of children's emotional intelligence to improve and develop it in order to prepare a good person in the society, address topics that combine both emotional intelligence and semi-athletics games in other age groups.

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