

The effect of Physical Educational Class in Identifying Physical and Verbal Aggressive Behaviour for the Fourth intermediate Class in the Governorate of Djelfa .

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Abstract

The Object of the study .identify to both physical and verbal aggressive behaviour during the physical educational class, for the Fourth intermediate class students, for this purpose, we used the method Descriptive On a sample composed of 330 students Chosen as sample random, and for data collection, we used a tool questionnaire After collecting the results and having treated them statistically, we conclude 1) Moderate aggressive behaviour both verbally and physically as the percentage of the physical aggression is 2.14 and verbal aggression is 2.13 out of 4 points. 2) There is a correlation between the verbal and physical aggression with a coefficient of 0.74. The study recommends developing and enhancing the physical educational curriculum so as to absorb the students' potentials and vent them out properly through participations in sports and safe activities, which would allow students to attain emotional

Keywords: The Effect; Identifying; Physical and Verbal Aggressive.

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Résumé

L'objet de l'étude est identifier le comportement agressif physique et verbal pendant la science d'éducation physique et sportive , pour les élèves de quatrième classe intermédiaire, à cet effet, nous avons utilisé la méthode Descriptive Sur un échantillon composé de 330 élèves Choisi comme échantillon aléatoire, et pour collecte de données, nous avons utilisé un outil questionnaire Après avoir collecté les résultats et les avoir traités statistiquement, nous concluons 1) Comportement agressif modéré tant verbalement que physiquement car le pourcentage d'agression physique est de 2,14 et l'agression verbale est de 2,13 sur 4 points. 2) Il existe une corrélation entre l'agression verbale et physique avec un coefficient de 0,74.

Mots clés: L'effet; Identifier; Agressif physique et verbal.

ملخص

هدفت الدراسة الحالية إلى الكشف عن السلوك العدواني بشقيه المادي واللفظي لدى تلاميذ السنة الرابعة من التعليم المتوسط داخل حصة التربية البدنية ، وقد تم اختيار عينة الدراسة بالطريقة العشوائية العنقودية، من عينة الدراسة السابقة الذكر والتي تكونت من (330) تلميذ وتلميذة، ولتحقيق هدف الدراسة تم بناء استبيان لجمع البيانات والمعلومات، ولقد استخدم الباحث المنهج التحليلي الوصفي، واعتمد في التحليل على التحليلات الإحصائية التالية: المتوسط الحسابي، والانحراف المعياري، ومعامل الارتباط. وقد أظهرت نتائج الدراسة ما يلي - : وجود نسبة متوسطة من السلوك العدواني بشقيه المادي واللفظي، حيث بلغت نسبة السلوك العدواني المادي 2.14 ونسبة السلوك العدواني اللفظي 2.26 من أصل 4 درجات. - وجود علاقة ارتباطيه بين السلوك العدواني اللفظي والمادي بمعامل ارتباط 0.74 وأوصت الدراسة بضرورة تطوير مناهج التربية البدنية و الرياضية لتمكن من استيعاب طاقات الطلبة، وتفريغها بشكل صحيح من خلال المشاركة في الألعاب الرياضية والأنشطة اللاصفية، والتي تمكن الطلبة من المحافظة على اتزانهم الانفعالي

الكلمات المفتاحية: دور؛ حصة التربية البدنية والرياضية؛ السلوك العدواني.

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I- Introduction :

Classes physical education and sports sometimes lead to situations that provoke aggressive behaviours in students. You can attempt to curb these aggressive behaviours by means of adequate management techniques. Before turning to the description of these educational Methods, the Researcher give a definition of aggression and situate the phenomenon into a developmental perspective.

What is Aggression? From a behavioral perspective, aggression is any action that delivers noxious stimuli to another organism. If one wishes to stress the intentional character of the action ,then an aggressive act can be defined as, « Any form of behaviour designed to harm or injure another living being who is motivated to avoid such treatment» (Baron&Byrne,1991) .Psychologists often distinguish between hostile aggression and instrumental aggression.Hostile aggression includes aggressive acts in which the actor's major goal is to harm or injure a victim.

Instrumental aggression involves aggressive acts in which the actor's major goal is to gain access to objects,territory,or privileges.

This distinction is not always tenable. Both kinds of aggression may have serious consequences for victims and aggressors. Think about certain incidents in group sports. Physical contacts that bring on injuries may be hostile as well as instrumental in nature. The effect may be the same ,injuries for the victim and punishment for the actor. Some sport psychologists state that hostile and instrumental aggression must also be discerned from the so-called positive aggressions or assertiveness inherent in sport (Crick, N. R., & Grotpeter, J. K. 1995).Indeed ,playing within the rules with high intensity and emotion but with out seeing the difference between aggression and assertiveness at the sports fiel dis often difficult .

Some researchers have argued that aggression is always ,to a certain extent, a social judgement(Bandura,1973)that depends on a variety of factors. To give one example, interpreting an act as aggressive may depend on the identity of the doer and the victim .For example, teachers will not be inclined to interpret heavy games of rough and tumble among boys as aggressive acts .They may even interpret some rather heavy physical responses as signs of affection. If a group of girls demonstrate the same behaviour, the teachers would call it aggression (Condy & Ross,1985).Because the identification of aggressive activities is obviously also a question of interpretation,discuse factors that influence judgements about children in the school setting might be desirable.

Psychologists have advanced several theories with respect to the causes of aggression. The instinct theory considers aggressiveness as an innate instinct that can be channelled in socially acceptable ways as sport and exercise. This theory and the use of cathartic techniques to reduce aggressive urges have little support (Thirer,1993 ;Weinberg & Gould,1995).

If aggression is not innate ,it must be learned .Learning theorists have contributed a lot to the Under standing of aggressiveness and antisocial conduct. The well-known frustration-aggression theory (Dollard , Doob , Miller , Mowrer ,& Sears ,1939) states that frustration always produces aggression and that aggressiveness is always caused by frustration. Little or no evidence could be established for these assertions.(Berkowitz ,1965-1969) advanced the revised frustration-aggression theory .This theory states that frustration may increase the likelihood of aggression by increasing arousal (pain, anger).The readiness to aggressive acts, which results from frustration, a variety of other causes, and acquired aggressive habits, will lead to aggressive conduct only if socially learned cues in the situation.However,sometimes the arousal may be so high that aggressive responses result even when aggressive cues are not present.

A third classical theory of aggression is Bandura's social-learning theory (1973-1989).This theory states that children acquire aggressive responses and habits through observational learning and through the experience of receiving reinforcement for aggressive behaviour. Adults or children who commit aggressive responses that remain unpunished become models for children who have seen their aggressive acts. When adults reinforce verbal and non-verbal aggression in children, the likelihood that these

youngsters will display aggressive conduct in the future clearly increases. Aggressive behaviours may become habitual if children learn that the use of force is often very instrumental to achieving their goals and a means of terminating the hostile behaviour of their peers. Bandura also stressed the role of internal arousal in facilitating aggressive responses in situations where aggressive cues are present. Children must learn to cope in a constructive way with negative emotions such as anger and frustration in order to decrease the probability of responding aggressively.

In social-cognitive theories of aggression, the judgement of the one who causes harm about the (aggressive) intentions of the victim is advanced as an important variable in the development of aggressiveness (Dodge,1980).

An aggressive child is more likely than a non-aggressive child to attribute hostile intents to one who causes harm. This child reacts aggressively, retaliates against the one causing harm, or takes revenge. However, these aggressive actions trigger counter-aggression and eventually lead to rejection by the peers.

The experience of being rejected, in turn, reinforces the aggressive child's expectancies about his peers' hostile intent (Shaffer,1994, p.336). The aggressive child's expectancies may be valid in many cases.

Indeed, aggressive children are more likely than non-aggressive children to become targets of aggression. By these facts, the aggressive child is strengthened in his impression that most of his peers are adversaries (Hurd, N.M. & Zimmerman, M.A. & Reishl, T.M.,)

After five years of work and teaching experience in the education, we had the opportunity to listen to our colleagues complain about various subjects among which the question of discipline and student behavior like the aggression behavior.

The school Generally is a suitable place to convey the principles of conduct control, and the physical educational lesson Especially discovers students' behavioral problems.

The researcher in This study tries to answer for the question : what is aggression ?

1) The problem :

A teacher of physical education you have the opportunity to observe children and adolescents in some of their common every lesson surroundings in your classes and on the play grounds you may hear your students describing they teachers, parents, classmates, and friends .What kind of terms do they use in their descriptions ?

Observe the behaviour of students in the physical and education lessons and record what you hear very carefully at the end of the day you may discover what is typical in the person from children at different ages .

Are there significant statistical differences between aggressive behaviour of physical, verbal and aggressive Behaviour in favor of the post measurement?

2) Hypotheses:

There are significant statistical differences between aggressive behaviour of physical, verbal and aggressive Behaviour in favor of the post measurement.

3) Importance of the study

The purpose of research is to identifying The Effect of Physical Educational Class in Identifying Physical and Verbal Aggressive Behaviour. This occurs only through the following steps :

- the effect of verbal and physical aggressive behavior on the sample of study.
- compare and find the difference between verbal and physical aggressive behavior.
- Detection of aggressive behaviour in the Lesson of physical education in schools.

- Determine the aggressive Behaviour of both types of physical and verbal in the lesson of physical education.

4) **The study terms :**

Behaviour :

Behaviours is:

1) any response(s) made by an organism, 2) specifically, parts of a total response pattern, 3) an act or activity, and 4) a movement or complex of movements (Atkinson, Berne & Woodworth, 1987). Behavior is the observable action an organism uses to adjust to the environment.

American psychologists generally agree that the subject matter of psychology is largely the observable behavior of humans and other species of animals. But there is considerable divergence of opinion as to precisely what ought to be included under the category of behavior. In broader sense, behavior includes anything the individual does or experiences. Ideas, dreams, glandular responses, running, maneuvering a space ship – all are behavior. In Behaviorists' sense or in narrower sense, behavior can be defined to include only objectively or publicly observable responses. This narrow definition would exclude such conscious phenomena as thinking, perceiving, judgment, and the life, except as these may be studied through their consequences in behavior. But these few psychologists define psychology in such a narrow sense.

So it can be said that behaviour is a collective name for all kinds of manifestation. It includes activities that provides movement (e.g., walking, playing etc.) as well as knowledge (perceiving, remembering, reasoning etc.). Behavior is psycho-physical in origin thus both internal world as well as external world play their role in occurrence of the behavior.

Aggression :

Aggression is a word that we use every day to characterize the behavior of others and perhaps even of ourselves.

The American Academy of Child & Adolescent Psychiatry states that “Violent behavior in children and adolescents can include a wide range of behaviors: explosive temper tantrums, physical aggression, fighting, threats or attempts to hurt others (including homicidal thoughts), use of weapons, cruelty toward animals, fire setting, intentional destruction of property and vandalism.

Social psychologists define aggression as behaviour that is intended to harm another individual who does not wish to be harmed (Baron & Richardson, 1994). Because it involves the perception of intent, what looks like aggression from one point of view may not look that way from another, and the same harmful behaviour may or may not be considered aggressive depending on its intent. Intentional harm is, however, perceived as worse than unintentional harm, even when the harms are identical .

Social psychologists agree that aggression can be verbal as well as physical. Therefore, slinging insults at a friend is definitely aggressive, according to our definition, just as hitting someone is.

Physical aggression

is aggression that involves harming others physically—for instance hitting, kicking, stabbing, or shooting them. Non physical aggression is aggression that does not involve physical harm. Nonphysical aggression includes verbal aggression (yelling, screaming, swearing, and name calling) and relational or social aggression, which is defined as intentionally harming another person's social relationships, for instance, by gossiping about another person, excluding others from our friendship, or giving others the “silent treatment” (Kyriakos's, L. & Kaloyeros, C. & Lindsay, G. 2006). Nonverbal aggression also occurs in the form of sexual, racial, and homophobic jokes and epithets, which are designed to cause harm to individuals.

Verbal aggression

the act of using aggressive language on a target, can be distinguished from verbal aggressiveness, a person's attitude toward using aggressive language (Levine, Beatty, & Limon, 2004). With adequate measurement, it should be possible to accurately predict verbal aggression from scores on a verbal aggressiveness scale (Infant, Rancer, & Wigley, 2011; Levine et al., this issue).

II –Methods and Materials:

The study used the descriptive survey approach with the new measurement theory and the confirmatory factorial analysis method to achieve the study aims.

1) Statistical Analysis:

The study used different statistics method to achieve the aims. the data were analysed by using three statistical analysis programme packages for the social sciences. They are SPSS – version 20.0 package. Rasch Model item analysis. The statistical analysis of the data variables consists of a means, standard deviation Pearson correlation coefficient, exploratory factorial analysis by principal components method and confirmatory factorial analysis. The level of Statistical significance was set at 0.05.

The study used the Questionnaire who has been prepared by the researcher, this Tool of study contained 30 questions:

for use as a tool for the study, and consisted of the questionnaire (30) and distributed to the paragraph Two dimensions:

- 17 Questions for the verbal aggressive behaviour. (the verbal behavior, and includes 17 items).
- 13 for the physical type of aggressive behaviour. (the physical behavior and inclusive of 13 items).

The researcher uses Likert Scale:

- Never ----- 01 point.
- Rarely ----- 02 points.
- Some times – 03 points.
- Often ----- 04 points.
- Always ----- 05 points .

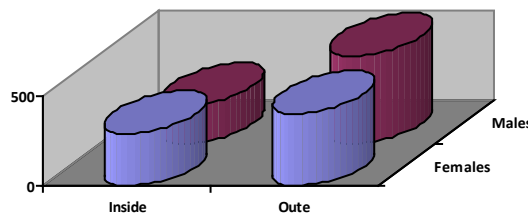
2) Participants :

The research community was the primary schools in Djelfa (the academic year 2016/2017) the study population contained 1391 pupils .

Table (1): the total study population.

| | <i>INSIDE</i> | <i>OUTE</i> | TOTAL |
|--------------|---------------|-------------|--------------|
| FEMALES | 295 | 405 | 700 |
| MALES | 205 | 486 | 691 |
| TOTAL | 500 | 891 | 1391 |

Figure (1):The total study population



3) The study sample

The study sample consisted of 330 finalized male and female students, were selected in the manner. (Cluster, as in Table 2)

Table (2): The percentages of the numbers of males and females.

| <i>MALES</i> | <i>FEMALES</i> | TOTAL |
|--------------|----------------|--------------|
| 165 | 165 | 330 |
| 50 % | 50 % | 100% |

Figure (2): The percentages of the numbers of males and females.

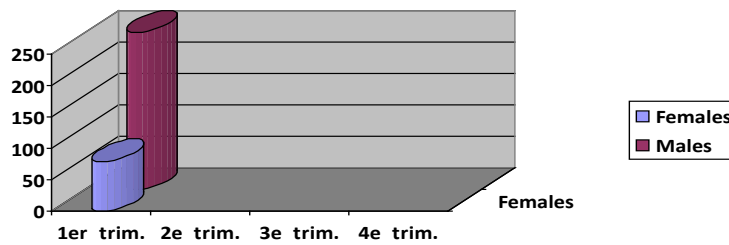


Table 03 : Descriptive Characteristics of the sample .

| | FEMALES | MALES | TOTAL |
|---------------------|----------------|--------------|--------------|
| Ages | | | |
| 14 - <15 | 79 | 150 | 229 |
| 15 - ≤16 | 21 | 68 | 89 |
| 16 old years | 02 | 10 | 12 |

Figure (3): Descriptive Characteristics of the sample

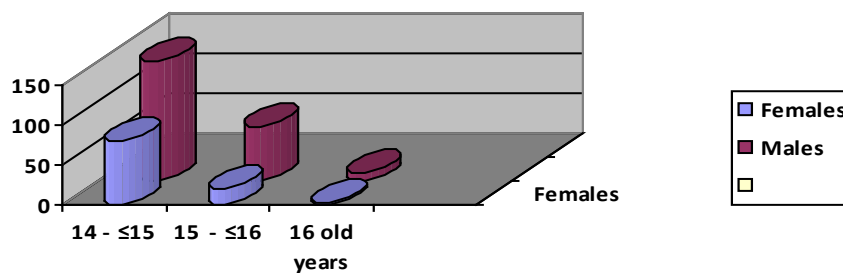


Table 04 : The Mean and the SD for the Degree of Verbal Aggression

| <i>Number of item.</i> | <i>SD</i> | <i>Mean</i> | <i>Degree</i> |
|------------------------|-----------|-------------|---------------|
| 01 | 0.97 | 1.91 | Average |
| 02 | 1.11 | 1.55 | Low |

| | | | |
|--------------|-------|-------------|---------|
| 03 | 2.13 | 2.02 | Average |
| 04 | 0.97 | 1.91 | Average |
| 05 | 1.11 | 1.55 | Low |
| 06 | 1.18 | 2.16 | Average |
| 07 | 0.99 | 2.4 | Average |
| 08 | 1.04 | 1.06 | Average |
| 09 | 1.05 | 2.13 | Average |
| 10 | 1.2 | 3.26 | High |
| 11 | 1.2.0 | 3.54 | High |
| 12 | 1.00 | 1.76 | Average |
| 13 | 0.92 | 1.62 | Low |
| Total | | 2.14 | 1.94 |

Table 05 : The Mean and the SD for the Degree of Physique Aggression

| <i>Number of item.</i> | <i>SD</i> | <i>Mean</i> | <i>Degree</i> |
|------------------------|-----------|-------------|---------------|
| 01 | 0.88 | 1.9 | Average |
| 02 | 0.9 | 1.94 | Average |
| 03 | 0.99 | 2.9 | High |
| 04 | 1.10 | 1.54 | Low |
| 05 | 1.19 | 3.15 | High |
| 06 | 0.9 | 2.05 | Average |
| 07 | 1.05 | 2.09 | Average |
| 08 | 1.04 | 2.14 | Average |
| 09 | 2.03 | 2.15 | Average |
| 10 | 0.97 | 1.66 | Low |
| 11 | 1.02 | 3.02 | High |
| 12 | 1.90 | 2.60 | Average |
| 13 | 1.10 | 1.55 | Low |
| 14 | 1.01 | 3.55 | High |
| 15 | 0.80 | 1.05 | Low |
| 16 | 0.99 | 1.33 | Low |
| 17 | 1.01 | 1.60 | Low |
| Total | | 2.13 | |

III- Results and discussion :

1) Statistical Analysis

Table (6): Correlation between the Verbal Aggressive behavior and Aggressive behavior of physical.

| Level | QUESTIONS |
|---------------------------------|---|
| Verbal Aggressive behavior | 2.4.6.7.8.10.12.14.16.17.18.20.22.24.26.29.30 |
| Aggressive behavior of physical | 1.9.5.9.11.13.15.19.21.23.25.27.28. |

It is illustrated through table (06) that there are significant difference between the Verbal Aggressive behaviour and Aggressive behavior of physical.

Table (06) : shows Pearson factor indicating there is a statistical significance between the Verbal Aggressive behavior and Aggressive behavior of physical.

It is clear from the table that the degree of physical aggressive behavior is in physical and educational lesson The sample of the study was:

- High at the items (3-5-11-14) .
- Average at the items (1-2-6-7-8-9-12) .
- Low at the items (4-10-13- 15-16-17).

The data presented in the table (04,05,06) indicated a statistical significance between the Verbal Aggressive behaviour and Aggressive behavior of physical.

From the foregoing, we find that

- The hypothesis which states that there are significant statistical differences between the Verbal Aggressive behaviour and Aggressive behavior of physical.

IV- Conclusion:

The objective of this article was to objectify behaviors deemed violent by clarifying their different sides according to the point of view of students, teachers and families.

This article allowed us to explore the actors' perceptions of various forms of behaviour by schoolchildren and teachers. These perceptions based on personal and subjective criteria, and predetermined behavioral expectations, which requires the development of a code of school life which specifies the different types of behavior unacceptable at school and determines the responsibilities of the workers. Which brings us to the following recommendations:

Perceiving that a given behavior being violent by the teacher can be a stressor for the teacher, which has consequences both for the teacher and for the student and his family.

- To equip the teacher not to take a behavior of the pupil in a personal way, and to equip him to distinguish between the differences of perception, and also the other ways of regulation.
- Involve families in the management of their children's behavior.
- Reconcile the impasse and seek not to affect the reputation of the teacher, in the event of the judicialization of an educational.

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