

## Reflections of recreational sports activities in the reduction of aggressive behavior and their effects on educational psychological processes in schools

Derrar Mohamed Amine\*<sup>1</sup>, Selami Sid Ali <sup>2</sup>

<sup>1</sup> Sports, health and performance Laboratory; khemis Meliana University, derrar.mohamed\_amine@univ-dbkm.dz

<sup>2</sup> Sports, health and performance Laboratory; khemis Meliana University, s.selami@univ-dbkm.dz

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### Abstract:

In the current study, we have dealt with the rôle of the recreational and sports activities for the reduction of aggressive behaviour among high school students . And Therefore it aims to comprehend the role of educational and physical sports activities in the reduction of aggressive behaviour , so as for the creation of social competitively by developing a strategy based on recreational education in order to face such aggressive behavior, we have relied our study on “ descriptive survey method” through setting a survey directed to the study sample in order to better comprehend the affect of recreational sport activities.

The results and students' responses confirmed that :

1. Recreational sports activities have a role to play in reducing aggressive behavior on the “educational dimension” of secondary school students.
2. Recreational sports activities have a role to play in reducing aggressive behavior on the “emotional dimension” of secondary school students.

**Key Words:** Recreational sport activities; Recreation; Aggressive behaviour; Educational activity; Psychological activity; Educational environment.

\* Corresponding Author.

## **2-The problème of the study:**

Behavioural deviations in educational institutions are among the most common problems for educators at all levels these days. Lack of respect for teachers, lack of adherence, instructions, aggressive behaviour towards others and various negative behaviours in the classrooms have become a familiar phenomenon faced by all teachers. A student lack of concentration and continuous attempts for disruptive behaviour during class will definitely lead to hold a teacher's activity, which would drive him to use methods that may harm the educational process, because when a teacher loses his concentration while he gets annoyed due to some students bad behaviour, considering the moments of pressure mixed with anger, will definitely find himself obliged to punish them either by constant showing at them, insulting or hitting them.

A spread of this type of negative behaviour is considered as a true failure in the educational process, and that may affect both teaching and students negatively, not only that, but may lead them to represent and raise them to abnormality and then to attitudes, values and behaviours that accompany them throughout their lives: such as learning violence, cheating, delinquency, drug abuse, smoking, neglecting work and escaping from school, or voluntary absenteeism from classes.

**Abdul Aziz Al-Shathri (2001)** believes that through organised entertainment, young people can be directed away from aggressive deviant or criminal behaviour, through preoccupation with what fills their time, reduces their deviant tendencies and directs their energies towards what is useful and enjoyable, This can lead to a reduction in the rate of deviation and crime in society in general, and given the importance of recreation in society, developed countries have tended to include recreation subjects and ways of investing free time in their school programmes.

Recreation education is not an addition to a science programme, but should be linked to the subjects that are actually taught to raise awareness of the importance of investing in recreation, emptiness and its positive impact on society and the happiness of individuals as a result, for their activities.

This led us to ask the following general question:

Do sports recreation have a positive role in reducing aggressive behaviour among secondary school students in Tiaret?

The following sub-questions are related to this general question:

-What is the role of sports recreation activities in reducing aggressive behaviour on the learning dimension of secondary school students?

-What is the role of sports recreation activities in reducing aggressive behaviour on the emotional dimension of secondary school students?

**\*General hypothesis:**

Recreational sport contributes to reduce the manifestation of aggressive behaviour in all its educational and emotional forms for secondary school students.

**\* Partial hypotheses:**

- Recreational sports activities have a role to play in reducing aggressive behaviour on the learning demension for secondary school students.

- Recreational sports activities have a role to play in reducing aggressive behaviour with an emotional dimension in secondary school students.

**3- General objective of the study:**

5-1- To detect the most important types of aggressive behaviour prevalent in secondary schools (educational, emotional).

5-2- To try to diagnose the causes of delinquency among adolescents in the city of Tiaret and the main reasons for this sensitive group of society to enter the world of delinquency.

5-3 - Attempt to develop a strategy based on recreational education through the practice of recreational sports activities to counter aggressive behaviour in the school environment in secondary education.

**4-The status of the current study:**

Due to the terrible prevalence of various deviant behaviours among adolescents in education, especially at the secondary level, and this has been confirmed by various studies and researches mentioned above, as well as by the figures and statistics provided by the security interests (national gendarmerie and national security) according to the periodical reports given to all media and press, as well as what has been proven by practical studies conducted by physical education and sport scientists, as well as the various fields and laboratory studies that have shown the positive effects of exercise recreational sports activities on the personality of the individual who practices them.

### **3- Procedural definition of the concepts mentioned in the research:**

- **Recreational sports activities:** This is a term given to a physical activity that an individual chooses and exercises himself and performs in his free time with the aim of obtaining pleasure and enjoyment for himself and others.

- **Recreational Activity:** Recreational activity : indicates the satisfaction of basic human needs such as food, the need for security and tranquillity, innovation or adventure and other basic human needs. Leisure includes anything that a person does simply out of a desire to do it, provided that it is done the activity is humane, acceptable and beneficial (Qasim Hassan Hussein, p. 212, 1998).

-**Recreational sports:** A sports activity that the individual chooses during his or her free time, and which is practiced for entertainment, pleasure and health without restrictions or formalities (The Arabic Language Academy 100, pg. 2004)

- **Aggressive behavior:** Khalil Omar (1998 AD) indicates that behavioural deviation is one of the social indicators that show us the existence of existing social problems within the community and also shows that there are individuals who do not conform to the periodic expectations related to their social status that the individual occupies more than it is related to social norms, values and general social morals. Each role has its own requirements. If the individual does not respect them and does not perform them according to his social controls, then the means of social control work to restore the deviant (behavioural from his role) (Khalil Omar, p. 173, 1998).

- **The educational process:** The educational process, according to the British philosopher Alfred North Whitehead, consists of stages, "the first is devoted to the random achievement that appears in the innate nature of childhood, then the intermediate (secondary) stage is devoted to something similar to the formation of rules, i.e. the inclusion of the first result in the rules and laws of science, Finally, the last stage comes, represented in university education. of rules and laws, but on the more general principles that includes these sciences as its applications.

- **Psychological operations:** This is an integrative and holistic way of understanding human behavior. This method has the advantage of being innovative and improvised: it is a "soft, flexible, living method that uses certain basic principles to improvise effective ways of coping

with whatever arises, of being with fairness of all kinds of personal, political, physical, mental and spiritual existence.

USABP Pioneer Award 2012. "United States Association for Body Psychotherapy. (archived from the original on 11 July 2018. Accessed 27 October 2013)

- **School environment:** The school environment is the school space in which students, teachers and school staff are located. It includes the relationships between students and mates, teachers and mates, students and teachers, administration, resources, school buildings and facilities. Tagiuri (27, 1988) sees the internal environment of the school as containing three dimensions:

1. The ecological or environmental dimension: This includes the physical aspects of the school such as the size of the school, the age of the building and the school facilities.

2. The social dimension: This includes the characteristics of individuals within the school organisation, as well as the dominant pattern of relationships between individuals and groups within and outside the school.

3. The cultural dimension: This dimension includes the values, meanings, principles and cognitive construction in the school. In addition to this, another dimension is the psychological dimension: which is represented in the perceptions, feelings, sentiments and attitudes that the student has towards the school environment.

#### **4- The methodological procedures used in the study:**

##### **4-1 Method and tools:**

\***Exploratory study:** It is a preliminary study carried out by the researcher on a sample before carrying out his research to choose the research methods and tools (**Dictionary of Psychologists and Education, 2000, page 101**).

9-2- Approach used: To solve the problem of our study, the descriptive approach was used, because of its relevance to the nature of our study knowing the role of recreational sports activities in reducing aggressive behaviour of secondary school students, as this approach is based on the study of the phenomenon as it exists in reality and is concerned with a precise and accurate description of its characteristics by collecting information, then interpreting it, and then presenting the results (Noy, 2020, p. 87)

**\* Research community:** Our research community is represented in our study by high school students from the Sougueur Department.

- Research sample: they are selected intentionally, and 102 students were selected

- Tools used in the research:

This is a method of data collection that has become widespread in many psychological and social research.

It involves a form or disclosure that includes a set of written questions about the research topic, which are addressed to individuals in order to obtain objective, quantitative and qualitative data from large, high density groups. The respondent answers them. And often the response is based on one of several choices (Hussein Abdel Hamid Ahmed Rashwan, 2010, p. 169).

The researchers prepared a questionnaire that had two main axes:

The first axis: dealing with the pedagogical dimension, which consisted of 13 questions, and after the arbitration, 10 questions came.

The second axis: in which we dealt with the emotional dimension, which consisted of 10 questions, after it came in its initial form with 13 questions, and it was after presenting it to the referees .

**- The scientific foundations of the tool (Psychometric characteristics Scientific conditions of the instrument):**

**A-Stability:** We used one of the methods for calculating test stability, which is the method of applying the test and reapplying it, to ensure the accuracy and stability of the results.

This method aims to determine the percentage and value of situational or temporary factors in the test. Based on this method, we conducted the test in two stages, with an interval of 15 days, with all fixed variables (same place, same sample, same time) and we used to calculate the reliability coefficient of the "Pearson" equation to calculate the correlation coefficient of the direct method as shown in table n°01 :

Number	Questionnaire axes	Sample	onesty coefficientH	Stability axe
01	Educational level	21	0.91	0.82
02	Emotional level		0.94	0.89

Table No. 01: The scientific coefficients represent the honesty and reability of the proposed research tool

### **B- The validity of the test :**

- **Apparent honesty:** It depends on the logic of the content of the test and its relation to the phenomenon of enlightenment, and it represents the general form of the test or its external appearance in terms of vocabulary, objectivity and clarity of its instructions. These studies helped us to start in a correct way in terms of defining a general framework for a subject that corresponds to the sample we are looking for.

### **- The accuracy of the content (referees)**

-The first step:

In this one, a group of subjects was presented to the supervisor and a group of specialist teachers in order to construct the questionnaire.

The second step:

After defining the acceptable axes for the tool, a set of statements for each axis was included, according to importance, correlation and relationship, and then presented to the referees, and this time they were presented to 9 professors, only 7 were recovered.

**C- Self-honesty:** In order to check the validity of the questionnaire, we also used self-honesty, and the results are presented in table no. (01) above.

**D- Objectivity:** One of the important factors that must be present in the scale is objectivity, i.e. the absence of discrimination and intolerance in opinions. Objectivity means describing the individual's abilities as they really exist.

The most important characteristic of a good measure is that it is objective to measure the phenomenon that was originally prepared for its measurement.

For this reason, the statements in the questionnaire are answered by the candidate without the intervention of the examiner or his suggestion, and therefore the results express the opinions of the owners without the intervention of any other party.

### **\* Statistical tools :**

After collecting the statistical data, we processed and analysed the data using the  $K^2$  test.

It is used to identify independence between two descriptive evaluative variables and the possibility of a relationship between them.

The statistical belt program spss was also run again when unpacking the results.

## **4-2 Presentation and Analysis of Results:**

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**4-2-1- Presentation and interpretation of the results of the first axis:**

		Answers			Total
		Always matching	Often matches	Does not match	
<b>1<sup>st</sup> question</b>	Count	34,8	37	43	102
	Expected Count		40,9	102,0	
<b>2<sup>nd</sup> question</b>	Count		37	38	102
	Expected Count		34,8	40,9	
<b>3<sup>rd</sup> question</b>	Count		42	31	102
	Expected Count		34,8	40,9	
<b>4<sup>th</sup> question</b>	Count		37	35	102
	Expected Count		34,8	40,9	
<b>5<sup>th</sup> question</b>	Count		32	43	102
	Expected Count		34,8	40,9	
<b>6<sup>th</sup> question</b>	Count		30	48	102
	Expected Count		34,8	40,9	
<b>7<sup>th</sup> question</b>	Count		34	47	102
	Expected Count		34,8	40,9	
<b>8<sup>th</sup> question</b>	Count		38	37	102
	Expected Count		34,8	40,9	
<b>9<sup>th</sup> question</b>	Count		33	39	102
	Expected Count		34,8	40,9	
<b>10<sup>th</sup> question</b>	Count		28	48	102
	Expected Count		34,8	40,9	
<b>Total</b>	Count			409	102
	Expected Count			409	

Table No. 02 shows the results of the students' answers to the questions of the first axis.

	value	df	Asymptotic Significance (2-sided)
Person per Square	15,382	18	0,636
Likelihood Ratio	15,588	18	0,621
Linear – by – Linear Association	0,522	1	0,470



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N of Valid cases	102		
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Table No. 03 shows the results of  $Ka^2$  for the first axis

From table 02 it can be seen that the expressions (P1 - P2 - P3 - P4 - P5 - P6 - P7 - P8 - P9 - P10) were statistically significant because the calculated value of  $ka$  was higher than the tabulated value and therefore there is a role for recreational physical activity on the Learning dimension.

**\*Interpretation of the results:**

Through the table presented in front of us, it is clear to us that sports recreation has an important role in reducing aggressive behaviours in secondary school, where the students' responses (still valid) all indicate the role played by sports recreation.

It contains some manifestations of educational behaviour problems, which are non-consensual behaviour problems related to the educational process, which prevent the student from benefiting from educational programmes.

As for the sample members whose answer was (sometimes applicable) and who suffer from aggressive behaviour, this is mainly due to its own factors. As for the rest of the sample, whose answers were (not applicable), this is due to several reasons, most of which are caused by the family.

4-2-2 Presentation and interpretation of the results of the second axis:

		Answers			Total
		Always matching	Often matches	Does not match	
11 <sup>th</sup> question	Count	4	1	97	102
	Expected Count	24,7	30,9	46,4	
12 <sup>th</sup> question	Count	29	36	39	102
	Expected Count	25,2	31,5	47,3	102
13 <sup>th</sup> question	Count	26	37	39	102
	Expected Count	24,7	30,9	46,4	102
14 <sup>th</sup> question	Count	21	36	45	102
	Expected Count	24,7	30,9	46,4	102
15 <sup>th</sup> question	Count	30	37	35	102
	Expected Count	24,7	30,9	46,4	102

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<b>16<sup>th</sup> question</b>	Count	30	37	35	102
	Expected Count	24,7	30,9	46,4	102
<b>17<sup>th</sup> question</b>	Count	37	24	41	102
	Expected Count	24,7	30,9	46,4	102
<b>18<sup>th</sup> question</b>	Count	21	28	53	102
	Expected Count	24,7	30,9	46,4	102
<b>19<sup>th</sup> question</b>	Count	21	39	42	102
	Expected Count	24,7	30,9	46,4	102
<b>20<sup>th</sup> question</b>	Count	31	38	43	102
	Expected Count	27,1	34	50,9	102
<b>Total</b>	Count	250	313	469	102
	Expected Count	250	313	469	102

Table No. 04 shows the results of the students' answers to the questions of the second axis.

	<b>value</b>	<b>df</b>	<b>Asymptotic Significance (2-sided)</b>
Person per Square	133,761	18	0,325
Likelihood Ratio	153,416	18	0,422
Linear – by – Linear Association	17,780	1	0,256
N of Valid cases	1032		

Table No. 05 shows the results of Ka2 for the second axis

It can be seen from Table 4 that the expressions (P11 - P12 - P13 - P14 - P15 - P16 - P17 - P18 - P19 - P20) were statistically significant, as the calculated value of Ka<sup>2</sup> was higher than the tabulated value and therefore there is a role for recreational physical activity on the excitatory dimension.

**\*Interpretation of the results:**

Through the table presented in front of us, it is clear to us that sports recreation has an effective role in mitigating emotional deviations in secondary school students, where the students' responses (still valid) that sports recreation actually reduces deviant behaviours. It contains negative internal behaviours.

### **4-3 Discussion and interpretation of the results (Discuss the hypotheses and meet them with the results):**

#### **\* Discussion and interpretation of the result of the first hypothesis:**

The hypothesis of recreational sports activities indicated a role in reducing aggressive behaviors on the educational dimension of secondary school students, and through conducting statistical analyses and our reading of the results presented in Table No. (02), the hypothesis was a statistical function, as the value of the estimated significance level is less than the value 0.05, i.e. at the 95% confidence level, there are statistically significant differences in the frequency of responses of the sample members to these statements and in favour of the recreational sports practitioners. As for the tabulated square on the degree of freedom (2) is equal to (5.99), and therefore it appears to us that the calculated  $\chi^2$  is higher than the tabulated  $\chi^2$ , which shows that there are differences in favour of the practitioners. These results can be explained according to the researchers' opinions, since the aim of recreational sports activities is to achieve a balanced overall development of the individual, and to modify his behaviour, with pleasure, satisfaction and happiness when practising, and from the successful experiences he encounters by encouraging others to do the same.

This was indicated in the results of the study - the study by Morabiti Muhammad, Madani Bouziane and Zenati Muhammad (2006 \_ 2007) and the study by Bedjaoui Darraji and Karkaden Abdul Haq and Afron Mahana (2003 \_ 2004).

#### **\* Discuss and explain the result of the second hypothesis:**

As for the hypothesis which states that "recreational sports activities have a role in reducing aggressive behaviors on the emotional dimension of secondary school students, and through conducting statistical analyses and our reading of the results presented in Table No. 04, the results are statistically significant. In the table, as the value of the estimated significance level is less than 0.05, i.e. at the 95%

confidence level, there are statistically significant differences in the frequency of responses of the sample members in these sentences in favour of the practitioners of recreational sports activities, and it is therefore clear to us that the calculated  $ka^2$  is higher than the programmed  $Ka^2$ , which shows that there are statistically significant differences in favour of the practitioners.

In this context, **(Muhammad Ali Muhammad 1985)** states that empirical studies have revealed that emptiness is characterised by the search for a state of satiety, a state that is sought after as an end in itself and the activities we engage in during leisure time are mainly aimed at achieving pleasure, although it is also certain that happiness is not only a matter of emptiness.

This was confirmed by Charles Brightbill, "one of the pioneers of recreational education in twentieth century idealism".

### **5-Conclusion:**

Through the presentation, analysis and discussion of the research results obtained through the research tools used (questionnaire) and applied to high school students in the Sougar district in the state of Tiaret practicing recreational sports activities, it was found that the hypotheses were largely realized:

1. Recreational sports activities have a role to play in reducing aggressive behaviour on the educational dimension of secondary school students.
2. Recreational sports activities have a role to play in reducing aggressive behaviour on the emotional dimension of secondary school pupils.

### **6- Suggestions and future hypotheses :**

According to the conclusions that were drawn, the researchers suggest the following:

Work towards the realisation of sports centres in all communities and provide them with the various necessary equipment that the practitioner needs for these recreational activities.

Encourage sports classes and recreational activities during free time through classroom and extracurricular activities in schools.

Designate psychologists to guide students at the state level.

Organise seminars and awareness days to monitor the various issues faced by students in educational institutions.

The need to deal with problems of deviant behaviour recorded in schools through disciplinary boards in accordance with the regulations governing their work.

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