

ISSN: 2392-5442 ESSN : 2602-540X		<i>Sport system journal</i>
V/09 N/01 Year/2022		<i>International scientific journal published by: ZianeAchour –Djelfa- Algeria</i>
P 337 - 348		<i>Received: 25/10/2021 A ccepted: 11/12/2021</i>

## **The Role of Physical Education and Sports in Reducing School Violence among Secondary School Students National Sport’s High school in Draria (Algeria) - a model-**

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### **Abstract:**

The unit of physical education and sports has been included in the educational programs, it aims to develop the abilities, trends and tendencies of students, and it is the framework in which all educational and sports experiences of the school gather.

Adolescence is a sensitive period which could lead the teenager to adopt an aggressive behavior to express his feelings.

This study aims at showing the impact of sport at reducing school violence that occurs both between students themselves and between students and teachers. This research concerns the secondary stage students at the National Sport’s High school in Draria "as a model".

**Keywords:** Physical Education and sport, violence.

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## 1. INTRODUCTION

According to educational and psychological scientists, many scientific studies have proven that physical education and sports activity leads to positive effects on mental health by improving mood, emotion, psychological control, and the ability to adapt to various behaviors, provided that it is practiced in a systematic and scientific manner. This point leads a great number of countries, including Algeria to promote the physical and sports education scale among other educational materials, provided that it is practiced in a regular and permanent manner according to educational curricula and legal texts in order to succeed in the educational process in the formation of a normal and healthy individual not only physically but socially and morally also. "The school is one of the most important social institutions in which students interact"(Benlarbi, Rabouh, & Hachi, 2021, p. 259). It must fulfill the educational tasks and prepare the student to become an educated and respected citizen who is able to adapt to non-violent behaviors, especially in light of the exacerbation of the phenomenon of violence in the school, and our schools today even record a frightening rise in the phenomenon among teenagers at schools.

Proceeding from the fact that the physical education and sports class is an educational material in which the teacher and the student interact directly because of the special features that it involves through the sports and educational activities as it provides us benefits both for the body and the mind, especially in the adolescence stage.

In the light of this field study, we aim to highlight the role played by the physical education and sports in combating violence in schools, the role that other educational materials, such as Islamic education and civic education, may be unable to achieve, in addition to how physical education teachers perceive physical education and sports.

This is what prompted us to pose the following problem:

**Does the physical education and sports class have a role in reducing school violence among secondary school students, and specifically among students of the National Sport's High school Draria – Algiers?**

## 2. Hypotheses

The first hypothesis: physical education and sports is an alternative to other subjects of school education to participate in the elimination of violence.

The second hypothesis: physical education and sports teachers have a positive perception of their ability to make the subject as a means and a solution to combat violence.

## 3. Goals

School is an educational institution with social educational function; it plays an important role in shaping the personality and behaviors of individuals.(Tayoub, Sghiri, & Kedar, 2020).

The study aims to show the impact of sport on school violence that occurs both between students themselves and between students and teachers and how it contributes to reduce this violence. This study is concerned by the secondary stage students at the National Sport's High school in Draria.

## 4. The used method

We have relied on the survey method as a descriptive study, which is based on the study, analysis and interpretation of the phenomenon by defining its characteristics and dimensions.

## 5. Sample and community research

To answer the study's hypotheses, we relied on samples from the "simple random" probabilistic method, which facilitates the task of collecting information in a random and independent manner. The sample of the research includes sports' teachers working in the National Secondary School for Sports in Draria (Algiers capital), which have a rich professional experience, and their number is 50 individuals.

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In order to collect as much information as possible about our research topic, as well as to verify our hypotheses, we used the questionnaire as a basic technique and tool for the nature of the study.

The questionnaire remains one of the main methods of data collection used in the context of the investigation and consists of 14 questions for teachers of the National Secondary Schools of Sports of Draria.

### **6. Terminology**

In this part, let's try to define certain concepts related to our subject such as:

#### **6.1 Physical Education and sport**

These are the physical activities chosen to fulfill the individual's needs in terms of physical, mental and psychomotor aspects,

#### **6.2 Violence**

The concept of violence seems easy, even though, it is difficult to provide a comprehensive definition and thus, according to different disciplines of researchers and circumstances in relation to. It is perceived as a behavior in which force harms the body, the soul or both of a person or a group in an arbitrary manner; sometimes, this could even lead to murder (Arabi & Salami, 2005).

**Violence in language:** Violence is a word derived from the verb "violence", which is a breach of the matter and alack of affection for it, and it includes hard ship and hardship and all goodness in compassion. Violence is like evil, expression and blame." (Roger, 1986, p. 5)

"Violence is the use of excessive physical force, which causes or has obvious potential to cause harm or destruction" (Coakley & Pike, 2014).

#### **6.3 School violence**

A set of socially unacceptable behavior that affects the public order of the school and leads to negative results regarding academic achievement, and we define it in physical violence, such as beating, quarrels, robbery of school property or others, vandalism inside schools, murder, carrying weapons and violence.

#### **6.3Adolescence**

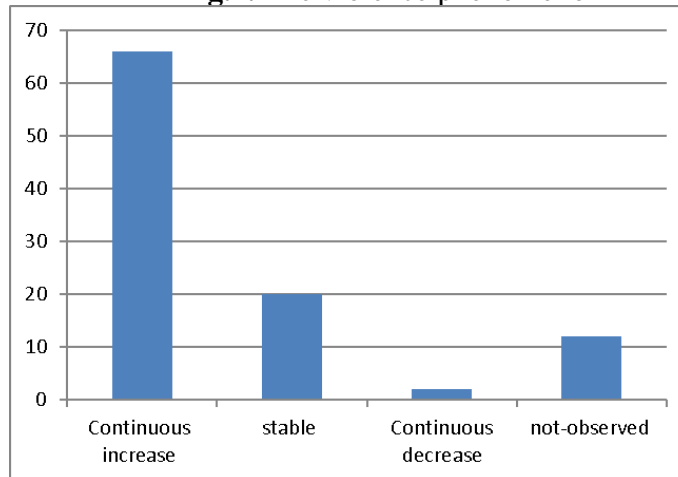
There are philosophers who called it the second birth, and it is characterized by morphological, psychological, mental, social, mental and social disorders.

### **7. Analysis of the Study's results**

In this part, we will analyze the result of our research.

- **How do you see the situation of the phenomenon of violence in schools?**

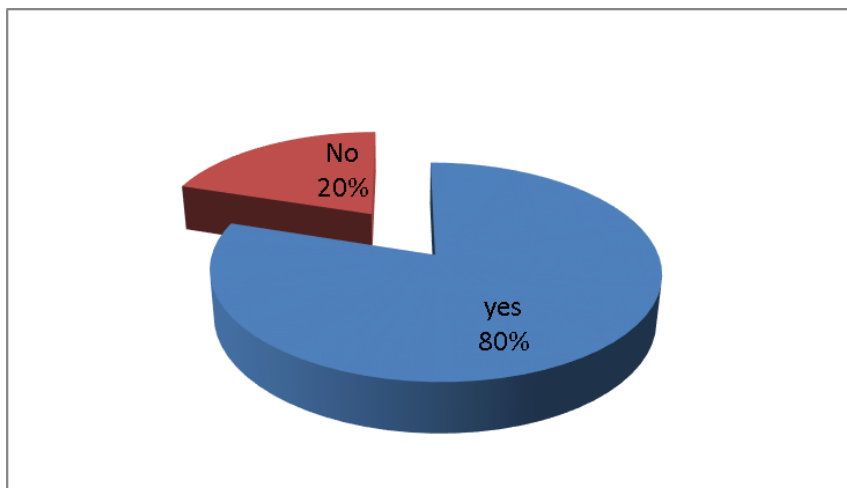
**Fig.1.** The violence phenomenon



The results of the study indicate that 66% of the members of the studied sample showed that the phenomenon of violence is constantly increasing, while 20% see it as stable, while 2% of the sample notice that it is constantly decreasing, while the rest of the individuals estimated at 12% did not notice its nature.

- **In your opinion, is there a relationship between physical and sports activity and the phenomenon of violence?**

**Fig.2.** The relationship between the physical activities and violence phenomenon



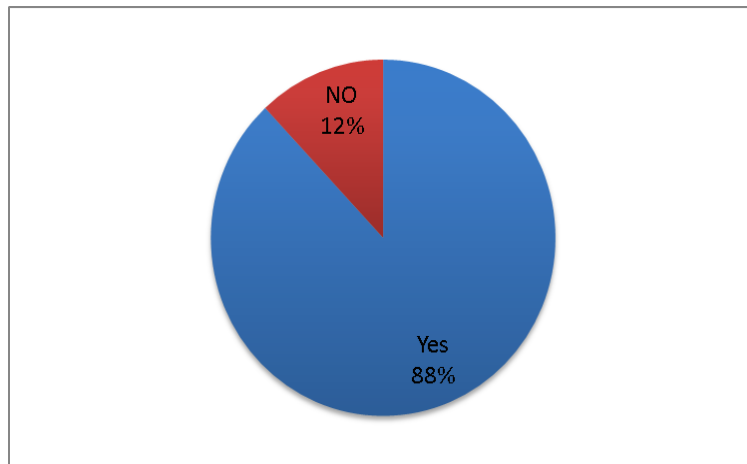
The results showed the largest percentage of 80%, which think that there is a relationship between physical and sports activity and the phenomenon of violence, compared to 20% of those who think that there is no relationship between them.

- **Do you think that the inclusion of physical education and sport reduces the violence phenomenon?**

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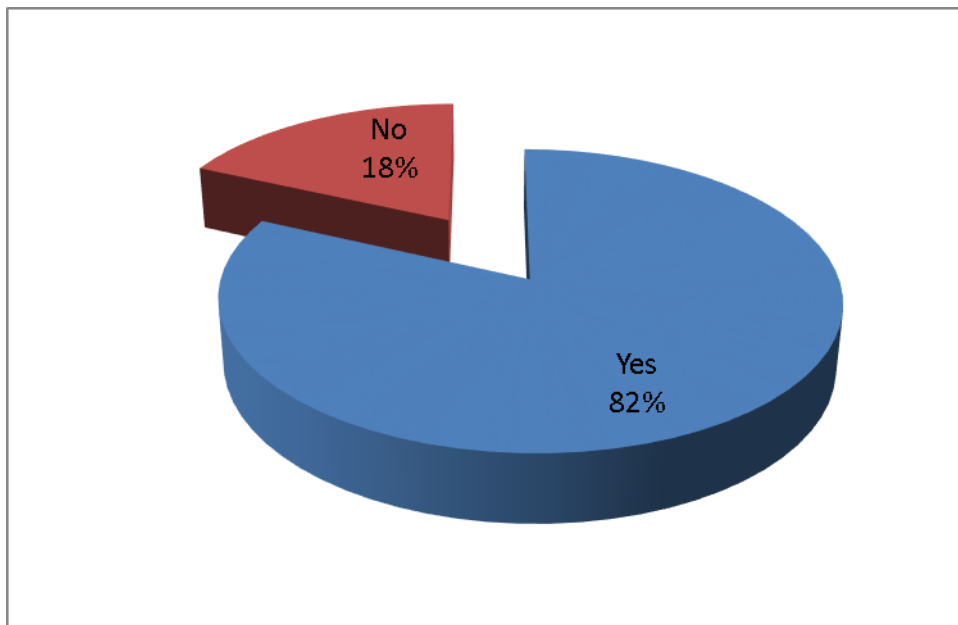
**Fig.3.** Inclusion of physical education and sport as a subject reduces the violence phenomenon



Most of the respondents estimated at 88% that the inclusion of physical and sports activity within the other studied subjects limits the phenomenon of violence, while the rest of the category 12% do not agree.

- **Do you notice that the students are less violent in the physical and sports activity class?**

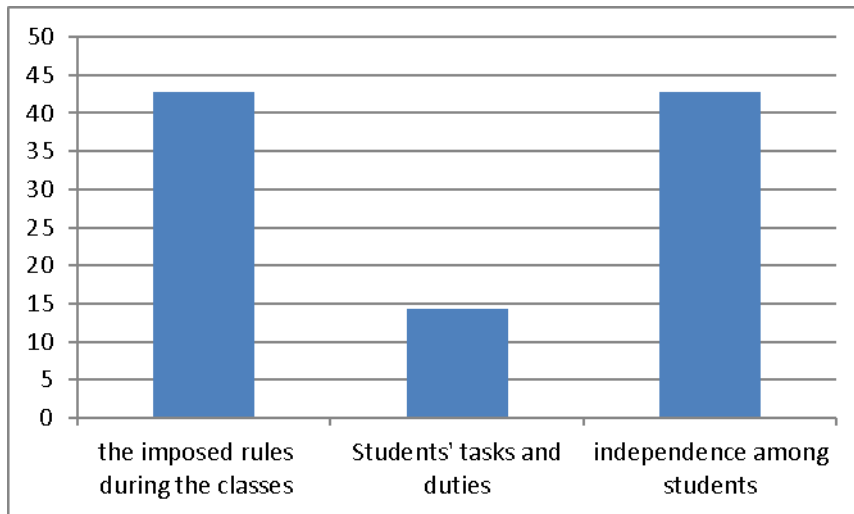
**Fig.4.** The students and the violence during physical education activities



The results showed that 82% think that students are less violent in the physical and sports activity classes. Comparing to other theoretical subjects, while the rest of the sample estimated at 18% that the students' behavior is the same and there is no difference in that.

- If the answer is “yes”, is this achieved through:

**Fig.5.**The students and the violence phenomenon

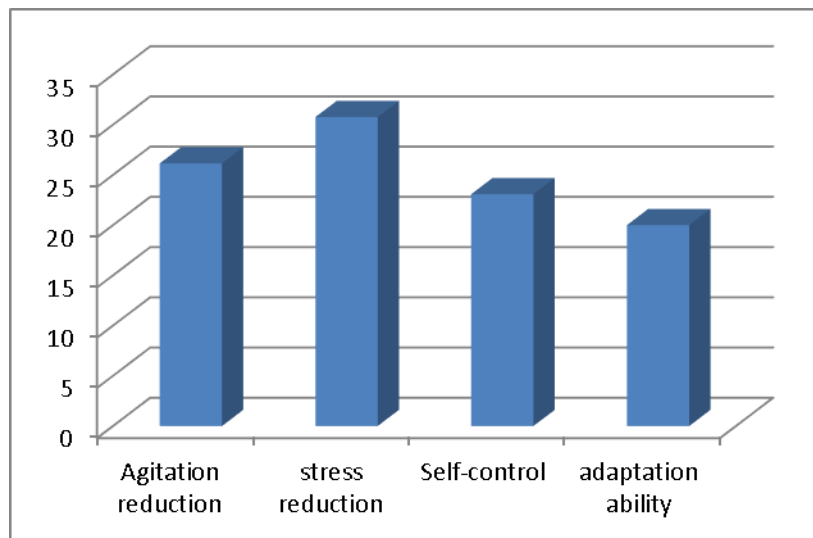


It is noticed from the answers that the percentages given for each answer include the following:

- Rules and controls : 62.86%
- Tasks and duties : 14.29%
- Independence : 42.86%

- **Physical activity and sports affect**

**Fig.6.** Sport and physical education effects



We conclude from the figure that the answers of the target audience of the field research are as follows:

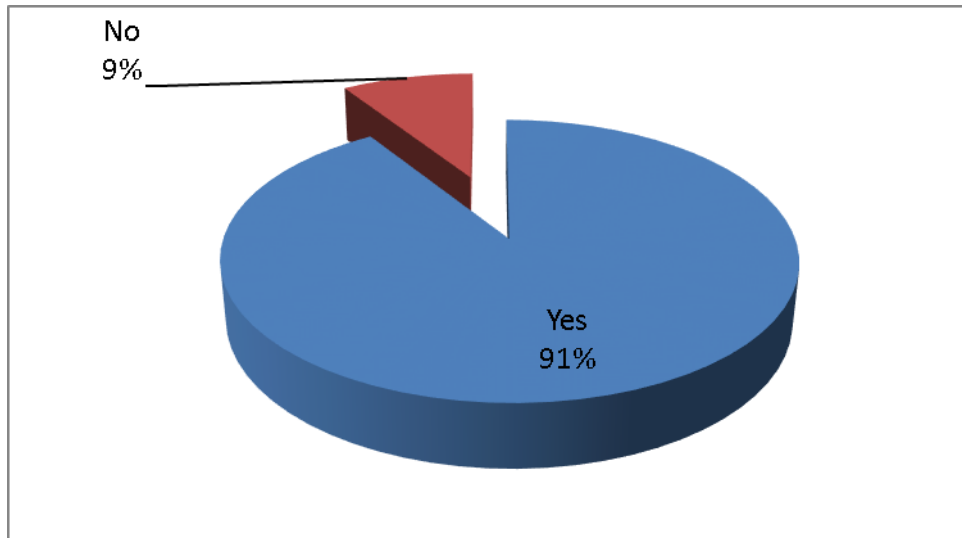
- To reduce agitation by 26.95%
- To reduce psychological pressure 30.77%.
- Psychological control 29.08%
- Adaptability 20%

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- Is the nature of play/ game closely related to:

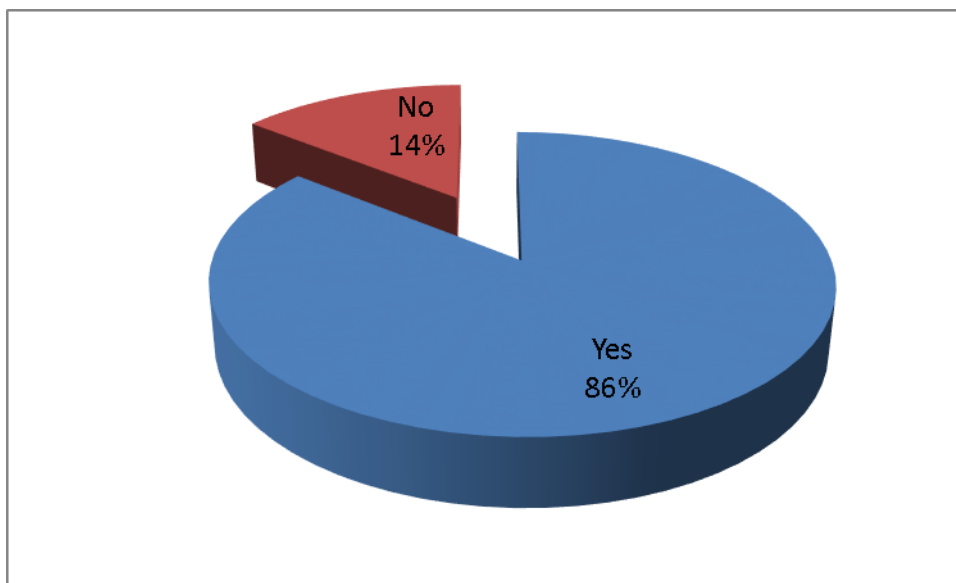
**Fig. 7.** The sport play's effect on school violence



We notice that 50.99% of the target group said that the nature of "play", which is closely related to physical activity and sports, is an effective reason for reducing violence in schools, while a small percentage estimated at 9.09% the opposite.

- Do you notice that the behavior of the students during the physical education and sports classes?

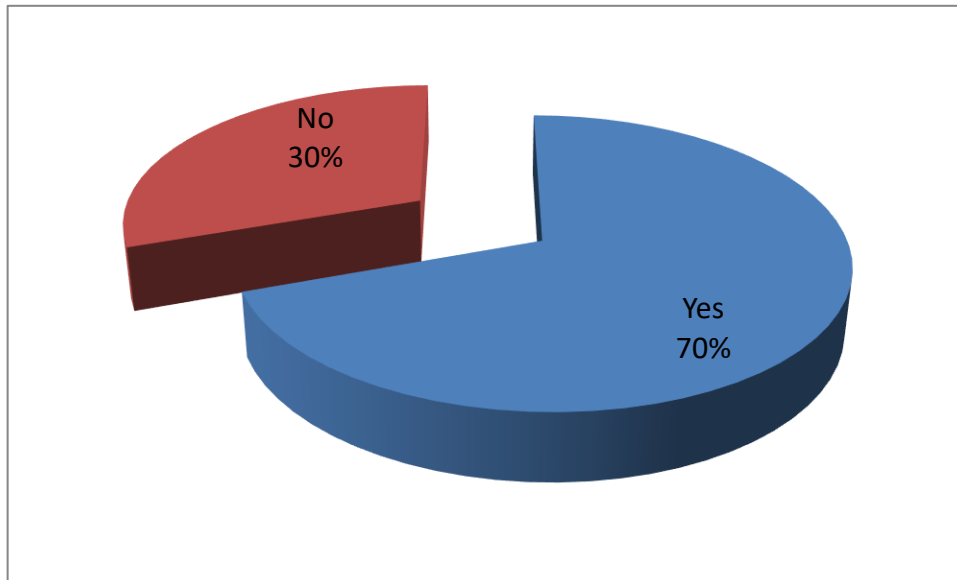
**Fig. 8.** Student's behavior during the physical education comparing to other subjects



It is noticed from the results that 86% of the target sample believes that the behavior of students is less violent in the physical education and sports class compared to other classes, while the minority of them sees the opposite, estimated at 14%.

- **Is it allowing to students to communicate and talk with professors, and this can contribute to reducing this phenomenon?**

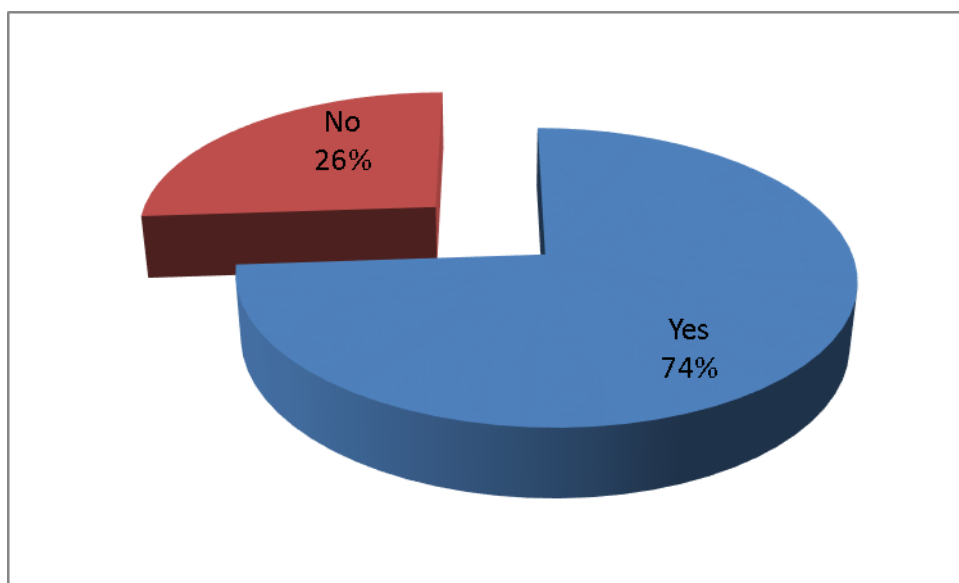
**Fig. 09.** Communication between students and teachers contribute to reduce violence



Through the figure, it is estimated at 70% that communication between students and teachers contributes to reducing the phenomenon of violence in schools, while the rest of them at 30% did not have the same opinion.

- **Is the phenomenon of school violence taken as a topic for discussion among teachers?**

**Fig. 10.** The violence at school as teacher's topic





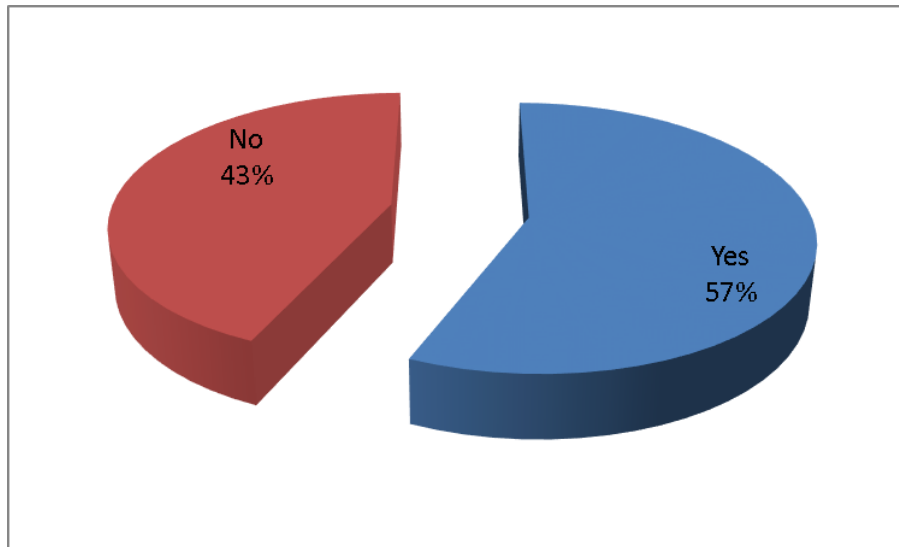
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According to the obtained results, 73.99% said that school violence is part of discussion in the department between professors and students, while the rest of the respondents expressed their percentage at 26.09% see it differently.

- **Do teachers of physical education and sports initiate awareness-raising campaigns against the phenomenon of violence**

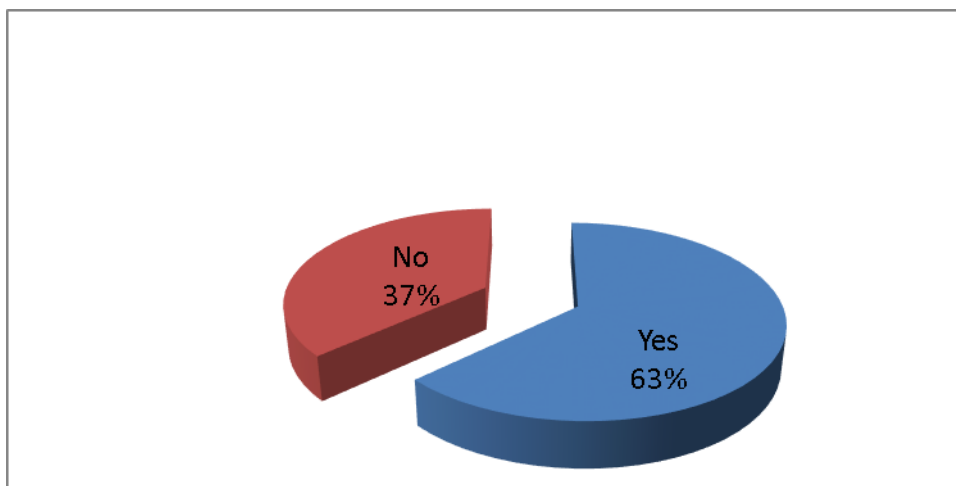
**Fig. 11.** Physical education and sports, teacher's initiatives against school violence



The results of the study showed that 57% of the teachers carry out awareness campaigns to denounce the phenomenon of violence in their educational institution, compared to 43% of those who believe that they are not interested in this activity, and that official authorities such as the Ministry have the right to organize and program these campaigns, as stated by some of the professors.

- **Will teachers of other educational subjects participate in these campaigns?**

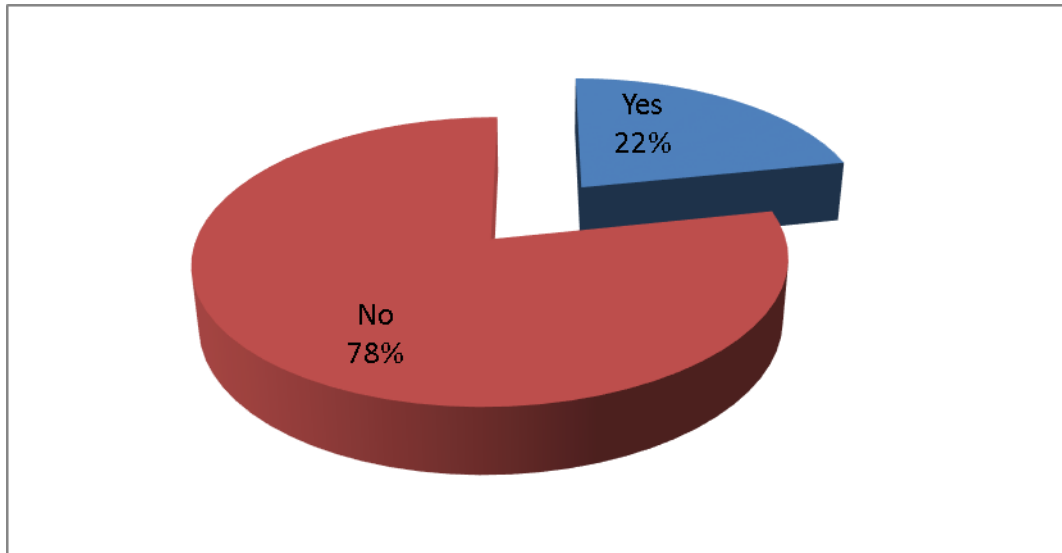
**Fig. 12.** The teacher's participation in the campaigns



More than half of teachers 63%, stated that they are interested in purifying their school of riots and violent behaviors practiced from various parties, and they are pleased to participate in the awareness-raising campaigns carried out by teachers of physical education and sports, compared to 37% who are not motivated to participate.

- **Do you think that the weekly hourly volume devoted to physical education and sports is sufficient to eliminate the phenomenon of violence in the school?**

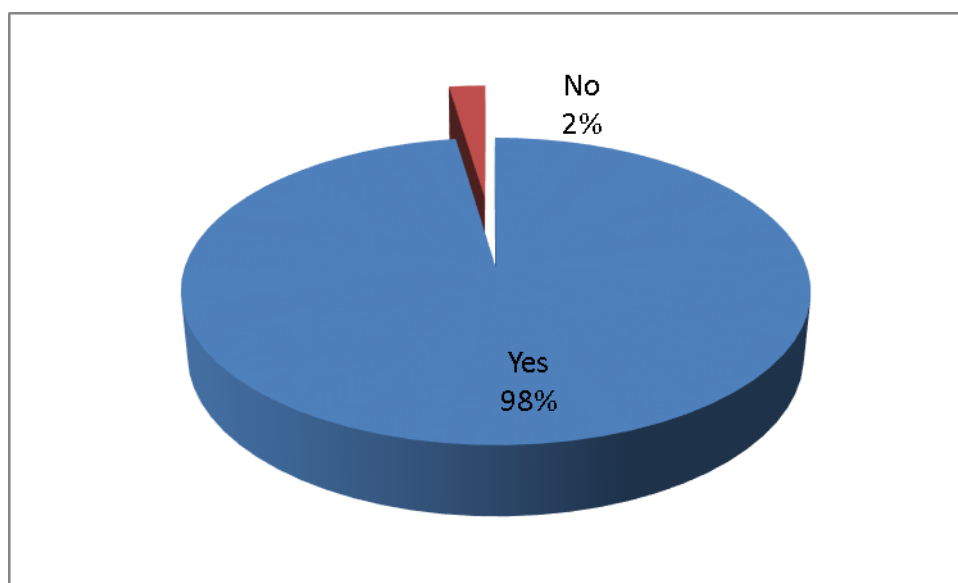
**Fig. 13.** The dedicated hour volume of physical education in reduction of school violence



We notices that 78% answered that the hourly volume devoted to physical education per week is small and not sufficient to reduce or eliminate the phenomenon of violence in the school, especially that the National Secondary School for Sports has a sporting character in the first place, but some standards do not respond to the status of this secondary school, other professors are against at 22%.

- **Does the increase in the hour volume of the education and sports class reduce the violent behavior of the students:**

**Fig. 14.** The hourly volume increase and impact on violence reduction



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The results revealed that 98% of the respondents ask for an increase in the hour volume of physical education and sports.

### **8. General Results of the Study**

Based on the findings of the current study, it can be concluded as follow:

- 80% of teachers believe that there is a relationship between physical and sports activity and the phenomenon of violence, where the activity works to reduce psychological pressure for 30.77% , psychological control by 29.08% and reduce emotion by 26.95% and 82% of the respondents confirm that students are less Violent in physical activity and sports classes as they feel independent and self-confidente for 42.86%, and therefore they are able to respect the rules and regulations imposed in educational processes and carry out their duties and tasks entrusted to them during the training session by 14.29%.
- The characteristic of playing close to the subject of physical education and sports is an effective reason for reducing violence, as confirmed by 91% of the respondents, and that communication and free conversation with teachers also contribute to reducing this phenomenon by 70%. This is why 98% of teachers asks for an increase in the hourly volume of physical education and sports because it has positive effects on the students.

### **9. Conclusion**

Through this survey, we discussed about one of the main problems that most schools are suffering from in their three phases, which is the phenomenon of school violence.

We have tried to highlight the positive relationship between physical education and sports activity and the possibility of considering it as a basic alternative to reduce the phenomenon of violence among adolescents. Given the effective role that physical education and sports classes can play in reducing the phenomenon of school violence, we suggest a set of recommendations, the most important are:

- Encouraging teenage students to exercise physical activities.
- Recruiting all the working staff in the school - from teachers - administration and students - to renounce violence by carrying out continuous and intense sports demonstrations between departments and even among schools.
- The teachers of physical education and sports shall be a model for the students and play an important role in the student's life.

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