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ARTS & HUMANITIES PSYCHOLOGY

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# Factors and Correlates in the Prevalence of Adolescent Delinquency: Do Sports Involvement and Non-sports Involvement Matter?

By Sheila H. Chiffriller, Gina N. Falcone, Lester Mayers  
& Jonathan Hornung

*Pace University, United States*

*Abstract* - Child and adolescent involvement in sport activities is widely believed to reduce risky behaviors. Sport participation is time consuming and reduces the amount of unsupervised free time during which risky behavior is more likely to occur. Additionally, sports teams have positive role models and influences encouraging youth to stay out of trouble. Although popular belief is that sport participation deters delinquent behavior, research findings have been inconsistent. Two competing theories supporting the inconsistent findings are the Social Bonds Theory (Hirschi, 1969) and the Athlete-Delinquent Hypothesis (Begg, Langley, Moffit, & Marshall, 1996). The purpose of the current study is to explore delinquency and adolescence utilizing a revised scale on the impact of gender, athletic involvement, and non-athletic involvement, as well as child and teenage correlates with current college student delinquency. The implications and limitations are discussed.

*Keywords* : athletes, sports, college, adolescent, organizations, clubs, delinquency, drug, alcohol.

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# Factors and Correlates in the Prevalence of Adolescent Delinquency: Do Sports Involvement and Non-sports Involvement Matter?

Sheila H. Chiffriller <sup>α</sup>, Gina N. Falcone <sup>σ</sup>, Lester Mayers <sup>ρ</sup> & Jonathan Hornung <sup>ω</sup>

**Abstract** - Child and adolescent involvement in sport activities is widely believed to reduce risky behaviors. Sport participation is time consuming and reduces the amount of unsupervised free time during which risky behavior is more likely to occur. Additionally, sports teams have positive role models and influences encouraging youth to stay out of trouble. Although popular belief is that sport participation deters delinquent behavior, research findings have been inconsistent. Two competing theories supporting the inconsistent findings are the Social Bonds Theory (Hirschi, 1969) and the Athlete-Delinquent Hypothesis (Begg, Langley, Moffit, & Marshall, 1996). The purpose of the current study is to explore delinquency and adolescence utilizing a revised scale on the impact of gender, athletic involvement, and non-athletic involvement, as well as child and teenage correlates with current college student delinquency. The implications and limitations are discussed.

**Keywords** : athletes, sports, college, adolescent, organizations, clubs, delinquency, drug, alcohol.

## I. FACTORS, AND CORRELATES IN THE PREVALENCE OF ADOLESCENT DELINQUENCY: DO SPORTS INVOLVEMENT NON-SPORTS INVOLVEMENT MATTER?

Team sports build character and provide guidance for youth; this thought has led most to believe that athletic participation reduces the risk for criminal behavior in children (Begg, Langley, Moffit, & Marshall, 1996). Sports activity is suggested to expose children and adolescents to positive influences encouraging conformity to social norms and rules and strengthening social bonds. Lack of structure and positive influences for children and adolescents who do not participate in sports may be associated with deviance from societal rules resulting in more risky behaviors. The proposition that participation in sports reduces the risk of delinquent behaviors is referred to as the deterrence hypothesis (Begg, et al., 1969).

Sports are shown to reduce delinquent behavior by occupying the participants' time and increasing self-esteem and discipline (Zamanian, Zamani, Forouzandeh, & Haghighi, 2012). Sport participants experience a structured, adult-supervised setting during

after school hours while other adolescents are unsupervised and vulnerable (Miller, Melnick, Barnes, Sabo, & Farrell, 2007) thereby limiting the opportunities for delinquent behaviors. Nelson and Gordon-Larsen (2006) used nationally representative data on adolescents finding that adolescents engaging in sports with their parents were less likely to engage in risk behaviors (sex, delinquency, smoking, alcohol, drug use, truancy, and non-use of seatbelts). The length of time spent playing on a sports team is also an important factor in deterrence from delinquent behaviors. Zamanian et al. (2012) found that the longer the duration of sports participation, the lower the delinquency rates.

Research has shown that many positive outcomes occur for children who participate in sports and in non-athletic organizations as well. Children who are involved in both types of activities are exposed to positive influences and begin to create a sense of identity revolving around these associations. The amount of unstructured free time is reduced for children enrolled in multiple structured activities, limiting opportunities for exposure to negative influences (Linver, Roth, and Brooks-Gunn, 2009). Even sole participation in non-athletic activity is associated with higher grades and higher ratings from teachers (Fletcher, Nickerson, & Wright, 2003).

The use of sports as a deterrence for delinquent behavior is conceived from Hirschi's (1969) social bonds theory. Delinquents and non-delinquents are equally vulnerable to delinquent impulses, but differ in how the impulses are restrained. The theory proposes that strong social bonds to society discourage delinquent behavior. Individuals with strong social ties are more inclined to accept and follow social norms and individuals with weak social ties are more susceptible to delinquent behavior. Participation in socially acceptable activities, such as sports, religious groups, and clubs, strengthens social bonds and reduces delinquent behavior.

The athlete delinquent hypothesis, an alternative to the deterrence hypothesis, states that "deviancy is the product of an individual's membership of, or contact with, certain organizational systems" (Begg, et al., 1969, pg. 355). Participation on a sports team may therefore facilitate delinquent behavior. In a longitudinal study of New Zealand adolescents, Begg et al. (1996) found that

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sports activity was associated with the increased likelihood of a range of delinquent behaviors. The study examined if sporting activity in mid-adolescence deterred delinquent behavior in later adolescence. When compared to participants who had little involvement in sports at age 15, those who reported the highest involvement at age 15 were more likely to be delinquent at age 18.

Sports participation is also found to have a long term impact on individuals, influencing behaviors later in life. This longitudinal study by Hartmann and Massoglia (2007) examined the effects of high school sport participation in early adulthood. This study looked at three measures of athletic involvement: participation, intensity, or salience. Sports participation was found to impact behaviors into early adulthood. An increase in some delinquent behaviors such as speeding, drunk driving, angry or violent behavior at work but a decrease in other behaviors such as shoplifting or work fraud were seen later in life. The strongest correlation was found between high school sport participation and later life drunk driving and shop lifting. In addition, Wichstrom & Wichstrom (2009) found that sports participation during adolescence may increase the incidence of alcohol intoxication in early adult years.

Research indicates that popular adolescents drink more often than less popular adolescents as a result of their wide social networks and multiple opportunities to engage in this behavior (Wichstrom & Wichstrom, 2009). Adolescents who participate in sports are assumed to be more popular than non-athletes increasing their chances of engaging in drinking behavior. Athletes are often viewed "special" and treated differently than non-athletes. Admiration and praise from peers and the public may lead athletes to perceive themselves as above the rules and able to participate in unacceptable behaviors without consequences (Ungerleider, 1996 as cited by Miller, et al., 2007). An athlete's belief in being an exception to the rule is commonly seen at the college level.

Differences in delinquency between college athletes and non-athletes may depend on the specific behavior. For example, binge drinking has been consistently reported higher in college athletes compared to non-athletes (Yusko, Buckman, White, & Pandina, 2008). Yusko et al. (2008) compared the frequency and pattern of substance use in college student athletes and non-athletes. Social drug use, marijuana, cocaine, hallucinogens, or designer drugs, were lower in male student athletes, but the use of performance-enhancing drugs were higher in male student athletes compared to non-athletes. Similarly female student athletes reported higher use of banned performance-enhancing drugs and nutritional supplements than non-athletes.

Other studies report that college athletes have higher rates of alcohol and substance use and are more

likely to engage in risky behaviors than non-athletes (Ford, 2007). The intense athletic involvement for college athletes may create a "positive deviance" (Miller et al., 2006, p. 713) resulting from commitment to and complete acceptance of the goals and norms of the sport. If substance use and delinquent behaviors are normative for the team, individuals may be encouraged and feel obligated to engage in these behaviors in order to avoid disapproval of teammates (Ford, 2007). Using data from the 1999 Harvard School of Public Health College Alcohol Study, Ford (2007) found there to be differences in substance use based on sports team. Male hockey and female soccer athletes reported higher levels of substance use compared to other sports teams and male basketball and cross-country/track athletes had the lowest level of use. Therefore, type of sports team may either encourage or buffer against and discourage delinquent behaviors.

The purpose of the present study is to update and revise a scale on delinquency which will be used to examine delinquent behavior and adolescence. The Self-report Delinquency and Drug Use Scales (Esbensen & Huizinga, 1993) contain 45 questions related to delinquency and drug use. The scale is divided into five categories Street offenses, other serious offenses, minor offenses, alcohol use and other drug use. Street offenses refer to serious crimes that occur on the street, such as selling drugs or being involved in a gang fight. Other serious offenses are behaviors that are serious, but not in the street crime category; for example going joy riding or carrying a concealed weapon. Minor offenses refer to public disruption and other offenses such as being drunk in a public place or running away from home. Alcohol use and other drug use include the illegal use or consumption of specific drugs or alcohol.

Questions in the Self-report Delinquency and Drug Use Scales (Esbensen & Huizinga, 1993) were revised for this study eliminating those that are no longer relevant. The current study used the revised scale to examine and compare current delinquent behaviors with gender, college athletic involvement, and non-athletic involvement; as well as child and adolescent athletic involvement, non-athletic involvement and current delinquent behaviors.

## II. METHODS

### a) *Participants*

This study included a cohort of 146 college students with slightly more males (58.6%) than females. The age of participants ranged from 17 to 29, ( $M = 19.9$ ,  $SD = 1.82$ ). The majority of participants were not Hispanic or Latino (86.3%). Most participants were White (66.7%) with less reporting that they were Black or African American (14.6%) or other (14.6%). Very few indicated that they were Asian (2.7%) or "multiple races" (1.4%). The population contained an even number of

upper and lower classman (46%); and fewer graduate students (6.8%). Participants reported participating in 40 different academic majors. The majority were Liberal Arts majors (59.2%), followed by Business (30.8%), Education (4.8%), Undecided (2.1%), Computer Science (1.4%), and Nursing (.7%); one participant did not report a major. The cohort was representative of the overall university population there by showing effective purposive sampling.

#### b) *Materials*

**Demographic Questionnaire.** The questionnaire inquired concerning self-reported age, gender, ethnicity and race. The ethnic and racial classifications were consistent with federal guidelines used in the census; Hispanic or Latino was recorded as an ethnic rather than racial category. It also queried class year, college major, college minor, and current involvement in varsity sports and on-campus non-athletic organizations.

**Involvement Questionnaire.** This section was developed by the researchers for this study. It measured involvement in athletic and non-athletic organized activities both during childhood and teen years. It included nine questions scaled either ordinally or as free response. The ordinal involvement questions were on a 5-point Likert-type scale ranging from "not at all" to "consume my life".

**Delinquency Scale.** The Self-report Delinquency and Drug Use Scales (Esbensen & Huizinga, 1993) were revised to replace questions that are no longer relevant with questions about delinquent behaviors more consistent with contemporary adolescence. For example, non-prescribed pain killers as well as non-prescribed steroids were added to the current scale and the question regarding the use of barbiturates was removed. The original scale contained 45 questions and was revised to contain 48 questions. Each item is a forced choice format, asking respondents whether or not they have ever engaged in delinquent behavior. Consistent with the original scale, delinquency is reported in five categories: minor delinquency, street delinquency, other serious delinquency, drug delinquency, and alcohol delinquency.

Cronbach's alpha was computed for the total delinquency scales as well as each delinquency subscale to assess the internal consistency reliability of this new delinquency scale. The internal consistency reliability for the overall scale was good ( $r = .87$ ) and was in the acceptable to good range ( $r = .71$  to  $.85$ ) for all of the subscales with the exception of street delinquency ( $r = .61$ ; Nunnally & Bernstein, 1994). The potential implications of this finding are addressed in the discussion section.

#### c) *Procedure*

The study was approved by the university's Institutional Review Board. Prospective participants were recruited from classrooms, sports teams meetings,

and public places on campus such as the cafeteria and student lounges. Participants provided written informed consent and completed three brief questionnaires related to childhood and adolescent activity involvement and delinquency. Participation took approximately five minutes.

Data analysis was performed using the SPSS statistical analysis program. Descriptive statistics were calculated for items on the demographic and involvement questionnaires. Independent sample t-tests were conducted to compare genders. Independent measures 2 x 2 ANOVAs were conducted for the entire sample as well as males and females separately to determine the impact of athletic and non-athletic involvement on the different forms of delinquency. Correlations were computed to assess the relation between child and adolescent involvement in athletic and non-athletic activities and subsequent delinquent behavior.

### III. RESULTS

#### a) *Descriptive Statistics*

Descriptive statistics for the items on the Involvement Questionnaire were calculated in order to determine how involved participants were in athletic and non-athletic activities since childhood. The age at which participants started playing sports ranged from 2 to 21 ( $M = 7.6$ ,  $SD = 3.4$ ) and the number of sports that they played as a child ranged from 0 to 9 ( $M = 3.21$ ,  $SD = 1.88$ ). The vast majority of students reported that they were "involved" (30.8%) or "very involved" (22.6%) in sports or that sports "consumed" their life (34.2%) during childhood. Relatively few participants reported that sports were "a small part" (7.5%) or "not at all" a part of their life (4.8%) as a child. The number of non-athletic organizations that students were involved in as children ranged from 0 to 5 ( $M = 1.52$ ,  $SD = 1.34$ ). When asked how involved they were in these non-athletic organizations, the most common answers were that they were a "small part" of their lives (32.2%) or that they were "involved" (31.5%). Fewer respondents indicated that they were "not at all" involved (18.5%), "very involved" (16.4%), or that the organizations "consumed" their life (1.4%).

As teenagers, participants reported playing between 0 and 6 ( $M = 2.36$ ,  $SD = 1.37$ ) sports. They were mostly "very involved" (30.6%) or "consumed" (43.1%) by the sports that they played during this time. Fewer students reported that they were merely involved (11.1%), or that sports were a "small part" 9.6% or "not at all a part" (6.4%) of their lives. The students reported being involved in between 0 and 9 ( $M = 1.97$ ,  $SD = 1.83$ ) nonathletic organizations. Relatively few students reported that they were "consumed" by their involvement in non-athletic organizations (4.1%). The remainder were roughly equally distributed in reporting



that they were “very involved” (21.4%) or “involved” (34.0%), or that the organizations were a “small part” (24.8%) or “not at all a part” (18.6 %) of their lives.

As college students, 60.4% of the study cohort were varsity athletes and half (50.7%) were involved in non-athletic organizations on campus.

#### b) Gender Comparison

Independent samples t-tests were conducted to determine if either gender reported more of any form of delinquency. The means and standard deviations for males and females for all forms of delinquency are in Table 1. The tests for alcohol ( $t[139] = -.96, p = .93$ ) and drug delinquency ( $t[137] = 1.87, p = 1.87$ ) were not significant. There were no significant differences between male and females students in their illegal consumption of alcohol and drugs. The tests for all other forms of delinquency were significant. For minor delinquency ( $t[137] = 3.20, p = .018$ ), street delinquency ( $t[137] = 3.82, p < .001$ ), other serious delinquency ( $t[136] = 3.05, p = .001$ ), and total delinquency ( $t[138] = 3.207, p = .044$ ), males scored higher than females.

#### c) Impact of Athletic and Non-Athletic Involvement

A series of 2 x 2 ANOVAs were conducted first for the entire sample and then for males and females separately to evaluate the effects of current athlete status (i.e., varsity athlete versus non-varsity athlete) and non-athletic involvement (i.e., involved in non-athletic organizations versus not involved in non-athletic organizations) on all forms of delinquency. The means, standard deviations, F and p values and effect sizes for each analysis are provided in Table 2. For the overall sample and for the males, there were no significant main effects or interactions. Neither currently being involved in varsity sports nor non-athletic organizations had an impact on delinquent behavior. For the females, there was a significant main effect for non-athletic organizational involvement on minor delinquency. Female students that were involved ( $M=3.91, SD=1.91$ ) in non-academic college organizations reported more forms of minor delinquency than those that were not involved ( $M = 2.8, SD = 2.11$ ),  $F(1, 79) = 5.62, p = .02, \eta^2 = .066$ . Involvement in non-academic organizations accounted for 6.6% of the variance in minor delinquency for female.

#### d) Correlates of Delinquency

Correlations between childhood and teenage involvement in both athletics and non-athletic organizations and subsequent forms of adolescent delinquency were computed for both the entire sample overall and separately for males and females. All correlations are presented in Table 3. Only the significant correlations are presented here.

For the sample overall, playing more sports as a child ( $r = .18, p = .035$ ), rating involvement in sports as

a child as more involved or consuming ( $r = .18, p = .024$ ), and starting sports at a later age as a child ( $r = .18, p = .017$ ) were all positively correlated with drug delinquency. Rating involvement in sports as more involved or consuming as a teenager was positively correlated with alcohol ( $r = .19, p = .023$ ) and total ( $r = .19, p = .023$ ) delinquency.

For males, playing more sports as a child ( $r = .27, p = .040$ ) and rating involvement in sports as a child ( $r = .27, p = .046$ ) and as a teenager ( $r = .28, p = .039$ ) as more involved or consuming were all positively correlated with drug delinquency.

For females, rating involvement in sports as more involved or consuming as a teenager was positively associated with alcohol ( $r=.33, p = .002$ ), minor ( $r=.26, p = .018$ ), and total ( $r=.24, p = .028$ ) delinquency. Playing more sports as a teenager was positively correlated with other ( $r=.29, p = .008$ ) and total ( $r=.23, p=.038$ ) delinquency. Being involved in more non-athletic organizations as a child was positively correlated with other serious delinquency ( $r=.23, p=.035$ ).

## IV. DISCUSSION

The majority of the participants in the present study started playing sports in elementary school and played several sports in both elementary and high school. This finding is to be expected since the secular trend for both children and adolescents indicates less exercise from everyday physical activities (e.g., walking or cycling) and more exercise from organized sports (Biddle, Gorely, & Stensel, 2004). These findings appear to result from environmental constraints, convenience, and parents' concern for safety. Participants were also involved in a similar number of non-athletic organizations as wellbut the level of involvement in sports was higher than non-athletic organizations. Children and their parents may value sports over non-athletic organized clubs.

Due to the team nature of many sports, children and adolescents may prefer being a team member rather than a club member accounting for their higher level of involvement in sports. Another possibility is that sports participation occurs multiple times a week with practices and games, and is therefore more time consuming than non-athletic organizations. As a result, participants may recall spending more time in sports related activities and report a higher level involvement in sports.

Analysis of gender effect on forms of delinquency found that males scored higher than females on all forms of delinquency except alcohol and drug delinquency. Research has found males to have higher levels of serious and violent offenses than female (Weerman & Hoeve, 2012). A possible explanation, suggested by Moffitt, Caspi, Rutter, & Silva (2001; as

cited by Weerman & Hoeve, 2012), proposes that males are more exposed to certain risk factors and therefore more vulnerable than females, increasing the rate of delinquency in males.

Although previous studies have reported more drinking by males than females (males consume more alcohol), they have tended to focus on binge or heavy drinking episodes (Dawson & Archer, 1992; Naimi, Brewer, Mokdad, Denny, Serdula, & Marks, 2003; Wilsnack, Vogeltanz, Wilsnack, & Harris, 2000). In the present study, participants were asked if they have ever consumed alcohol before the legal age or used illegal drugs. College offers an environment that is open to experimentation and trying new experiences with less parental supervision. Alcohol and drug use are popular on college campuses and males and females have equal opportunities to drink and use drugs with less parental supervision. These behaviors are more accepted in the college environment than the any of the other forms of delinquency making it more likely that males and female would consume drugs or alcohol.

For the overall sample and for males, current varsity athletic involvement and non-athletic organizations did not have an impact on any of the forms of delinquent behavior. As discussed previously, findings regarding involvement and delinquency have been mixed. For athletic involvement, some studies found athletes to engage in drug and alcohol delinquency more than non-athletes (Ford, 2007; Yusko et al., 2008). However, others have found involvement in athletics and non-athletic organizations to have no effect on drug or alcohol delinquency (Leaver-Dun, Turner, & Newman, 2007). The current study finds that involvement is not associated with drug or alcohol delinquency.

An athlete's willingness to support the norms of their sports team, or "positive deviance" (Miller et al., 2006, p. 713), would affect their participation in delinquent behaviors. The sports team establishes normative behavior for the group, such as drinking or doing drugs. In order to avoid peer disapproval from teammates, an athlete may feel pressure to engage in these behaviors. However, if teammates don't pressure the team members to engage in specific behaviors, the athlete has the ability to act independently. Therefore, in the present study, it may be that the athletic teams did not pressure team members to engage in delinquent behavior. Alternatively, the norms of the different teams regarding delinquent behavior may not have differed from the norms of the student population.

Given that the participants were asked to indicate whether they have ever engaged in delinquent behavior, current college students who were involved in sports or non-athletic organizations may have had delinquent experiences before college. Consequently, current status as a college athlete or club member may not have an impact on previous behavior.

Contrary to males and the sample overall, females involved in non-academic college organizations reported greater forms of minor delinquency than those not involved. This may occur because females involved in clubs are more social and are more likely to be among peers engaging in delinquent behavior. Another explanation may be that the university in the present study has active Greek life organizations, including sororities. Therefore when a female participant reported involvement in non-athletic organizations, it could represent participation in a sorority. Sororities engage in behaviors such as drinking that may lead to minor forms of delinquency which include lying about one's age to buy something, being loud and unruly in public, and being drunk in public.

For the overall sample, playing more sports as a child, rating involvement in sports as a child as more involved or consuming, and starting sports at a later age are all associated with drug delinquency. This is consistent with the athlete delinquent hypothesis (Begg, et al., 1969) in which drug delinquency is facilitated as a result of being a member of a sports team. In addition, children who started sports at a later age had more unstructured free time during which exposure to drugs could have occurred. Parents also might have encouraged troubled children into sports at a later age in hopes to redirect them away from already existing drug and other delinquent behavior.

As a teenager, rating involvement in sports as more consuming was associated with alcohol and total delinquency. Previous research has found an association between teenage athletic involvement and alcohol delinquency (Hartmann & Massoglia, 2007; Peck, Vida, & Eccles, 2008; Wichstrom & Wichstrom, 2009). Additionally, adolescent athletes are perceived to be more popular than their non-athlete peers. Investigators report that popular adolescents drink more often than those who are less popular (Wichstrom & Wichstrom, 2009) consistent with the Athlete Delinquency Hypothesis (Begg et al., 1969). Males were similar to the overall sample; playing more sports as a child and rating involvement in sports as a child and as a teenager as more involved or consuming were associated with drug delinquency. Researchers report that the use of performance-enhancing drugs is higher in athletes and more so in male athletes than in female athletes (Yusko, Buckman, White, & Pandina, 2008). Most college athletes start playing sports from an early age. The pressures to do well and excel places substantial pressure on the athlete. Performance enhancing drugs may be consumed to maintain or increase athletic ability.

For females, rating involvement in sports as more involved or consuming as a teenager was associated with alcohol, minor, and total delinquency. Females who played more sports as teenagers reported other serious and total delinquency as well. This

suggests that the Athlete Delinquent Hypothesis (Begg, et al., 1969) applies to females as well as males. Involvement and participation in sports teams may enable the delinquent behaviors in female. The stereotype may be that males engage in more forms of delinquent behavior but our study show that females engage in these behaviors as well.

In addition, females involved in more non-athletic organizations as a child were associated with other serious delinquency. Although previous studies have shown that participation in non-athletic organizations is associated with decreased delinquency, there is an association between non-athletic organizations and physical fighting frequency (Linville & Huebner, 2005). This suggests that the type of non-athletic organization, e.g. Girl Scouts versus kick boxing classes, may increase physical fighting. Females involved in non-athletic organizations as children are more social and may associate with peers that experiment with delinquent behavior. Females more involved in non-athletic clubs in childhood may join non-athletic clubs in college which include sororities. Greek life participation influences behaviors that could lead to other delinquency such as stealing something for less than five dollars, or throwing objects at people.

The internal consistency reliability for the scale used in this study was assessed by computing Cronbach's alpha. Reliability for the scale was good overall, and either acceptable or good for all delinquency subscales, with the exception of street delinquency which was questionable (Nunnaly & Bernstein, 2004). The street delinquency subscale consisted of items such as sold drugs, attacked someone with a weapon, and stole something worth more than \$100. The lower reliability for this subscale may not be a function of an inherent problem in the delinquency scale as much as the case that this form of delinquency may not be as applicable to the college student population. The potential impact on the power of the analyses is unknown and therefore further research to assess the reliability and validity of this scale is recommended.

Another potential limitation is that this study is self-report. Additionally, there may be other factors that explain the prevalence and correlates of delinquency in college students that have not been included in this study. If one were interested in delinquency during college they would use a revised scale that asked if they ever engaged in these behaviors while in college. Future research might address these factors as well as future impact of current athletic and non-athletic involvement on delinquency.

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Table 1: Independent measures t test on the impact of gender on the forms of delinquency

	Males		Females		t	p
	M	SD	M	SD		
Alcohol	2.28	1.23	2.26	1.13	-0.96	.93
Drug	.354	1.08	.737	1.33	1.87	1.87
Minor	3.37	2.08	4.45	1.79	3.20	.018*
Street	.169	0.41	.750	1.30	3.82	.000***
Other Serious	1.01	1.39	1.88	1.93	3.05	.001***
Total	7.23	4.48	10.02	5.77	3.21*	.044*

Note. \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Table 2: Two way ANOVA analysis on the impact of athletic and non-athletic involvement on the forms of delinquency, overall and by gender

	SS	df	MS	F	p	$\eta^2$
Overall						
Street						
InvolvedColl	.400	1	.400	.453	.502	.003
Athlete	1.74	2	.870	.986	.376	.015
InvolvedColl*Athlete	.007	1	.007	.008	.929	.000
Other Serious						
InvolvedColl	1.67	1	1.67	.602	.439	.005
Athlete	6.16	2	3.08	1.12	.333	.017
InvolvedColl*Athlete	.080	1	.080	.029	.866	.000
Minor						
InvolvedColl	22.8	1	22.8	5.59	5.59	.650
Athlete	4.49	2	2.24	.549	.579	.008
InvolvedColl*Athlete	.019	1	.019	.005	.946	.000
Drug						
InvolvedColl	.993	1	.993	.710	.401	.005
Athlete	2.30	2	1.152	.824	.441	.013
InvolvedColl*Athlete	.121	1	.121	.087	.769	.001

Alcohol						
InvolvedColl	2.33	1	2.33	1.92	.401	.005
Athlete	4.87	2	2.34	2.00	.139	.030
InvolvedColl*Athlete	.133	1	.133	.110	.741	.001
Total						
InvolvedColl	54.4	1	54.4	2.03	.156	.015
Athlete	20.58	2	10.29	.358	.681	.006
InvolvedColl*Athlete	.005	1	.005	.000	.989	.000
Males						
Street						
InvolvedColl	2.15	1	2.15	1.25	.268	.024
Athlete	3.03	2	1.52	.883	.420	.033
InvolvedColl*Athlete	.200	1	.200	.117	.734	.002
Other Serious						
InvolvedColl	.018	1	.018	.005	.946	.000
Athlete	4.83	2	2.42	.619	.543	.024
InvolvedColl*Athlete	.004	1	.004	.001	.973	.000
Minor						
InvolvedColl	3.09	1	3.09	.952	.334	.018
Athlete	.125	2	.063	.019	.981	.001
InvolvedColl*Athlete	3.50	1	3.50	1.08	.303	.020
Drug						
InvolvedColl	.004	1	.004	.002	.965	.000
Athlete	.562	2	.281	.149	.862	.006
InvolvedColl*Athlete	.021	1	.021	.011	.917	.000
Alcohol						
InvolvedColl	3.84	1	3.84	3.01	.089	.054
Athlete	2.43	2	1.22	.954	.392	.035
InvolvedColl*Athlete	.161	1	.161	.126	.724	.002
Total						
InvolvedColl	36.8	1	36.8	1.05	.309	.020
Athlete	15.2	2	7.58	.217	.806	.008
InvolvedColl*Athlete	.025	1	.025	.001	.979	.000
Females						
Street						
InvolvedColl	.004	1	.004	.024	.877	.000
Athlete	.184	1	.184	1.08	.302	.013
InvolvedColl*Athlete	.009	1	.009	.051	.822	.001
Other Serious						
InvolvedColl	6.89	1	6.89	3.67	.059	.045
Athlete	4.08	1	4.08	2.18	.144	.027
InvolvedColl*Athlete	.066	1	.066	.035	.851	.000
Minor						
InvolvedColl	23.1	1	23.1	5.62	.020*	.066
Athlete	3.82	1	3.82	.932	.337	.012
InvolvedColl*Athlete	.170	1	.170	.042	.839	.001
Drug						
InvolvedColl	.745	1	.745	.630	.430	.008
Athlete	1.41	1	1.41	1.19	.279	.015
InvolvedColl*Athlete	.361	1	.361	.306	.582	.004
Alcohol						
InvolvedColl	.416	1	.416	.330	.567	.004
Athlete	3.50	1	3.50	2.78	.100	.034
InvolvedColl*Athlete	.800	1	.800	.635	.428	.008
Total						
InvolvedColl	49.6	1	49.6	2.48	.119	.030
Athlete	10.9	1	10.9	.543	.463	.007
InvolvedColl*Athlete	.657	1	.657	.033	.857	.000

Note. InvolvedColl = involved in college clubs \*p < .05



*Table 3* : Significant Correlations between child and teenage involvement in athletic and non-athletic organizations and forms of delinquency overall and separated by gender

	Drug	Alcohol	Street	Other Serious	Total
Child Involvement					
Plays more sports	.18*				
Report sports as more involved	.18*				
Start sports later in life	.18*				
Teenage Involvement					
Report sports as more involved		.19*			.19*
Male Child Involvement					
Plays more sports	.27*				
Report sports as more involved	.27*				
Male Teenage Involvement					
Report sports as more involved	.28*				
Female Teenage Involvement					
Report sports as more involved		.33**		.26*	.24*
Plays more sports				.29**	.23*
Female Non-athletic Involvement					
Report non-athletic more involved				.23*	

Note. \*  $p < .05$ , \*\*  $p < .01$





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# Analysis of the Contribution of Instructional Games in Judo to the Improvement of Claw Strength

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**Abstract** - Introduction; The aim of this research is to determine the effect of instructional games in judo on claw strength, which is one of the basic features of judo, by their goal-directed application. Method; with this purpose, in the January of 2009, a pretest was carried out on 37 male sportsmen who were taking judo training in Edirne (experiment group) and Tekirdağ (control group). At the end of the training programme which was applied on these sportsmen for 12 months; the improvement of the sportsmen was identified and in January 2010, their final tests were performed. The comparison of Experiment and Control male groups" pretests, the comparison of Experiment and Control male groups" final tests, and one way variance analysis (One way ANOVA) were used among the data we have acquired through our research. A comparison was carried out between Experiment and Control groups and a difference of  $p < 0,05$  and  $p < 0,01$  was expected to be found out. From anthropometric tests, height, body weight, circumference of hand wrist, circumference of foot wrist, length of the hands and feet tests have been applied on the sportsmen to get their measurements of Pre and Final Tests. Results: while a significance of  $p < 0,01$  was found in the pre and final test parameters of the experiment group male judokas in the province of Edirne, no level of significance was detected in the pre and final tests of the control group male judokas in the province of Tekirdağ. No significance was detected in pre and final tests of the experiment group male judokas in Edirne and the parameters of pre and final tests of the control group male judokas in Tekirdağ. Conclusion; We can say that the claw strength of the sportsmen who participated in judo instructional games improved, having shown a significance of  $p < 0,01$  in comparison to those who did not. Therefore, it can be said that the judo instructional games which are played in the context of basic judo training programs in order to improve claw strength contribute to the improvement of the claw strength of the sportsmen taking basic judo training.

**Keywords** : judo, instructional, game, claw, strength.

**GJHSS-A Classification** : FOR Code: 110699



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# Analysis of the Contribution of Instructional Games in Judo to the Improvement of Claw Strength

Demiral, Ş. <sup>α</sup>, Demir, A. <sup>σ</sup> & Uysal, F. <sup>ρ</sup>

**Summary** - Introduction; The aim of this research is to determine the effect of instructional games in judo on claw strength, which is one of the basic features of judo, by their goal-directed application. Method; with this purpose, in the January of 2009, a pretest was carried out on 37 male sportsmen who were taking judo training in Edirne (experiment group) and Tekirdağ (control group). At the end of the training programme which was applied on these sportsmen for 12 months; the improvement of the sportsmen was identified and in January 2010, their final tests were performed. The comparison of Experiment and Control male groups' pretests, the comparison of Experiment and Control male groups' final tests, and one way variance analysis (One way ANOVA) were used among the data we have acquired through our research. A comparison was carried out between Experiment and Control groups and a difference of  $p < 0,05$  and  $p < 0,01$  was expected to be found out. From anthropometric tests, height, body weight, circumference of hand wrist, circumference of foot wrist, length of the hands and feet tests have been applied on the sportsmen to get their measurements of Pre and Final Tests. Results: while a significance of  $p < 0,01$  was found in the pre and final test parameters of the experiment group male judokas in the province of Edirne, no level of significance was detected in the pre and final tests of the control group male judokas in the province of Tekirdağ. No significance was detected in pre and final tests of the experiment group male judokas in Edirne and the parameters of pre and final tests of the control group male judokas in Tekirdağ. Conclusion; We can say that the claw strength of the sportsmen who participated in judo instructional games improved, having shown a significance of  $p < 0,01$  in comparison to those who did not. Therefore, it can be said that the judo instructional games which are played in the context of basic judo training programs in order to improve claw strength contribute to the improvement of the claw strength of the sportsmen taking basic judo training.

**Keywords** : judo, instructional, game, claw, strength.

## 1. Introduction

It is observed that researches on games have increased in the recent years. In addition, an increasing interest is observed in the researches on children's roles in games and improvements. Games form an important part of a child's life. Through games, a child's physical, cognitive, emotional and social status improves. In most of the researches on children and games, the fact that the psychological and physical

improvement of children is parallel is emphasized. One of the most important factors contributing to the child's physical and psychological improvement is sports (1).

An one of the areas that the child interacts with his environment is games (13). In our time the importance of properly gaining the improvement features (psychological, physical and mental) is well known. The parallel physical and psychological improvement of children is emphasized. One of the most important factors contributing to the child's physical and psychological improvement is sports. If the improvements in the sports science are thoroughly observed and if behaved within the context of pedagogical responsibility, sports with children (both for the core of high performance and bringing up healthy individuals) is indispensable. But the fact that children would like to play sports in order to feel excitement, be together, have fun and gain new skills as much as competing-winning, should not be neglected (11). A game is an activity which redounds the improvement of the child (psycho-motor, emotional, social, mental and linguistic), fulfils the imagination and driving the child into creativity while providing joy and excitement (2). No matter what the environmental conditions of the child are, it is known that the child enjoys motion, especially physical activities within the context of a game. Moreover, in numerous researches on child improvement, scientists indicate that games and exercises redounds child improvement (7) One of the sports which provides children with cognitive, sensory and motor improvement is "Judo" (6). Another definition of Judo is a branch of sports which requires a great deal of physical and mental skills and which is significantly lively (5). Judo is a branch of sports which requires a high level of skills. Improving the analyst functions and and rapidly perceiving and acting in the constantly changing conditions of competition are features required from sportsmen. What is more, the decisions made by the sportsmen in confusing situations depend on their skills of perceiving outer stimulants. Their skills of rapid thinking and analysing are elements which help the team act successfully and prevent the rival from performing a successful tactical movement (4). Sport is a means of improving individuals physically, mentally, emotionally and socially. The fact that suitable training programs during sensitive ages speeds up the

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improvement of child is known. In that respect, it is aimed to examine the effect of judo instructional games of children taking basic judo training on the improvement of claw strength in this research. Here it is aimed to turn the training into an enjoyable and improvement triggering factor for claw strength improvement by using the functional attributes of games.

## II. Materials & Methods

As in every branch of sports, in judo, it is obligatory for the talented sportsmen to get into a long term systematical training by being selected on time and correctly. In sport branches, the starting ages for the training, first success, optimal and the highest level of success have been put forth by numerous researches. For those reasons, early and correct selection of talents has a great significance for continual and significant sportive effectiveness (3,11). With this approach, by early and correct selection, making the training period of the sportsmen enjoyable is possible by using the functional features of games. By taking this functionality into account; the determined pretest was performed on 37 male sportsmen in the age group of 7-12 taking judo training in Tekirdağ (control group) and Edirne (experiment group) in January 2009. It was asked from the subjects to fill in the forms which were used to record the pretest and final test results. The results were arranged by the test supervisor. In the 12 month period which the research was going to be carried out, a training programme of 465 min. total, 4 days a week was applied. The training program of a day is 120 minutes. The first ten minutes of the session consist of general physical-fitness exercises, 80 minutes, of basic judo training, and 15 minutes consist of instructional

games. By the end of the 12 month program, final tests were performed in January 2010. Every subject who took part in our research had a claw strength test. From the data we have acquired through our research, comparison of experiment and control male groups pretest, as well as the final test, an done way variant analysis (One Way ANOVA) have been used. Between the parameters of experiment and control groups, a comparison has been made trying to detect a difference of  $p < 0,05$  and  $p < 0,01$ . In the reseach, claw strength arithmetic mean has been calculated in min, sec, ms and addition was made by converting minutes into seconds, in sec, ms.

## III. Claw Strength Test

**Aim:** The child is situated in front of the pull-up bar, 2 feet shoulder width open. Then the child holds the judoka hanging on the bar on his collars with his elbows bent. The aim is to determine the duration of hanging on to the bar. It reveals information about the strength of the claw and back muscles of the child. **Preparing of the test environment:** Uvagi and pull-up bar in a large area. **Tools:** 1 chronometer, pull-up tool, uvagi. **Application:** The movement is defined by having the child in the working area and letting him observe his model friend. Afterwards, the child is aided to get positioned by spreading his legs shoulder width. Then he is asked to keep himself hung by holding the collars of the uvagi on the bar. Upon having the child try, the application is done. **Evaluation:** In the first position which the child the hanging position from the bar, the chronometer starts. The moment the child leaves the bar, it stops and the duration is measured. Between the two applications, the beter performance is recorded (9).



Figure 1: Claw Strength (1)

(1) Kızılyaprak, A. (2008). Judo and Judo Federation Senior and Junior Woman Technical Director.



#### IV. Results

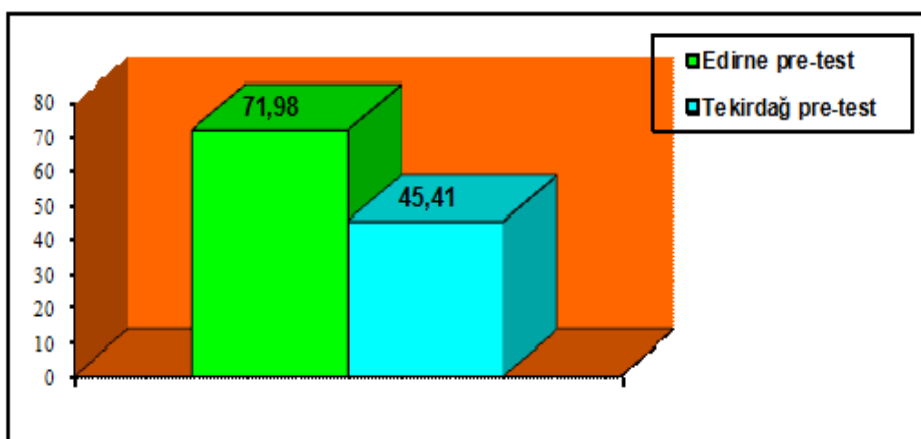
In our research, for 37 male sportsmen taking basic judo training in Edirne and Tekirdağ Provincial Directorate of Youth and Sports, "Subject Information Form" was filled in, and a homogenous group in accordance with the criterias was formed by having the

acquired data studied. In this section, the statistical result of the test which was applied before and after the 12 month training period, basic claw strength test of the control group male and female subjects (n=19) and the male subjects in the age group of 7-12 within the coverage area of the research.

Table 1 : Edirne - Tekirdağ Male Pretest Comparison

PARAMETERS	Edirne PreTest n=18		Tekirdağ PreTest n=19		ANOVA	
	X	SS	X	SS	F	P
Claw Strength (sec,ms)	71.98	34.77	45.41	25.17	7.144	.011*

When the pretest comparisons of Edirne – (F=7.144); pretest 71.98±34.77sec.ms. final test Tekirdağ male sportsmen are examined, significant differences have been detected; claw strength 45.41±25.17sec,ms parameters (Table-1)



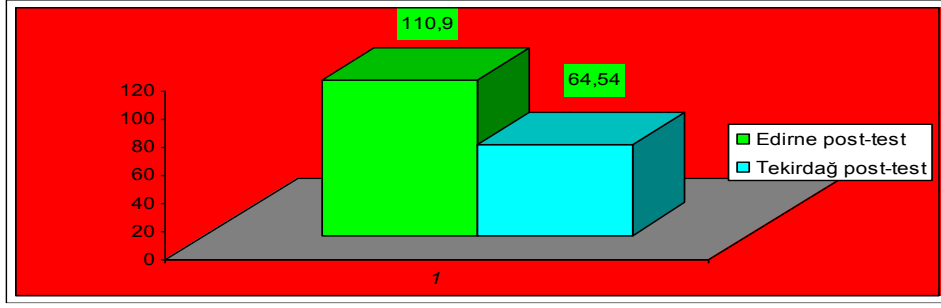
Graph 1 : Edirne – Tekirdağ Male Claw Strength Pretest Comparison Arithmethic Mean (x) Values

#### V. Cal m Strength

Table 2 : Edirne – Tekirdağ Male Final Test Comparison

PARAMETERS	Edirne Final Test n=18		Tekirdağ Final Test n=19		ANOVA	
	X	SS	X	SS	F	P
Claw Strength (sec,ms)	110.90	36.64	64.54	39.31	13.735	.001*

When the final test comparisons of Edirne – (F=13.735); pretest 110.90±36.64sec.ms. final test Tekirdağ male sportsmen are examined, significant differences have been detected; claw strength 64.54±39.31sec,ms parameters (Table-2).



Graph 2 : Edirne – Tekirdağ Male Claw Strength Final Test Comparison Arithmetic Mean (x) Values

## VI. Conclusion & Discussion

In their study, in which the growth process of abilities of the children and teenagers are examined, Jagiello and friends worked on 224 judokas in 11-17 age groups. A special and systematic training programme was applied to these judokas. As results of the study, they reported that young athletes progressed considerably in the results of the test exercises, the rate of sport and motor development can be used in training to strengthen the new athletes and to control the training activities in micro-circulations of changing types which is a detailed guidance of strength norms when related with age (10). This study includes a 12-month period. Therefore, we tried to determine the effects of educative judo activities which aimed to make the period joyous and to develop the claw strength of 37 male athletes in 7-12 age groups. As a result, the pre-test means of the claw strength of experiment group males rose from 71,98sn, ss to 110,90sn,ss in the last test. The mean of the pre-test of control group raised from 45.417sn,ss to 64.54sn,ss in the last test. Meaningful differences were found in the last test comparison of Edirne-Tekirdağ Male in  $p < 0.05$  level. According to these parameters, we can sat that the educative judo activities contribute to claw strength of 37 males in 7-12 age group.

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# Procedures for Bullying or Harassment Disputes in the Workplace

By Manuel Velázquez & Juan Ignacio Marcos

*Basque Observatory on Bullying, Spain*

**Abstract** - The Basque Observatory on Bullying has recently presented a Handbook on Procedures for Managing Bullying or Harassment Conflicts in the Workplace<sup>1</sup>.

These procedures should regulate the intervention in workplace bullying or harassment disputes of any kind (whether sexual harassment or bullying) suffered by a person from other people who are working in the same company or workplace or by third parties.

We need them because everybody (company and workers) should know how to act quickly and safely when such a kind of conflicts arises, without being necessary to improvise a response before that particularly delicate situation.

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*Strictly as per the compliance and regulations of:*



# Procedures for Bullying or Harassment Disputes in the Workplace

Manuel Velázquez <sup>α</sup> & Juan Ignacio Marcos <sup>σ</sup>

## I. Why do we Need a Procedure for Bullying Conflicts?

The Basque Observatory on Bullying has recently presented a Handbook on Procedures for Managing Bullying or Harassment Conflicts in the Workplace<sup>1</sup>.

These procedures should regulate the intervention in workplace bullying or harassment disputes of any kind (whether sexual harassment or bullying) suffered by a person from other people who are working in the same company or workplace or by third parties.

We need them because everybody (company and workers) should know how to act quickly and safely when such a kind of conflicts arises, without being necessary to improvise a response before that particularly delicate situation.

The purpose of the procedure is to avoid and prevent the risk of harassment or bullying by early detection of the circumstances that can generate it and adopt appropriate preventive and corrective measures.

When a bullying behaviour has been verified or has actually occurred, other disciplinary or disputes proceedings have to be approached.

## II. Assumptions for the Good Functioning of the Procedure

We are considering three basic assumptions for the good functioning of these procedures.

The first is the commitment of the employer. The employer must believe in its usefulness and must be willing to put all the necessary means to achieve its aims.

The second is to provide information to workers. It is necessary that workers understand what bullying or harassment is and when and how to report it.

The third is the participation of workers' representatives in the development of the procedure. This participation is desirable to reinforce its legitimacy and to ensure its real and effective use.

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## III. The Legal Basis for the Procedures

At International level, the use of procedures for violence at work disputes situations is only recommended by the ILO in the Code of practice on workplace violence in services sectors and measures to combat this phenomenon (2003) on Workplace Violence (2003)<sup>2</sup>. There is not, however, any ILO Convention or Recommendation in this matter although the internal rules of UN, WHO and ILO lay down these kind of procedures on bullying disputes.

In the European Union Legal Framework, we can rely on the Council Declaration of 19 December 1991 on the implementation of the Commission Recommendation on the protection of the dignity of women and men at work, which includes a code of practice to combat sexual harassment<sup>3</sup>, the European legislation on equal treatment, especially the Directive 2002/73/EC of the European Parliament and of the Council<sup>4</sup> and more recently in the Framework Agreement of the European Social Partners on Harassment and Violence (2007)<sup>5</sup>.

All these instruments foresee the setting-up of internal procedures for disputes and the European Commission has also adopted these procedures in its internal personnel regulations<sup>6</sup>.

In many European countries we also have a growing number of collective agreements that require companies to follow up a procedure for these disputes.

In any case, we consider that the most appropriate way for addressing harassment or bullying procedures is their inclusion within the policy of prevention on psychosocial risks in the company within the Framework Directive on Occupational Health and

<sup>2</sup> Available at [http://www.ilo.org/wcmsp5/groups/public/@ed\\_protect/@protrav/@safework/documents/normativeinstrument/wcms\\_107705.pdf](http://www.ilo.org/wcmsp5/groups/public/@ed_protect/@protrav/@safework/documents/normativeinstrument/wcms_107705.pdf)

<sup>3</sup> The Council Declaration was published in the Official Journal C 27 of 04.02.1992 and the Commission code of practice on sexual harassment has been published in the Official Journal L 49 of 24.02.1992

<sup>4</sup> It was published in the Official Journal L 269 of 05.10.2002

<sup>5</sup> Available at [http://ec.europa.eu/employment\\_social/dsw/public/actRetrieveText.do?id=8446](http://ec.europa.eu/employment_social/dsw/public/actRetrieveText.do?id=8446)

<sup>6</sup> Commission Decision of 26th April 2006 on the European Commission policy on protecting the dignity of the person and preventing psychological harassment and sexual harassment C(2006) 1624/3

<sup>1</sup> It can be uploaded in the website of the Basque Observatory on Bullying <http://www.observatoriovoscosobreacosos.com>

Safety 89/391/EEC<sup>7</sup>, because the aim should be the prevention of future illegitimate behaviours which can simultaneously violate the rights to dignity, privacy, health and physical and moral integrity.

#### IV. General Principles for the Development of a Procedure

The first and most basic principle is that the procedure should be adapted to the rules and practices of the company. The procedure should not be a simple copy or mechanical translation of existing protocols in other organizations.

The second principle is clarity in the process. We consider that the process should be regulated and every stage must be well described, specifying who should perform each role and the binding or non-binding force of the decisions adopted.

The third principle is the immediacy. Detection of harassment should be as early as possible and the decisions should be taken immediately. For ensuring this aim deadlines must be established and the procedure should not be interrupted at all.

Lastly, people who manage the procedure must always be perfectly identified, be impartial, be properly trained for their role and have recognized powers to adopt decisions.

#### V. Who can Initiate the Procedure?

The procedure can be initiated by the complaint of the person who considers himself or herself aggrieved.

However, it may also be requested by other instances, such as the Prevention Service, the workers' representatives or an appropriate number of workers.

In any case, the company managers should be able to start the procedure because of their legal responsibility to avoid and prevent bullying or harassment in the workplace.

#### VI. Procedure Stages

Before starting the procedure, it should be considered to try to resolve the dispute by informal arrangements through a supported dialogue between the parties concerned.

In any case, any complaint should be subjected to a prior filter or review in order to determine the existence of a reasonable suspicion of bullying or harassment. This decision should be adopted by an impartial person or body.

Secondly, mediation must be carried out to try to resolve the dispute quickly and through the dialogue.

However, in some circumstances, this step can be omitted since it is not always convenient to carry it out.

In any case, the mediator may be a neutral person or plural group of persons and the participation of the parties in this stage should be voluntary. Mediator's proposals should not be binding.

Finally, the resolution stage begins when mediation is not considered appropriate, when this attempt has been rejected or when the measures proposed by the mediator have not been accepted.

It has to be carried out a thorough investigation of the facts, giving hearing to the affected persons and witnesses.

External experts can also be used if necessary and the decisions adopted shall be binding.

When it has been found evidence of harassment or bullying behaviour, disciplinary proceedings should be proposed. In any case, the need of preventive measures should be always considered, even if the harassment behaviour has not been able to be ascertained.

#### VII. Guarantees in the Procedure

The main guarantee is the confidentiality of the complaint and the procedure for the parties.

The complaint should be strictly confidential and must be placed in a stage before the start of the procedure. The procedure starts with the decision taken after considering the application.

Only the interested parties can get the facts and circumstances contained in the procedure and the decisions with regard to them.

The second guarantee is the protection of witnesses, to ensure their immunity and avoid pressure.

Lastly, the third one is to ensure the impulse of the procedure by the employer in order to prevent its stagnation.

#### VIII. Other Conflicts Should be Otherwise Treated

Finally, it should be noted that there are other similar conflicts whereby it is necessary to intervene by the employer but they should not receive the same treatment than harassment or bullying disputes.

Such situations can be e.g. serious and punctual offenses against the dignity of the people, labour disputes between management and staff or between groups of workers within the company, styles or forms of despotic management, poor communication problems or role conflicts among workers.

The resolution of conflicts or disputes which have not a preventive aim should be conducted to other remedies because otherwise they can hinder the good functioning of these procedures.

<sup>7</sup> Council Directive 89/391/EEC of 12 June 1989 on the introduction of measures to encourage improvements in the safety and health of workers at work (*Official Journal L 183, 29/06/1989 P. 0001 – 0008*)





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# Poetics of Life A Study of Human Movement in a Somatic Perspective

By Lis Engel & Charlotte Svendler Nielsen

*Abstract* - All the joints of my body were breathing alive and dancing ... it was a feeling of open presence...a sparkling feeling of being totally alive... (Engel, 2006, p.110) eller 2007 FQS?

Our research interest is focused on experiential understandings of human movement dynamics and experiential dimensions of joy and aliveness as important qualitative dimensions of lived practices.

*GJHSS-A Classification : FOR Code: 410199*



*Strictly as per the compliance and regulations of:*



# Poetics of Life A Study of Human Movement in a Somatic Perspective

Lis Engel <sup>α</sup> & Charlotte Svendler Nielsen <sup>σ</sup>

All the joints of my body were breathing alive and dancing ... it was a feeling of open presence...a sparkling feeling of being totally alive... (Engel, 2006, p.110) eller 2007 FQS?

Our research interest is focused on experiential understandings of human movement dynamics and experiential dimensions of joy and aliveness as important qualitative dimensions of lived practices.

In this article we focus on embodied experiences of aliveness and lived meaning through a phenomenological study of contemporary somatic dance training. It is the intention to cast light on a nuanced and qualitative understanding of movement as an embodied and dynamic meaning making process that happens through subtle bodily micro movements and rhythms as cultural and personal experience-expression. It is an understanding that is anchored in somatic body awareness techniques and in the phenomenology of human movement as a co-creation of the event. Human movement is understood as the flow and articulation of possible rhythms and tonalities of the event, at one and the same time a concrete bodily articulation as a co-creation of experiential-expressive possibilities of rhythms, relationship and meaning. Different situations and contexts open up into diverse landscapes of practice-different modes, experiences, styles, and motives as the articulation of both personal and cultural ways of how it is possible and desirable to live. Each individual person develops his or her own special repertoires and ways to meet life. This manifests itself through the dynamic repertoires of skills, attunements, rhythms and intensities; in combination we call this the musicality of the event as articulated and made real through human action. We understand the musicality of movement as a fundamental dynamic dimension of people's conscious and unconscious communication with the world; and thus as a crucial, qualitative dimension of the experience of health as aliveness, vitality, joie de vivre, and meaning. Human movement is the element that we live through.

Our research interests are inspired from a variety of somatic and artistic bodily practices and our interest in movement techniques and how they can change the lived experience of self and world and be experienced as what they mean for experiencing joie de vivre – understood as deepening sense of presence, of

belonging and of possible intensities and meanings beyond the functional and the strategic. The theoretical base is rooted in a phenomenology (Merleau-Ponty, 1960, 1962, 1964; Engel, 2007, 2008; Svendler Nielsen, 2012). Besides being informed by Maurice Merleau-Ponty's phenomenology our work is also inspired by Maxine Sheets-Johnstone's phenomenology of movement (1998, 1999) and by several aesthetic and art-pedagogical theories of the connectedness of bodily learning, aesthetic practice and experience (Deleuze & Guattari, 2004; Deleuze, 1994; Shusterman, 2000/1992, 2000, 2002; Williams, 2003). In sum, our work is grounded in a practical-theoretical interest that takes as its point of departure an organic paradigm in which lived body, lived space, lived time and lived meaning continually are co-created as the lived reality (Todres, 2007; van Manen, 1990).

## 1. Micromovements of the Joints of the Body

The introductory quote for this article describes a movement experience of intense aliveness articulated through the body's micro-movements and how they are related to an embodied attunement of an experience of openness—a quality that connects the micromovements of the joints to experiential qualities of joy and aliveness expressed as "a sparkling feeling of being totally alive". This brings to mind Merleau-Ponty's suggestion that the joints of the body are a meaningful metaphor for our relationship to the world. He refers to the joints of the body as cavities or spaces within which movement generates a special exchange and flow, simultaneously transforming the body and the world. Thus, dynamic bodily articulation and the intensity of the felt sense and experience and meaning are woven together to "allow reality to come to expression" (Gill, 1991, p. 66). Thus, movement is understood as a continuously (re-)creative process in the direct bodily articulation of the living realization of the moment (Varela, Thompson & Rosch, 1991/1999; Depraz, Varela & Vermersch, 2003). It's all about the how of movement, which always connects an action's what, where, who, and why with an expanded understanding of the possible qualities and modalities of movement as "a multiplicity of perspectives on the same subject and an interchange of perspectives on various subjects" (Deleuze, 2003, p. 208) and as "a means of re-creating

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the world in concordance with human values" (Merleau-Ponty, 1960, p.86).

## II. The Creation of the Joy of Breathing

In order to create a palpable and qualitatively nuanced understanding of a movement's articulation as the production of intensities we have selected examples from work with Skinner Releasing as a pedagogical and artistic dance practice. Skinner Releasing is a somatic and artistic dance practice that is deeply absorbed in exploring and experimenting with the practice of movement as the production of intensities and qualitative potentials. It has to do with movement as a dynamic interweaving of body and world articulated through the rhythms, tonalities or musicality of movement and imagination. Even the smallest, simplest movement is at the same time an experience-expression that opens up to a continuum of articulation as sensitivity, experiential qualities and intensities that can open in to movement's imagination as meaningful landscapes – or expressed with Gaston Bachelard's beautiful metaphor: "the creation of the joy of breathing" (Bachelard, 1988/2002, p. 2). Interest for the qualities of movement is not only in the structure and functionality of movement, but also, and always, in a movement's musicality as connections between movement as form and energy, experienced and expressed through the articulation and imagination of movement and all forms of symbolic languages. (Bachelard, 1988/2002, p. 2).

## III. Somatic Dance Technique – Mindfulness in Movement

We have both participated in courses of Skinner Releasing Technique™. It is a dance technique that continually explores the interconnections between images, language and movement. Some of the characteristics of this dance is a deep awareness toward the felt sense of the living now 1) Intensification of the felt sense of movement itself. 2) Intensified awareness of movements between the small joints of the body—that is a liberation of micromovements and thus an expanded bodily experience with graduations of muscle tone that can be articulated throughout the whole body. This gives an intense experience of nuances of possible movement qualities as a continuum of tonalities, sensitivities and creativity expressed through bodily articulations of movement dynamics - an articulation that triggers the embodied imagery of qualities of the lived body as light, weightless, heavy, fluid, sharp, intuitive and spontaneous – a limitless nuanced variety of possible lived movement qualities. This kind of movement articulation is more concerned with movement as a continuous energy than of movement as positions, and lastly 3) Expanded experience with 'sensing the musicality of movement' as resonances or vibrations that simultaneously oscillate

with and articulate the dynamic potential of the moment. This bodily ability to sense the dynamic interplay between experiencing and articulating is also expressed in this dance technique. It is in this way that movement intertwines the inside and the outside, the living body and space, as a continuous expression of moving and being moved. In the following selected examples from experiences with the method are presented and reflected on.

### a) *An Introduction to Skinner Releasing Technique™ In New York*<sup>1</sup>

I've just completed an introductory workshop in Skinner Releasing Technique™, with Robert Davidson as instructor. After just three hours working with this technique—which was new and a bit strange to me—I feel intensely present and totally alive. It has had an overwhelming impact on my experience of what it means to be able to give nuances to the qualities of movement. And afterwards the reverberation—a feeling of being exceptionally intensely aware in an intimate, sensuous and emotional contact with everything in and around me, noticing the tiniest of nuances. I will never, never forget this workshop, and ever since, it has decisively influenced the way in which I understand movement, movement styles and the co-dependent experiential qualities and relations of being.

An important part of the picture is the music used in the workshop—by a wide variety of classical and modern composers such as Terry Riley, Eberhard Weber, Toru Takemitsu, Alice Coltrane, Bach, Mozart, Beethoven, Ravel, Stravinsky, and Steve Reich. The choice of music and the way images and metaphors are used in their teaching language are ways of supporting the principles of the bodily learning process. The effects of the music contribute greatly to attuning the body as a sounding board, resonating openness and bodily creative sensitivity. The practice of this multidimensional way of exploring movement and the musicality of movement on a continuum of possibilities of movement and receptiveness are experienced as an intensification of the bodily fluidity and openness toward the possibilities of the living now and thus a qualitative change of the articulation as the co-creation of movement and meaning.

### b) *Skinner Releasing in Seattle*

I have enrolled in an intensive training seminar with the American Contemporary Dance Company (ACDC), Seattle's oldest modern dance company. It is known for working with improvisation based on Skinner Releasing Technique™. The company uses improvisation both as a means of learning the technique and as a part of their performance.

It is morning. The first training session is led by Bob (Robert Davidson). The participants come from

<sup>1</sup> <http://www.skinnerreleasing.com/>

many different countries, and we start with a short round of introductions. Bob says a bit about 'releasing' and he stresses that it is important to always go back to the beginning, regardless of one's level of accomplishment and experience. This is a fundamental principle in exploring the potentials of dance – to approach it with the "mindset of a beginner".

Our work is based on guided imageries of movement which are the point of departure for improvisations as an inquisitive exploration of the conscious and unconscious expressions of movement and experienced meaning. During the course of the first morning we work through a series of different imageries of movement. They are mostly focused on working with body awareness and especially to the small micro-movements between the joints. At the same time, we explore a continuum of movement nuances and intensities through playful improvisation related to the suggested themes and imageries of movement. Moreover, we also work continually with paying free, flowing, sensuous awareness and imagination that guides us to be aware of our breathing, of how our bodies are moving in the room as a whole or of specific focal points such as the balance of the head, shoulders, ribcage, hip joint, and so on. The idea is that the imageries and focal points 'guide' our bodily sensations, thus helping us on a journey of discovery with sensuous awareness in relation to our experimenting inquiry into the possibilities and meanings of the movement. Here are some examples of the themes and imagery used.

*c) Space and Improvisation – Towards an Intensification of the Experience of Space*

Sense the space around you as if it were active and as if the sensation of energy in the space is moving you. Press your palms together lightly. Imagine that there is something between your hands – a kind of life. And sense the feeling of life between your body and your arms, between your arms and your head. Notice how the space is filled with energy that moves you. Model the space around you – imagine that you are shaping the space. Look at it as a substance you can shape. Picture yourself shaping space with your hands. Sense it. Now imagine that you can also "see" the room and the space around you with your eyes closed. Move with heightened awareness of the space between the floor and your head and between your legs. Sometimes you shape the space around you. Sometimes it shapes you. Sense the space between your face and the ceiling, between your knees, and elbows. Imagine that something is brought to life. Sense the space between the floor and your space. Imagine that space is alive, that it is like an energy that activates you. Sense the space between you and a wall. Always be aware not of the object, but of the space between you and the object. Little by little allow your awareness to move towards the

space between you and your neighbors. Switch between letting your self be shaped by the room's energy and actively shaping space with your energy. Switch at your own tempo – quickly or gradually. You can sense someone or perhaps several people around you. Move your awareness to those far away from you. This might be a bit more difficult, but it is still possible. Let the space open and expand. Sense the whole room and the spaces between you and the room and the others moving about in the room. Stop for a moment. Sense the room. Notice how the space around you is filled with impulses. They can change with the speed of lightning. Some of you seem filled with impulses. They can give energy and a source of inspiration for others who can take the energy and develop it with new possible nuances.

Experience that the changes in attunement and rhythm in the body can contribute to an expanded and intensified experience of space which is pivotal for enriching the experience and enjoyment of life.

*d) Group Improvisation*

Be sensitive to the space around you. Be sensitive to the room and your neighbours and their movements. Be sensitive to impulses that arise far away from you. Sometimes you can just move in the room, and sometimes you can pick up impulses and imitate, mirror, repeat whatever comes up. Don't keep doing the same thing for too long. Let the impulses move freely among you. Let them emerge from everywhere.

On the basis of these suggestions, we work in groups, five at a time while the rest of the class watches. We start with silence and we are to work freely with awareness of space and each other and the impulses that arise from the improvisation. Finally, we are to find a form of closing that we complete in silence.

After working with improvisation we share our experiences of the group improvisation. Here are some excerpts: "I really like working in that way" - "It doesn't work very well in big groups." "I think it can be difficult to see in large groups" "I experience an infinite calm when I dance." "I feel receptive to the energy there. I feel as if I am transparent and all impulses colour me – and it can also be like silence."

Bob stresses that the impulses can come both as ideas and as kinaesthetic sensations from the body's movement. He stresses that the impulses that arise from the body's sensations can give a very strong impression of "it is moving in me" or "I am beings moved".

In this exercise focus is particularly on the intersubjective field as an intensification of bodily awareness of what is possible, what arises, and how each individual is a part of a field of giving and receiving attention and movement as a potential for creative and sensitive interplay about the potential of the moment. This is a multidimensional experience of bodily communication that does not need to be associated



with a practical utilitarian focus or to a concrete figurative message. Instead it is associated with the musically attuned and playful space, as the creation of receptivity, rhythm and the experience of bodily learning that arises in interaction with the group-dynamic attunement in the room. It is a method of working that opens into playfulness and unpredictability through an experimental exploration of the musicality of movement.

e) *Awareness, Rhythms and Breathing*

Today the training is guided by Kris, a young dancer who specializes in contact improvisation. We start the session with simple movement themes. We walk, run, bend forward and let our bodies dangle, relaxed. We inhale deeply, run on the exhalation and pause. We continue the rhythm of running based on the rhythm of our breathing. We take a deep breath, bound in a relaxed leap and land in a squat – again timed to the rhythm of our breathing. We switch between running, leaping and squatting, and vary our breathing in relation to the rhythm of the movement, e.g. as shown here:

Running	Jumping	Landing in a squat
Inhaling	Exhaling	Inhaling
Exhaling	Inhaling	exhaling

The exercise is, of course, meant to increase awareness of the experience of the relation between breathing and the rhythm of movement and thus on what the rhythm of breathing means for the experience-expression of movement. It is also a matter of becoming aware in our movement and dance training, and especially in new situations and techniques, that we often come to hold our breath even though doing so is not useful.

Breathing is one of the first "spots" that mirror unnecessary tension – and also one of the first spots to release unnecessary tension simply by being aware of it. The rhythm of breathing is key to the bodily rhythmic vibration that continually flows through all movement. It is an underlying rhythm that colours each moment and always connects the functional and the imagined in the totality of aliveness. Thus it transcends every dualistic separation of subject-object, conscious-unconscious, body-world. The rhythm of breathing is also a metaphor for the human condition, anchored as it is in sensitive and creative mutuality – giving and taking, expressing and experiencing. Each aspect is the other's dynamic and creative prerequisite. Thus, elemental bodily rhythm is also understood as being anchored in a polarity of mutually creative dependence as the rhythmic sounding board for experiencing potential and freedom – experiencing the musicality of the moment.

f) *The Intensities of Faces*

...the form of subjectivity, whether consciousness or passion, would remain absolutely empty if faces did not form loci of resonance that select the sensed or mental reality and make it

conform to a dominant reality. (Deleuze & Guattari, 2004, p. 186)

We're doing an exercise that works with sensitivity and awareness of the movements of faces. Yawn. Rub your face and jaws. Move your jaw with your hands. We are working with letting go – and that means that we also let go of our breathing, and let it be however it is. We work with wave movements running through our bodies, and we are to experiment with letting the waves begin in various parts of our bodies. Kris reminds us to let our breathing flow freely. Gradually we are guided to standing while we move with awareness of the movement and letting our breathing be as "singing" as possible.

g) *On Letting Your Skeleton Dance Like a String of Pearls Between Heaven and Earth –*

We're working with transferring. "Imagine that something is pulling you. Rock back and forth and from side to side. Sink into the floor again. Imagine that your head is being supported by an inflatable pillow. Your head rocks as if the pillow were floating on the sea. Sense the standing balance with free possibilities for movement in every joint, and sense your head rocking gently as if supported by an inflatable pillow floating on the sea. Sense your ankles and the cavities in your ankles. Sense the centre of the earth. Let your weight fall down through the ankles and down to the centre of the earth. Sense your heels. Pay attention to any changes in balance from what you are used to. Perhaps you sense that your weight has shifted a little bit backwards from where it usually is. This relaxes the small of your back and the front of your ankles. Rock in that position and sense the relaxed gently floating balance through your heels and up through your entire body and the top of the head and then down again through the centre of the earth.

Let the movement become a series of pliés . Experiment with directions and with the positioning of your feet, but always sense your heels anchored in contact with the ground. Change direction. Change tempo. Sense your head growing up through heaven. Sense that you have an incredibly long cord attached to the top of your head, and you can "hang" from it. You can let go and "dangle freely" from your head cord. Experience it as if you are being lifted by the cord. Shake your body free. Sense the movements in all of your joints.

The core of this intense awareness exercise has to do with sensing a dynamic body balance. Through the exercise you keep a vertical freely flowing dynamic balance with the sense of being anchored from the centre of the earth and from heaven – and you surrender to the feeling of freely hovering, carried by the imaginary cords of energy that stretch out the body's balance as a string of pearls between heaven and earth. In this dynamic body balance each and every joint is always in



movement – anchored through the sensuous body's lines of energy connected in your imagination with multidimensional space.

#### IV. Movement, Metaphors and Multidimensional Perception

The exercises presented above all have the intention to create a kinaesthetic experience of moving in an experimental dialog with space and thereby expand and intensify the experience of attuned body-space relationship as a felt openness and multidimensionality. It is an attempt to create kinaesthetic images that can convey a multidimensional bodily sensation of a playful, experimental balance without inappropriate or unnecessary fixations and with a feeling of free movement between all of the joints of the body and between the energy lines of the body and those of space. This movement style is simultaneously relaxed and intensely dynamic, and it opens for an expansion of the nuances and qualities of the experience – both perceptually and the experience of the moment as unique, as the essence of the possibilities of creation – at one and the same time being and becoming.

This way of working is characterized by experimentation with simple movements, movement themes, and images, for example "run with quick feet". A movement theme is often coupled to an image such as run "like a flowing stream". The interplay of movement themes, images and music is what creates a syn-kinaesthetic field (Fogh Kirkeby???) as the point of departure for experimenting with the potentials of movement. The choice of images is intended to linguistically convey openness in relation to a bodily felt sense as articulation of movement's what, how, where, and why. It's all about the interplay of movement, words and music/sounds – as a space for exploring the potentials of movement as movement's articulation of the felt sense of "being alive", "letting go", "being in a free, flowing dynamic balance", "surrendering yourself to the movement", "being bodily aware" and "being receptive to the energy within and around yourself", such that you - through bodily empathy - move and are moved in a living meeting of perceptions, images, feelings, thoughts, movement and space. This creates possibilities for experiencing a continuum of the musicality of movement as here-and-now articulation and resonance of the moment as a sensitive and creative now. The exploration of movements opens into experiences with articulation as a dynamic co-creator of the moment as intensities and possible states of experience. It is a way of teaching that takes as its point of departure a body-world experience that emphasizes the meanings of bodily sensitivity and creativity for realization of the moment through articulation. This does not mean that rhythm is always the same, e.g. slow and

flowing, but that rhythm and the musicality of movement is articulated and is experienced via a free flowing awareness of the felt sense of the movement's form and imagination. Rhythm and the musicality of movement articulate and realize the intensities and attunements as dynamic bodily patterns and are free to articulate and create all possibilities, forms, moods, attunements and relationships. The musicality of movement can be sharp, hard, hectic, swinging. The relationships between micro and macro movements open themselves to an infinite continuum of possibilities. A multidimensional co-oscillation is created among all of the elements, qualities, intensities and dimensions of the movement. That is, you work intentionally to change awareness from a critical-analytical presence to a multidimensional, open sensuous and creative presence (Deleuze & Guattari, 2004, p. 207). This opens for a shift in expression and experience from á priori defined categories to an open, sensitive and creative experience and expression, and thus for new forms of connection, experience and expression. Even the simplest movement accomodates a creative potential that can radically change the dimensions of experience.

#### V. Body Awareness and Modern Dance Training

Every type of body training has an ambition to develop and unfold the potential of movement in relation to diverse understandings of movement. Modern dance training has a special focus on the musicality of movement as an underlying way to develop bodily awareness about how to create through movement and about how nuances in the qualities and style of movement express personal and cultural experience, existential as well as artistic (Engel, 2001; Hanna, 1979; Feldenkrais, 1977; Boadella, 1993). This connects the practice of modern dance training with experientially oriented exploration of ontological and epistemological aspects of mind across traditional practising of movement disciplines, genres and styles. The intent of modern dance training is to make the body as alive and dynamically nuanced as possible in order to achieve expanded sensitivity and creativity and thus to nuance movement's possibilities as the basis for experiencing the co-creation of movement's musicality and meaning. Just as with colours there are no sharp boundaries between the different possibilities for nuancing a movement in relation to body-movement-space-time-force. This is not to say that the different techniques and cultures of movement are not characterized by certain modes of practice and ideals, and accordingly of certain stylistic choices that are functionally, aesthetically and normatively developed. The movements are expressed as bodily and cultural habits and styles that connect us with experiences of particular idioms and cultural and personal connections and their meanings. In practice

many kinds of ideals and patterns arise that may be inappropriate in relation to articulating an artistic expression or to vitalization of life. These inappropriate, frozen habits constrain all forms of creativity and of living.

In modern dance training we understand the musicality of movement as fundamental for people's creative articulation and relationship to self and world. Patterns of stiffness and a lack of contact with the bodily sensation of movement are often unconscious. Bodily sensitivity and creativity training aims at making such habits the subject of experiential awareness and experimental practices, thus turning "silent"/"tacit" patterns into "sensed" patterns, and thus creating the basis for transformation of. Working with body awareness is also working to liberate locked bodily patterns and to open, expand and give nuances to the dynamics of movement as the point of departure for a freer articulation of the potential of the moment. It is experimentation with the musicality of movement that is taken seriously in modern dance training and also in various forms of body- and dance-therapeutic contexts (Lowen, 1994, 2002; Houlberg, 1996; Arnfred, 1992; Strandbygaard & Jensen, 1981).

Each and every movement, regardless of whether its purpose is practical or abstract and symbolic, always produces a certain attunement that is articulated through the rhythm and musicality of movement. Movement methods create special bodily felt ways of connecting us to the moment as unique, spontaneous and cultural repertoires, as ways of perceiving, experiencing and relating us to the potential of the moment. The ways in which we move articulate our personal and cultural habits, norms, and understanding of what is possible, desirable, and meaningful. The musicality of movement is expressed in our breathing and in our pulse as micromovements' rhythmicity, and it is amplified through all movements of the body. Together, all of the bodily rhythms spread out as a bodily symphony of the experienced and expressed intensity of the moment. The rhythms of movement are simultaneously an expression and a creation of the potential and cohesion of the moment and are thus interwoven with the "feeling of aliveness" in the now. A change in modes of practice entails transformations that affect all dimensions of bodily practice, precisely because the ways in which we move are closely interwoven with our experiences of and possibilities for articulating, living, experiencing and understanding. Thus the practice of movement is not only rooted in a practical purpose, but is also and always movement for the sake of movement. Movement is a living expression of the potential articulation, experience and meaning of the moment.

## VI. Dancing in the Gaps

Many bodily, cultural and situational factors affect how we move, but normally we have more or less of a continuum of nuances available to us. On this continuum, we often use only customary everyday patterns that we relate to our personal habits and norms and that we without any conscious thought modify to contexts such as time, place, gender, age, situation, atmosphere and so on. It is important to emphasize that the continuum of intensities we actually have available is not only conditioned by major physical and cultural competencies, but also by a musical sense which is dependent on the bodily sensitivity and flexibility that can be expressed in any given movement. There is a musicality closely connected with basal bodily functionality. It is mirrored in all of the body's movements and pauses. Think about how every movement also swings with the "rhythm of the pulse of life", as a pulsation where the dynamic continuum of movement unfolds through the attunements and micromovements of rhythm that brings balance to the different parts of the body in relation to the nuanced intensities and mobility of the movement. The rhythm of the pulse of life is stretched between a continuum of intensities that go from relative fixation and relative mobility. This is the musicality of movement as it is expressed in movement between the joints. It affects the joints' micromobility, understood as movements taking place in the small joints and thus articulated as the joints' relatively free movement. Bodily patterns of movement are articulated with great differences as regards bringing nuances to the direction of the movement's course through the axes of the body. This awareness of the dance in the cavities of the joints of the body and gaps between body and space as "capacities to affect and be affected" (Deleuze & Guattari, 2004, p. 288) is put into words in modern dance training through imagery stemming from bodily experiences with how the sense of movement feels, e.g. in images such as 'your bones can move freely', 'the spaces between the vertebra in your back feel as if they are dancing', 'your joints are breathing', 'your body is pulsating', 'living movement', 'in free movement'. The continuum of movement nuances go from the fixed and static to the spontaneous and movable – spontaneous expressive movement that is primarily seen in young children and in animals, while adults and the elderly often congeal in many of the possibilities for small movements. The more static fixations there are around the joints, the more the musicality of movement becomes limited and fixed. Modern dance training is all about expanding and liberating the potential of movement and thus expanding the continuum of qualitative nuances; and this opens to expansion of the nuances of the musicality of movement and thus an expansion of movement's creative potential. And this opens out to new landscapes of resonances

and connections – and perhaps also for an expanded potential for experiencing intensity and cohesion as a more intense way of experiencing life.

## VII. Sensitive Body Training

The challenge is how the practices of movement as the articulation of various qualities and styles can affect and change the dimensions of experience, thus also affecting the ways in which we experience, think, and act. The musicality of movement mirrors the moment and the process of life as a continual bodily narrative. It generates oscillations in the body, senses, thoughts, feelings and surroundings and meets each moment as an exchange of giving and taking, of influencing and being influenced, of moving and being moved – as ways to weave every moment into the world in musical cohesion.

Modern dance is especially concerned with exploration of living bodily movement as bodily felt connections between movement, experience, and relationship – as artistic and existential potential. With its playful voyage of discovery in the musicality of movement modern body awareness training contributes to an intensification and nuancing of our bodily experience of movement as creative processes that explore the connections between practice and what this all means for the ontological and epistemological dimensions of movement (Sheets-Johnstone, 1999 pp. 283, p. 308). This makes body awareness training in modern dance a laboratory for exploring the existentiality of movement as a bodily voyage of discovery in the musicality of movement as ways to nuance and intensify bodily sensitivity and as a creative process of being fully alive and present.

## VIII. The Musicality of Movement and Existential Meanings

Above all, musicality is the bearer of how bodily articulation creates perspective, relationship and meaning and thus, which forms of intensities, experiences and meaning are made possible. "Perception itself is already a style" (ibid.p.87). "It is an awareness of how a body part or the body as a whole is moving" (Sheets-Johnstone, 1998, p. 273). Because the musicality of movement affects complex bio-psychosocial and existential intertwinings of bodily practice, experience and meaning, style also expresses intertwinings of biological, psychological, cultural, existential and health-related experiences and values (Deleuze, 2000/1986; Dissanayake, 1992). The qualities and styles of movement are thus a continual 'creation of existence' as bodily articulation of perception, experience, expression and relationship (Merleau-Ponty, 1945, p. 153). In Merleau-Ponty's delectable words the living body is what connects us with the world. What we have tried to underscore in this narrative about practice

is that embodiment as attunement and the musicality of movement are tied to perception and experience in a mutually creative relationship.

Perception is not primarily perception of things but perception of elements (water, air) as perception of the living meeting of the world's rays, dimensions as words and I slide on these "elements" and then I am in the world, I slide from the subjective into the existential Being (Merleau-Ponty, 1964, p. 264).

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## Review on Interpersonal Relationships and Depression among Shelter's Children in Tehran/Iran

By Katayoon Ahangar, Rumaya Juhari & Mariani Mansor

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Katayoon Ahangar<sup>α</sup>, Rumaya Juhari<sup>ο</sup> & Mariani Mansor<sup>ρ</sup>

**Abstract** - This paper aims to review interpersonal relationship and depression among children living in shelters. The results revealed a negative significant correlation between various interpersonal relationship. No significant difference in depression among male and female respondents. The review of this study will help guardians, social workers and psychologists to organize some intervention programmes so as to reduce depression among children living in Tehran's shelters.

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## I. Introduction

Much of the research available on depression among children focus on development of depression among children living with families compared to children living in shelters. The literature on depression among children in shelters has shown that depression is more than just a feeling of sadness. People who are depressed are not just moody or feeling "blue" for a few days (Kessler, Chiu, Demler & Walters, 2005). They feel down for a long period of time or in some cases, they feel anxiety or tiredness for some weeks or months. As depression affects a person's way of feeling, thinking or behaving, it may affect the different aspects of the person's life (Kessler, Chiu, Demler & Walters, 2005).

## II. Depression

Feeling of depression may be described as feeling sad, blue, unhappy, miserable, or down in the dumps. Some people feel this way at one time or another for a short time period. However, true clinical depression is a mood disorder in which feelings of sadness, loss, anger, or frustration interfere with everyday life for an extended period of time (Bayat, Naderi Far, Bayat, Miri & Saeed, 2005).

According to Street, Nathan and Durkin (2003) empirical studies have declared that childhood depression is not a transitional period and it will result in considerable psychological disorders and may cause depression in future. Moreover, certain behaviour found in adolescents and particular environmental factors do definitely lead to adolescent depression.

Similarly, Orton (2008) studied on depression among youth aged 7-14 years in America and identified that among children suffering from depression, the symptoms include bad temper, lack of interest in activities, losing weight, sleeping problems and fatigue, feeling of worthlessness, having problem in concentrating, lack of self confidence, negative thinking and being irrational. The experience of depression among children might continue for long lasting period, and children who overcome their depression in the primary steps are highly at risk of being depressed in the future (Orton, 2008).

On the other hand, Navabi Nejad (2000) stated that among twenty eight (28) million children living in Iran, two millions of them are suffering from depression. Similarly, Bryant (2008) found that about 2.5% of all children and up to 8.3% of all adolescents in the United States suffer from depression. Although clinical depression is mostly seen in adolescents, very young children may also suffer from depression. Moreover, he stated that the high rate of depression among adolescents and the appearance of depression in very young children showed the need for research on depression among children, and therefore children will benefit the intervention programs which are designed based on the findings (Bryant 2008).

Similarly, the prevalence of depression was estimated between 0.4% and 2.5% in young children, while these were 0.4% and 8.3% for adolescents and the rate of depressive symptoms for males was shown to decrease after the age of 9, while depression was indicated to increase after the age of 12 for females (Orton, 2008). However, in another study by Eckshtain (2008), the prevalence of depressive symptoms among children was from 0.4% to 2.5%, and the rates were similar for males and females.

Additionally, in another study by Chu, Dave and Wei-Cherng (2002) on relationship between depression and substance abuse among multiple-diagnosed homeless population in services-enhanced transitional housing, a high rate of depression was found among children living in shelters in America. Moreover, Satyanarayana, Enns, Cox, & Sareen (2009) researched on prevalence and correlates of chronic depression in the Canadian community health. The collected sample included 36984 children aged 15 years old and above.

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They found that chronic depression is a general form of depression and 2.7% of people suffered from this form of depression.

### III. Depression and Gender Differences

Study by Berg (2001) demonstrated that females had reported a higher rate of depression than males. There are many reasons for this, and these include a combination between biological changes and social transitions, as well as the complex environment that exposes females to a wide range of problems which declares a strong relationship between gender differences and developing of depression. The result of this study shows the need for more emphasis to be given on gender differences. Similarly, according to Bryant (2008), it is important to note that the level of depression in males is greater than that of females and females report depression more than males. Therefore, gender is believed to affect development of depression in both children and adolescents.

On the other hand, Nazroo (2001) found that the prevalence of depression is affected by gender differences. He also declared that female showed depressive symptoms up to twice the rate do male. In the similar study, O'Donnell (2008) studied on explanatory styles, parenting, and adolescence depression and found gender differences in depression among adolescents and that females report symptoms of depression considerably more than males. In particular, females are reported as having higher risk of being depressed during childhood and early adolescence, and this creates a gender gap in depression during adolescence.

### IV. Depression and Age Differences

Bryant (2008) focused on the age differences among youth and its relationship to depression in the study on psychosocial correlates of depressive symptoms among 248 African-American children. Although some studies show no clear relations between these two variables among children, other studies have discovered that age is considerably associated with depression. He also found that there was no significant relationship between age and depression.

Matlin (2008) stated prevalence of depression increases across the lifetime, especially during adolescence. A noticeable increase is observed between the ages of 13 and 15 years and reaches its maximum level between the ages of 17 and 18. The level of depression in adolescence is even higher. Similarly, a study by Varley (2002) found that forty percent of adolescents between the ages of 14 and 15 years reported depressive symptoms. This positive correlation between depression and age might be due to physiological changes, increasing social and

academic needs, as well as exposure to harmful experiences.

In addition, Berg (2001) declared that although social problems decrease with age, the level of depression within depressed children living in shelters rises with age. During adulthood, the level of social problems in youths suffering from depression, anti-social behaviours, school problems, and the overall levels of depression increase with age. Similarly, the study by Prinstein, Borelli, Cheah, Simon, & Aikins (2005) revealed that adolescent females with poor peer friendships reported higher level of depressive symptoms.

### V. Depression in Shelter

According to Zima, Wells, and Freeman (1994) children suffering depression and evaluate the relationship between child problems and the use of physical and mental health services among 169 school-age children in Los Angeles. For this purpose, interviewers used standard measures of depression, and behavioural problems to assess the respondents' answers. The majority (78%) of the children were found to be suffering from depression, having behavioural problem, or poor school performance. Only one third of their parents were aware of the mentioned problems, while 15% of them had never received any mental or physical health care.

Depression among sheltered children was also evaluated by Wagner and Menke (1991). In their study, 51% of sheltered children between the ages of 7 and 12 years old were found to have required mental health care for depression according to scores on the (CDI). Meanwhile, thirty five percent (35%) obtained the scores which indicated clinical depression or were similar to the scores obtained by a sample of children receiving treatment for depression.

### VI. Interpersonal Relationship

According to Jin Yu, Hoffman Tepper and Russell, (2009) within a group of children, being accepted by peers is an indication of popularity and social status, while friendship is rooted in mutual respect and liking. Friendships in early adolescence are very supportive and children share a more common sense of feeling. Although friendships and peer acceptance are different, both have been found to affect childhood development. In specific, peer acceptance creates a more powerful sense of belonging and fewer behavioural problems in children, while friendships mostly affect feeling of loneliness. However, both friendships and peer acceptance have been found to improve self-esteem (Jin Yu, et al., 2009).

Interestingly, Barton and Cohen, (2004) classroom gender composition, children's peer relations and social life of children is affected by gender of peers.

Throughout childhood, children involve cultures which are defined by gender. In schools, the gender composition of class will affect social communication of children. An apparent gender difference is mostly reported in the form of aggressive behaviour used by boys versus girls.

Similarly, King, Boyce and King (1999) discovered that most children found it quite easy to talk to their same-gender friends about issues that bothered them, and this was particularly stated as easy by mostly girls. Furthermore, children will obviously feel more comfortable to talk about bothering issues to the opposite-gender friends when they move from early adolescence to the middle adolescence.

## VII. Interpersonal Relationship and Depression

Hamill (2007) studied the correlation between behavioural inhibition and behavioural activation, peer relationships and depression, but no significant correlation was found between behavioural inhibition and depression. The sample included 151 adolescents in grades 7 to 12. Furthermore, he also found that there was no correlation between peer relationship support and lower depressive scores.

Similarly, Masten (2005) identified that poor peer relationship or lack of positive peer relations have been reported as harmful for development of psychopathology. In particular, poor peer relationship exposes children to a large number of problems including mental disorders, poor school performance and social problems.

In addition, Shih, Josephine, Eberhart and Nicole (2008) examined the relationship between interpersonal behaviours and interpersonal relationship. The study revealed that even when depression symptoms are reduced, they can still affect peer relationships and depression will result in poor interpersonal relationship.

## VIII. Theoretical Implications

Review of this study present evidences on the role that interpersonal relationships play in developing the symptoms of depression among the children living in shelters. The current study employed the Bronfenbrenner (2005) ecological theory and examined independent variables which included the relationships with classmates, psychologists, social workers, guardians and roommates, both at the Micro and Meso levels.

Human Ecological System theory is useful to understand and study the level of depression among children living in shelters. This theory can also be used to evaluate the influence of the interpersonal relationships on depression. Moreover, it's an approach to the study of growing human being that put emphasis

on the interactions between the layers of ecological system theory and comprehensively expresses the way the people live and talks about bidirectional effects of the people and their environment on each other (Matlin, 2008). The proposed model was supported in this study. The finding showed that relationships between classmates, roommates, psychologists, social workers and guardians with depression were significantly negative correlated. Furthermore, the study demonstrates that interpersonal relationship can affect depression among children in shelters. Children have some characteristics (e.g. age) that affect their biology and these characteristics influence the interaction of children in shelters. Gender is also one of the important characteristics of children. Male avoid expressing their emotion from early age and this is the signal of vulnerability, but there are little evidences that physiological basis of emotion are different between female and male (Owen Blakemore, Berenbaum & Liben, 2008). The findings of the present study also showed that there is no significant difference between male and female and supported Human Ecological theory. The ecological theory also identifies that there might be environmental factors that protect children from depression. Children living shelters in Iran, mostly those who are at the risk of increasing depression, often experience challenges in their interactions with their classmates, roommates, guardians, psychologists and social workers. The ecological theory addresses these variables and recommends a way for researchers to study the significance of these variables and declare that there are environmental variables which increase the possibility of developing depression.

## IX. Suggestion for Future Programs

Psychologists, guardians and social workers should allocate enough time and be patient when helping the children as this can develop their trust. They should not personalize the problems like showing bad temper and rejection of help. On the contrary, they should consider them as having problems which are rooted in these children's families. They should always make effort to outreach those children who are hard to communicate. In addition, arranging group discussions involving currently and previously sheltered children can create an opportunity for peer support. Moreover, organizing support groups and mentoring programs can definitely help currently sheltered children and they can be supported by children who have successfully overcome the problems they face living in shelters. Shelters should provide a comfortable living condition for children so as to fulfill their privacy and safety in the effort to decrease the pressure and stress that they experience every day in shelters. Researchers interested in broadening the knowledge of depression and Iranian children living in various shelters in Tehran should also seriously consider the role that interpersonal relationship

factors play in developing depression among these children.

## X. Conclusion

This paper provided experimental evidences that interpersonal relationship might affect depression among children living in shelters. The study provides evidences of the correlation between depression and interpersonal relationship. Therefore, the current study has added more empirical evidences to the body of knowledge that will inform practice and guide policy makers in relation to depression among children living in various shelters.

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<i>References</i>	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring





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