

The Effect of Using a Recreational Program on Reducing Aggressive Behavior among Middle School Students in the City Center of Ramadi

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Abstract

The study aimed to identify the level of aggressive behavior among middle school students in Ramadi city center, prepare a recreational program to reduce aggressive behavior among middle school students, and identify the extent of the impact of the recreational sports program to reduce the aggressive behavior of the research sample, and the most important hypotheses were the presence of statistically significant differences in the tests The postity between the control and experimental groups in the research variables, and the researcher used the experimental method as the most appropriate method to achieve the objectives of the research. The lottery is experimental and the other is control with (20) students per group, the experimental group applied the recreational program, while the control group applied the training method followed by the physical education teacher, and the pre-test was conducted for the research variables, and then the recreational exercises prepared by the researcher were applied to the group Experimental by (3) training units for a period of (12) weeks, and after completing the period of the recreational program, the following tests were conducted This is in the same circumstances in which the pre tests were conducted, with the same previous variables, and after data collection, tabulation, and then statistically processed.

The researcher concluded the following:

The recreational exercises prepared by the researcher had an effective role in reducing the aggressive behavior of the research sample.

There are statistically significant differences between the pre-test and the post-test in favor of the experimental group due to the implementation of recreational exercises.

The researcher recommended the following:

The necessity of using the indicator (psychological scales) as it has an impact in detecting the behavior of students.

Paying attention to sports activities, festivals and scouting camps, in addition to organizing competitive tournaments and courses between schools because of their positive impact and a successful role in reducing students' aggressive behavior.

Keywords: Recreational, program, aggressive, and behavior.

1. Introduction

School sports is one of the basic activities that educational institutions have adopted since ancient times. One of the common mistakes that many people make, unfortunately, is that the school or educational places are just a means of education only and that their mission is limited to this scope, and this is of course not true. The student needs sports during his school day in order to regain his activity and do a class, even for a few minutes, of materials, classes, and study. Before school students, it is an important matter because it forms their personalities in society. In addition, it is considered a way to unload the energy within the student because of the time he spends in the classrooms, psychological pressures, the accumulation of scientific materials on a permanent basis, and the marginalization of the physical education lesson, in addition to that, wars and displacement from one place to another. This led to the instability of the country and also the failure of students to obtain their entitlements from government institutions, and thus the aggression will appear Intent on the student, which leads to causing harm to others, and that aggression is a mystery that has puzzled many specialists in their field, which has prompted many scholars to develop theories that explain aggressive behavior, especially in light of its massive spread among adolescents, as this age group is found in the

context of Psychosocial, which leads to the issuance of the aggressive response easily according to the presence of certain conditions such as tension and frustration, because their psychological characteristics make them less able to hide their anger and more emotional, and aggressive behavior is characterized by danger and a very old phenomenon and has been associated with man since his birth, and aggression in the modern era has become a phenomenon A widespread behavior that covers the entire world, and Mahafda et al. [1] indicated that the aggressive behavior of the student is a reflection of the influence of a group of social, economic and academic factors. Humanity over time, and aggressive behavior is not an absolute thing in the sense that it indicates a fixed act that has specific descriptions, but it is a relative thing determined by many factors such as: time, place and to social conditions.

Research problem

The school environment and the variables it contains are a reason for the student's orientation in several areas, including the sports field and sports activities that prepare the student to acquire social experiences that help in forming a balanced personality, as practicing sports activities helps to reject aggressive behavior and makes his personality more confident. During the researcher's review of the messages and studies of

aggressive behavior, which indicate the presence of a percentage of aggressive behavior, and through the distribution of the aggressive behavior scale on physical education teachers in middle schools in the city center of Ramadi, to identify the extent of the presence of the phenomenon of aggressive behavior among students, and through the answers of the teachers on the scale, it was found There is a percentage of aggressive behavior among students, so the researcher decided to prepare a recreational sports program to reduce aggressive behavior among middle school students.

Research objectives

Identifying the level of aggressive behavior among middle school students in Ramadi city center.

Preparing a recreational program to reduce the aggressive behavior of middle school students.

Identifying the extent of the impact of the recreational sports program on reducing the aggressive behavior of the research sample.

Research hypotheses

There are statistically significant differences between the pre and posttests in the level of aggressive behavior.

There are statistically significant differences in the post tests between the experimental and control groups.

Research fields

The human field: Al-Mughirah Bin Shuba intermediate students in the center of Ramadi city.

Spatial domain: Al-Mughirah Bin Shuba Intermediate School for Boys.

Time range: for the period from (28/11/2021) to (7/2022).

Research Methodology

The researcher used the experimental method as the most appropriate method to achieve the research objectives.

The research community and its sample

The research community included middle school students in the city center of Ramadi, which numbered (47 schools), and the research sample was selected, represented by the 359 students of Al-Mughirah bin Shubah School, and the control and experimental groups were chosen in a deliberate manner. Their number (60 students) was divided into (20) students from the second stage, Division (A), representing the control group, (20) students representing the experimental group, and (20) students for exploratory experiments. The equivalence of the sample in the research variables

Table 1 . shows the values of the arithmetic means, standard deviations, and the calculated and tabulated T value in the values of aggressive behavior between the two experimental and control groups

Seq .	Variables	Units	Control group		Experimental group		Calculated T value	Indication
			Mean	STD.EV	Mean	STD.EV		
1.	Physical	Degree	38.3	5.058	39.25	7.246	0.468	No Sig.
2.	Verbal		35.15	3.587	33.4	3.604	1.500	No Sig.

3.	Arousal	37.1	4.822	7.416	54.997	0.542	No Sig.
4.	Indirect	37.45	4.673	35.9	5.004	0.987	No Sig.

* The tabular (T) value of (2,021) in front of the degree of freedom (38) and below the level of significance (0.05).

Devices, tools and means of collecting information

First, the devices:

1. Camera (Nikon).
2. A stopwatch.
3. Calculator (computer).
4. Manual calculator.

Second, the tools:

1. Measuring tape.
2. Signs.
3. Collars.
4. Whistle.
5. Balls.
6. Network.
7. Basket for collecting balls.
8. Rope.
9. Gymnastics mattresses.
10. Medicine ball.

Third, Means of collecting information:

1. Arab and foreign sources and references.
2. Teacher's aggressive behavior scale
3. Student aggressive behavior scale.
4. Data collection form.
5. The International Information Network, the Internet.
6. Auxiliary work team.

Research variables

The aggressive behavior scale for physical education teachers

Scale description: This scale is useful in identifying the presence of aggressive behavior among some students, by identifying the manifestations that occur and indicate it. It can be applied collectively to measure the presence of the phenomenon in the school and thus work towards addressing its manifestations.

Dear Teacher: There is a list of aggressive behavior patterns in your hands. Please help identify the students who show such patterns using the attached list.

Please read each paragraph, and determine whether it applies to the student or not:

Correction and interpretation of results:

The number of paragraphs of the scale (22) paragraphs. Weights: Never Happens (zero) Happens Sometimes (1) Happens Always (2).

The total score of the scale ranges between (zero - 44).

A score of (18) and above was considered a high level of aggression.

Student Aggressive Behavior Scale (Description of the Scale)³

The aggressive behavior scale used in this study was designed by Muhammad [2] to measure aggression as a trait.) Negative statements i.e. reversing the direction of the dimension, students answer the list statements on a

five-graded scale (agree to a very large extent, agree to a large extent, agree with a moderate degree, agree with a little degree, agree with a very little degree). This is according to the list instructions.

Phrases after physical aggression (assault) as follows:

Positive expressions (in the direction of distance): 1-13 - 17 -25 -33 -37.

Negative statements (opposite of the dimension): 5-9 -21 -29.

Phrases after verbal aggression as follows:

Positive expressions (in the direction of distance): 6-10 - 14 -22 -30 -38.

Negative statements (opposite the dimension): 2-18 -26 -34.

Phrases after anger (excitement) as follows:

Positive expressions (in the direction of distance): 3-11 -

19 -23 -27 -35.

Negative statements (opposite the direction of the dimension): -7 -15 -31. 39

Phrases after indirect aggression as follows:

Positive expressions (in the direction of distance): 8-12 - 20 -28 -32 -40.

Negative expressions (opposite the direction of the dimension): 4-16 -24 -36.

Where the researcher used this scale in his goal as a designer, which reveals the types of aggressive behavior of the individual. And he took it in its general form (40) phrases, as positive phrases mean that the individual is characterized by roughness and aggression in a certain type of aggressive behavior, and negative phrases refer to assertive or normal (non-aggressive) behavior. To see the paragraphs of the scale.

Table 2. Shows the answer alternatives and the weights of the scale items

Answer alternatives	Positive phrases				Negative phrases					
	I agree very much	I totally agree	I agree moderately	I slightly agree	I agree very little	I agree very much	I totally agree	I agree moderately	I slightly agree	I agree very little
Paragraph Weight	5	4	3	2	1	1	2	3	4	5

Pilot study

The researchers and the assistant work team conducted the first exploratory experiment on (Tuesday) corresponding to (22-2-2022) on a group of students, in which some recreational exercises prepared by the researcher were applied to ensure the safety of devices and tools and the adequacy of the assistant work team and to identify the obstacles and difficulties that may The researcher faces when applying it as an independent variable.

Field Research Procedures

Pre Tests

The researcher and the assistant work team conducted the pretests on (Thursday) corresponding to (24/2/2022) on the control and experimental groups in which the scale was applied, taking into account the clarification and interpretation of the paragraphs, as well as clarifying the way to answer them, keeping students away from each other, and not allowing Let them know the answers of others.

Main Research Procedures

The researcher and the assistant work team implemented the main research experiment for (8) weeks, which started on Sunday (27/2/2022) and ended on Thursday (19/5/2022), with two recreational units per week, where the number of recreational units reached College (16) units, as the researcher used the physical education lesson to apply the recreational exercises prepared on two days (Monday and Thursday) of each week, and the prepared recreational exercises were characterized by competition, cooperation, excitement and suspense, taking into account the individual differences that exist

among the students of the experimental research sample.

The field research procedures included the following agencies

The researcher distributed a questionnaire for the aggressive behavior scale of physical education teachers in schools to determine the research sample.

(20) recreational exercises were used in the physical education lesson, with a time of (45) minutes, and two units per day (Monday and Thursday) of each week.

During the application of the recreational exercises, the researcher relied on the group system in dividing the students of the experimental research sample to ensure the achievement of the study objectives.

Post measurement

The researcher and the assistant work team applied the post-test on Sunday (22/5/2022) for the scale (Aggressive Behavior of Students) and in the same classrooms in Al-Mughirah Bin Shubah Intermediate School for Boys for the two research groups (experimental and control) and the researcher took into account the same conditions in which they were carried out. Pre-test procedures.

Statistical means

The researcher used the statistical package (SPSS) to process the data for the study.

Results and discussions

Presentation and discussion of the results

Presentation, analysis and discussion of the results of the two research groups, the control and experimental in the aggressive behavior scale

Presentation, analysis and discussion of the results of the pre and posttest of the control group in the physical aggressive behavior scale

Table 3. Shows the values of arithmetic means, standard deviations, mean differences, deviations, and the calculated and tabulated T-value (control group) in the pre and posttests for measuring aggressive behavior (physical, verbal, arousal, indirect)

Aggressive behavior	Units	Pretest		Posttest		Mean diff.		STD.EV. did..	Calculated T value	T-tabulated	Indication
		Mean	STD.EV.	Mean	STD.EV.						
Physical	Degree	38.3	5.058	36.7	6.744	1.05	6.320	0.468	2.093	No Sig.	
Verbal		35.15	3.587	24.25	4.089	0.9	2.245				
Arousal		37.1	4.822	35.3	4.680	1.9	4.327				
Indirect		37.45	4.673	35.3	4.680	1	3.145				

Table 4. Shows the values of the arithmetic means, standard deviations, mean differences, deviations, and the calculated and tabulated T-value (experimental group) in the pre and post tests for measuring aggressive behavior (physical, verbal, arousal, indirect)

Aggressive behavior	Units	Pretest		Posttest		Mean diff.	STD.EV. did..	Calculated T value	T - tabulated	Indication
		Mean	STD.EV.	Mean	STD.EV.					
Physical	Degree	39.25	7.246	29.6	3.330	9.45	6.549	6.459	2.093	Sig.
Verbal		33.4	3.604	29.1	2.770	4.3	3.643			Sig.
Arousal		38.2	7.416	29.45	2.999	8.75	7.819			Sig.
Indirect		34.1	3.754	29.45	2.999	5.45	4.650			Sig.

Table 5. Shows the values of the arithmetic means, standard deviations, and the calculated, tabular and indicative (T) value for the control and experimental groups in the post test for measuring aggressive behavior (physical, verbal, arousal, indirect)

Seq.	Groups	Aggressive behavior	Units	Posttest	Posttest	Calculated T value	Indication
				Mean	STD.EV.		
1.	Control	Physical	Degree	36.7	6.744	4.115	Sig.
2.	Experimental			29.6	3.330		
3.	Control	Verbal		34.25	4.089	4.549	Sig.
4.	Experimental			29.1	2.770		
5.	Control	Arousal		35.3	4.680	4.588	Sig.
6.	Experimental			29.45	2.999		
7.	Control	Indirect		35.3	4.680	4.588	Sig.
8.	Experimental			29.45	2.999		

Table (3) shows the results of the aggressive behavior test (physical, verbal, arousal, indirect) for the control sample, which indicates that the differences are not statistically significant in measuring the aggressive behavior of the control group between the pre and post tests. The members of the control sample, and the researcher believes that the reason for these results is that the recreational exercises were not applied by physical education teachers and that their teaching curricula were free of those exercises to be applied to the students of the control sample, which showed that the results of the differences between the pre and post tests were not significant.

The researcher attributes that recreation is one of the most important factors that contribute to the safety of human health and distance from the routine of life, which makes the individual at the top of pleasure, happiness and a sense of comfort, and it is necessary for the individual to participate in recreational activities to satisfy his needs and achieve human needs for creative self-expression. This was confirmed by Halim [3] "The regular sports practice leads to reducing the severity of behavioral deviations that students may face, and sports practice increases commitment and discipline. The laws and instructions in sports lead to the upbringing of the individual on psychological balance and self-control, Increasing the level of control and controlling emotions, in addition to reducing aggressive behavior.

Table (4) shows the results of the aggressive behavior test

(physical, verbal, arousal, indirect) for the experimental research sample, and it showed that there were significant differences in the aggressive behavior scale between the pre and posttests, as the results showed a decrease in the level of aggressive behavior among Students of the experimental research sample, and the researcher believes this development is due to the fact that the recreational exercises prepared by the researcher had a positive effect in reducing some negative behaviors, including aggressive behavior. The researcher attributes that recreation is a means of human happiness and has an important role in reducing the fatigue and exhaustion of work, and it is necessary to practice recreation to satisfy human needs, and that participating in recreational activities leads to a feeling of happiness, contentment and pleasure, which in turn reduces aggressive behavior, which makes the individual under sound thinking. Free from stress, anger and aggression.

Kamal et al. [4] also pointed out that "recreational activities help to keep members of society away from thinking or falling into crime, especially in our era in which unemployment has appeared until it has become a problem, and the hours of work and study have decreased significantly, and leisure time has become a distinctive feature for us. And our age is called the age of technology, and the age of anxiety, and these names are related to a close relationship between them. Table (5) shows the results

of the aggressive behavior test (physical, verbal, arousal, indirect) for the two experimental and control groups in the post test, and it was clear that there were significant differences in the aggressive behavior scale between the pre and posttests, as the results showed a decrease in The level of aggressive behavior among the students of the research sample positively and in favor of the experimental group.

The researcher believes that the reason for the decline in aggressive behavior is the application of recreational exercises prepared by the researcher, which urged teamwork among them, respect for others and the ability to take responsibility, and this is what makes the students have the ability to give more and achieve the desired goals that make them very happy and happy.

He stated Al-Dahri [5] "Sports activities and social activities are educational means that have an impact on the growth and health of adolescents and help adolescents to bear psychological pressures and adversities as well as satisfy the psychological needs of adolescents, which are the need for security, the need for love, the need for appreciation and respect, the need for belonging, and the acquisition of adolescents regarding aspects of acceptable social behavior, instilling a collective spirit in adolescents and getting used to patience and tolerance.

2. Conclusions

The recreational exercises prepared by the researcher had an effective role in reducing the aggressive behavior of the research sample.

The physical education lesson has an effective role in eliminating stress and psychological pressures, in addition to reducing aggressive behavior.

There are statistically significant differences between the

pre-test and the post-test in favor of the experimental group due to the implementation of recreational exercises.

Recommendations

The necessity of using the indicator (psychological scales) as it has an impact in detecting the behavior of students.

Paying attention to sports activities, festivals and scouting camps, in addition to organizing competitive tournaments and courses between schools because of their positive impact and a successful role in reducing students' aggressive behavior.

Activating school sports within schools in order to achieve educational, health and physical goals, as well as removing laziness and lethargy from students.

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