The contribution of physical and sports education to reducing the behavior of physical and verbal violence among adolescents

مساهمة التربية البدنية والرياضية في التقليل من سلوك العنف الجسدي والعنف اللفظي لدى المراهقين.

دراسة ميدانية على بعض متوسطات مدينة الاغواط

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Abstract: The study aimedto identify the effect of physical and sports education on the behavior of physical and verbal violence among middle school students. The problem of the study on the differences between practitioners and non-practitioners of physical education was in the measure of violence in the middle among students. This study was limited to the opinions of a sample of 200 students studying in intermediate education distributed over four averages in the city of Laghouat, chosen randomly. For the purposes of this study, the researcher used the descriptive approach, and after statistical treatment with the SPSS program and data analysis, the researcher reached the following results: There are statistically significant differences between practitioners and non-practitioners of physical education in the scale of violence (verbal and physical) among middle school students.

Key words: physical and sports education, physical violence, verbal violence, adolescence

الملخص: هدفت الدراسة الى التعرف على تأثير التربية البدنية والرياضية على سلوك العنف الجسدي والعنف اللفظي لدى التلاميذ المرحلة المتوسط وتمثلت مشكلة الدراسة حول الفروق بين الممارسين والغير ممارسين للتربية البدنية الرياضية في مقياس العنف في الوسط لدى التلاميذ،اقتصرت هذه الدراسة على أراء عينة من 200 تلميذا متمدرسون في التعليم المتوسط موزعين على أربع متوسطات بمدينة الاغواط، تم اختيارها بطريقة عشوائية. ولأغراض هذه الدراسة استخدمت الباحث المنهج الوصفي، وبعد المعالجة الإحصائية ببرنامج spss وتحليل البيانات توصل الباحث إلى النتائج التالية:توجد فروق ذات دلالة إحصائية بين الممارسين والغير ممارسين للتربية البدنية الرياضية في مقياس العنف (اللفظي

والجسدي) لدى التلاميذ التعليم المتوسط،

- **الكلمات المفتاحية** : التربية البدنية والرياضية، العنف الجسدي، العنف اللفظي، المراهقة.

Introduction:

Violence has become one of the phenomena inherent in Algerian schools and even schools in developed countries. It is the expression of internal repression, frustration, failure, lack of self-confidence and a sense of deficiency. Violence has been one of the phenomena that accompanied man since his presence on this earth and the formation of the first nucleus of human society, and all human societies have suffered from it, civilized Whether it is or underdevelopment, the intensity and intensity of violence varies with different societies and the degree to which they are attending, and the awareness and culture prevailing in them, and these aggressive tendencies in the nature of man are either encountered by contractual and cultural perceptions and educational curricula or social environment that alleviate their impact and subject them to the controls of justice and elevate them to higher horizons, or they coincide with Perceptions, values, ethics, culture, educational curricula and harsh social conditions push people motivate and incite them to incite aggression, and the phenomenon of violence has increased, which has generated the interest of countries, societies and international organizations in the need to address this phenomenon and know its size, causes and effects on the individual, family and society alike .

Sometimes the school atmosphere is an essential factor in forming positive attitudes towards both the school and the community, and as expressive to me if the school atmosphere is appropriate and valid in the service of the student, education was sound and directed towards the service of members of society and its bodies, so the student's feeling that he is acquiring the love of teachers and school increases His activity and production, while the opposite, makes him hate her and her, and the latter may affect his behavior in general.[1]

The researcher believes that if we look at these previous interpretations in an integrated way, if we find that there is a kind of complementarity between these theories, aggressive behavior cannot be attributed to one reason only, but it is due to the interaction of a group of forces or overlapping factors, some of which are subjective factors.

1- The study problem:

The phenomenon of violence in the school environment is one of the serious social phenomena that educational institutions suffer from, especially in recent years, as these practices have become increasing and dangerous every day, in terms of quantity or in terms of the type of methods used in their practice, such as organized collective violence, armed attack Willful sabotage. School violence poses many problems, including the issue raised about how to define and define the nature of this phenomenon, as well as how to define a clear strategy to confront school violence, and most of these practices from individual to social behavior need to balance because this balance is essential and necessary to reduce this behavior, and does not come Balance, unless there is an incentive or impetus that pushes the teenager to divert attention from aggressive behavior, that is, there must be an activity that discharges the excess energy from the need of the body and the soul, as the physical activity makes them feel comfortable.[2]

The physical and sports education class plays an essential factor in limiting negative behaviors and produces positivity towards the internal and external environment of the school, and in terms of expressive if the school atmosphere is appropriate and valid in the service of the student, the education was sound and directed towards the service of members of society and its bodies, so the student feels that he is acquiring the love of teachers The school increases his activity and production, while the opposite makes him hate her and her, and the latter may affect his behavior in general.

Accordingly, we see that the chosen physical and physical education lesson directed at preparing the individual physically, socially, and mentally contributes to the individual's consent to himself, adapting the individual to suit his needs in the society in which he lives, so that his life is marked by freedom from tensions and psychological conflicts that are associated with feelings of guilt, anxiety, and shortages , So that he can satisfy his motives in a way that satisfies him and not displease everyone.

2- The problematic:

Are there statistically significant differences between practitioners and non-practitioners of physical education in the measure of violence in the middle among students?

There are a number of questions about this problem:

Are there statistically significant differences between practitioners and non-practitioners of physical education in the measure of physical violence among students?

Are there statistically significant differences between practitioners and non-practitioners of physical education in the scale of verbal violence among students?

3- The general premise of the study:

There are statistically significant differences between practitioners and non-practitioners of physical education in the measure of violence in the environment among students

Under this hypothesis is a set of hypotheses:

There are statistically significant differences between practitioners and non-practitioners of physical education in the measure of physical violence among students.

There are there statistically significant differences between practitioners and non-practitioners of physical education in the measure of verbal violence among students.

4- The importance of the study:

The importance of the study lies in the importance of the subject that is being studied, which is violence in the school environment in one of the important topics that have received little from the study that did not deal with physical education and the relationship of these two variables has a great role in determining the quality of the balanced students who see them as having a great task in improving Their outlook on life and challenging difficulties, raising and improving the image of physical and sports education in particular, and psychological balance in general.

The importance of the study also lies in trying to identify mental health and «positive or negative» aggressive reactions among adolescents towards school and society, and requires special characteristics that must be identified in the school adolescent who has the role of the learner.

5- Research objectives:

This study aims to finding statistical differences between practitioners and non-practitioners of physical education and sports on the scale of violence in the middle school among students.

-Finding statistical differences between practitioners and non-practitioners of physical education in sports on the scale of physical violence among students.

-Finding statistical differences between practitioners and non-practitioners of physical education in sports on the scale of verbal violence among students.

6- The most important terms and concepts:

6-1 Physical and Sports Education:

The activity of a special form is the essence of organized competition in order to measure capabilities and ensure maximum identification.[3] The concept of physical education can be addressed from a procedural perspective on the basis that it is:

That part of education that leads to changes in the physical, mental, social and psychological aspects of the individual through the exercise of physical activities and the acquisition of motor experiences within the walls of the school. "It is from this concept that we find that the purpose of physical education is to achieve a comprehensive, integrated and integrated growth of a personality. the individual by taking care of him from the physical, psychological, mental and social aspects.[4]

6-2 Definition of Violence:

Violence is defined in a language as intensity and cruelty, it is said: Violence of his child, that is: he blamed him severely for the purpose of reforming and deterring, and he used violence in the sense of cruelty, intensity, and severity of work in order to inflict reparation, reform, and deterrence, and violence that combines the eye and faith benefits distress and is against violence.

As for the definition of violence in the terminology, there is a consensus on severity, cruelty, and de-gentleness, and it is known that every behavior is intended to cause harm to others, or harm is one of its products, and everything that harms others, whether it is physical, psychological, insulting, mocking, or insulting Bullying and showing strength or hearing obscene, obscene or painful words; It is a form of violence, and violence is also defined as any behavior that includes a threat or intentional use of physical force against another, regardless of his character; Whether it is an individual, a sect, or a group, this behavior or practice may result in death, psychological trauma, deprivation, or delay in growth.[5]

6-2-1 School violence:

It is the student's violent behavior towards a family member, colleagues, professors, administration, whether this violence is verbal or material, direct or indirect.[6]

The phenomenon of school violence in our country knows great growth until, according to the Ministry of National Education, there were 2,273 physical assaults between 1999 and 2001.[7]

MostafaFahmy defined the adolescent word derived from the Latin verb ADEOLESCENCE and its meaning gradually towards physical maturity and defined it as Fouad El-Sayed as "the stage of coordination for adulthood and reaches the individual to complete maturity and adolescence in its general form, a stage that begins with puberty and ends with adulthood."[8]

6-2-2 Physical violence:

Physical violence is the intentional use of muscular force on body parts toward the other in order to harm them and cause physical damage which leads to damage to the other side. Examples of physical violence include: beating with hands or tools, slapping, kicking or kicking with legs, pushing.[9]

6-2-3 Verbal Violence:

Verbally abusive behaviors that are all intimidation or threats causing fear, and committing what constitutes harm or physical danger to the soul or partner, or the family or friends of the partner.

6-3 Adolescence:

Adolescence in the Arabic language is from the term adolescent and means getting close to something, and with it a convention, it refers to the individual approaching physical, mental, social and psychological maturity. It is worth noting here that the adolescence stage is not a stage of full maturity but rather a stage that leads to its consequences and events to maturity.[10]

7- Previous studies

The importance of presenting previous studies that dealt with the topic of compatibility in its various dimensions and the subject of motivation to learn is a guide that helps us in the steps of conducting the current study, as it is one of the sources from which we draw assumptions that can be formulated procedurally and try to verify them, and we will present the most important studies that were based on the following:

7-1- SalimaKassi study, Badiaa Bouali 2011

This study aimed to reach suggested mechanisms for the role of the educational institution embodied in secondary education institutions in facing the problem of violence among secondary school students. The problem of a study was represented by a major question: What are the proposed mechanisms for the role of the educational institution in facing the problem of violence among high school students? Four main questions emerged from this main question:

1-What are the prevailing manifestations of violence within the secondary educational institution?

2- How widespread and widespread is the phenomenon within the secondary educational institution?

3- What are the causes of the phenomenon of violence within the secondary educational institution?

4- What are the proposed mechanisms for the role of the educational institution to confront the phenomenon? The aims of this study are determined by reaching answers to these questions. This study was limited to the opinions of a sample of 200 professors and a teacher of secondary education distributed among four secondary schools of the wilaya of Constantine, which were randomly selected. For the purposes of this study, the two researchers used the descriptive analytical approach, where they analyzed the content of the

responses of the members of the study sample, and extracted the prevailing manifestations of violence within the walls of our secondary educational institutions, the extent of their prevalence and the mechanisms or methods used to address them and by analyzing the data, the two researchers reached the following results: The educational institutions fight and beating, insulting and insulting the students and their colleagues, destroying the tools and properties of the educational institution, assaulting the educational staff of teachers, educational assistants and administrators by insulting and beating, in addition to placing the student himself in situations that lead to his harm .. etc. The exacerbation of the phenomenon and its prevalence is worsening by the day, making the school a strategic location and the family is neighboring it, and it bears the burden of that in the media. The study sample members also suggest a number of mechanisms and methods that they see as effective in facing the phenomenon and reducing its prevalence.[11]

7-2 Study of Hammoud bin Khamis bin Hamad Al-Nawfali 2010

Where the doctoral thesis dealt with the topic (violence in the school field), in grades (10 to 12) in schools in the governorate of Muscat in the Sultanate, and the study sought to answer a question about the prevailing forms of violence among students, and what are the factors behind its spread? The study took three years.

The study aimed to reveal the characteristics of students who practice violence, and to identify their forms of violence and the factors that led to violence and its implications.

As for the methodological measures taken by the researcher in this study, it was represented in the use of the descriptive analytical approach, and classrooms from (10-12) in the Governorate of Muscat were identified as a research community, and the Governorate of Muscat was identified for many

justifications, including: being the capital of the state and the largest city in the Sultanate, Because of its proximity to the researcher, and affected by urbanization and modern factors, as well as being representative of the various spectra of Omani society, most of whom came to and settled in from neighboring states, the study was carried out on all schools, which numbered at that time about (27) schools.

As for the human field on which the study focused; It was a comprehensive inventory of students with violent behavior in the schools of the study community by school administrations who reached (219) students, and a guaranteed analysis of the school control list, in addition to that, social workers were interviewed in those schools, a number of cases were studied in the study community schools, and finally interviews Focal point for a group of teachers in some schools.

The study concluded that the majority of these students have a lower or intermediate academic level, and the physical structure is normal, and does not indicate a characteristic that distinguishes them more than other students, but the health status has an impact on 20% of cases that suffer from several diseases, as well The majority of the respondents predominate verbal violence, as half of the respondents admitted that they do not fully observe their prayers, and that the majority of the respondents practice sports on a daily basis, as the psychological characteristics of the respondents indicated: the poor psychological state of the majority of the respondents, where the feeling of frustration and injustice came at high levels, especially Towards teachers and some family members, and that they became more angry after entering the teens, as most of the respondents preferred to resort to colleagues and friends in solving problems, and finally the family characteristics indicated that the economic level of their families is good, while for the number of family members

it was found that the majority of the respondents fall into families From (6 - 10 individuals), and the average number of family members in the research community was (9) individuals.

8- Research methodology and field procedures:

8-1 Research Methodology:

The researcher used the descriptive approach because it is the most appropriate approach to the nature of the research problem, as this approach is used by collecting data, describing the conditions surrounding the subject, organizing the obtained data, extracting results, and developing suggestions.[12]

8-2 The survey study:

8-2-1 Study tool:

In our research, we used a measure to measure the level of violence among schoolchildren of violence to the middle stage, as the scale is designed by the method "LIKERT" (1932), and the scale consists of 24 phrases:[13]

- Abdi Samira 2010 measure of violence, with some modifications.

Each dimension carries a set of phrases answered by students of intermediate

Phrases numbers	Axis
.(12)،(11)،(10)،(9)،(8)،(7)،(6)،(5)،(4)،(3)،(2)،(1)	**Axis 1 :** Physical **violence**
،(22)،(21)،(20)،(19)،(18)،(17)،(16)،(15)،(14)(13) .(24)،(23)	**Axis 2 : verbal violence**

education and determines the answer to the extent of approval or opposition to each phrase.[14]

8-2-2 Validity of the tool:

The sincerity of the paragraphs was calculated by applying the measure of violence in the school milieu, which contained (61) words, an exploratory sample of some of the 27 high school pupils from Algeria, and a student from Mohamed Azouz medium in the city of Laghouat, in addition to the above, it was

presented to a committee Among the arbitrators consisted of a group of specialists and professors who hold a PhD in physical and sports education and were asked to express their opinions and suggestions in the paragraphs of the scale with regard to their affiliation with the field of research and their linguistic formulation and their suitability for the measurement prepared for it and the paragraphs agreed upon by experts were retained.

8-2-3 The stability of the tool:

The scale was prepared with a high degree of consistency and objectivity, for use in many studies conducted on the school environment, where we used the test and retest method on the scale of violence in the school environment, the results were as follows:

Stability scale	The Axis
0.894	Verbal violence
0.912	physical violence

8-3 Study population and its sample:

8-3-1 Study community

They are individuals who will be studied, and in our study, students of intermediate education registered for the 2016/2017 year are represented by some averages of the city of Laghouat.

8-3-2 Study sample:

The sample was used by students from some schools of intermediate education, they were chosen in anIntentional simple, they numbered 200 students, divided into two groups, the first group is practicing 170 physical and athletic education practitioners, and the second group is 30 non-practitioners. Choose this type of sample to control the study.

9- Statistical methods used in the research:

We carried out a set of statistical treatments through the statistical program (SPSS), namely: arithmetic mean, standard deviation, percentages and repetitions: to identify the most important results and within the framework of describing the frequency of answers in the study sample and to know the percentages of individual representation and to know the percentages of representation, in addition to a parameter Linear correlation Pearson r: to calculate the stability of the scale, and the Student test: to identify the differences between practitioners and non-practitioners.

10. View, analyze and discuss the results

10-1-Discuss the results of the first hypothesis:

In order to validate the hypothesis that it is. There are statistically significant differences between practitioners and non-practitioners of physical activity in the psychological compatibility scale

Table No. (02): shows the significance of the differences in the scale of physical violence between practitioners and non-practitioners of athletic activity

Sig	T.value	Std.dev	Mean	%	Effective	Variables
0.05	3.12	15.68	93.15	45.58%	71	**Practitioners**
		10.04	77.6	54.42%	85	**Non- Practitioners**

We note, through statistical treatment in Table No. (02), that there is a discrepancy between the sample population in the physical violence measure, where the percentage of non-practitioners for physical and sports education is 45.58% or the percentage of practitioners for physical and sports education is 54.42%, and the calculated T was the same as the test 3.12 which does not equal the value of T Table 2.41, at the significance level of 0.05, and this means there is a significant difference in favor of physical education and sports practitioners.

10-2- Discuss the results of the second hypothesis:

Aiming to validate the hypothesis that: athletic physical activity contributes to reducing school violence in school-aged adolescents.

Table No. (03): shows the significance of the differences in verbal violence between practitioners and those who are not practicing athletic activity.

Sig	T.value	Std.dev	Mean	%	Effective	Variables
0.05	5.68	12.21	90.05	45.58%	71	**Practitioners**
		11.05	78.9	54.42%	85	**Non- Practitioners**

We note, through the statistical treatment in Table No. (03), that there is a discrepancy between the sample members in the scale of reducing school violence, showing us the percentage of non-practicing physical and sports education 45.58%, or the proportion of practitioners of physical and sports education 54.42% and the calculated T of the same test was 5.68 The tabular value of T does not equal to 2.41, at the significance level of 0.05, which means that there is a significant difference in favor of physical and athletic education practitioners.

Therefore, we can say that the adolescent practicing physical and sports education is less aggressive than others who are not practicing physical and sports education.

The results of the second hypothesis are directly proportional to the results of the first hypothesis, whereby violence takes on various manifestations,psychological, physical and moral, as it can be at the level of speech as an explicit criticism or the use of violence to express various wishes, in a cruel or peaceful way, and derogation from the same one School parties. It may be at the level of explicit acts in attacks such as threatening and despicable excitement movements, beatings, wounds, sexual assaults or crime

On the other hand, these acts can be by using means of assisting in violence, for example, infringement of others' property, such as theft, damage to tools, and sabotage.

According to the Inspector General of the Algiers Province Academy, Abdel-Fattah Hamani, the most common types of violence in the school environment are verbal violence. On the 22nd February 2000, the latter announced on the media day about violence in the school community the "Hassiba Bin Bouali" secondary school - the dome - the first results of the questionnaire distributed to students in the first and second stages, which includes 7,600 students.

80% of the sample answered that the most prevalent violence is verbal violence, while the remaining 20% see violence as other forms. And 6% of the same sample stated that they engaged in physical violence, such as theft and moral violence, such as insults, insults, and ridicule.

The results of this questionnaire also indicated that between 7 and 8% of the respondents consult a psychiatrist that the counseling counselor after they experienced a violent situation, and 65% resort to their colleagues.

Conclusion:

School physical activity is an educational subject that works to develop the motor, skill, and mental abilities of students, in addition to being an open space for them to vent their repression, as this class contains various sports activities and exercises that provide students with satisfaction and pleasure, especially when it is in adolescence that needs a field in which it achieves itself And with the invasion of the phenomenon of violence to society in general and the school in particular, and as adolescence - the first building block of the nation and the consolidation of its pillars, school sports physical activity is an effective and positive role in reducing school violence and this only comes to the mental health of the student, which is described in the results of the study:

-The pupils practicing physical and sports education are more compatible than the non-practicing pupils, and this is what the results revealed, which clearly showed the extent of the pupils practicing physical education to pupils who are not practicing through the dimensions of the scale that confirmed this unanimously.

-School sports physical activity has a positive effect in modifying adolescent behavior, using successful methods and means in the context of transactions.

-School physical activity contributes to reducing violence (verbal and physical) among students. As for similar studies that dealt with this topic, I came out that there is a kind of psychological pressure that the student is exposed to, and this appears through his use of violence, and physical and sports education works to empty this psychological pressure and its use in activities that benefit him from the physical, skill and even behavioral side in addition To the positive treatment of the student and this is confirmed by our current study.

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Annexe

School Violence Scale

Verbal / Physical

Items	Veryfrequently	Occasionally	Never
1. I was insulted by one of the students.			
2.My schoolmates call me names and titles that I hate.			
3.One of the students spoke to me in a threatening manner.			
4.One of my schoolmates shouted at me loudly until it terrified me.			
5. I am mocked by my colleagues.			
6.I hear dirty talk from my colleagues about my family.			
7. My colleagues make fun of me when I speak.			
8. One of the students Intentionally quarreled with me and punched me.			
9. I have been pulling clothes by some of my colleagues.			
10. One of the pupils hobbled me as I passed by.			

11. Some of the students were intentionally pushing me during a stampede.			
12. My colleagues quarrel with me for trivial reasons.			
13. One of the students attacked me and dropped me on the ground.			
14. One of the students slapped me in front of my classmates.			
15. My teammates keep me from playing with them.			
16. One of the students deliberately revealed my personal secrets.			
17.One of my friends broke off my relationship with him for no reason.			
18. One of the students accused me of actions that I did not commit.			
19. A student seized some of my items by force.			
20. One of the students stole my belongings (hat, money, books, etc.).			
21. One of the students tore off my notebooks			
22. One of the students refused to return the things that he borrowed from me (book, pens, money, etc.).			

23. One of the students used force and threats to take my money or anything belonging to me.			
24. One of my colleagues wrote inappropriate phrases on my books or notebooks.			