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Original article

THE EFFECT OF RECREATIONAL ACTIVITIES ON EMOTIONAL INTELLIGENCE AND PSYCHOLOGICAL SECURITY LEVEL AND THEIR RELATIONSHIP TO THE LEVEL OF ACADEMIC ACHIEVEMENT OF THE JUVENILE CRIME IN THE EASTERN REGION (DAMMAM) IN SAUDI ARABIA

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Abstract

The aim of this study to identify the effect of recreational activities upon the emotional intelligence and psychological security in relation to the level of academic achievement of juvenile in House Social Observation of Dammam city, this is done through the use of an experimental approach which is applied to the juvenile.

Methods. A Number of (80) subject between the ages of (12-18) years through the program contains the recreational activities represented in physical and cultural programs and camps, other) was applied for 14 weeks, through the application of an experimental design for one group using pre-post measurement which is suitable to the nature of the study, Where the pre-post measurements are focus upon emotional intelligence psychological security and the level of academic achievement of juvenile in House Social Observation of Dammam.

Results. The evaluation of this program was done via the use of SPSS. Results showed significant differences between the pre-post measurements of emotional intelligence, psychological level of security; also there is positive statistically significant relationship between emotional intelligence and psychological security and level of academic achievement of juvenile in House Social Observation of Dammam.

Conclusions. There are significant differences between pre and post measurements for all axis of psychological security of the Juvenile in house social observation in Dammam city.

Keywords: Recreational Activities - Emotional Intelligence- Psychology Security- Juvenile crime.

Introduction

With the development of societies, the juvenile have evolved numerous patterns of crime. this age group are not few numbers committed different patterns, but those belonging to the community, and, therefore, has become the role of the penal institutions is not deposit and deter juvenile crime only, but their treatment and modify their behavior through treatment and rehabilitation programs provided by community, to return elements of valid and effective, this is known as precautionary measures. For these reasons the societies highlighted the importance of re-integration and rehabilitation and issuing instructions for care of Juvenile crime with focus upon training programs, rehabilitation, acquiring knowledge and instilling of socially acceptable behavior and morals. Thus institutions have very important and clear role in giving the opportunity to juvenile for re-integration into the community and to make them useful and effective.

The human need to be assisted and to be in the right way in order to not to lose the community

whose quotation was opened expense of created by his people and his clan, and to make it a breadwinner for himself instead of to be dependent on this community to the extent that the juvenile is available that the role of the programs and rehabilitation, it is reflected positively on their behavior after their return to the Community (Saleh, 2004). There are efforts being made by correctional institutions to remove delinquent from the case of delinquency or crime and lute to or not to repeat the criminal acts, through medical, psychological intervention or intervention by specialists in the field of education, moral and religious and other fields. It can be said that the reform and remedial programs work in an integrated manner to create the juvenile and preparing to become a human being normalized.

The juvenile needs security, which represents the most important politically motivating behavior throughout life. It is one of the basic needs for healthy growth and compatibility and psychological health per capita, the psychological security is

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closely linked to survival instinct and also linked to feel that the individual lives in an environment friendly with saturated needs and others loves respect and accept him within the community, and that he is stable and safe, homely, compatible socially stable, and lives in an adequate housing and a sustainable livelihood. In this way the security is true physically and psychologically, and that what must be committed to avoid danger caution and deals with the crisis wisely and natural disasters, and to make the juvenile is confident and trust, this is what is needed in the juvenile that live away from the atmosphere of family planning, which gives a sense of security (Go Leman, 1995).

Maslow, 1970, noticed the importance of a sense of security and the need for a mechanism for access to a particular goal, he sees human have many needs and considered that security is the one of basic needs of human beings and, as the need to provide reassurance and stability, protection and freedom from fear, anxiety and confusion and others, he pointed out that security is the strongest and the most pressing needs and a link to an individual, especially if exposed to real threats causing many psychological disorders.

Goleman, 1995, refers to the presence of non-knowledge capacities which may play an important role in the success of the juvenile and classify those capacities into emotional and social aspects, he assumed that the emotional intelligence is the capacity of learning and section the emotional efficiency to two sections, the personal efficiency, that enable us to manage ourselves and social efficiency, that enable us to manage ourselves with others.

As penal institutions as a means to rehabilitate juvenile delinquents, and rehabilitation to return to normal society as normal individuals, and their reintegration into the process of sustainable development and that they can become upstanding members of society, it was necessary to focus programs of education, which is based on achieving psychological security and capabilities to achieve positive skills about himself and his society.

The purpose of the study:

This study aims to design recreational activities program and its impact on the emotional intelligence, psychological security in relation to the level of academic achievement of juvenile in the house of social observation in Dammam city of the eastern region.

Material and Methods

This study includes (80) juvenile in the house of social observation in Dammam city of the eastern region. The two researches performed homogeneity procedure for the community of the study in some of the physical and psychological variables

Afaf, 2008, assumed when normal individual lacks non – knowledge skills, he cannot live psychologically and socially as normal because it is difficult to communicate with himself and with members of his society, this means of SOE at the psychological level, which stunt the ability to learning.

Alhamami, Aida, 2001, confirmed that the recreational activities contribute significantly to the acquisition of many good qualities such as belonging and denial of, self-respect for others and cheerfulness and interaction, happiness and contentment, which contribute to non-knowledge skills.

Magda, 2000, assumes that the report of the Association of American Physicians refers to the application of different kinesthetic activities and recreational programs lead to reducing the incidence of nervous tension, psychological depression, and anxiety and give the child an opportunity for training on sound behavior through various positions of kinesthetic activities and recreational games.

In view of the herald of all age groups, the recreational activities is considered a key component of learning and have the highest degree of importance in the learning process because it have an important role to play in physical, dynamic, emotion and social growth, which allows multiple opportunities such as speed think, act, awareness, perception and concentration .

The essence of the study problem is around on programs of recreational activities provided for juveniles within the house of social observation in Eastern Region and their impact on the emotional intelligence that cannot be missing in the juvenile that live psychologically and socially, and also the psychological security, including achieve consensus of professional affiliation and social security community, which reflected positively on the academic achievement, which is one of the important indicators and affecting the life of the individual and development of mental abilities.

targeted. The age 16.33 ± 0.73 years, the level of intelligence 27.07 ± 4.14 degrees

The heterogeneity of the axis of emotional intelligence at the center of the Intrapersonal Scale 14.74 ± 0.23 degrees, the focus of the social efficiency 26.76 ± 0.16 degrees, Stress Management Scale 22.79 ± 0.19 degrees, Adaptability Scale 21.67 ± 0.89 degrees, the general mood scale 32.44 ± 0.33 degrees, Positive Impression Scale 13.45 ± 0.06 degrees.

The heterogeneity of the axis of psychological security, the axis of the need to independence 33.37 ± 1.66 degrees, the axis of the



need to force 40.48 ± 2.44 degrees, the axis of the need for stability and a sense of peace 33.75 ± 2.4 degrees, the axis of the need to avoid pain 36.12 ± 2.91 degrees, the axis of the need for the system and the Arrangement 42.06 ± 3.13 degrees, the axis of the need to reassure 28.25 ± 2.93 degrees, the axis of the need for protection 34.56 ± 1.71 degrees.

Collection data tools:

Registries: The use of private registries of juvenile, in order to obtain data about the level of academic achievement for each juvenile. **Interview:** The research team work performed several personal interviews with experts to determine the content of recreational activities to achieve the goal of research and the content was introduced to experts and finalized in accordance with the capabilities of the juvenile, the most important recreational activities are chosen to be matching with those stage age to develop emotional intelligence and psychological security and to provide better conditions for satisfying their needs of activity under the supervision of the scientific directed lead to achieving integrated sound growth.

Higher IQ: (preparation of Mohammad Khairi), emotional intelligence measurement, security psychological measurement, students' academic degrees, recreational activities program.

Emotional Intelligence scale "Bar-On": this study used Bar-On Emotional Intelligence scale, which is designed to measure emotional intelligence for students from the ages of (7 -18) years old, and includes Bar-On to measure emotional intelligence - in original form (60) a distributed over six sub-standards following dimensions: personal competence (intrapersonal scale). It consists of (6) The following figures were taken paragraphs (53-43 -31-28 -17- 7), social efficiency (interpersonal scale) consists of (12) a paragraph figures are taken from (59-55 -51-45 -41-36 -24-20-14 -10-5-2), management of pressure (stress management scale) consists of (12) a paragraph figures are taken from (3-58 -54-49 -46-39 -35- 26-21 -15-11-6). Adaptation (adaptability scale) consists of (10) paragraphs of the following figures were taken (12 -57-48 -44-38-34-30 - 25-22 -16), general mood (general mood scale) consists of (14) a paragraph figures are taken from (-60-56 -50-47 -40-) (37-32-4-1 - 29-23 -19-13 -9-, positive impression (a positive impression scale) consists of (6) The following figures were taken paragraphs: (52-42 -33-27 -18- 8) as well as the standard for determining the credibility of the student in the selection of appropriate responses.

The preparation of emotional intelligence scale: was introduced to a number of professors of the Faculty of Education in the sections "measurement, psychology, and special education" to make sure

the accuracy of content, the arbitration outcome reveals no need for the scale to amend any of its items. The scale was applied to a sample survey for estimation of accuracy and stability of the scale to make sure it is valid.

Procedures for correcting the scale: Bar-On scale include four options for each sentence, choose the student from the options, which are as follows: (1) very rarely applies to, (2) is rarely applied to, (3) sometimes applies to, (4) often applies to. With the highest degree of each single function to increase Emotional Intelligence when tested, except for the figures following paragraphs: (58-54 -53-49 -46-37 -35-28 -26-21 -15- 6).

Internal Consistency Validity: The account extract the value of the correlation between the degree of each after college degree dimension and degree college degree for each of the measure emotional intelligence, where the value of the correlation coefficient axis personal efficiency 0.833*, axis of social efficiency 0.711*, the management of pressures 0.754*, Adaptability 0.669*, general mood 0.851*, positive impression 0.687*, and it was clear that there is a relationship between the degree of statistical function connectivity all after Degree College for the gauge and this indicates that the terms are consistent Procedure each axis.

Reliability of Emotional Intelligence scale:

The reliability of the emotional intelligence scale was estimated by the manner the application of the scale and its reapplication after two weeks interval on an exploratory sample (20) juvenile of the Community Research and outside research sample, the correlation between the first and second application axis personal efficiency 0.469*, axis of social efficiency 0.832*, The axis of the pressure 0.818*, axis of adjustment 0.954*, the axis of the mood of the 0.475*, axis of positive impression 0.619*, where it was found that the correlation coefficient between the two applications first and second link factor, pointing to a flat measure emotional intelligence

Psychological Security Scale:

It consists of 140 words of seven main axis are: the need to independence, the need to force, the need for stability and a sense of peace, the need to avoid pain, the need for the system and the arrangement, the need to reassure, the need for protection, there are in front of all the words three selection (often - sometimes - rarely), the high-degree indicate the satisfaction of the need and low-degree indicate dissatisfaction of the need, the rang of degree for each axis of scales lies between 20:60 degrees.

Internal Consistency Validity:



The account extract the value of the correlation between the degree of each after college degree dimension and degree college degree for each of the measure psychological security, where the value of the correlation coefficient axis need to independence 0.713 * , the need to force 0.756 * , the need for stability and a sense of peace 0.768 * , the need to avoid pain 0.711 * and the need for the system and the Arrangement 0.829, need to reassure 0.743 * , the need to protect 0.852 * , and it was clear that there is a relationship between the degree of statistical function connectivity all after Degree College for the gauge and this indicates that the terms are consistent Procedure each axis.

Reliability of Psychological Security Scale:

The reliability of the psychological security scale was estimated by the manner the application of the scale and its reapplication after two weeks interval on an exploratory sample (20) juvenile of the Community Research and outside research sample, the correlation between the first and second application axis need to independence 0.87 * and the need to force 0.73 * , the need for stability and a sense of peace 0.89 * , the need to avoid pain 0.87 * , the need to arrange 0.79 system, the need to reassure 0.82 * , the need to protect 0.76 * , where it was found that the correlation coefficient between the two applications first and second link factor, pointing to a flat psychological security scale.

Proposed program of recreational activities:

The researcher attended in the design of the proposed program the following: access to the previous reference and research theoretical framework, taking the opinion of experts in the program, taking into account an appropriate program of activity entertainment, capabilities of proposed juvenile with poorer performance and individual differences, gradualism in the implementation of the Program, taking into account factors of safety and security throughout the period of the implementation of the program, flexibility , applicability, and modification if required.

Components of the program:

Proposed program includes recreational activities, cultural activities, sports activity, social activities, and art activities:

- **cultural activities:** the creation of a scientific education courses in human development and to contribute to the development of self-development and capacity building for the juvenile, which opened the door to discussion and questions, the establishment of religious seminars contribute to the modification of behavior of the juvenile in accordance with the teachings and guidance our religion right way in the future, the establishment of cultural competitions include the most beautiful

wall magazine, the best known, honors the winner, holding competitions include religious holy Quran prophetic Hadiths, the establishment of better health awareness campaign.

- **Social activities:** activating organizational committees through the choice of the best group (the mosque - Public Service - agriculture - Health Unit) and the establishment of better family competitions in relation to discipline and commitment, choose the best group in terms of participation, choose ideal juvenile, receptions, and offers light competitions to make practitioners more active.

- **Art activities:** design technical solids using cork, the work of some art panels in national festivals and competitions to refine technical talent.

- **Sports activities:** include regular organization in sports football activity, volleyball, basketball, handball, running, jogging, and fitness competitions; the establishment of an open day includes fun games such as tug discus throwing chairs and other games , exercise cardio- karate training, where it was recognized for contribution to the acquisition of the juvenile fitness , self-confidence and psychological security, and it is practiced three times a week Training Unit (60) minutes divided into (10) minutes warm-up (45) minutes major part (5) minutes relaxation .

The researcher had taken into account the following rules during the performance of cardio karate training: gradually in load training through an arrangement content so that starts from easy to difficult and simple to complex, the diversity of exercises, warm-up with stretching exercises including flexibility joint and spine, taking into account individual differences and balanced development over all parts of the body.

The basic part: this is the most important part of the program and through which the main goal of the study is achieved. This part includes the training of Cardio Karate that involves the basic skills of karate of defense methods (blocking – feet movements) and attack methods (punching – hitting – kicking). The two researches chose the suitable skills for this program.

Feet positions: Front – stance (zenkutsu –dachi), Back – stance (kokutsu – dachi) , Straddle – leg Stance (kiba – dachi) , Sparring Front stance (zenkutsukumite –dachi)

Blocking methods: Downward block (Gedon-Bari) Rising block (Jodan Age-Uke) , Inward forearm block (ChudanUchi-uke) , Outward forearm block (Soto-ude-uke) , Seward hand block(Chudan - Shuto –Uke)

Punching methods: Rising Punch (Age-Zuki) , Short Punch (kizami-zuki) , Lung Punch (Oi-zuki) , Reverse Punch (Gyaku-zuki).



Kicking methods: Front Kick (Mae – Geri), Back Kick (Ushiro – Geri), Side Kick (Yoko- Geri), Roundhouse Kick (Mawashi – Geri

Statistical analysis

Data were examined using computerized statistical packages (SPSS). Differences between two

measuring were analyzed using one sample T-TEST .And correlation between variables was assessed by a person correlation , significance was accepted at the $p < 0.05$ level.

Results:

Table (1) significant differences between measurements before and after the measure emotional intelligence.

Variables	Pre M± SD	Post M± SD	T
Personal competence	14.81±1.15	19.24±1.16	*28.38
Social efficiency	26.3±1.56	36.3±2.71	*29.84
Pressure management	23±1.19	32.38±2.21	*34.13
Adapt	21.38±1.04	36.18±3.56	*38.44
General mood	31±1.31	44.45±2.22	*57.33
Positive impression	13.59±1.04	19.85±1.58	*30.76

T Value in Level 0.05=2

Table 2. Significant differences between measurements before and after the measure psychological security

Variables	Pre M± SD	Post M± SD	T
The need to independence	33.37±1.66	34.68±1.95	*8.72
The need to force	40.48±2.44	41.18±2.56	1.73
The need for stability and a sense of peace	33.75±2.40	34.93±2.93	*5.22
The need to avoid pain.	36.12±2.91	37.75±2.62	*6.79
The need for the system to arrange	42.06±3.13	43.06±3.56	1.46
The need to reassure	28.25±2.93	30.12±3.57	*3.29
The need for protection	34.56±1.71	36.25±2.54	*5.40

T Value in Level 0.05=2



Table 3. Significant differences between measurements before and after the measure the level of academic achievement

Variables	Pre M± SD	Post M± SD	T
the level of academic achievement	74.08±9.62	89.52±4.48	15.59*

T Value in Level 0.05=2

Table 4. Correlation between the level of academic achievement and intelligence emotional

Correlation	Personal competence	Social efficiency	Pressure management	Adapt	General mood	Positive impression
the level of academic achievement	0.303*	0.381*	0.320*	0.281*	0.297*	0.307*

R Value = 0.217

Table 5. Correlation between the level of academic achievement and psychological security

Correlation	The need to independence	The need to force	The need for stability and a sense of peace	The need to avoid pain	The need for the system to arrange	The need to reassure	The need for protection
the level of academic achievement	0.258*	0.273*	0.291*	0.306*	0.453*	0.387*	0.278*

R Value = 0.217

Discussion

Table (1) shows significant differences between pre and post measurements for all axis of emotional intelligence. Table (2) shows significant differences between pre and post measurements for all axis of psychological security, where the highest rate of improvement was in the axis of the need to reassure followed by the need for protection, followed by the need to avoid pain, the need for independence, the need for stability) while the least rate of improvement was in the axis of the need for system and arrangement, the need to force. Table (3) shows significant differences between pre and post measurement for the level of academic achievement. The researcher documented that the improvement in all axis of emotional intelligence and psychological security was attributed to program of recreational activities proposed by the researcher, where it was contributed to a positive emotional intelligence in all axis and the aspects of psychological of security, through regular practice of juvenile the recreational activities including various social, cultural, religious and different sports activities and training cardio karate, which reflects many healthy, psychological and physical benefits. The results of this study was matching with

each of Afaf (1980), Attiat (1982), Mohamed (1987), Kamal(1990) in the opinion that the various kinds of recreational activities contribute in giving the individual knowledge of experiences, skills

development and create opportunities for creativity, innovation, and thus to improve the individual physical, psychological, social and mental health.

The study of Aly(1998) emphasizes that practice sports have a positive impact on the psychological, mental development, mental efficiency and the ability to focus attention. Also the study of Nashwa(1999) stressed on the sport exercise to help improve psychological sense of security in juvenile. The researcher attributed the absence of a marked improvement in the axis of "the need to force, the need for the system and the arrangement," in the psychological security scale to the instability and lack of normal familial environment or clear future or the existence of a clear objective seeks to achieve these juvenile. Table (4& 5) shows the positive relationship between the emotional intelligence, psychological security and the level of academic achievement. The researcher documented



the positive relationship is due to the presence of variety of recreational activities in the applied program and this is consistent with the study of Suhad (2010) on the collective activities, games, and group discussion raises the cognitive and emotional efficiency of the student. The study of Nagla & Nashwa (2011); Eric & Jennifer (2002) confirmed cardio-karate training is more safe method for the individual to perform, regardless of the level of previous experience and per capita and its main benefits to increase fitness level, muscle strength and flexibility by learning methods of self-defense, and help to increase the sense of self-confidence and contribute to the easing of stress that the individual may be exposed to, as well as working to increase the motivation of achievement and improve the level of academic ambition. This is consistent with the study of Mayer et al. (1990), Fawky (2001), Parker (2004) that there is relationship between emotional intelligence, educational attainment and academic success. Milton (2006) indicates to the existence of a correlation between psychological security and level of ambition, where psychological security is one of important requirements to achieve quality education and scientific achievements.

In the view of Golman (1998) that access to success begin with mental capacity but it is not enough to achieve excellence, as it must be to ensure that the presence of efficiency is a must to ensure benefit of mental and cognitive abilities to the maximum possible degree (Mona, 2002). Alsaïd (2001) pointed to what the modern studies stressed about there are some emotional factors to be important in personal success and its contribution in this success is more than the contribution of knowledge capacities. Also he sees that Emotional Intelligence is a potential power contribute by 80% of success in life, while academic intelligence contributing by 20% of this success.

Conclusion:

- There are significant differences between pre and post measurements for all axis of emotional intelligence of the Juvenile in house social observation in Dammam city.
- There are significant differences between pre and post measurements for all axis of psychological security of the Juvenile in house social observation in Dammam city.
- There are significant differences between pre and post measurement for the level of academic achievement of the Juvenile in house social observation in Dammam city.
- There are the positive relationship between the emotional intelligence, psychological security and the level of academic

achievement of juvenile in house social observation in Dammam city.

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