

The Importance of Recreational Sport Activity in Reducing Aggressive Behaviors for Secondary Education Students

Silarbi Charef¹, Benguenab Hadj²

¹Institute of Sciences & Technologies of Physical and Sport Activities, University Center of Tissemsilt Province, Algeria,

²Institute of Physical and Sport Education, University of Abdelhamid Ibn Badis, Mostganem Province, Algeria.

ABSTRACT

This study aims to define the role that may be played by recreational sport activity inside educational institutes in reducing aggressive behavior for secondary stage students through proposing a recreational educational program for 12 weeks. In this context, the researcher used references and researches in the field of sport recreation in addition to interviews with experts and specialists to enrich the proposed educational program. The researcher depended on the empirical method using the aggressive behavior scale prepared by Allawi and applied it on two stages (pre- and post-tests) on two samples of the study: Empirical and control groups representing both divisions of the second empirical sciences 1 and 2 including 62 students (17 females and 14 males for the single group). They were selected as a simple random sample being the most aggressive after obtaining high levels in practicing aggressive behavior in the exploratory study. To ensure hypotheses of the study, the researcher used appropriate statistical methods. Among the most significant results is that the proposed recreational program had a positive effect on reducing aggressive behavior for secondary education students. Thus, the researcher recommends that all actors in the educational sector have to consider recreational sport activities inside educational institutions and not only use sport but also physical education lessons. These activities became successful means more than being a waste of time and enjoying free time. They give individuals in particular and teenagers in particular experiences that help them enjoy life and get rid of frustration and inferiority complex. They also help them develop self-confidence and self-dependence that make an individual or a teenager gets out of his isolation and incorporated well in society, and therefore, is away from each violent unethical behaviors.

Keywords: Recreational sport activity, aggressive behavior, adolescence, secondary education

INTRODUCTION

The aggressive behavior is being studied today in academic literature with its various specializations

or disciplines; sociology, psychology, educational psychology, and other disciplines. It forms a basis for many of contemporary studies due to its resulting damages and losses that affect individual's safety, social life safety, and its general order. The issue of aggressive behavior increased as a development to have various types and forms in all fields inside society starting from street and until the family to reach school setting which, in turn, have high rates of occurrence. Thus, it became necessary to consider the issue of aggressive behavior by conducting studies and researches that focus on the nature and forms of this behavior in educational institutions that witness an increase in

Access this article online



Website:
<http://sjsr.se/>

ISSN:
2001-9211

Address for correspondence:

Silarbi Charef, Institute of Sciences & Technologies of Physical and Sport Activities, University Center of Tissemsilt Province, Algeria. E-mail: silarbic@yahoo.fr

its occurrence rates, especially among secondary stage students. This stage is considered one of the most important stages that are seen by some as physical, mental and emotional gradation with its distinctive physical, physiological, mental and social changes. This generated some pressures and psychological changes for teenagers due to the state of psychological disorder as a result of psychological problems and pressures accumulated inside school setting. This can be found in the lack of providing means of recreation and comfort whether at home or school. All of these reasons lead to increase violence phenomenon in school setting. Therefore, the recreational physical and sport activity became a successful means of treatment and purposeful more than being a waste of time and enjoying free times (Drawish, 1997). Moreover, this activity gives individuals in particular and teenagers in particular experiences that help them enjoy life and get rid of frustration and inferiority complex. The effect of practicing recreational activities goes also beyond enjoying free time to develop self-confidence, self-dependence and sportsmanship, work, and friendships that make an individual or a teenager gets out of his isolation and incorporated well in society, and therefore, goes away from each violent or unethical behaviors.

Problem of the Study

The topic of aggressive behavior happens in many aspects and fields in society as it characterizes a lot of systems such as economic, political, and educational systems. Although this latter has an official aspect including regulations, rules and ethics, this phenomenon managed to be involved in it, especially in the secondary stage as a transitional stage in which an individual lives through numerous complex procedures whether at physical and psychological levels. This was a result of relation with adolescence period which is considered by specialists as a dangerous and critical stage on the individual's life for many considerations. Some of these considerations that characterize this stage such as changes accompanying physical and psychological growth aspects in addition to social and emotional changes may create multiple psychological conflicts for adolescents such as frustration, stress, anxiety, and lack in emotional balance. This makes an adolescent suffer from psychological conflict, continuous stress, and emotional imbalance with his social and school settings leading to disordered behavior. This behavior takes the form of isolation or aggressive tendencies including hatred, assault, damage, other forms of

aggressive behavior and deviation (Haggag, 2001). All of these occur in the absence of the least means of convenience and comfort and lack of understanding of supervisors of these educational institutions to provide means of comfort to students that reduce their stress, psychological pressure and make players away from involvement in all types and patterns of aggressive behaviors.

According to Dobe and Dollard, aggression is the behavior which aims to injure or harm the targeted person physically or morally. Baron et al. also defined aggression as any form of behavior which leads to injure or harm other person or living creature motivated to avoid such behavior (Eid, 2007). An adolescent student often revolts against authority (e.g., parents, school, or outer society). In addition, an adolescent tends to approve himself and imitate men's behavior such as smoking, growing mustaches or beards. Aggressive behavior of this group of people may be direct as in harming or indirect as in defiance. Moreover, such adolescents may be attached to illusions, imagination or daydreams (Zidan, 2001).

Based on the previous illustration, this study seeks to answer the following questions:

1. General question: Does recreational and sport activities play positive and effective roles in reducing aggressive behavior for secondary education students?

Out of this main question, we can extract the following secondary questions:

- Is there any variation in the levels of aggressive behavior aspects for secondary education male and female students?
 - Is practicing recreational activities reflected on the student's personality and behaviors such as cooperation, accepting and respecting others and staying away from violent behavior?
 - Does the proposed recreational program play a role in enhancing the adolescent's view of oneself, adapt, interact with peers and, in turn, enhance his social skills?
 - Does recreational sport activity helps adolescent students stay away from all kinds of aggressive behavior?
 - Does recreational sport activity have priority over normal circumstances of secondary education students in reducing aggressive behavior?
2. General hypothesis of the study:
 - The recreational sport activity plays a positive

and effective role in reducing aggressive behavior for secondary education students.

METHODOLOGIES

Methodology of the Study

Any empirical study, whatever it is, cannot be achieved without depending on a methodology that can be guided with. This methodology should be built on bases appropriate to the nature of the topic under study with the adoption of suitable methodologies. Moreover, a researcher cannot do without the methodology as determining it is considered the most critical step in the study upon which we can judge research findings' reliability. In this study, the researchers depended on the empirical method as it is proper to the subject of the study as it is the only research methodology that is able to make real testing of cause and effect relation hypotheses. Moreover, this method represents being more close to solution of many scientific and theoretical problems besides its contribution in prioritizing academic literature over humanistic and social sciences including sport sciences (Rateb, 1999). In this study, the researchers conducted a pre-test of aggressive behavior for both control and empirical samples of the study and then applied recreational sport program on the empirical sample. Finally, the researchers conducted a post-test of aggressive behavior for both control and empirical samples followed by a comparison between them to determine the effect of the proposed recreational sport program on students' behavior.

Exploratory Study

The researchers made a field visit to Hana Mohamed Secondary School, Wadi Al Abtal Circle, Moascar District directly after collective joining to the studying year 2014/2015. In this period, the researchers conducted interviews with the educational manager, educational consultant and a group of teachers of this school to give them an insight about the subject and objective of the study. The researchers gave a clear and complete picture about the reality of practicing sport activities inside this educational institution, challenges facing them such as lack of sport equipment and facilities in addition to the reality of aggressive behavior inside this school by reference to some data collected from documents, records and reviewing them by the educational consultant with the purpose of detecting some aggressive students recorded in the disciplinary councils of this school.

Sample of the Study and its Properties

The researchers selected both 1 and 2 sections of the second year. Empirical sciences including 62 students (17 females and 14 males for the single group) selected as a simple random sample being the most aggressive after obtaining high levels in practicing aggressive behavior after measuring the level of this behavior for students at all departments of the second secondary year at Hana Mohamed Secondary School, Wadi Al Abtal Circle, Moascar Al Jazair District by applying aggressive behavior scale. The 2nd prep section No. 1, including 31 students (17 females and 14 males) obtained first place in terms of practicing aggressive behavior followed by 2nd prep section No. 2 which obtained the second place in terms of practicing aggressive behavior including 31 students too: 17 females and 14 males. After that, the most aggressive section was selected (2nd prep No. 1) as an empirical sample to apply the proposed recreational sport program, while the 2nd prep section No. 2 was selected as a control sample.

Asymmetry and Homogeneity of Samples

To achieve these goals, the researcher performed asymmetry between samples of the study to adjust the following variables: Age in years, length in cm and mass measured in kg. To define significance of differences among the previously mentioned variables, asymmetry was determined as shown in Table 2 showing related results:

Throughout Table 2, and after counting means and standard deviations (SD) of the sample, we found out the following section.

- As for the variable of age:
 - A. Males: The counted (T) value of 0.65 is less than tabulated (T) value of 1.96 at freedom degree 32 and significance level 0.05 which means that there are no statistically significant differences in the variable of age which also

Table 1: Size of the study sample

Secondary schools	Number	Gender		Level	Sample type
		Males	Females		
Hana Mohamad Wadi Al-Abtal	31	17	14	Second experimental year, science	Control sample
Hana Mohamad Wadi Al-Abtal	31	17	14		Empirical sample
Total	62	34	28		

Table 2: Properties of the control and empirical samples and (T) value for the variables of age, length and mass

Sample properties	Samples	Mean±SD	Counted T value	Skewness coefficient
Age (year)	Males			
	Empirical group	16.58±1.06	0.65*	0.539
	Control group	16.82±1.00		-0.331
	Females			
	Empirical group	16.78±1.04	0.36*	0.156
	Control group	16.64±1.00		0.216
Length (cm)	Males			
	Empirical group	170.64±6.52	0.92*	0.455
	Control group	168.47±7.90		-0.357
	Females			
	Empirical group	160.35±4.58	1.27*	-0.195
	Control group	158.28±4.00		0.447
Mass (kg)	Males			
	Empirical group	70.29±5.50	0.50*	-0.098
	Control group	69.23±6.73		-0.445
	Females			
	Empirical group	65.21±5.50	0.06*	0.716
	Control group	65.07±6.41		0.162

Tabulated T estimated at *1.96 at freedom degree 32 and significance level 0.05. Tabulated T estimated at *2.06 at freedom degree 26 and significance level 0.05. SD: Standard deviation

refers to asymmetry between both groups.

- B. Females: The counted (T) value of 0.36 is less than tabulated (T) value of 2.06 at freedom degree 26 and significance level 0.05 which means that there are no statistically significant differences in the variable of age which also refers to asymmetry between both groups.
- As for the variable of length:
 - A. Males: The counted (T) value of 0.92 is less than tabulated (T) value of 1.96 at freedom degree 32 and significance level 0.05 which means that there are no statistically significant differences in the variable of age which also refers to asymmetry between both groups.
 - B. Females: The counted (T) value of 1.27 is less than tabulated (T) value of 2.06 at freedom degree 26 and significance level 0.05 which means that there are no statistically significant differences in the variable of age which also refers to asymmetry between both groups.
- As for the variable of mass:
 - A. Males: The counted (T) value of 0.50 is less than

tabulated (T) value of 1.96 at freedom degree 32 and significance level 0.05 which means that there are no statistically significant differences in the variable of age which also refers to asymmetry between both groups.

- B. Females: The counted (T) value of 0.06 is less than tabulated (T) value of 2.06 at freedom degree 26 and significance level 0.05 which means that there are no statistically significant differences in the variable of age which also refers to asymmetry between both groups.

Values of skewness coefficient for variables of age, length, and mass for both samples as a whole were between +3 and -3 which refer to sample homogeneity in terms of these variables. As for the variable of educational level, we recorded that the entire sample included 62 students studying all at the same level of the second secondary year (100%) which is the same specialization also in empirical science (100%), and this reinforces the study sample's homogeneity.

Limits of the Study

- Human limit: It includes 62 students (17 females and 14 males for the single group).
- Time limit: Between November 2014 and May 2015.
- Spatial limit: The proposed sport recreational program was applied in Hana Mohamed Secondary School, Wadi Al Abtal area, Moaskar Al Jazair District.

Tools of the Study

The proposed sport recreational program

The proposed sport program in this study consists of 12 educational units consistent with objectives of this program to enhance adolescents' view to themselves, integrate with others and, in turn, enhance their social skills. The program units were designed using simple and appropriate recreational games that help an adolescent be away from violent and unethical behaviors inside educational institutions. This program was not set in its final applicable form unless after being presented to a set of experts and professors to examine it. Most of them approved the proposed program unless some proposed adjustments that were put into account.

Aggressive behavior scale

It was designed by Allawi to measure aggression as a feature. This scale consists of four items: Physical aggression, verbal aggression, anger and indirect aggression. This scale includes 40 phrases as 10 phrases for each item (6 are positive in item's

direction and 04 are negative against item direction). In addition, positive phrases mean that an individual is characterized with aggressive traits in a certain item of aggressive behavior, whereas negative phrases refer that an individual is characterized with non-aggressive behavior. Students answer phrases of the scale based on five grades (agree to a very great extent, greatly agree, moderately agree, agree a little, and very slightly agree).

Counting Scientific Coefficients of Measurement

Validity

Reliability is the most important condition of good and successful questionnaire actually (Hassanin, 1995). Taylor refers that validity is the most important element in a test. Both Barwa and McGee also define validity as

the limit in which the test becomes useful achieving the purpose it is designated for the following section.

Validity of internal consistency of general scale of aggression

To get validity coefficient for the used scale in this study, the researcher used internal consistency method by applying the scale on members of the exploratory sample, department 2, Electrical Engineering which includes 30 students (17 females and 13 males). We selected 12 students randomly (6 females and 6 males). This sample was eliminated from the main sample of the study. Simple correlation coefficients were counted between each phrase on these elements by total degree for items of general aggression scale as shown in Table 4.

Table 3: Distribution of positive and negative scale phrases for each variable

Number	Scale items	Phrase type	Phrase number in scale	Number of phrases
1	Physical aggression	Positive phrases	1, 13, 17, 25, 33, 37	40
		Negative phrases	5, 9, 21, 29	
2	Verbal aggression	Positive phrases	6, 10, 14, 22, 30, 38	
		Negative phrases	2, 18, 26, 36	
3	Anger	Positive phrases	11, 19, 23, 27, 35, 39	
		Negative phrases	3, 7, 15, 31	
4	Indirect aggression	Positive phrases	8, 12, 20, 28, 32, 40	
		Negative phrases	4, 16, 24, 36	

Throughout Table 4 that all correlation coefficient between phrases and numbers are significant at level 0.05 which refers to internal consistency between phrases and related items.

Reliability coefficient to measure aggressive behavior

In counting test reliability, the researcher carried out (application and reapplication) for the test to ensure accuracy and stability of this test. Therefore, the researcher conducted the test on two levels among them one-week interval with keeping the same variables (the same sample, the same timing, the same place). The researcher used general method of counting reliability coefficient, Pearson. As correlation between degrees of the first and second test refers to test stability coefficient as the more it is closer to (1.00), the more reliably and stable the test will be.

Table 4: Shows confession of the connexion of each expression among the other expressions of the part with total degree for dimension part for the global aggressivity

Correlation coefficient	Phrase number in item 4	Correlation coefficient	Phrase number in item 3	Correlation coefficient	Phrase number in item 2	Correlation coefficient	Phrase number in item 1
0.67*	4	0.49*	3	0.70*	2	0.65*	1
0.78*	8	0.69*	7	0.64*	6	0.51*	5
0.40*	12	0.66*	11	0.82*	10	0.63*	9
0.55*	16	0.55*	15	0.58*	13	0.71*	13
0.49*	20	0.51*	19	0.66*	18	0.66*	17
0.70*	24	0.78*	23	0.73*	22	0.42*	21
0.62*	28	0.62*	27	0.79*	26	0.77*	25
0.66*	32	0.53*	31	0.76*	30	0.74	29
0.83*	36	0.58*	35	0.80*	34	0.57*	33
0.57*	40	0.66*	39	0.61*	38	0.68*	37

Tabulated R value at significance level 0.05=0.355. *All statistically significant correlation coefficient values at significance level 0.04

To count reliability coefficient, the researcher used the general method, Pearson coefficient as shown in Table 5.

After counting Pearson coefficient, we found that the value of the reliability coefficient for items of aggression scale ranging between 0.83 and 0.71. After checking the Table 5 of correlation significances to determine test reliability at freedom degree (N-1), and significance level 0.05, we found out that the scale is characterized with high-reliability degrees the counted degree of the coefficient was more than the tabulated value which is 0.35.

Objectivity

After ensuring validity and reliability, the researcher had to tackle objectivity of the general aggression scale. Objectivity is the extent of being free from bias and not involving personal factors in the researcher's judgments (Essawy, 2003). It is also defined as clarity of instructions related to the scale and counting its degrees or results (Abdelhafeez and Bahy, 2000).

The Researcher focuses on easy and clarity terms out of difficulty or uncertainty by conducting a measure and presenting it to a group of experts, as well as the distribution of the scale on an exploratory sample and observing direct behaviors when answering scale. He observed response of the studied persons without the existence of difficulties in application or ambiguity in statements. The studied persons were provided with all details and requirements to answer on the scale by clarifying how to answer, as committed to the researcher through the distribution of forms taking into account the nature of individuals, questionnaire administration, the degree of motivation among the studied also been done to make necessary adjustments as directed by professors arbitrators in light of the results of the exploratory study to achieve scale objectivity requirement.

Based on all field procedures and previous considerations,

Table 5: Reliability coefficient of aggressive behavior scale

Scale items	Tabulated value	Reliability coefficient	Significance level	Freedom degree	Sample size
Item 1	0.355	0.81	0.05	29	30
Item 2	0.35	0.78	0.05	29	30
Item 3	0.35	0.83	0.05	29	30
Item 4	0.35	0.71	0.05	29	30

the student researcher concludes that the proposed measure in the image has a high objectively addition to validity and reliability.

The Statistical Methods

The researcher used the following statistical methods:

Percentage, arithmetic mean, standard deviation (SD), Pearson correlation coefficient, T Test (for students) and skewness coefficient.

DISCUSSION AND ANALYSIS OF FINDINGS

Discussion and Analysis of Findings of First Hypothesis

“There is a difference in levels of aggressive behavior items for secondary education male and female students.”

Table 6 shows that skewness coefficient values for male students at all items of the scale are between +1.00 and +0.030 which means that this sample is homogeneous with moderate distribution of findings, while skewness coefficient values for male students at all items of the scale are between +0.35 and -0.13 which means that this sample is homogeneous with moderate distribution of findings too.

As for the first item (physical aggression), the researcher found that the counted T value equal to 4.76 at freedom degree 60 (N₁ + N₂ - 2) which is bigger than tabulated one (1.96) at significance level 0.05 which means that there are statistically significant differences in physical aggression among male and female students in favor of male ones.

As for the second item (verbal aggression), the researcher found that the counted T value equal to 2.50 at freedom degree 60 (N₁ + N₂ - 2) which is bigger than tabulated one (1.96) at significance level 0.05 which means that there are statistically significant differences in physical aggression among male and female students in favor of male ones.

As for the third item (anger), the researcher found that the counted T value equal to 1.99 at freedom degree 60 (N₁ + N₂ - 2) which is bigger than tabulated one (1.96) at significance level 0.05 which means that there are statistically significant differences in physical

Table 6: The “T student” counted value for aggressive behavior items among male and female students

Variable	Groups	Number	T counted value	Skewness coefficient	Median	SD	Mean
Item 1	Males	34	4.76	+0.2	36	3.60	36.24
	Female	28		-0.24	31	5.12	30.59
Item 2	Males	34	2.50	+0.17	40	3.53	40.21
	Female	28		-0.13	37.5	5.37	37.25
Item 3	Males	34	1.99	+0.03	35	5.54	35.06
	Female	28		+0.35	32	4.37	32.51
Item 4	Males	34	4.63	+1.00	29	6.30	31.12
	Females	28		-0.31	37.5	3.42	37.14

Tabulated T value is 1.96 at significance level 0.05. SD: Standard deviation

aggression among male and female students in favor of male ones.

As for fourth item (indirect aggression), the researcher found that the counted T value equal to 4.63 at freedom degree 60 ($N_1 + N_2 - 2$) which is bigger than tabulated one (1.96) at significance level 0.05 which means that there are statistically significant differences in physical aggression among male and female students in favor of female ones.

Conclusion

Through these findings, it was found that there are statistically significant differences between males and females in items of aggressive behavior in favor of males I first, second, and third items. The researcher found that individual differences among males and females play a crucial role through physical aspects, muscle mass and physical impulse with clear anger manifestations.

In return, there are statistically significant differences between males and females in items of aggressive behavior in favor of females in the fourth item (indirect aggression) due to psychological features of females as they tend to express behaviors that should not be, by necessary, directed to physical contact, physical, or verbal aggression.

The researcher found that privacy among males and females differs in terms of physical, mental and emotional aspects, especially that they experience a critical stage of tension with a set of changes at many levels which led to the emergence of this difference among males and females in practicing aggressive behavior with all its items. Males are dominated by physical impulse, while females tend to show behaviors that should not be, by necessary, directed to physical

contact, physical or verbal aggression. Rather, they are closer to different indirect behaviors.

In addition, the researcher attributes difference in levels of practicing aggressive behavior among males and females to the state of physical disorder from which they both suffer due to physical problems and accumulated pressures inside school setting. They are characterized with great pressure resulting from overlapping these pressures with changes at a lot of levels; physical, psychological, mental and social aspects due to their connection to adolescence stage in a secondary student’s life studied by scientists and specialists in growth. This agrees with Fahmy who fund that adolescence is “grading toward physical, psychological, mental and emotional maturity.”

Aggressive behavior is defined as each behavior resulting from harming others or destroying things. Accordingly, destructive behavior is s form of aggression directed toward things. Others define it as the behavior that leads to harm others, psychologically such as humiliation and insulting or physically such as beating and quarreling. Bandora differentiates between a person’s acquisition and performance of behavior. Acquiring a behavior does not mean by necessary that it will be performed as performing different behavior is directly based on his expectations from findings of imitation and behavior findings. If he expects imitating behavior, he will have negative results.

No doubt that aggressive behavior for students became a fact in most countries of the world as it includes all workers in education particularly and society generally. It takes a lot of time from school managements and leaves negative impacts on the educational process, so it needs joining mutual efforts, whether at the level of government institutions and civil society organizations

for being a social phenomenon primarily and its negative repercussions affecting the entire society.

This agrees with Hussein who says that adolescence is a development stage following late childhood between childhood and maturity as it is a transitional period between childhood and maturity starting with sexual maturity. Adolescence stage lies between the 13th and 18th year for males and between 13th and 16th year for females. It is the condition in which physiological features of individuals change with active physical desires. Adolescence starts from 12 to 17 years. In this stage, an adolescent is a person with more movement, strong and considers rules and systems set by school management or common social rules (Hussein, 1998).

In addition, Zidan thinks that aggressive behavior for adolescent students may be directly harming others or indirect through defiance. This type of adolescents may be attached to illusions, imagination or daydreaming but in a way less than adolescence (Zidan, 2000). Results of this study are consistent with a study conducted by a Wadeh Ahmed Al-Amin, on students of middle school education through which he aims to know the role played by the PE and sport class in reducing the phenomenon of aggressive behavior among students of middle school education as this latter found many differences between males and females in the exercise for aggressive behavior.

From previous illustration, it can be said that the first hypothesis: "There is a difference in levels of aggressive behavior items for secondary education male and female students," was achieved even partly.

Discussion and Analysis of Findings of Fourth Hypothesis

Fourth hypothesis: "There are statistically significant differences in post-test between control and empirical groups in practicing aggressive behavior."

Table 7 shows that there are statistically significant differences between control and empirical groups in the four items of aggressive behavior in favor of the control sample at significance level 0.05 and freedom degree 58 in post-test of control and empirical groups.

As for physical aggression, the counted T value was 2.32* was bigger than tabulated one 1.96* which shows that the empirical sample (department 1 and 2) has a lower physical aggression level than others in the control group in department 1 and 2 that maintained the same level of physical aggression to a greater degree which refers that there are statistically significant differences between both samples in favor of the control sample at significance level 0.05 and freedom degree 58 at post-test for the control and empirical samples.

The same remarks for the item of verbal aggression, there are statistically significant differences between control and empirical samples in favor of empirical one at significance level 0.05 and freedom degree 58 in pre-test for control and empirical samples. The counted T value was 2.15* which was bigger than tabulated one 1.96* and this shows that the empirical sample (department 1 and 2) has a lower verbal aggression level than others in the control group in department 1 and 2.

As for anger variable, findings show that there are statistically significant differences between control and empirical samples in favor of empirical one at significance level 0.05 and freedom degree 58 in pre-test for control and empirical samples. The counted T value was 3.67* which was bigger than tabulated one 1.96* and this shows that the empirical sample resorts to anger more than the control one.

The same is for indirect behavior as there are statistically significant differences between control and empirical samples in favor of empirical one as results showed that control sample students are higher than their peers in empirical one through their dependence

Table 7: Findings of T test for significance of differences between two post-tests for control and empirical samples in practicing aggressive behavior

Scale items	Control sample			Empirical sample			Counted T value	Freedom degree	Tabulated T value	Significance level
	N1	S1	A1	N2	S2	A2				
Physical aggression	30	34.82	6.74	30	16.57	2.34	2.32*	58	1.96*	Significant
Verbal aggression	30	43.09	9.56	30	18.35	2.89	2.15*	58	1.96*	Significant
Post-anger	30	51.23	11.67	30	26.73	3.54	3.67*	58	1.96*	Significant
Indirect aggression	30	41.17	8.76	30	17.12	2.19	2.94*	58	1.96*	Significant

on indirect aggression to a great extent as the counted T value was 2.94* was bigger than tabulated one 1.96* which shows that there are statistically significant differences between control and empirical samples in favor of empirical one.

Conclusion

Through previous findings, we can find that there are statistically significant differences in post-test between control and empirical samples in practicing aggressive behavior.

From Table 7, the researcher found that positive effect of the recreational sport program on levels of aggressive behavior of the empirical sample is due to contents of this program including various activities, exercises, and games that affect students and helps them in developing intellectual and mental sides in a way that give them a different mental and psychosocial behavior patterns. These patterns grow and develop through recreational play, which ultimately helps to modify the behavior of the adolescent and keeps him away from all aggressive and violent behaviors within the middle school. This is consistent with the study by Wadeh Al-Amin in his Master Thesis 2001 aiming to define the role played by recreational sport activity in reducing aggressive behavior for adolescents. His findings showed that there is a reduction in the level of aggressive behaviors of students after practicing sport activities inside educational institutions. In addition, findings of this study agree with the study of Si El Arabi Sharef, 2009 in a Master Thesis aiming to determine the role played by recreational sport activity in reducing school violence by secondary education students. Findings showed that there is a reduction in the level of aggressive behaviors of students after practicing sport activities within the P.E classes. This also agrees with Abdelmegid who found that a recreational sport activity forms an important side on individual's psychology as it enables him to restore his self-realization, desire to explore experiences and enjoying life with a positive contribution to regain psychological composure for individuals and overcome routine and boring life.

Recreational sports aim to establish self-dependence, discipline, competitive spirit and friendship for individuals and, in turn, support psychological and mental sides to get the individual out of his isolation. Butler refers that recreation is one of the activities practiced in free times and selected by individuals

personally and it returns on them with physical, ethical, social, and cognitive values.

That's why the problem of the aggression is one of the most important problems that have held the attention of researchers as it is widespread at private educational institutions among adolescents and that's what made educators undertake various meetings as well as studies to investigate the causes of this phenomenon. There are effects that work on showing this behavior including cultural, psychological, and social effects. Since the recreational sport activity is of great importance to for its psychological, social and educational benefits, it plays a major role in the treatment of aggressive behavior especially for a teenagers in terms of helping them pass the period of adolescence in the best way due to its characteristics including the most important one to satisfy desires and needs of adolescents and to minimize the effects of frustration. We also found that the recreational sports activity helps teenagers acquire many physical and social skills which make the students more controlling over their emotions and temper. A recreational sports activity represents a wide space for the teenager students to fill free time, maintain good health, avoid moral deviation, unload excess energy and get away from the anger and recklessness and violent behavior.

Therefore, the fourth hypothesis that says: "There are statistically significant differences in post-test between control and empirical groups in practicing aggressive behavior" is achieved.

GENERAL CONCLUSION

The need for self-recreation is an important human need. We usually put recreation and entertaining activities in marginalized places in our lives without any importance. This depends on individual's entertaining awareness and how he perceives its importance for him and for society. Recreation is one of the human activity features that is characterized with health, balance in their wide meaning that includes physical, mental and emotional health not merely the absence of individual weakness and illness.

A recreational physical activity aims to happiness that is sought by everyone, no matter what race, color and belief. Happy is a result of a life characterized by balance and recreation has a special position to make a balanced life between work and the rest as a

result of complete life meaning and increasingly in its splendor with recreation to become brighter and happier. Therefore, the inclusion of different types and the forms of recreational sports activity and practice is very beneficial to all segments of society, in general, and in private educational institutions in particular. It is during leisure activity a teenager student expresses his feelings, develops talents, innovates and understands, produces, releases energies, shows his talents, grows his information and trends affected by the change, evolves his behavior in a good direction and that in itself is the goal of recreation and recreational education.

Moreover, among results, it was found that the practice of recreational activity helps the teenager student to gain many skills not only psychologically but also at the academic level as well. It assists in good academic achievement, then these findings vindicated our hypothesis, which states that recreational sport activity plays a big role in reducing the phenomenon of aggressive behavior among students in secondary education through the great role played by this activity to help students overcome psychological problems and thus be away from the turmoil that may occur to their behaviors. It also keeps them away from practicing every violent and unaccepted behavior inside school setting which became now a field of struggle and a field for reflections of social life with all of its various aspects.

RECOMMENDATIONS

Based on the result, we have obtained through this study that relate to the role played by recreational sport activity in reducing the phenomenon of aggressive behavior among students in secondary education, it is intended to bring about the desired end of this study. We recommend officials or supervisors of educational institutions and stakeholders, either the formal or informal, to include some suggestions or recommendations which can be summarized in the following points:

- Consideration of recreational activities for their importance on adolescent students' psychology in reducing different problems and psychological pressures.
- Intensive sport activities and tournaments between departments by management including competition among all students.
- Feeling the role played by recreational sport activity in achieving social and psychological adjustment for adolescent students inside educational institutions.

- Encouraging students to practice sport activities out of schools to reduce their aggressive behaviors and support the PE class.
- Provide a club for students to practice recreational sport activity with all sport facilities and equipment.
- Provide suitable space to practice recreational sport activity inside educational institutions through reconsidering weekly classes of physical and sport education as the study shows that the longer the period of physical and sport education are, the more students be away from violent, aggressive and unethical behaviors.
- Provide sport facilities and equipment, interest in sport facilities including playgrounds, closed indoor or outdoor fields through benefiting from experts in the recreational sport with their participation in setting recreational sport activities inside educational institutions and involving students by taking their opinions about the proposed programs.
- Making use of experts and professors in the field of recreation in preparing programs specialized in recreational activities aiming to good care adolescent students, especially from psychological aspects.
- Specialists in recreation, such as athletes and trainers, should intensify their efforts to set a global network for researches about recreational sports for secondary education students and open doors for all to contribute and enrich it.
- Not ignoring the effects of aggressive behaviors as deep thinking is needed from all educators to quickly interfere to reduce the strange spread of this phenomenon.
- Feeling the danger of aggressive behavior inside educational institutions and finding things that reduce it.
- To reduce aggressive behavior, we also recommend that efforts of teachers, professors, families and society should cooperate to make students grow in suitable environments in which they acquire a set of values, attitudes and behaviors that develop the culture of peace, dialogue and accepting others considering that physical and sport activities as tools of socialization and a means for entertainment that may contribute to reduce aggressive behavior.

REFERENCES

- Alaoui, M.H., Rateb, O.K. (1999), Scientific Research in the Physical Sportive Education and Psychological Sportive Science. 2nd ed. Cairo: Dar of Arabic Thought. p217.
- Abdelhafeez, E.M., Bahy, M.H. (2000), Methods of Scientific Research

- and Statistical Analysis in Educational, Psychological and Sport Fields. Cairo: The Book Center Press. p179.
- Al Ghoul, S.M. (1982), *Research Methods in Social Science*. Cairo: Al Ghareeb Library. p213.
- Al Shiekh, S. (2012/2013), "The Effect of a Proposed Recreational Sport Program on some Social Skills for Hearing Disabilities", Master Thesis, Institute of Physical and Sport Education. Mestghanm: Abdelhamid Bin Badis University.
- Al Zarad, K. (1997), *Problems of Adolescence and Youth*. Beirut, Lebanon: Dar Al Nafaes Press. p9.
- Allawi, H. (1983), *Sport Psychology*. 5th ed. Cairo, Egypt: Dar Al Maaref. p191.
- Allawi, M.H. (1998), *Psychology of Violence and Aggression*. Cairo, Egypt: Book Center Press. p57.
- Bachlar, P.R. (1978), *Dictionnaire-le Robert Alphabétique de la Langue Française*. Paris: Société du Nouveau. p289.
- Baker, C. (1964), *Basics of Physical Education*. Translated by Moawad, H., Saleh, K. Cairo, Egypt: The Anglo-Egyptian Library Press. p254.
- Bu Hosh, A. (1999), *Methods of Scientific Research*. 2nd ed. Algeria: University Press. p99.
- Busakra, A. (2001/2002), *Recreational Sport Activity for the Mentally Retarded Children in Educational Psychological Centers: A Study on Children with Simple Mental Retardness 09 - 12 Years*. PhD Thesis, Institute of Physical and Sport Education, Sidi Abdallah, Algeria University. p03.
- Drawish, K. (1997), *A Modern View of Recreation and Free-Time*. 1st ed. Cairo: Al Ketab Press. p56.
- Essawy, A.M. (2003), *Psychological Tests and Measurements*. Alexandria: Monshaat Al Maaref. p332.
- Fahmy, M. (1974), *Childhood and Adolescence Psychology*. Cairo: Dar Masr Press. p126.
- Hafez, M., Soliman, A., Riad, I. (1961), *Recreation and Serving the Group*. Cairo: Modern Cairo Press. p21.
- Haggag, M.Y. (2001), *Fanaticism and Aggression in Sports*. Cairo: The Anglo-Egyptian Library Press. p35.
- Hassanin, M.S. (1995), *Measurement and Evaluation in Physical and Sport Education, Part One*. Cairo: The Anglo-Egyptian Library Press. p583.
- Hussein, K.H. (1998), *The Comprehensive Sport and Physical Encyclopedia in Sport Games, Events and Sciences*. 1st ed. Amman: Dar Al Fikr Press. p714.
- Nourddine, S., Aid, M., Fethi, D. (2007). Chapter for Studying the Aggressive Behaviour and the Intimate in Sport Field and the Physical Education. 1st ed. Cairo: Anglo Egyptian Library. p234.
- Rahly, M. (2014/2015), *The Effect of a Proposed Recreational Sport Program on Developing Coordinative Behavior for the Mentally Retarded in Pedagogical Medical Centers*. A Thesis for PhD, Institute of Physical and Sport Education. Sidi Abdallah: Algeria University. p03.
- Ramly, A.A., Shehata, M.I. (1991), *Fitness and Health*. Cairo: Dar Al Fikr Al Arabi. p76.
- Rezk, K.I. (1979), *In Dynamics of Teachers Abuse*. Annual Psychology Book Fare. Vol. 6. Egypt: Egyptian Society for Psychological Studies. p206.
- Zidane, M.M. (2001), *The Psychological Progress for the Adolescent and Bases of the Psychological Health*. Libya: Editions of Libyan University, Libya. p123.
- Zidan, M.M. (2000), *Psychological Growth of Children and Adolescents and Basics of Psychological Health*. Libya: Libyan University Publications. p155.