



Defining the level of aggressive behaviors among students of fourth middle school year during the session of physical education and sports  
Field of study conducted at the level state of Bouira's middle schools "West"

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### Article Info

**Received:** Jun 13, 2018  
**Accepted:** August 15, 2018  
**Published online:** September 1, 2018

### Abstract:

The study aimed to determine the level of aggressive behaviors among students of fourth middle school year during the session of physical education and sports, where the study was conducted on a sample of 90 students out of 450 students, they were selected in a simple random manner, which means 20%, however, descriptive method was followed through the distribution of aggressive behaviors measurement on students. The SPSS 23 program was used to analyze the results of the study. In the end, the results of the study showed that the level of aggressive behavior among students is average. Therefore, the researchers recommended the need to conduct research and future studies to investigate the manifestations and causes of aggressive behavior in other age groups that were not targeted by this study, and to educate the family on how to deal with their children since the first stages of growth., because Aggressive behavior may sometimes be acquired from the family.

**Keywords:** Aggressive behavior, adolescence, share of physical education and sports.

### 1- Introduction:

School sports, through physical and sports education sessions, play an important role in providing appropriate growth opportunities in the development of healthy, integrated physical, mental, psychological and social development youth, which is an important element in the process of growth and development (Naim Rifai, 1979, p.231).

Aggressive behavior is one of the most difficult problems faced by the security and stability of educational institutions, particularly in schools. Often students find themselves inclined to attack, quarrel or fight and find pleasure in it. This situation is often accompanied by emotion, anger and frustration. The behavior of the student at any time or place is Influenced by different factors, related to the student's gender, personal and social needs, childhood experiences and mental

abilities, as well as by the circumstances of the family to which they belong and their social and cultural level.

through the modest experience of researchers in the field of teaching, they noted that this phenomenon has received considerable space of interest of many researchers because of the seriousness and association of many factors related to the growth of the personality of individuals socially, psychologically and mentally, especially among adolescents as the most vulnerable to this phenomenon.

Hence, the study problem can be formulated as follows:

1 - What is the level of aggressive behavior among students the fourth middle school year during the session of physical education and sports ?.

## **2. Hypotheses:**

The hypothesis is defined as "the pre-solution to the problem of research" (**Maurice Angers, 1996, p. 102**). There are those who believe that the hypotheses are "a prediction of a relationship between two variables" (**Andrée Lamoureux, 1995, p124**).

### **2.1 General Hypothesis:**

- The level of aggressive behavior among students of the fourth middle school year during the session of physical education and sports is average..

## **3. Research Objectives:**

\* The main objective of this research is to identify the level of aggressive behavior of students of the fourth middle school year during the session of physical education and sports.

## **4. Research methodology and field procedures:**

### **4-1- Scientific Methodology:**

Due to the nature of our subject, in order to diagnose the phenomenon and uncover its aspects, it is necessary to use descriptive approach to suit the nature of the study.

### **4-2-Research community:**

In our research, we considered that the society should be composed of students and professors of physical education and sports for the fourth middle school students who are active in the middle schools of the province of Bouira "West", **450** students and **30** professors.

### **4-3- Research sample and how to choose:**

The sample is part of the study community from which field data are collected and are considered part of the whole, meaning that a group of community members are taken to be representative of the research community (**Rasheed Zerwati, 2007, p. 334**).

We made sure to reach more accurate, objective and realistic results by selecting the sample of students in a simple random way from the original community, where **90** students out of **450** students, or **20%**.

### **4-4- Tools used in research:**

\* measure of aggressive behavior: Mohamed Hassan Allawi designed a list to measure the general aggression as a feature and the list includes four dimensions of the aggression (**Muhammad Hassan Allawi, 1998, pp. 464-467**):

1. Aggression or assault.
2. Verbal aggression.
3. Speed of arousal.
4. Indirect aggression.

The list consists of **40** words, each representing **10** expressions. The player answers the five-step scale expressions (I agree very much, very little, moderately, very little) in the light of the list's instructions.

### **\* Patch**

Positive expressions in all dimensions are corrected as follows:

I agree very much = 5 degrees, very high = 4 degrees, medium = 3 degrees with little = 2 degrees, very little = one degree.

Negative expressions in all dimensions are corrected as follows:

I very much agree = 1 degree, very much = 2 degrees, medium = 3 degrees, low = 4 degrees, very low = 5 degrees.

The list can be applied to beginners and advanced sports practitioners to identify their general aggression trait and compare it with the physical or mathematical aggression in each dimension of the list.

#### 4-5- Scientific foundations of the scale:

- **Honesty** refers to the extent to which the test leads to the purpose for which it is established, where honesty differs according to the purposes it wishes to measure, and the test being performed to prove it, in other words, to measure what has been prepared to measure it, (Awad Saber, Mervat Ali Khafajah, 2002, p.167).

- **Stability:** Stability of the test means the degree of confidence. Van Dalin says, "The test is constant if it yields the same results consistently if it is repeated on the same subjects under the same conditions." We have relied on the method of application and application of the test After a week to calculate stability.

- **Objectivity:** means not to be influenced by the subjective provisions of the referees (arbitrators), and to rely on the results on the facts related to the subject of the test alone, and the test is objective if it gives the same degree regardless of who corrects him (Budaud Abdul Yamin, Ataullah Ahmad, 2005, p. 107.). The members of the exploratory study answered all the paragraphs of the scale in addition to its clarity and ease, this suggests the objectivity of the scale.

**Table 10 shows the results of the psychometric characteristics of the aggressive behavior measure.**

Variables	Stability coefficient	Self-honesty
Agressive behavior	0.66	0.81

#### 4-6-- Statistical Methods: In our research, we used the following statistical methods:

We used the SPSS23 statistical package to derive the following equations:

\* Arithmetic mean. \* standard deviation. \* Pearson correlation coefficient. \* Self-honesty.

#### \* Method of estimation in the scale:

1. Range calculation:  $R = \text{Max} - \text{Min} = 5 - 1 = 4$

2 - Calculating the length of the category: the researchers want to put three areas of estimation in the sense of 3 categories and thus the length of the category is equal to:

$$L = R / C = 4 / 3 = 1.33$$

3. Formation of categories (levels):

- Low (1 - 2.33), Medium (2.34 - 3.67), High "High" (3.68-5).

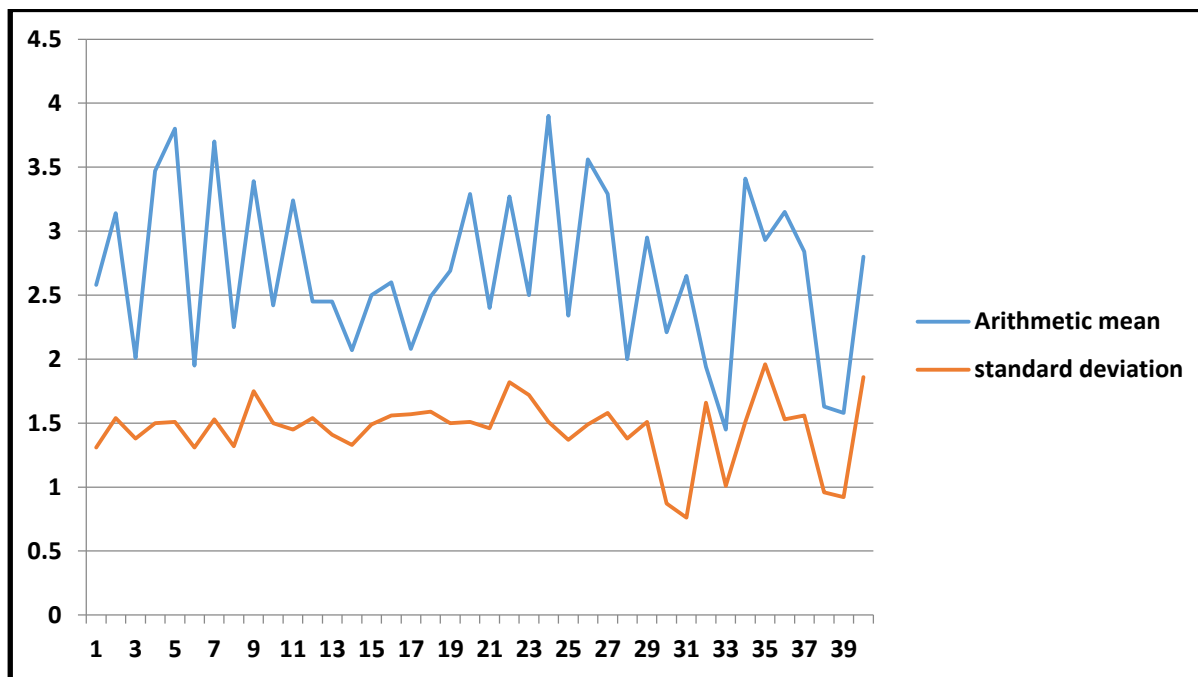
#### 5 - View and analyze the results of the measure of aggressive behavior:

**- Table (03): The arithmetic averages, standard deviations and estimates of the terms of the scale.**

Phrases	Arithmetic mean	standard deviation	Ranking	estimate
1) I seem to be unable to control my impulse towards hurting those who are trying to harass me during the physical-sports education	2.58	1.31	20	Medium
2) When I get angry I do not use violent tone during the physical education and sports	3.14	1.54	13	Medium
3) I lose my temper easily during the physical and athletic education	2.01	1.38	34	Low
4) I do not drop my anger at some of my colleagues when my teacher criticizes me or who is bigger than me	3.47	1.50	5	Medium
5) If I feel the intention of a pupil to attack me during the physical education and sports, I try to avoid it	3.80	1.51	2	High
6) When I lose my temper during the physical education and sports, I will utter some offensive words.	1.95	1.31	36	Low
7) In situations do not appear to be confused or confused during the physical education and sports.	3.70	1.53	3	High
8) I lose my temper confused during the physical education and sports.in some situations to the point where I throw things	2.25	1.32	30	Low
9) I think there is no reasonable reason to attack any student.	3.39	1.75	7	Medium
10) In some discussions during the physical education and sports share to raise my voice and talk nervously	2.42	1.50	27	Medium
11) When I get angry during the physical education and sports share, it shows clearly on my face.	3.24	1.45	11	Medium
12) When I do badly during the physical education and sports share I pick up the nearest thing to me and try to break it.	2.45	1.54	26	Medium
13) When a student tries to harass me, I am tempted to attack him.	2.45	1.41	25	Medium
14) Say some inappropriate words about students who do not care for them.	2.07	1.33	33	Low
15) Many of my during the physical education and sports share do not stem from my emotions.	2.50	1.49	22	Medium
16) I do not lose my temper to the degree to which I throw things during the physical education and sports share.	2.60	1.56	21	Medium

17) Some students describe me as an aggressive person.	<b>2.08</b>	<b>1.57</b>	<b>32</b>	Low
18) I do not speak to some students harshly even if they deserve it.	<b>2.49</b>	<b>1.59</b>	<b>24</b>	Medium
19) It is easy to get me during the physical education and sports share.	<b>2.69</b>	<b>1.50</b>	<b>18</b>	Medium
20) In some discussions, my anger was shown to hit the table.	<b>3.29</b>	<b>1.51</b>	<b>8</b>	Medium
21) Do not get used to students who are trying to harass me.	<b>2.40</b>	<b>1.46</b>	<b>28</b>	Medium
22) When some of the disciples speak to me with a loud voice, I answer them with the loud voice as well.	<b>3.27</b>	<b>1.82</b>	<b>23</b>	Medium
23) Blood boils in my veins if a pupil bothers me.	<b>2.50</b>	<b>1.72</b>	<b>23</b>	Medium
24) Students who throw things angry get them like children.	<b>3.90</b>	<b>1.51</b>	<b>1</b>	High
25) When I get angry or upset, I am ready to attack the student who angered or excited me.	<b>2.34</b>	<b>1.37</b>	<b>29</b>	Medium
26) I do not try to say some threats to the student who seeks to harass me.	<b>3.56</b>	<b>1.49</b>	<b>4</b>	Medium
27) I feel in some situations that I am like a pot of explosive gunpowder.	<b>3.29</b>	<b>1.58</b>	<b>9</b>	Medium
28) When I get annoyed or angry I drop it on any student I meet.	<b>2.00</b>	<b>1.38</b>	<b>35</b>	Low
29) I do not use physical violence to defend my rights during the physical education and sports share.	<b>2.95</b>	<b>1.51</b>	<b>29</b>	Medium
30) I can not help myself from the sharp debate when some people disagree with their personal during the physical education and sports share.	<b>2.21</b>	<b>0.87</b>	<b>31</b>	Low
31) When some people misjudge me during the T-B-R share, I can control my emotions.	<b>2.65</b>	<b>0.76</b>	<b>19</b>	Medium
32) If I can not upset the student who harassed me, I try to harass any other student.	<b>1.94</b>	<b>1.66</b>	<b>37</b>	Low
33) I feel comfortable when I get used to some students I do not like them.	<b>1.45</b>	<b>1.01</b>	<b>40</b>	Low
34) I tend to talk quietly and try not to ridicule any pupil in some discussions with others.	<b>3.41</b>	<b>1.51</b>	<b>6</b>	Medium
35) I'm a student who seems to be super nervous and jittery in many situations.	<b>2.93</b>	<b>1.96</b>	<b>15</b>	Medium
36) If I can not upset the student who bothers me, I do not try to cast my anger on the other students.	<b>3.15</b>	<b>1.53</b>	<b>12</b>	Medium
37) If you feel the intention of a student to attack, I attack him.	<b>2.84</b>	<b>1.56</b>	<b>16</b>	Medium
38) When I get angry I use some violent words during the physical education and	<b>1.63</b>	<b>0.96</b>	<b>38</b>	Low

sports share.				
39) I can not control my emotions in some situations during the physical education and sports share.	<b>1.58</b>	<b>0.92</b>	<b>39</b>	Low
40) I almost cry when I can not face criticism from my teachers or colleagues.	<b>2.80</b>	<b>1.86</b>	<b>17</b>	Medium
<b>The general level of aggressive behavior</b>	<b>2.68</b>	<b>1.49</b>	<b>Medium</b>	



**Figure (01): Graphical representation of the terms of Table (03)**

**\* comment:**

We observe from the results of Table (03) that the arithmetic mean of the expressions was narrowed between **1.45** as the lowest value with a standard deviation of **1.01** and **3.90** as the largest value with a standard deviation of **1.51**.

**\* Conclusion:**

It is clear to us through the results that the general level of aggressive behavior among fourth year students is average, with a general mean of **2.68** with a standard deviation of **1.49**

**6- Discussion of results:**

Based on the assumption that "the level of aggressive behavior of the pupils is average", and through the results obtained in Table (03), and the averages of arithmetic and standard deviations and estimates of expressions, it has already been shown that the level of aggressive behavior of pupils is average, and these behaviors appear more in aggression (Awalma, 1987, p. 78) that physical aggression is the most aggressive form of behavior practiced by students, since beating, cracking and pushing are among the most common behaviors among them, Directly to unload the This is confirmed by Radke (1988) that beatings, cracking, pushing, breaking windows, throwing stones and clay, throwing stones at the children, The most aggressive forms practiced among pupils (Radki, Mliman Hullard, 1988, p. 135).

**7- Recommendations**

- Take care of the gymnasiums located within the Mediterranean for the enjoyment of the share of physical education and sports with all comfort.

- Conducting research and future studies that investigate the manifestations and causes of aggressive behavior in other age groups other than those targeted by this study.
- Educating the family on how to deal with their children since the first stages of growth, because aggressive behavior may be sometimes acquired from the family.
- Conduct seminars and discussions at the national level through which to identify the attitudes and causes of aggressive behavior, and try to encourage adolescents to confront them courageously and their participation in all activities and not to make them aim to correct criticism and blame them in front of others, helping them to expand their awareness and development of their personalities.

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