

A Program for Adventure Games to Decrease Violence among University Students.

Hala Mohamed Omar Al-Saby

Head of Sports Recreation Department – Faculty of Physical Education – Tanta University, Egypt.

Ahmed Mohamed Shawkey Ibrahim

Department of Recreation Sports– Faculty of Physical Education – Tanta University, Egypt.

Abstract

The current research aims at decreasing violence among university students through an adventure games program. The researchers used the experimental approach (one-group design) with pre- and post-measurements. Research community included all freshmen students of faculty of physical education – Tanta University during the academic year 2013-2014 (n=200). The researchers chose (20) students purposefully (10%). Another (20) students were chosen from the same research community and outside the main sample to validate tests and measurements. The researchers used High IQ test, Socio-economic level log and Violence scale. The researchers concluded that the recommended program had positive effects on decreasing violence among university students .

Key words: Adventure Games – Violence.

Introduction:

University stage is very crucial for youth who are looking forward to their future personal and career life. During this stage, objectives are set and sought in a politically, socially and economically changing world. This is reflected on the psychological security of them. Youth are the backbone of any society as they are the most active group of the society and the main source of social change. They are productive and creative in all fields. They are responsible for society progress towards a better future. Therefore, they should get care and attention to advance. Social reality of Egypt is witnessing serious and severe problems facing youth recently. These problems take several forms like value collapse and disorder of social and ethical standards. This is clear in the increase of deviant behaviors threatening social security and stability. One of the most dominant deviations among students inside or near educational institutes is violence.

Social and political violence is increasing among university students. We can say that we live in a violent society due to violent behaviors like destruction, strikes and rebellion. During the past few years, violence gained more research attention due to the importance of this phenomenon and the need to understand it as it became a dominant feature of our social and political life. Violence is not limited to opposition as it became a significant feature of interaction patterns of regular life. This interaction revealed several levels of violence beginning with family, markets, streets and transportation until reached state associations (2: 9).

The violence and its prevention is a fundamental problem of public health problems, according to the decision of the World Health Organization (WHO), where die annually about 2 million people from around the world because of the harm associated with violence and a greater number suffer from permanent disabilities, where indicated statistics organization that violence between persons is the third reason for the deaths of those who are age (15-44 years), while suicide comes fourth and wars come sixth (14: 3).

Studies indicated that violence is a social illness that threatens physical and mental health of the individual. It affects all aspects of the character negatively and therefore affects the integrity, stability and security of the society (5: 152) (23: 127-132).

With the increased interest of violence among youth, especially university students, there is a need for studying and analyzing this problem with all its divers aspects to understand the factors leading to its spread as this phenomenon has very serious effects on the individual and the society as well. This indicates the need for facing this problem and identifying its causes to treat it (9: 59).

Violence takes several forms among university students. Some of them may involve in violence to retaliate against injustice, to protect a weaker person or even just to destruct or sabotage. Undoubtedly, this phenomenon has its serious psychological, social and political effects on both youth and the society. This led governments and international associations to try to face and deal with it (24: 3-4).

Violence in universities is a negative phenomenon that hinders universities from achieving its objectives. Universities play critical roles in forming students' characters. Therefore, universities seek safe environment so that students can work on their academic studies. Violence is an acquired deviant behavior and a very serious social phenomenon that is increasing progressively. It is a very dangerous social phenomenon due its negative social effects that are not acceptable in any society. By definition, violence is practicing physical force for harming others (4: 3).

University violence is a violent behavior practiced from some students against their peers inside the campus. It can be classified into verbal violence, physical violence or even symbolic violence like strikes, demonstrations or damaging properties. It can be directed to students, faculty members or university regulations and properties. Violence is a social illness that threatens physical and mental health (26: 775) (11: 95).

According to violence absorption with violence, violence itself can deter violence if used appropriately like in violent sports activities such as boxing, wrestling, handball and rugby as these sports are designed according to ethical, social and educational principles that turn negative violence into respectful positive violence. Individual hobbies and recreational activities affect human behavior and direct it against violence and aggression. Hobbies like reading, money and stamp collection, music, running, ball games, swimming and others are very favorable. Giving youth the freedom to choose their hobbies, according to their ages, like swimming, horse riding, bikes or car racing, help turning violence into physical and psychological calm relations. This also distracts the brain from thinking of violence as it is already busy with these hobbies and how to develop them (2: 18-20)

Small games are very important activities in physical education as they are very favorable among all age groups and both genders and they represent the basic pillars of any program as they are very close to individuals' desires and attitudes (12: 24).

Small games form a major part of behavioral modification and direction activities as these games are very rich with psychological and social values like control, self-acceptance, and self-confidence, success experience with all its emotional aspects, social acceptance and harmony and interaction with environment. Most programs in this field seek to achieve these experiences (20: 296-297).

Small games are very effective educational tools to stimulate learners' motivations towards objectives. They fulfill individuals' needs for recognition, respect, self-

confidence, sense of strength, sense of value and love. It includes numerous opportunities for cooperative teamwork. They ignite individuals' potentials and fulfill their need for understanding and knowledge. This contributes in future improvement of exploration and problem solving skills in addition to improving the desire to analyze and relate things together (12: 93-94) (21: 67).

There are various types of small games including adventure games, aquatic games, outdoor games and sensory training games. These games help individuals feel more responsible, independent, and free of stress, confident, happy and contented. It works on discharging negative emotions and energy to decrease violent behavior. It also works on controlling emotions, fulfilling sense of self, respecting others' rights, responsibility, love and sense of belonging (12: 25-27).

Adventure games provide youth with opportunities to fulfill their desire. It works on improving their challenge, courage and skills in addition to developing leadership and problem solving through sharing happy experiences with others. This improves self-confidence, self-esteem, independence, responsibility and cooperation (18: 88).

Adventure games improve personal, emotional and social growth in addition to increasing understanding and respecting the environment. It also works on improving health, best use of leisure time, tolerance, sympathy, mercy and integrated development (25: 92: 97).

Adventure games depend on using some factors like air flow, gravity, altitude (in climbing), aerobic ropes and others. This facilitates challenging nature and fulfilling excitement in addition to improving values, self-confidence, curiosity, problem solving and getting rid of fear (23: 7-9).

Adventure games improve leadership and social skills like responsibility, self-respect, self-esteem, self-confidence, decision making and problem solving in addition to controlling emotions and getting rid of stress (25: 123-125).

It is very effective in improving curiosity, exploration, creativity, problem solving and fulfilling excitement as it allows individuals to test their courage and skills through challenges. It improves leadership, self-confidence, independence, self-respect and value learning (13: 21-22) (16: 9-10).

The researchers think that adventure games break up boredom through exploring places, solving riddles, coping with difficulties, improving the mind and decreasing stress. It provides individual with joy and excitement. Therefore, it is considered as a very important and successful educational tool through play. It helps balanced

development of the individual and works on decreasing violence and passive emotions through integrated play experience.

Hence arose the idea of research where researchers see the need for a program of adventure games is working on reducing violence for university students, Where it is to the knowledge of the researchers did not address this issue other researchers giving it the importance and necessity for performing.

Aim:

The current research aims at decreasing violence among university students through an adventure games program.

Hypothesis:

There are statistically significant differences between the pre- and post- measurements of the research group on decreasing violence in favor of the post-measurements.

Methods:

Approach:

The researchers used the experimental approach (one-group design) with pre- and post-measurements.

Participants:

Research community included all freshmen students of faculty of physical education – Tanta University during the academic year 2013-2014 (n=200). The researchers chose (20) students purposefully (10%) according to the following criteria:

- Freshmen students who study small games and who are involved in the recreational festival of specific faculties
- All participants volunteered for this study as they have enough courage to participate in adventure games
- This age group is characterized with severe violence
- Faculty of physical education is suitable for application as it has all capabilities needed

Equinoctial data of research group:

To assure that all participants are under the equinoctial curve, the researchers homogenized participants on all research factors including growth factors, IQ, socio-economic level and violence scale. This is shown on table (1).

Table (1):
description of participants on growth factors, IQ, socio-economic level and violence scale (n=20)

NO	Variables		Measurement	Mean	Median	SD	Flatness	Squewness	
1	Growth rates	Age	Year/month	20.12	19.95	0.66	-1.68	0.11	
2		Height	Cm	179	178	5.76	-0.29	0.61	
3		Weight	Kg	75.25	75	7.04	-0.44	0.34	
4	IQ		Point	97.9	97	3.21	-0.49	1.11	
5	Socio-economic status		Point	16.8	17	1.24	-0.81	-0.24	
6	violence scale	First axis: General indirect aspects of violence		Point	52.5	51	3	-1.6	0.65
7		Second aspects: Verbal (material) direct aspects of violence		Point	26.1	27	1.97	-0.94	-0.8
8		Third axis: Physical (material) direct aspects of violence		Point	37.4	35	3.72	-1.73	0.5
9	Total score of Violence Scale		Point	116	113.5	5.48	-0.04	1.09	

Table (1) shows mean, SD, median, flatness and squewness of growth factors, IQ, socio-economic level and violence scale for participants. Squewness values ranged between (± 3). This indicates that data is free of radical distributions.

Data collection tools:

1. High IQ test:

This test is specially designed for university students. It includes (42) items. It tests several mental functions including:

- Attention: performing several tasks simultaneously
- Verbal readiness: dealing with words and synonyms
- Numeric inference: solving number chains and mathematical thinking

- Verbal inference: logical judgments and perceiving relations

2. *Socio-economic level log:*

This log includes parents' jobs, parents' income, parents' educational level, residence, number of family members.

The researchers applied the High IQ test and Socio-economic level log on a pilot sample (n=20) from the

same research community and outside the main sample from 1-3-2014 to 7-3-2014 to calculate validity and reliability. Results indicated that validity of High IQ test was (4.84) while reliability reached (0.92). As for the Socio-economic level log, validity reached (6.47) while reliability reached (0.94). This is shown in tables (2) and (3).

Table (2):

Difference significance between the upper and lower quadrants for calculating validity of High IQ test and Socio-economic level log (n=20).

No.	Variables	Upper quadrant (n=5)		Lower quadrant (n=5)		Difference	(t)
		Mean	SD±	Mean	SD±		
1	IQ	104.5	2.89	95.4	2.42	9.1	4.84
2	Socio-economic level	18.6	0.76	15.3	0.67	3.3	6.47

(t) Table value on $P \leq 0.05 = 2.30$

Table (2) indicated statistically significant differences between the means of the upper and lower quadrants for both High IQ test and Socio-economic level log. This indicates their validity.

Table (3):

Correlation coefficient between test and re-test for High IQ test and Socio-economic level log (n=20).

No.	Variables	Test		Re-test		R
		Mean	SD±	Mean	SD±	
1	IQ	99.95	3.54	100	3.69	0.92
2	Socio-economic level	16.95	1.15	17	0.97	0.94

R table value on $P \leq 0.05 = 0.44$

Table (3) indicated statistically significant correlation between test and re-test for High IQ test and Socio-economic level log. This indicates their reliability.

3. *Violence Scale:*

This scale included (3) axes and (48) items. The researchers applied the violence scale on a pilot sample (n=20) from the same research community and outside the main sample from 1-3-2014 to 7-3-2014 to calculate validity and reliability. Results indicated that validity of

each item and its axis was between (0.73) and (0.93) for the three axes. Validity of item and total score was between (0.78) and (0.93). Internal consistency between each axis and total score was between (0.86) and (0.90). Tables (4) and (5) show these results. To calculate reliability, the researchers used Cronbach's Alpha. Alpha values for the three axes were between (0.78) and (0.81). Reliability of the total score was (0.83). Correlation coefficients between test and retest were between (0.81) and (0.92). Tables (6), (7) and (8) show these results.

Table (4):
internal consistency between each item and its axis and each item and total score (n=20)

First axis			Second axis			Third axis		
No.	Item with axis	Item with total	No.	Item with axis	Item with total	No.	Item with axis	Item with total
1	0.86	0.91	1	0.83	0.87	1	0.88	0.83
2	0.78	0.83	2	0.88	0.78	2	0.89	0.85
3	0.85	0.92	3	0.93	0.89	3	0.84	0.91
4	0.92	0.86	4	0.92	0.87	4	0.93	0.88
5	0.88	0.91	5	0.88	0.84	5	0.88	0.85
6	0.87	0.83	6	0.92	0.89	6	0.89	0.84
7	0.9	0.93	7	0.89	0.84	7	0.92	0.88
8	0.88	0.83	8	0.9	0.93	8	0.87	0.91
9	0.87	0.92	9	0.92	0.86	9	0.86	0.89
10	0.73	0.84	10	0.88	0.84	10	0.87	0.89
11	0.88	0.78	11	0.89	0.93	11	0.91	0.87
12	0.83	0.89				12	0.88	0.92
13	0.91	0.82				13	0.84	0.87
14	0.84	0.88				14	0.92	0.86
15	0.8	0.89				15	0.83	0.87
16	0.89	0.84						
17	0.91	0.86						
18	0.86	0.81						
19	0.88	0.92						
20	0.83	0.87						
21	0.82	0.87						
22	0.91	0.88						

R table value on $P \leq 0.05 = 0.44$

Table (4) indicates statistically significant correlations between each item and its axis and each item and total score. This indicates internal consistency of the scale.

Table (5):
internal consistency for each axis and total score (n=20)

No.	Axes	R
1	First axis: General indirect aspects of violence	0.88
2	Second axis: Verbal (material) direct aspects of violence	0.9
3	Third axis: Physical (material) direct aspects of violence	0.86

R table value on $P \leq 0.05 = 0.44$

Table (5) indicates statistically significant correlations between each axis and total score. This indicates internal consistency of the scale

Table (6):
Correlation coefficient between test and re-test for Violence Scale (n=20)

First axis		Second axis		Third axis	
No.	R	No.	R	No.	R
1	0.89	1	0.92	1	0.91
2	0.82	2	0.88	2	0.87
3	0.9	3	0.9	3	0.84
4	0.87	4	0.91	4	0.91
5	0.91	5	0.84	5	0.85
6	0.86	6	0.91	6	0.88
7	0.89	7	0.89	7	0.81
8	0.88	8	0.91	8	0.87
9	0.87	9	0.86	9	0.89
10	0.91	10	0.92	10	0.85
11	0.92	11	0.87	11	0.84
12	0.86			12	0.91
13	0.87			13	0.87
14	0.91			14	0.86
15	0.83			15	0.89
16	0.84				
17	0.88				
18	0.92				
19	0.84				
20	0.9				
21	0.91				
22	0.87				

R table value on $P \leq 0.05 = 0.44$

Table (6) indicated statistically significant correlation between test and re-test for Violence scale as R values ranged between (0.81) and (0.92). This indicates the scale reliability.

Table (7):
Cronbach's Alpha (reliability) of the three axes of Violence Scale (n=20)

Alpha		
0.82		
No.	Axes	R
1	First axis: General indirect aspects of violence	0.79
2	Second axis: Verbal (material) direct aspects of violence	0.81
3	Third axis: Physical (material) direct aspects of violence	0.78

Table (7) indicated the significance of Alpha for the three axes. This indicates the scale reliability.

Table (8):
Cronbach's Alpha (reliability) of the total score of Violence Scale (n=20)

No.	Measure	R
1	Violence	0.83

Table (8) indicated that Alpha of the total score was (0.83). This indicates the scale reliability.

4. Adventure Games Program (by the researchers):

After review of literature about small and adventure games (12, 21, 23, 8 and 16), the researchers designed the recommended program.

The researchers chose a group of adventure games that gives the individual opportunities to challenge him/her or natural obstacles. These games were suitable for the participants and material capabilities. Experts agreement percentages on these games ranged between (70%) and (100%).

General objective:

The program aims at decreasing violence among university students.

Specific objectives:

1. Decreasing the general indirect aspects of violence
2. Decreasing the direct verbal (material) aspects of violence
3. Decreasing the direct behavioral (material) aspects of violence

Principles:

- Progression from low to high apparatus
- Considering variations and individual differences
- Considering rest intervals
- Considering safety measures and procedures
- Periodical maintenance of equipment

Results and Discussion:

- Considering excitement and joy during games
- Applying games in accompaniment with patriotic music

Content:

The program consisted of a group of games including locomotor skills like hooping, jumping, crawling, running, passing, circling, rebound, climbing, dangling and trundling. The program included (24) units for two months (3 units per week). The program was applied to participants at the end of the academic day through direct application (designing and applying games) or indirect application (letting students invent their own games according to their abilities).

The researchers presented the preliminary version of the program to (7) experts who eliminated and modified a few games. Sample units were applied to pilot sample to verify the suitability of the program. Results indicated the program suitability.

Measurements:

Pre-measurements were taken from 10-3-2014 to 13-3-2014. The recommended program was applied from 14-3-2014 to 14-5-2014 (8 weeks). Post-measurements were taken from 14-5-2014 to 17-5-2014.

Statistical treatment:

The researchers used SPSS software to calculate the following: mean – median – SD – flatness – skewness – correlation coefficient – Cronbach's Alpha – improvement percentage – (t) value.

Table (9):

difference significance between pre- and post-measurements of participants on the violence scale (n=20)

No.	Axes	Pre-		Post-		Difference	Standard error	(t)	Improvement (%)
		Mean	SD±	Mean	SD±				
1	First axis: General indirect aspects of violence	52.5	3	30.9	0.91	21.6	0.75	28.8	41.14
2	Second axis: Verbal (material) direct aspects of violence	26.1	1.97	11.3	1.45	14.8	0.5	29.6	56.7
3	Third axis: Physical (material) direct aspects of violence	37.4	3.72	16.4	2.64	21	1.02	20.59	56.15
Total		116	5.48	58.6	3.86	57.4	1.57	36.56	49.48

(t) Table value on $P \leq 0.05 = 1.72$

Table (9) indicated statistically significant differences between the pre- and post-measurements of participants on decreasing violence in favor of post-measurements. (t) calculated values for the first axis (general indirect aspects of violence), second axis (verbal direct aspects of

violence), third axis (direct physical behavioral aspects of violence) and total score were 28.80, 29.60, 20.59 and 36.56 respectively. These values are higher than (t) table value (1.72). Means of the pre-measurement for the first axis (general indirect aspects of violence), second axis

(verbal direct aspects of violence), third axis (direct physical behavioral aspects of violence) and total score were 52.50, 26.10, 37.40 and 116 respectively. Means of the post-measurement for the first axis (general indirect aspects of violence), second axis (verbal direct aspects of violence), third axis (direct physical behavioral aspects of violence) and total score were 30.90, 11.30, 16.40 and 58.60 respectively.

In addition, table (9) indicated that improvement percentages of the first axis (general indirect aspects of violence), second axis (verbal direct aspects of violence), third axis (direct physical behavioral aspects of violence) and total score were 41.14%, 56.70%, 56.15% and 49.48% respectively. This indicates the positive effect of the recommended program as post-measurements of the first axis (general indirect aspects of violence), second axis (verbal direct aspects of violence), third axis (direct physical behavioral aspects of violence) and total score are all decreased. The researchers think that this improvement is due to the recommended program and its skills as skills like climbing, swinging, balance, passing obstacles, jumping, crawling, running and hooping all fulfill the need for excitement and drive persons away from violence, recklessness and sabotage.

Violence increases during adulthood due to facing social rules. Students are in the stage of rebellion and disobedience in addition to being moody due to major leaps in growth. This can be treated through motor programs (8).

Because of college students process is more aggressive on adventure games, which include sessions on the ropes and rescue games and passing games inhibitions and transit and traffic than college students theory (23).

The researchers used these activities to decrease violence among students of faculty of physical education. Reasons for violence include poverty, home sickness, low socio-economic status, low cultural status, and low academic status, number of family members, family income and effects of media violence. These lead students to mimic violence in the form of disrespect for human rights and public freedom (22, 24, 6, 10 and 15).

Violence among teenagers can be treated through controlling violent emotions positively and how to treat the surrounding environment regularly through students' activities as these activities play a major role in facing violence among university students. We should identify and activate the types of activities inside universities (1, 7)

Relations with peers are the main cause for physical violence. Therefore, treatment programs should support links inside peer groups and popularity of individuals

inside these groups. These programs should depend on prevention instead of punishment when treating violence among youth (17).

Improving emotional intelligence plays a major role in decreasing violence among university students (3).

This proves the validity of the hypothesis stating that there are statistically significant differences between the pre- and post- measurements of the research group on decreasing violence in favor of the post-measurements.

Conclusions:

The researchers concluded that the recommended program had positive effects on decreasing violence among university students.

Recommendations:

- activating the program of adventure games on the first year students at the Faculty of Physical Education within the content decision small games.
- The researchers recommend applying these programs for various age groups and evaluating them regularly inside various institutions.

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