

# The Effect of Using Small Games on Developing Emotional Intelligence Skills among Schoolchildren Aged (11-12) Years

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## Abstract

The aim of the research is to select a group of small games to develop emotional intelligence skills for school pupils at the age of (11-12) years, as well as to know the impact of these games. For the study, due to its suitability and the nature and objectives of this study, the research community consisted of school students at the age of (11\_12) years for the academic year (2022-2023), and their number was (360) students. This research was conducted in the period from 6/11/2022 to 21/1 / 2023 and on a sample of students from Al-Azd Primary School for Boys for the academic year (2022\_2023) and at the age of (11-12) years, and their number reached (72) students, 20% of the research community. And each group consisted of (36) students after conducting the processes of homogeneity and equivalence, and the appropriate tests were selected by the researcher, with conducting a mini-exploratory experiment on a group of (30) students from outside the basic research sample, tools and aids in the research Pre-tests were conducted on the two groups, and then small games were applied within the educational units of (20) units in a period of ten weeks. Several conclusions were made, the most important of which was that the vocabulary of small games played an effective and significant role in developing emotional intelligence skills, as well as the differences between the pre and post tests of the control group members appeared significantly, which were subject to the approach followed in the physical education lesson plan for the sixth grade of the primary stage, and in the light of these conclusions The researcher recommended the necessity of applying the small games group in the physical education lesson in primary schools, as well as the need to create the educational environment with the capabilities and tools necessary to apply the small games during the main part of the physical education lesson.

## 1. Introduction

Kinetic education is an important aspect of general education, given that the goals of modern education have become in line with the objectives set for the state in all its social, cultural and political aspects. The educational goals are the goals that education seeks to achieve. The goals of kinetic education play an important and vital role in achieving the primary school for its functions in terms of physical, psychological and social growth. It works to provide the child with all the information about the movement and gives him the opportunity to develop psychological skills.

The primary stage is considered as the basic base for the different stages of education, which has gained from the thought of educators what other educational stages did not receive, because it is one of the most appropriate stages for the development of the child's physical and psychological capabilities, on which the subsequent educational stages are based. The child of this stage can also learn many sports activities that After that, it enables him to reach the highest levels of sports, by providing many games and activities that are popular with them, providing suitable spaces for playing games, enhancing performance, encouraging creativity, and working to rid him of negative behaviors through play programs to help him reach the best level. Play is one of the areas that help in building the child's personality, by giving him opportunities to express himself, his abilities and his creativity. It is also a field rich in activities that satisfy the child's urgent need for movement, meditation, thinking and creativity, through which he acquires physical, motor, psychological and physiological fitness, as play provides the child with experiences information automatically.

Whereas, small games provide opportunities for children to use their motor skills in different ways to achieve goals, not only using multiple types of skills, but for children to also learn how to adapt their skills and appreciate their effectiveness in different situations, as small games represent exceptional importance and a new entry point for their attachment to the child and the formation of a solid and well-established foundation. And provide all the requirements that take them towards the best to develop their level, as well as provide them with appropriate opportunities to express their desires, inclinations, and natural needs, as well as the pleasure they gain through practicing them. (Hamdan, 2017) points out that "small games are of exceptional importance because they are associated with the new youth, and form a solid base with a solid structure, and provide all the requirements that take them towards the best to develop their level, as well as provide them with appropriate opportunities to express their desires and tendencies, as well as the fun they gain." through their practice of it" (Hamdan, 2017, 11). Emotional intelligence plays an important role in the child's compatibility with the environment around him, which helps him to grow properly, which makes him compatible with life, as the child acquires the ability to reduce uncontrolled emotions, control and manage feelings, in addition to the feelings of others, read them correctly, and manage the social relationship effectively with Others, emotional intelligence is not fixed at birth, but it is learned and acquired, as it is a developing ability and its learning comes in the first years of the child's life through social interaction between the child and his caregiver, since emotional intelligence is an ability that grows in different stages of life and begins to teach it to children in An early age results in the best results in the future, and therefore the development of emotional intelligence in children is an urgent necessity, given that emotional intelligence is a developing ability that enables them to develop their mental, emotional, and behavioral abilities, in a way that helps them understand self and others and empathize with them, in a way that enables them to benefit from all their capabilities in achieving their desired goals.

Based on the above, the importance of the study can be summarized as follows:

- 1- The study makes a modest contribution by providing a tool for measuring emotional intelligence skills, especially since the authors of the curriculum in the primary stages stressed the need for educational institutions, research centers and researchers to prepare courses to measure the psychological manifestations and variables of children.
- 2- This study gives indications of the impact of small games on the development of emotional intelligence skills.

### **1-2 Research Problem:**

The primary stage is one of the important educational stages in providing students with many knowledge, skills, abilities, attitudes, values, and a normal personality. Especially in the emotional and creative aspect, which can be considered the main guide for human behavior, and because the greatest burden in acquiring and developing the skills of emotional intelligence falls on educational institutions, especially on the teacher of physical education in schools through the use of educational and sports curricula prepared for that stage, which may not achieve the desired goal.

Through the researcher's work as a teacher of physical education in the field of education in primary schools, she noticed that the field of physical education in schools in general and the primary stage in particular lacks new mathematical curricula or specific educational programs with clear features based on the correct understanding of psychomotor behavior among students, and the method of teaching this stage is still the starting point of the mathematical future in the majority of primary schools, through which the mathematical curricula or educational programs used are modified or adapted, and those students and individual differences follow those strategies and educational programs. To develop a program that includes a group of small games in order to ensure good use through those games that it includes, and to employ them in the field of physical education lesson in primary schools, as well as knowing the impact of using the program as an educational measure aimed at developing emotional intelligence skills among school-age students (11-12) years.

### **1-3 Research Objectives:**

**1-3-1** Constructing a tool to measure the emotional intelligence skills of schoolchildren at the age of (11-12) years.

**1-3-2** Discovering the effect of using small games on developing emotional intelligence skills among schoolchildren aged (11-12) years.

### **1-4 Research Hypotheses:**

**1-4-1** There are statistically significant differences in the post-measurement of emotional intelligence skills for the experimental and control groups, in favor of the experimental group for school students at the age of (11-12) years.

### **1-5 Search limits**

**1-5-1** The human field: a sample of pupils from Al-Azd Elementary School for Boys at the age of (11-12) years.

**1-5-2** The spatial field: the yard of Al-Azd Primary School for Boys - the left coast - Nineveh Governorate.

**1-5-3** Time range: for the period from 6/11/2022 to 21/1/2023

## **1-6 Define terms**

### **1-6-1 Small Games:**

It was defined by (Wanas and Baldis, 2013) as “a sporting game that is entertaining and is considered one of the exercises and may fulfill its purpose and is used in many countries where it is given to prepare sports teams and is considered a manifestation of physical education because it is considered closest to human nature in terms of his tendencies and desires, as well as means one of the games that It does not need high skills, it is easy to perform, and it is the first step for children to learn the basic principles of movements, so it occupied a prestigious position and it is very old, as it was played in the form of popular games, then it developed and became what it is now” (Wanas and Baldis, 2013, 153).

### **1-6-2 emotional intelligence:**

(Al-Zubaidi et al., 2019) defined it as “a mental activity characterized by difficulty, complexity, abstraction, economy, purposeful adaptation, social value, innovation, and maintaining this activity in conditions that require concentration of energy, resistance to emotional strength, and support for emotional and mental capabilities” (Al-Zubaidi et al., 2019, 59).

## **3- Search procedures:**

**3-1 Research Methodology:** The researcher used the experimental approach for the suitability and nature of the research.

### **3-2 The research community and its sample:**

After obtaining official approvals to conduct the research and with the aim of defining the research community, the researcher obtained the names of primary schools and their areas in the city through the Division of Educational Planning in the General Directorate of Education of Nineveh Governorate (Appendix 1). Schools were randomly selected to be visited and information collected, as the research community consisted of schoolchildren for the sixth grade of primary school for the academic year (2022/2023) and their number was (360) students representing a school (Al-Amel for boys - Nebuchadnezzar for boys - Al-Qurtubi for boys - Ibn Hazm for boys - Al-Nu'man Ibn Al-Mundhir for Boys - Al-Azd for Boys). Table (1) shows the names of the schools and their locations:

**Table (1)**

**Shows the names of primary schools for boys and their locations in the city of Mosul**

<b>NO</b>	<b>School name</b>	<b>Number</b>	<b>Their locations</b>
	Alamel for boys	55	right coast
	Nebuchadnezzar for boys	56	right coast
	Al-Qurtubi for boys	58	right coast
	Ibn Hazm for boys	57	left coast

	Al-Nu'man Ibn Al-Mundhir for Boys	62	left coast
	Azd for boys	72	left coast
Total summation		360	

### 3-2-1 The basic research sample:

The research sample included (360) students from primary schools for boys, as the research sample was chosen in a deliberate manner, that is, "the researcher chooses the sample members according to what he deems appropriate to achieve a specific goal, so individuals are chosen to achieve the research goal" (Tashtoush, 2001, 37 ), and (80%) of the research community (288) children were selected as a building sample.

And the remaining part was used by (20%) and by (72) children as an application sample, and usually (50%) of the research community is chosen as a construction sample, and the other half is used as an application sample, and it is noted that there is no absolute law or general rule that sets the percentage of division The research sample is divided into a construction sample and an application sample on this basis, as there are several different divisions of the research sample according to the nature of the research. (Melhem, 2010) indicates that researchers and specialists did not set a specific limit on a scientific or statistical basis that determines the appropriate size of the sample, and for a number of researchers to be guided by previous studies, if any, in determining the size of the research sample, especially those studies that use the same research method that the researcher wants. its use" (Melhem, 2010, 274), as follows:

#### 3-2-1-1 Research sample:

The sample consisted of (288) students, who were deliberately chosen from the basic research sample, and they represent (80%). 30 students from the construction sample to conduct the exploratory experiments of the scale, and they were excluded from the research sample, and (200) students to conduct the construction validity (statistical analysis of the paragraphs) (discrimination sample), and (30) students to extract the reliability coefficient, and they were also excluded from the research sample And (28) students were excluded because they were not homogeneous with the members of the research sample, and they are:

- 1- Students who have not previously enrolled in the first intermediate class, and have continued this year in the sixth primary grade.
- 2- Pupils who have physical disabilities, disabilities, and chronic diseases.

So, the research sample consisted of (72) students, and by drawing lots, the two groups were named, one experimental and the other a control group, each of which consisted of (36) students, and the equivalence was verified as will be mentioned later.

#### 3-2-1-2 Application Sample:

The application sample included (72) students from the research community, as "a number of theorists suggest that the number of study sample members in descriptive studies be (20%) from members of a relatively small community (Melhem, 2010, 274). The researcher chose (Al-Azd) school for boys) intentionally to be the school in which the research is applied, in order to provide the material capabilities of games and a hall for

games as well as the cooperation of the administration and the educational staff in the application of the research, as the research sample included (72) students from (Al-Azd School for Boys, sixth grade primary) who were chosen Intentionally, those aged between (11-12) years out of the total number of school students. Table (2) shows the details of the construction and application sample.

**Table (2)**  
**Shows sample construction and application details**

The research sample	Number	Percentage
Exploratory experience	30	8,34%
Building	200	55,55%
Constancy	30	8,34%
The excluded	28	7,77%
Application	72	20%
total summation	360	100%

### **3-3 Experimental Design of Research:**

The research design is the strategy that the researcher describes to collect the necessary information and control the factors and variables that can affect this information or through what came with the research variables. (Allawi, Ratib, 1999, 232)

Therefore, the use of an appropriate experimental design is important in every experimental research because it helps to obtain answers to research questions. (Obeidat, et al., 1982, 247)

The experimental design was used with equal groups with pre and post observation, which is suitable for the purpose of the research.

### **3-4 Search tool:**

#### **3-4-1 Building a tool to measure emotional intelligence skills:**

One of the requirements of the current research is the presence of a tool to measure the emotional intelligence skills of school students at the age of (11-12) years, and due to the lack of an Iraqi or Arab tool to measure emotional intelligence skills that is compatible with the nature of the research objectives, and because this topic was not previously addressed to the knowledge of the researcher, it has been followed The researcher set a set of procedures identified by (Al-Nin and Al-Win) in 1979, which can be summarized as follows:

- 1- Planning by defining the axes in the light of the previous definitions and standards.
- 2- Writing an appropriate number of paragraphs to cover the axes and drafting the paragraphs, then submitting them to a committee of arbitrators and making amendments in the light of their opinions.
- 3- Applying the paragraphs to a representative sample of the community to which the final wording will be applied, in order to demonstrate clarity and understanding, and finally select the best paragraphs. (Muhammad, 1995, 95)

**3-4-1-1 Determine the areas of the tool:**

After reviewing the literature and theoretical study of scientific references that dealt with emotional intelligence skills in general, (Alwan, 2011), (Fawzi et al., 2014), (Muhammad, 2014), (Onaizat, 2017), (Znibel, 2018), (Sabah, 2018), (Mahmoud, 2020), (Wastani, 2022), in addition to looking at the scientific sources, and after analyzing the content of those research, studies and sources, (5) main dimensions were identified that express the dimensions of the research.

1. **Emotional knowledge**
2. **Emotion management (self-awareness)**
3. **Emotion regulation.**
4. **Empathy (understanding).**
5. **Social networking.**

Then the above dimensions were presented in the form of a closed and open questionnaire addressed to a number of experienced and specialized gentlemen in the field of educational and psychological sciences, and mathematical sciences, (Appendix 3), in which he indicated the aim of the study, and asked for an opinion on the validity of the above dimensions and their suitability for the title of the research By (deleting, modifying, or adding) any other dimension they deem appropriate for the subject under discussion, and Appendix (2) shows this, as (Al-Gharib) indicates that "books and curricula are analyzed, so that the test and its vocabulary agree with the scientific material, With the consultation of experts in the scientific material covered by the test, to express an opinion on the topics that have been developed and to judge the extent of their validity.

(Al-Gharib, 1985, 601), and after analyzing the opinions of the experts, an agreement percentage was obtained that ranged between (80% \_ 100%) on the validity of the five main dimensions and their suitability and the nature of the research community.

**3-4-1-2 Determine the style of formulating the paragraphs of the scale:**

In the preparation and formulation of the paragraphs, the researcher relied on the developed (Lickert) method, "as the (Lickert) method is one of the most used methods, and it is characterized by the fact that it contains means that enable measuring the degree of agreement with respect to each of the units included in the scale" (Moses, 1981, 21) It is similar to the Multiple Choice method, as the respondent is presented with paragraphs and asked to specify his answer by choosing one alternative from several alternatives with different weights.

**3-4-1-2-1 Drafting the paragraphs of each dimension:**

After defining the dimensions of the scale, it was required to prepare the initial version of the scale, as a number of paragraphs were formulated according to the dimensions of the scale and in a manner appropriate to the nature of the research community, by relying on the foundations contained in research and scientific studies on methods of building scales, and access to scientific sources. And research literature, studies and some previous measures related to the field of research, and thus it was reached to prepare and formulate the paragraphs of the scale in its initial form of (50) paragraphs of Appendix (4), distributed over the five dimensions of the previously identified scale, and the

following has been taken into account in the numbers and formulation of the scale paragraphs :

- The paragraph should not be too long to lead to boredom.
- The paragraph should be subject to one interpretation (Abu Allam and Sharif, 1989, 134).
- That the paragraph measures one of the dimensions of the scale and is associated with it.
- The paragraph should be in the first person (Kazim, 1990, 97).

### **3-4-1-3 The validity of the scale:**

Validity is one of the (psychometric) characteristics in constructing scales, and the scale that is characterized by validity is “the scale that achieves the function for which it was set,” (Radwan, 2006, 350), and the researcher verified the validity of the scale through content validity and apparent validity.

#### **3-4-1-3-1 Apparent honesty:**

After preparing the items of the scale amounting to (50) items, formulating and preparing them in their initial form, they were presented to a number of experienced and specialized gentlemen in the field of educational and psychological sciences, and mathematical sciences, for the purpose of evaluating them and judging their validity and suitability for the dimension for which the appendix was allocated. 3), and make the appropriate adjustments through (deleting, rephrasing, or adding a number of paragraphs), and in a way that is appropriate for the research community, as well as mentioning the validity of the proposed answer alternatives, or adding and specifying the alternative scale for the answer that they deem appropriate for the scale, as this procedure is a means appropriate to ensure the validity of the scale.

And Appendix (4) shows this, as (Owais) indicates that “we can consider the test valid after presenting it to a number of specialists and experts in the field that the test measures. If the experts acknowledge that this test measures the behavior that was set to measure it, the researcher can Relying on the judgment of experts” (Owais, 1999, 55) “The honesty of the arbitrators can be adopted as a kind of apparent honesty” (Ferguson, 1981, 104). 54), and after analyzing the experts’ responses and observations, the experts’ sincerity was extracted through the percentage of experts’ agreement on the validity of the scale paragraphs, as the paragraphs agreed upon by (80%) or more of the experts’ opinions were accepted, and some paragraphs were deleted and modified, (Bloom et al.) indicates that “the researcher must obtain an agreement percentage of the experts in the validity of the paragraphs and the possibility of making amendments at a rate of not less than (75%) or more than the estimates of the experts in this type of validity” (Bloom et al., 1983, 126 ), and Table (3) shows this.



**Table (3) shows the percentage of experts' agreement on the items of the dimensions of the proposed emotional intelligence skills scale**

No	Emotional knowledge		Emotion management		Emotion regulation		empathy (understanding)		Social Media	
	Experts number	percentage	Experts number	Percentage	Experts number	percentage	Experts number	percentage	Experts number	percentage
	19	100%	17	89.47%	12	63.15%	13	68.42%	19	100%
	17	89.47%	18	94.37%	13	68.42%	15	78.94%	16	84.21%
	17	89.47%	16	84.21%	15	78.94%	17	89.47%	18	94.37%
	11	57.89%	19	100%	16	84.21%	19	100%	15	78.94%
	16	84.21%	12	63.15%	17	89.47%	19	100%	17	89.47%
	10	52.63%	15	78.94%	16	84.21%	16	84.21%	11	57.89%
	16	84.21%	15	78.94%	19	100%	15	78.94%	13	68.42%
	19	100%	19	100%	17	89.47%	12	63.15%	15	78.94%
	18	94.37%	12	63.15%	18	94.37%	12	63.15%	13	68.42%
	12	63.15%	13	68.42%	11	57.89%	17	89.47%	19	100%

It can be seen from Table (3): that the paragraphs that did not obtain the acceptable and prescribed agreement percentage were deleted, and with this procedure, the number of items on the emotional intelligence skills scale is (35) items, as shown in Appendix (5), which were relied upon in the process of conducting the experiment. Survey of the scale, and statistical analysis of the paragraphs.

#### **2-3-1-4-3 Validate the content:**

It is called validity by definition, as the main interest in it is focused on each dimension of the scale and the extent to which it contains appropriate paragraphs, as well as the logical design of the paragraphs of each dimension and the extent of its coverage (Faraj, 1980, 306). This validity was achieved in the research tool by clarifying the concept of each One of the dimensions of the scale, as well as the classification of the paragraphs of each dimension, as (Al-Hakim, 2004) indicates that "the validity of the content of the test depends mainly on the extent to which the test can represent the contents of its elements, as well as the attitudes and aspects that it measures in an honest, homogeneous and highly significant representation to achieve The goal for which the test was set" (Al-Hakim, 2004, 23) and the researcher believes that it has reached the validity of the content by examining it, defining the dimensions of the scale and the formulation of its paragraphs.

#### **4-1-4-3 Exploratory experience of the scale:**

After distributing the items of the scale randomly to avoid the respondent being affected by the style of each of the dimensions, and after preparing its instructions in its initial form, the scale was applied to a sample of (30) students from Al-Amel School for Boys on 10/20/2022. The exploratory experiment is a scientific training for the researcher. To find out the negatives and positives that meet him during the conduct of the tests to avoid them" (Al-Mandalawi, 1990, 107). The purpose of conducting the exploratory experiment was the following:

- The clarity of the paragraphs and the degree of their response to them.
- Ensure that the scale instructions are clear.
- Answering questions and inquiries.
- Numbers of the final image of the paragraphs.
- Calculating the answer time and the time it takes the tester to answer the scale.
- The results of the exploratory experiment showed that there is no ambiguity about the items of the scale, and the average time specified for answering the items of the scale ranged between (10-12) minutes and an average of (11) minutes.

#### **3-4-1-5 The validity of the construction (statistical analysis of the paragraphs):**

It is also called the validity of the concept or formative validity, and it means the extent to which the test measures the formation of a hypothesis or a specific feature, and the method of finding it is summarized in determining the dimensions that the concept consists of according to a specific theory. (Al-Zaher et al., 2002, 135-136), and the construction represents a psychological feature, characteristic that cannot be observed, but is inferred from the behaviors associated with it (Melhem, 2010, 319), as the validity of the construction was revealed in two ways:

##### **- Finding the validity of the word by calculating the power of discrimination for the paragraphs:**

One of the specifications of a good scale is to conduct statistical analysis of its paragraphs to find out "the ability of the proposed test to differentiate between individuals who have a high degree of the characteristic or ability on the one hand, and individuals who have a low degree of the same characteristic or ability on the other hand" (Radwan, 2006, 244) The discrimination characteristic of each paragraph was found using the two-group method.

**- Finding the strength of the correlation between the items and the total score of the scale**, which is called the internal consistency of the scale: or it is called the validity of the items, "as these methods are considered statistical indicators of the validity of the construction" (Odeh, 1999, 386), and this was confirmed by calculating the discrimination coefficient "The discrimination coefficient is useful in knowing the extent of differences in performance between individuals in the measured trait, as well as the researcher's certainty of the validity of the internal and external test" (Imam et al., 1990, 115), as well as the scale's enjoyment of internal consistency between the paragraphs. In the following, a description of the statistical analysis methods used In verifying the validity of building the scale.

##### **3-4-1-5-1 The internal consistency coefficient method:**

The internal consistency method means:

- The extent to which the paragraphs relate to each other within the test or scale.
- The extent to which each paragraph relates to the scale as a whole.
- Checking the extent of consistency between the paragraphs, because the consistency is affected by the error of the content of the paragraphs and the error of the inconsistency of the paragraphs (Radwan, 2006, 131).

Examining the internal consistency of the scale, or its homogeneity coefficient, results in obtaining an estimate of its formative validity. (Bahi, 1999, 35), and the consistency coefficient was extracted, as this method "provides us with a homogeneous scale in its paragraphs so that each paragraph measures the same behavioral dimension that the scale measures as a whole, in addition to its ability to highlight the interdependence between the paragraphs of the scale" (Kazem, 1990 101), the correlation coefficient of the degree of each paragraph was found with the total score of the scale for the same discrimination sample of (200) students, and it is called "the honesty of the internal consistency of the scale, as it is measured by calculating the correlation coefficient between the item and the total sum of the dimensions, the total score of the scale" (Farhat, 2001, 68), and the simple correlation coefficient (Pearson) was used to achieve this, and Table (4) shows that .

**Table (4) shows the correlation coefficient between the items and the total score of the emotional intelligence skills scale using the internal consistency method.**

Item	correlation coefficient	sig value	link indication	Item	correlation coefficient	sig value	link indication
	745,0	0.000	Significant		693,0	0.000	Significant
	698,0	0.000	Significant		475,0	0.000	Significant
	0,621	0.000	Significant		0,651	0.000	Significant
	547,0	0.000	Significant		595,0	0.000	Significant
	0,596	0.000	Significant		0,485	0.000	Significant
	0,590	0.000	Significant		0,666	0.000	Significant
	487,0	0.000	Significant		0,520	0.000	Significant
	691,0	0.000	Significant		0,590	0.000	Significant
	424,0	0.000	Significant		693,0	0.000	Significant
	0,639	0.000	Significant		0,523	0.000	Significant
	412,0	0.000	Significant		755,0	0.000	Significant
	584,0	0.000	Significant		0,587	0.000	Significant
	0,412	0.000	Significant		0,612	0.000	Significant
	0,546	0.000	Significant		0,690	0.000	Significant
	0,491	0.000	Significant		0,657	0.000	Significant
	0,446	0.000	Significant		0,587	0.000	Significant
	0,577	0,000	Significant		0,417	0,000	Significant
	0,427	0,000	Significant				

Significant at a significant level  $\leq (0.05)$  and in front of a degree of freedom (198), the tabular value of (t) is equal to (138.0)

Table (4): The values of the correlation coefficient between the paragraphs of the scale and the total score of the scale ranged between (412.0 – 755.0), and when referring to the tables of significance of the correlation coefficient at a degree of freedom (98), and in front of a significant level  $\leq (0.05)$ . We find that the tabular value of (r) is equal to (0.138), and in light of this it turns out that all the paragraphs have proven their discriminatory ability. Its paragraphs consist of (35) paragraphs, as shown in Appendix (5). Table (4): The values of the correlation coefficient between the paragraphs of the scale and the total score of the scale ranged between (412.0 – 755.0), and when referring to the tables of significance of the correlation coefficient at a degree of freedom (98), and in front of a significant level  $\leq (0.05)$ . We find that the tabular value of (r) is equal to (0.138), and in light of this it turns out that all the paragraphs have proven their discriminatory ability. Its paragraphs consist of (35) paragraphs, as shown in Appendix (5).

#### **3-4-1-6 The stability of the scale:**

“Reliability refers to the extent of accuracy, proficiency, or consistency with which the test measures the phenomenon for which it was designed.” (Radwan, 2006, 98) on the trait measured by the test” (Odeh and Malkawi, 1992, 194), and for the purpose of obtaining the stability of the scale, the researcher used two methods (Alpha Kornbach method) “as this method depends on the consistency of sorting performance from one paragraph to another and indicates the strength of the correlation between the items in the test.”

(Mussen, 1981, 320), and the method (half-partition) on a sample of (30) students as a preliminary application from the construction sample, and they were excluded from the research sample.

#### **3-4-1-7 Description and correction of the scale:**

The scale of emotional intelligence skills among schoolchildren at the age of (11-12) years, aims to provide a valid and reliable measurement tool to measure the degree of emotional intelligence skills. Through three alternatives arranged in descending order on the triple Likert scale (always, sometimes, never), and the weights according to the content of the paragraph are (3-2-1) degrees for the positive paragraphs and (1-2-3) degrees for the negative paragraphs, and the total score is the highest for the scale It is (105) degrees, while the total minimum score for the scale is (35) degrees.

#### **3-5 Equivalence and Tribal Measurement:**

The researcher started applying the tool for measuring emotional intelligence skills among school students at the age of (11-12) years on 1/11/2022, after making sure that the conditions for designing the measurement tool and the validity of the test were completed, as the researcher with the assistant work team (1\*) gave a copy of The

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research tool to determine the emotional intelligence skills of each student, and the measurement process was completed on 11/1/2022.

### **3-5-1 Equivalence between research groups:**

"The experimenter should try to at least form equal groups with regard to the variables relevant to the research" (Van Dalen, 1985, 398). Therefore, the researcher was keen to adjust the variables related to the two research groups as follows:

### **3-6 Research variables and how to adjust them:**

One of the variables of the experimental work is that the researcher thoroughly examines his experimental plans, in order to ascertain whether there are external influences or variables due to the experimental procedures or variables due to the sample population that affect the dependent variable, and he must make every possible effort to control the variables that he discovers. (Vendalen, 1985, 386) The research included the following variables:

#### **1. The independent variables are:**

- **Small games**

#### **2. The dependent variable is:**

- **Emotional intelligence skills**

#### **3-6-2-2 The effect of experimental procedures:**

The students of the research sample did not understand the main objective of the research, and the experimental procedures were carried out by the teacher of physical education at Al-Azd School for Boys<sup>2</sup>, and accordingly, there was no difference in them, and thus the effect of this variable disappeared to a large extent.

In addition to the foregoing, the experimental work in the research required controlling other factors related to the experimental procedures in order to preserve the integrity of the experimental design from its effects, and these factors are:

1. Teaching the educational subject: The physical education teacher at Al-Azd School for Boys taught the experimental group and the control group in order to avoid the factor of bias.
2. The time period of the experiment: This variable was controlled by subjecting the research sample in the two groups to one period of time for teaching, as the experiment began on 11/6/2022, and ended on 1/21/2023 with (20) educational units for the experimental group.
3. The place of the lecture: the students of the experimental group received their research units in one place, which is Al-Azd Primary School for Boys.

#### **3-7-1 Program time plan:**

The program was divided into (20) educational units, the time of each of which was (40) minutes. Accordingly, the implementation of the program took ten weeks, and at the rate of (2) units per week, the total time for the educational program took (800) minutes,

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which is equivalent to (13.33).) an hour for the program, so the teacher implemented the educational program for the period from 6/11/2022 to 21/1/2023

### 3-8 Dimensional Measurement:

Post-measurement was conducted for the experimental and control group after completing the implementation of the educational program and in the same manner as the pre-measurement was conducted for the period from 1/22/2023 to 1/24/2023.

### 3-9 The statistical methods used:

1. Arithmetic mean
2. Standard deviation.
3. The simple correlation coefficient (Pearson).
4. T-test for two related and equal arithmetic means.
5. T-test for two unrelated and equal arithmetic means. (Altaieb and the Samurai, 1981, 136)

## 4- Presentation and discussion of the results:

**4-1-1 The first hypothesis:** There are statistically significant differences in the post-measurement of emotional intelligence skills for the experimental and control groups, in favor of the experimental group for school students at the age of (11-12) years.

**Table (7) shows the arithmetic mean, standard deviation, and t-value calculated between the mean scores of the experimental and control groups in the post-measurement of emotional intelligence skills**

Variable	Measuring unit	experimental group		Control group		Calculated (v) value	Sig value
		C	± A	C	± A		
Emotional knowledge	Degree	18,083	1,227	6,661	0,000	0,000	0,000
Emotion management	Degree	17,777	1,173	8,452	0,000	0,000	0,000
Emotion regulation	degree	18,083	1,273	9,984	0,000	0,000	0,000
Empathy (understanding)	Degree	18,027	1,362	12,052	0,000	0,000	0,000
Social Media	Degree	18,027	1,482	10,326	0,000	0,000	0,000
Total emotional intelligence skills	Degree	90	3.405	23,373	0,000	0,000	0,000

\* Significance level  $< 0,05 = 2,03$

It is clear from Table (7) the following:

- The calculated (t) value for the (emotional knowledge) variable was (6,611), while the tabular (t) value at a degree of freedom was (35) and an error rate of 0.05 (2.03). Since the calculated (T) value was greater than the tabular one, this means that there is a significant difference in the post-measurement, in favor of the experimental group.

- The calculated (t) value for the (emotional management) variable was (8,452), while the tabular (t) value at a degree of freedom was (35) and an error rate of 0.05 (2.03). Since the calculated (T) value was greater than the tabular one, this means that there is a significant difference in the post-measurement, in favor of the experimental group.
- The calculated value of (t) for the variable (emotion regulation) was (9,984), while the tabular value of (t) was at (35) degrees of freedom and an error rate of 0.05 (2.03). Since the calculated (T) value was greater than the tabular one, this means that there is a significant difference in the post-measurement, in favor of the experimental group.
- The calculated (t) value for the (empathy) variable was (12,052), while the tabular (t) value at a degree of freedom was (35) and an error rate of 0.05 (2.03). Since the calculated (T) value was greater than the tabular one, this means that there is a significant difference in the post-measurement, in favor of the experimental group.
- The calculated (t) value for the (social communication) variable was (10,362), while the tabular (t) value at a degree of freedom was (35) and an error rate of 0.05 (2.03). And since the calculated (T) value was greater than the tabular one, this means a significant difference in the post-measurement, in favor of the experimental group.
- The calculated (t) value for the (total emotional intelligence skills) scale was (23,373), while the tabular (t) value at a degree of freedom was (35) and an error rate of 0.05 (2.03). And since the calculated (T) value was greater than the tabular one, this means a significant difference in the post-measurement, in favor of the experimental group.

This means that there are statistically significant differences between the mean scores of the post-measurement in the emotional intelligence skills scale of the schoolchildren, in favor of the experimental group.

Thus, the validity of the hypothesis, which indicates the presence of statistically significant differences in the post-measurement of the emotional intelligence skills of the experimental and control groups, is validated in favor of the experimental group of school students at the age of (11-12) years.

The researcher attributes the reason for this to the fact that the small games have worked to satisfy the imaginary and traditional needs of the students, as well as withdraw the pent-up negative emotions in order to reach the desired goal, which is the development of emotional intelligence skills among school students at the age of (11-12) years.

(Al-Khattneh, 2013) points out that "to play a major role in developing students' intelligence and developing their mental abilities, through what games provide of knowledge directly and enabling them to memorize and innovate the facts that they learned easily and quickly, in addition to the great ability to understand, which means the student's ability to translate The data contained in a message easily and without effort. Play is of great importance in increasing the intelligence of students and developing it to higher levels, such as selecting abstract ideas, principles and rules, and using them in new educational situations with the aim of finding innovative solutions" (Al-Khatneh, 2013, 78).

(Azab, 2017) reinforces that "small games are the most important and enjoyable type of manifestation of physical education because they are closer to human nature, tendencies and desires, as well as the pleasure he gains from practicing them in terms of social and

psychological aspects, and they are easy-to-perform and simple movements that do not require great motor skills, It is a preliminary step to teach students the basic principles of movement such as speed, quick reaction, order and obedience. These games are characterized by their simplicity in terms of the laws or rules of play and in terms of the tools used in them and the space needed to practice them. These games are played by both sexes, males and females, in the various educational stages, provided that each stage is allocated a type of The games suit him in terms of ease, complexity, preferences, desires, and needs of the participants, and they have become necessary for any lesson or physical education program” (Azab, 2017, 529).

(Al-Kalabi, 2008) believes that “small games are an important means that contribute to the development of various mental abilities, as they allow the individual to develop thinking, perception, perception, remembering, and so on in various mental processes, and we do not overlook the direct impact of small games on shaping and forming the individual and strengthening various its vital organs and systems, and the acquisition of multiple motor abilities and skills” (Al-Kalabi, 2008, 102).

## **5- Conclusions and Recommendations:**

### **5-1 Conclusions:**

- 1- The validity of the emotional intelligence skills scale for school pupils at the age of (11-12) years and its ability to diagnose emotional intelligence skills when it is used as a means of measurement.
- 2- The program of adapted small games achieved a development in the development of emotional intelligence skills among school students at the age of (11-12) years when comparing the pre and post measurements of the experimental group students.

### **5-2 Recommendations:**

- 1- The need to highlight the vital and influential role of adapted small games in raising the level of emotional intelligence skills for pupils and students at all educational levels.
- 2- Conducting a similar study on a larger sample that includes several primary schools in order to develop motor intelligence skills among schoolchildren of different ages.

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