



The role of school sport in reducing school violence among middle school

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Abstract ;

The purpose of this study is to identify the role of school sports in detecting verbal and physical violence with students of the fourth year, Where the study was conducted on a sample of 25 professors, Professor of physical education study averages activists, The descriptive approach has also been distributed through Esteban composed of twenty (20), have been using spss program 22 to analyze survey results. Finally the results of the study on the validity of the proposed hypotheses where you reach:

- School sports contribute moderately to detect aggressive verbal violence among fourth year students.*
- School sports contribute moderately to detect physical violence in the fourth year students.*

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1. Introduction

Perhaps what distinguishes our world today is the diversity and plurality of activities. Sport is no longer practised only in clubs and stadiums, but also in schools. From an early age to the fact that it has a strong connection to strength and psychological and physical beauty and to the extent to which it is cared for and practised on sound bases and rules to the extent that the body is fully formed s mental and psychological level.

Organized school sports activities contribute to pupils' ability to live, understand and modify their behaviour s empowerment as a result of considerations such as family and school pressure, Violence is one of the most difficult problems facing the security and stability of educational institutions, especially in schools, whether verbal or material, which manifest themselves in forms, and which impede the achievement of the objectives of the physical education quota. Either beating with hands, using sharp tools and damaging school furniture, or by insulting, insulting and uttering obscene words, threatening and promising to colleagues and teachers.

Problematic of the study:

The phenomenon of violence has been studied by many researchers in recent times. But all these research attempts have not yielded satisfactory results, Their research has even opened the way for other studies on

this phenomenon, which many social and psychological workers have combined as a complex phenomenon with psychological, social, economic, political and educational reasons and aspects. and have difficult roots and hard-to-deal effects.

The transmission of violence to schools is seen as a disease that requires screening, diagnosis and speedy treatment, because school is the heart of society, and the presence of violence in it will impede its basic function and its active role in achieving the goals it seeks and aspires to achieve. All levels of education are no longer free of certain proportions of violence. "Jovelkit" (2016, p. 18) that school violence has become a subject of concern to parents, educators and officials, especially when it comes to a very sensitive social group on which to build the future: (adolescent group), and with an important institution known in various nations and times as not having to work towards the basic goal of raising generations for healthy social and national upbringing and preparing them for the future (school).

For this purpose, the school conducted a series of educational activities that work to control and control the student's behaviour and develop various aspects of personality. Among these activities are school sports, which are a very effective subject in improving the mood of the pupil. It feels comfortable and venting his energies. It also

works to reduce tension, aggression and violence in the school.

Sports education is one of the main subjects in the study plan for the stages of education evolution has become an important social necessity and duty. It is an ongoing process that contributes to modifying and improving the behaviour of the individual in a manner commensurate with the environment and in conformity with the customs of the community in which he lives. And she works on all aspects of his life because the individual is a homogeneous unit that encompasses all its physical and mental aspects, Spirituality and equilibrium lead to the health of individuals, the integrity of their thinking and the beauty of their morals and the impact of sports education in its educational framework on people's emotional lives permeates into the deepest levels of behaviour and experience, Where the main significance of man's body and its role in shaping its psychological traits cannot be ignored (Imran, 2015, p. 123)

Sport promotes and develops moral qualities such as a collective spirit, good solidarity and a habit of social relations and is not merely an amusement but an educational means of making an individual a valid member of his society. You don't understand it as just a leisure game anymore. But it is a specialization towards which the individual is driven by motivation and orientation, and in this time it has become school, Educational and social institution that plays the primary role in the formation of a good young person

Where to prepare the individual for his or her integrated growth and integration into the surrounding environment, By preparing a productive and influential citizen who can promote the environment throughout his life, public education with its goals and programme has helped all the body's forces to move from childhood to manhood so that he can live a balanced life, healthy and well-thought out.

Accordingly, the study examined the role of school sport in reducing the verbal and physical violence of fourth-year pupils in the physical education professors' view by answering the following main question:

Does school sport contribute to the reduction of the fourth-year students' verbal and physical violence at an average level?

The following sub-questions are separated from the Chairman's question:

Does school sport contribute to reducing verbal violence among fourth-year pupils at an average level?

Does school sport contribute to reducing physical violence among fourth-year pupils at an average level?

Hypotheses of the study:

- First hypothesis: School sport contributes to reducing the verbal violence of fourth-year pupils at an average level

Second hypothesis: School sport contributes to the reduction of physical violence in fourth-year pupils' average grade

Objectives of the study:

Learning about the realities of school sports in middle schools in terms of fatigue, means and spaces

Identify the level of school violence among middle school pupils

Know how physical education professors acquire ways to deal with students' behavioral problems, including violence

Highlight the importance of the psychological, emotional and social aspect in the formation of the pupil's personality and the extent to which school sport contributes

Trying to gain teachers valid scientific methods that enable them to invest in this sport in addressing the phenomenon of violence in the school and minimizing it as much as possible

The importance of the study:

Highlighting the importance of the school sports entrance through activities that promote emotional balance and are positively reflected in the building of the student's personality as well as developing his social skills and mental abilities to draw the attention of pedagogues to take into account pedagogical sporting activity in the curriculum to take advantage of the results of

this study by providing school sports professors with the right methods to deal with the specificities of violent pupils and to gain the greatest adaptation and self-control

Terms and concept of the study :

- School sports: The sum of scientific, medical, health and sports pedagogical processes and methods by which the body gains health, strength, agility and moderation of strength (Salama, 1980, p. 129).

* Procedural definition: It is the process through which physical and sporting activity is carried out within the educational institution, with the aim of gaining the learner's physical, cognitive and social qualities, skills and experiences.

- School violence: school violence is defined as any act which threatens the physical,

psychological, or emotional safety of all students. Further, NASP contends that these threats may include, but are not limited to, "physical assaults with or without weapons bullying, and social isolation" (NASP, 1997, p. 17).

* Procedural definition: abusive behaviour by a pupil during a physical education class aimed at harming others, whether physical by beating or biting, or verbal by expletive, prejudice, insult or insult.

- Intermediate education: a stage of education between primary and secondary education, of four years' duration, up from three years, for

most pupils who have completed primary education.

Theoretical aspect of the study :

school sport :

Definition of school sport :

It is a stand-alone educational system that aims at the development of the individual as a whole, integrating him with general physical fitness, refining his mental and intellectual powers, refining his public behaviour, controlling his emotional and psychological manifestations and modifying his childlike tendencies and tendencies, guiding his primary motivations and promoting acceptable social values and principles, and then heeding moral standards (Obaidat, 2016, p. 666)

The importance of school sport :

The importance of school sport is to develop personality. When pupils engage in regular sporting activity, they develop sophisticated features similar to this type. Here, the main teams should not lose sight of the direction of athletes in competitions or sports competitions. When this athlete pays all his energy, attention and free time to the kind of sport he loves, he carries it out with great passion. And another sports activity is a constant or distinctive sign for the pupil, Sports Education is another lesson devoted to and contributing to the building and development of the student's personality. The diversification of exercise helps to create

features or characteristics of great importance in all aspects of the personality. And sports activity is a team work that depends on each other, An individual who can organize in the small group is used to acting wisely in his wishes and doing so (Alwais, 2016, p. 54).

Therefore, sports activities have become a key factor in the formation of an individual's integral personality Through targeted programs that work to qualify, prepare and address students' behaviors by exercising the right sporting activities to reach high athletic levels, In addition to the health benefits achieved by exercising sports activity physically and psychologically, the sports activity accompanying the curriculum is an effective means of achieving the curriculum's objectives, Since the programs of these activities are an extension of the school sports lesson and allow students to choose what suits their abilities, abilities and desires (Mohammed, p. 2)

School satisfaction purposes :

Purpose Sensory _ Motor: Improve and develop the pupil's concept of body movement (how their body works), in addition to acquiring and possessing basic skills (transitional _ non-transitional movements _ alternating skills) that are used in different sports and are the basis for achieving high levels

_ Body Development Purposes: These include increasing the effectiveness of fitness elements (strength, speed, endurance,

balance, flexibility) and increasing the effectiveness of internal organs such as the respiratory, neuromuscular and neurotransmitter (Bessati, 2009, p. 9)

Mental purpose: This purpose relates to the collection of knowledge, such as knowledge of scientific variables, time and vacuum, space, movement and effort, mechanical knowledge and the work and installation of vital devices in the body, and there are other types of knowledge related to the social and psychological aspects of exercising sports activities

Social purpose: Affirming self-esteem, a sense of belonging and adaptation to the community and society are fundamental objectives achieved through the existence of competent leadership within the fields of physical education and sports in various physical activities (Al-Mahassa, 2006, p. 16)

school violence :

Definition of school violence :

School violence can be classified into one of two categories, physically aggressive acts and "less severe forms of interpersonal violence" (Furlong et al., 1994, p. 6). Physically aggressive acts tend to involve more serious types of assault with or without weapons. Less severe forms of interpersonal violence tend to involve psychologically or emotionally harmful behaviors such as verbal threats, bullying, cursing, ethnic taunting, pushing and shoving.

Types of school violence:

What types of violent behaviors should be included in such a shared instrument? We propose to be as inclusive and as comprehensive as possible. The scientific literature indicates strongly that school violence has many forms and types, each with different frequencies and different patterns of association with student characteristics, such as gender and age, and with school context variables, such as poverty in the school neighborhood. We suggest, therefore, that school violence studies examine the prevalence of a wide range of concrete and specific victimization types. These should include at least the following groups of behaviors: (Benbenishty and Astor, 2005).

- ✓ Verbal, such as calling names, racial slurs, and cursing;
- ✓ Social, such as isolating a student or a group of students;
- ✓ Indirect violence, including media-related victimization (e.g., showing private pictures over the internet and spreading rumors through cell phones);
- ✓ Physical, both moderate physical violence, such as pushing and shoving, and more severe types of physical violence such as serious beating;

- ✓ Property related, including vandalism, theft, and damages to
- ✓ students and staff property;
- ✓ Sexual, including verbal harassment and physical forms of unwanted
- ✓ sexual behaviors;
- ✓ Weapon-related, including the possession and use of a range of weapons, such as pocket knives and guns

The role of school sport in reducing violence :

The impact of sports activities in physical and sports education and in-house activity organized within the school and outside activity practised with other schools pupils ", all of which help to reduce violent behaviour among pupils in schools, This is by being able to vent and bring out the negative energy within the pupil, especially in adolescence. With the exercise of sports activities, the pupil can have a great ability to control and control his behaviour, especially during emotion or exposure to a situation. This makes us aware of the importance of this positive impact of these activities in reducing violence (Ben Yusuf, 2017, p. 136).

The school's sporting activity is replete with many types of emotional experiences that are powerful and have a clear impact on the behaviour of the individual. All of this requires the individual athlete's ability to control and control his or her emotions, The

dynamic of emotional situations during matches characterized by a permanent and rapid change from a certain emotion to another different action is among the most important factors that clearly emphasize the levels shown by the individual in the sport competition (Hejaj, 2002).

Sports education also plays an important role in reducing unwanted behaviors, which are issued in adolescence thanks to the professor's intelligence and methods of treatment through: A wide range of games and sports in the curriculum provide sufficient practical time to improve skill performance exploit pupils' love for famous heroes in improving skill performance modern teaching methods and caring for individual differences (Zaghloul, 2002, p. 60)

Applied aspect of study :

Search procedures :

1.2 Sample Search

It is part of society the phenomenon is studied through information about this phenomenon, so that we can disseminate these results to society (Nabil Juma Saleh Al-Najjar, 2015, p. 90). The study sample consisted of a group of physical education professors from the city of Jegel, selected by the random sample of the study community, consisting of 25 professors and one professor.

2.2 Search Tool

It is part of society the phenomenon is studied through information about this phenomenon, so that we can disseminate these outcomes to society (Al-Najjar, 2015, p. 90).

The questionnaire was prepared after the review of pedagogical literature and previous studies related to the subject. Some of the questionnaire building models used in previous studies were also found. In its preliminary form (20), the questionnaire is divided into two main dimensions:

After verbal violence, it included (10) paragraphs, after physical violence, and (10) paragraphs, as adopted in the construction of alternatives to the answer to the Licert tripartite ladder:

Low grade (1 - 1.66), medium degree (1.67 - 2.33), high degree (2.34 - 3).

* Psychometric properties of resolution:

* Honesty: sincerely means the test's suitability to measure what it is put in place to measure (Arafat Abdel Hafiz, 2011, p. 146), and to verify the validity of the questionnaire, Initial presentation to a group of 4 psychology and pedagogy professors in order to ascertain the clarity of the items and their relevance to the areas to be measured, some paragraphs have been amended and clarified so that the tool is ready for sample survey experimentation. education ", consisting of 25 physical education professors from intermediate education.

* Sincerity of internal consistency:

The authenticity of the instrument was calculated by calculating the sincerity of the internal consistency of the items, where the Pearson coefficient was used to calculate the correlation factor between each item and the instrument. The results showed high correlation factors ranging from 0.68 to 0.92.

* Questionnaire consistency: The test's consistency means accuracy, consistency or stability of results if applied to a sample of individuals on two different occasions (mokdem, 2011, p. 152).

The consistency of the questionnaire was verified in two ways.

- Split-half coefficient, where the paragraphs of the questionnaire were divided into two halves, paragraphs with single numbers, and paragraphs with even numbers, so that each section became self-contained, and the correlation coefficient between the two halves was calculated as Pearson (person), was 0.92.

- The Alpha Cronbachs alfa method, where the stability of the questionnaire is confirmed in this way because it gives the minimum stabilization factor of the questionnaire, so that it does not require re-application. The Alpha Cronbach coefficient is equal to 0.94, a good coefficient that confirms the stability of the questionnaire

N	phrase	arithmetic average	standard deviation	rank	degree
01	He rebukes his mate if he can't score a goal.	1.80	0.51	9	average
02	The pupil will speak obscene words if he or she is denied participation in play.	2.29	0.69	6	average
03	He screams at his colleague if he stalls passing the ball to him.	2.30	0.62	5	average
04	He sends unkempt words if his colleague misses a certain move	2.33	0.71	3	average
05	The pupil will speak obscene words if he or she is denied participation in play.	2.52	0.54	1	highly
06	He screams at his colleague if he stalls passing the ball to him	1.90	0.66	8	average
07	Don't congratulate his teammates if they win the sports competition	2.32	0.73	4	average
08	He screams at his colleagues if the professor punishes him in front of them.	1.77	0.51	10	average
09	He screams at his teammates if he gathers around him while he's in possession of the ball.	2.46	0.65	2	highly

Presentation and discussion of results school

1.3 Presentation of the results of the first partial hypothesis: School sport contributes to a moderate reduction of verbal violence

Table 01 shows the computational averages and standard deviations and the degree to which school sport contributes to detecting manifestations of verbal aggressive behaviour According to each paragraph that formed this axis, it is clear from the table that paragraphs (5, 9) have large and converging arithmetic averages in order (2. 52, 2.46). and with standard deviations according to order (0. 54, 0.65), conversely, the phrases (4, 7, 3) came with average and converging averages according to order (2. 33, 2. 32, 2.30), With standard deviations by ranking (0.71, 0.73, 0.62), as well as phrases (2, 10 and 6), their average averages were also comparable (2.29, 2.15, 1.90) and standard deviations respectively (0.69, 0.61, 0.66), On the same approach, the phrases (1, 8)

were equally moderate but less than the previous ones, Its arithmetic averages were respectively (1.80, 1.77) and standard deviations respectively (0.51, 0.51).

Presentation of the results of the second partial hypothesis: School sport contributes to a moderate reduction of physical violence

N	phrase	arithmetic average	standard deviation	rank	degree
01	He directs the ball strongly to his colleague's body if he harasses him during play	2.33	0.65	3	average
02	His colleague pushes and makes a mistake to score a goal	2.86	0.51	1	highly
03	His teammate pushes if he takes his place in play	2.21	0.62	6	average
04	Play violently in order to recover the ball if lost from it	2.74	0.63	2	highly
05	Kicks his colleague's foot if he can take the ball from him	2.30	0.74	5	average
06	Throw the ball away if he disagrees with his teammate about a point during play	2.19	0.59	7	average
07	He deliberately pushes his teammates during play if the professor reprimands him in front of them	1.70	0.56	9	average
08	He obstructs his teammate after playing if the reason for his loss	2.15	0.67	8	average
09	Obstructs a colleague's movement while returning to the classroom if it causes loss	1.67	0.59	10	average
10	He hits the ground with his foot violently if a mistake against him is calculated	2.32	0.54	4	average
	General degree	2.25	0.61		average

Table 02 shows the computational averages and standard deviations and the degree to which school sport contributes to detecting manifestations of physical aggressive behaviour", according to each paragraph that formed this axis, and it is clear from the table that paragraphs (2, 5) have large and similar averages of calculation, estimated at (2.82), With standard deviations according to the order (0.51, 0.74), conversely, the phrases (1, 10, 5) came with average and converging averages according to the order (2.33, 2.32, 2.30). and standard deviations by ranking (0.65, 0.54, 0.74), as well as phrases (3, 6, 8), their average and converging averages also came by order (2.21, 2.19, 1.15) and standard deviations respectively (0.62, 0.59, 0.67). And on the same approach, the phrases (7, 9) came in intermediate degrees as well, but less than the previous ones. system", where its

calculation averages were respectively (1.70, 1.67) and standard deviations respectively (0.56, 0.59).

Discussion of results:

Discussion of the findings on the first hypothesis:

By presenting the analysis and interpretation of the data relating to the first partial hypothesis, namely: School sport contributes to a moderate reduction in verbal violence, as the majority of sample people see school sport as playing an average role in reducing verbal violence among fourth-year pupils, with the average arithmetic level of contribution. (2.18), an average score showing that the degree of verbal violence prevailing during school sports activities in middle schools, especially among fourth-year pupils, was moderate and low. This indicates that

this quota helps pupils to control their emotions and verbal statements such as insulting and uttering in unkempt terms. The researchers attribute this result to the fact that sports activities are an important means of a person's balanced education in all aspects of his or her mental personality s health ", which in turn is an important element in achieving inclusive and balanced growth of the individual.

From the above, and by reference to the overall degree of the axis associated with manifestations of verbal violence, we note that the hypothesis has been achieved

Discussion of findings on the second hypothesis:

By presenting the analysis and interpretation of data related to the second hypothesis, namely: School sport contributes to a moderate reduction in physical violence, as the majority of the sample people see school sport as playing a role in the moderate reduction of physical violence, with the average arithmetic level of contribution (2.25), which confirms the severity of the phenomenon of physical violence among fourth-year pupils. This is because pupils suffer from many frustrations in their daily lives.

Violence is cleansed as a result of a pupil's frustration, which is where the barriers between the child and the satisfaction of his or her motivation are based or prevent him or her from achieving his or her purpose or wishes for repression, as well as other repressed frustrations.

The researchers attributed this result to the fact that pupils find refuge in physically assaulting others, unloading their repression into others without taking into account all social values and

norms. Many pupils also engage in physical violence because of the punishment they face at home from the father and mother, and the student tries to retaliate against his peers. (Fahmy, 2002) Many factors contribute to the seeds and development of aggression and violence among students, including the style of play and peer-to-peer handling, which we note during school sports activities.

From the above, and by reference to the overall degree of the axis associated with manifestations of physical violence, we note that the hypothesis has been achieved.

Conclusion:

Finally, school sports have a role to play in reducing the verbal and physical violence of fourth-year pupils, average but moderate. s behaviour and makes him not attack his colleagues or those who try to harass him, Spreading the values of tolerance among pupils, which demonstrates the importance of exercising sports activities because of the state of satisfaction and psychological satisfaction of the individual. It also increases his self-awareness and increases his confidence as a result of the body's potential.

Recommendation:

We have concluded a set of future proposals and presentations that can be limited to:

- The physical and sports education quota is given its real importance in institutions such as other educational classes in terms of the means allocated and the special rooms.
- The professor listens to his pupils to empty their potential.

- Provide physical education professors with knowledge and information on how to deal with aggressive behaviours and how to treat them.

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