

The effect of indigenous games on depression in children

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SUMMARY

This study examines the effect of indigenous games on children's depression. A quasi-experimental method was used with a pretest-posttest design and a control group. The sample was 60 people selected by the Convenience sampling method. The sample was randomly divided into experimental and control groups (30 people in each group). The experimental group practiced indigenous games in eight weeks with three 45 minutes sessions per week. The control group engaged only in daily activities. The Maria Kovacs inventory measures depression in children. Data were analyzed using the analysis of covariance. The results showed that indigenous games influenced children's depression and its subscales.

Key words: depression, indigenous games, motor development, children

Introduction

Depression is a mental illness affecting children and makes them feel sad, angry, and failure for an extended period. Diseases and disorders affect growth¹⁻⁴. In the past, experts did not believe that children could suffer from depression, but now scientists believe that acute depression is widespread among children. According to the National Alliance on Mental Illness, About 2 percent of children aged 6 to 12 and 4 percent of adolescents have major depression. The prevalence of major depressive disorder in adolescent girls and adult women is twice as high as adolescent boys and adult men⁵. Children can be a reliable reporter of their behavior, emotions, relationships, and problems related to their psychosocial functions. Nevertheless, they may express their boredom and nostalgia by different titles, so it is necessary to ask questions about sadness, emptiness, boredom and unhappiness, the desire to cry, and the feeling of permanent inner unhappiness⁶. Games are the interventions used to improve various growth aspects⁷⁻⁹. Traditionally, Indigenous games in the Vast and ancient land of Iran, despite the diversity of climate and cultural roots, have been common, and no one knows when, where or by whom started. These games have human and moral value and a tool for transmitting ideas, culture, and civilization from one generation to another. In recent years, they have been decreased due to the industrialization and growth and development of video games¹⁰. Indigenous games are significant for children, and many parents think that games are designed solely for entertainment. The identity and experiences and physical health and fitness are acquired in these games¹¹. Sports activities and games are a social phenomenon that causes vitality and Physical fitness, improves the quality of children's perceived readiness, eliminates their isolation, and provides grounds for developing social and cultural character and excellence of behaviors and values¹². Therefore, this study examines the effect of indigenous games on depression in children.

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Methodology

The research method was quasi-experimental with a pretest-posttest design and a control group. First, 60 people were selected by the Convenience sampling method and then randomly divided into experimental and control groups (30 people in each group). After identifying the participants, the implementation method and participation benefits were explained and written consent was obtained from the parents. Ethical considerations reassured participants that they could be excluded from the study at any time and that all information would be kept confidential. Then, according to the discussions, a specific time was set for conducting the tests and completing the questionnaires. According to the data collection process, first, both groups were tested for depression. Participants were then randomly divided into two groups: random and control. The experimental group practiced indigenous games in eight weeks with three 45 minutes sessions per week. The control group engaged only in daily activities. After the training sessions, post-test research variables were performed. A children's depression questionnaire was used to measure the research variables.

Child and Adolescent Depression Scale: In this study, Children's Depression Inventory (CDI) written by Maria Kovacs was used to measure participants' depression. This questionnaire contains 27 questions. Originated from Beck's Depression Inventory, The items of this questionnaire measure these components: negative mood, interpersonal problems, Ineffectiveness, Anhedonia, and Negative self-esteem. Analysis of covariance was used to analyze the data. A significance level of $p < 0.05$ was considered in all analyzes.

Results

Table I presents the mean and standard deviation of the research variables.

Kolmogorov-Smirnov test showed that the distribution of data was normal ($p > 0.05$). After controlling the pre-test levels, the results showed There was a signif-

TABLE I. Descriptive statistics of research variables.

Variable	Mean	Standard deviation
Negative mood	2.4	25.0
Ineffectiveness	25.3	15.0
Interpersonal problems	05.2	13.0
Anhedonia	2.4	11.0
Negative self-esteem	1.4	21.0
Depression total number	55.16	35.2

TABLE II. Descriptive statistics of research variables and summary of covariance analysis results.

Variable negative mood	Analysis of covariance summary		
	F	P	η^2
Ineffectiveness	21.306	***0.000	272.0
interpersonal problems	47.18	*02.0	11.0
Anhedonia	47.17	*03.0	1.0
Negative self-esteem	04.15	*01.0	21.0
Depression total number	22.13	*001.0	12.0
Variable	38.913	***0.000	0.406

icant difference between the post-tests of the experimental and control groups in terms of negative mood ($0.272 = \eta^2, 001.0 < p, 21.306 =_{1,57} F$), Ineffectiveness ($11.0 = \eta^2, 0.05 < p, 18.47 =_{1,57} F$), interpersonal problems ($0.10 = \eta^2, 0.05 < p, 17.47 =_{1,57} F$), Anhedonia ($0.21 = \eta^2, 0.05 < p, 15.22 =_{1,57} F$), negative self-esteem ($0.12 = \eta^2, 0.05 < p, 13.22 =_{1,57} F$) and total ($0.406 = \eta^2, 0.001 < p, 38.913 =_{1,57} F$). According to η^2 , 406% of the changes in depression were due to indigenous games (Tab. II).

Discussion

The study examined the effect of indigenous games on depression in children. The results showed that indigenous games influenced children's depression and its subscales. Depression in children and adolescents is an important psychiatric disorder with a significant impact on their psychosocial functions and is associated with a risk of death due to suicide. Depression is a mental illness that sometimes affects children and causes them to feel sad, angry, and frustrated for a long period. traditionally, experts did not believe that children could suffer from depression, but now scientists believe that major depression is widespread in children. according to the National Alliance on Mental Illness, About 2 percent of children aged 6 to 12 and 4 percent of adolescents have major depression; over the past two decades, children's depression has received increasing attention. It is estimated that 2.5 to 4 percent of children are clinically depressed, and it is important to note that the average depression in children and adolescents is 7 to 9 months, as a child may be depressed throughout the school year, and the disorder does not improve and interferes with learning. In general, the emotional symptoms of depression in children manifested as sadness, withdrawal or social isolation, physical complaints, anorexia or obesity, urinary incontinence, reluctance to go to school, and decreased school achievements¹³.

Although depression in childhood and adolescence has only recently been considered and depression in children has not been well defined, it is estimated that 60% of children in special education programs may experience depression along with other disorders. girls are more prone to depression than boys. Depression is accompanied by negative self-esteem, low social and problem-solving skills, inability to regulate personal behavior to deal with stress, negative thoughts, and learned helplessness¹⁴. Fundamental motor skills are refined and combined to form specific motor skills and other motor skills. By the age of 6, they are potentially in the developmental stage of fundamental motor skills and are ready to transition to specific motor skills. Achieving the advanced stage of most fundamental motor skills depends on the adequate development of neural structure, anatomical and physiological features, and perceptual-motor abilities. However, many adolescents are developmentally disabled in terms of motor skills. This is because they have limited opportunities for regular practice, have little or no training, and have received little or no encouragement. According to the results, it can be said that during the game, the mental and physical forces of the child; that is, accuracy, memory, imagination, order, agility, skill, physical strength, etc. develop and the game is a stimulus and motivation for the child to gain social experiences. The child normally expresses "himself" through participation. the child gets an opportunity to express feelings and problems, and in other words, himself. The child Learns to help and seek help. Play is important for the healthy development of the brain and allows children to use their creative power to develop physical, cognitive, and emotional skills. Children interact and explore the world around them through play games. They also learn to overcome their fears by interacting with other peers and caregivers or playing different roles. Molanorozi et al.¹⁵ concluded that indigenous games had improved the physical fitness of non-athlete students. Figen Boom¹⁶ showed that resistance training and games increase strength, endurance and muscle strength, bone mineral density, Cardiorespiratory fitness, reduce injuries and improve cholesterol, motor skills, and body composition. Different games should not be taken into account separately. Children can play many games at the same time, which indicates the extraordinary power of the game. The game is an opportunity for children to practice, learn and grow different skills with experiences that seem even rudimentary and simple. Parents can help their child reach their full potential through play.

By observing and joining child-centered games, parents find a unique opportunity to see the world through their child's eyes, and their child takes the lead in the world created and tailored to their needs. The interaction created between children and parents conveys the message to children that parents pay full attention, and this constructive interaction leads to the establishment of lasting relationships between children and parents. In child-centered games, they practice decision-making skills and discovering their interests and talents. In contrast to passive entertainment, playing has a great impact on children's health and physical development. Unstructured play is an excellent way to increasing the level of physical activity in children and an important strategy in combating obesity. Above all, play is a simple joy that forms a valuable part of childhood. While children participate in running, spinning, climbing, and jumping, they are strengthening their physical strength and coordination. Physical games also allow releasing the undeniable energy of childhood. Physical activity can also help develop a physical sense of self, motor boundaries, and impulse control. As children learn to control their bodies, the brain begins to relate these movements at the motor and cognitive levels. Today, institutions such as the Ministry of Education, Sports, and Youth and the General Directorate of Physical Education play a decisive role in children's physical, mental, and psychological education. The research findings have provided useful information for principals and officials of education and schools in Iran. They will also help them get acquainted with the impact of indigenous games on children's depression to make decisions based on children's mental and physical development and be informed of the priorities of the indigenous game.

Ethical consideration

This research has been conducted in compliance with ethical standards and participants' satisfaction.

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Conflict of interest

There is no conflict of interest for the authors of this article.

Author contributions

Both authors had a common share.

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