Journal AFAQ of Sociology V15 N°2 December 2025 PP 51-72
ISSN: 1112-8259 EISSN: 2600-6855

The Role of School Sports Activities in Reducing Violence among Secondary School Students

دور النشاط الرياضي المدرسي في التخفيف من العنف والانحراف عند تلاميذ المرحلة الثانوية

Pr. Asma Retimi*
University of Medea Yahia Fares, Algeria
retimi.asmaa@univ-medea.dz

Dr. Hayat Senoussi
University of Medea Yahia Fares, Algeria
Senoucihayet1980@gmail.com

Date of submission: 26/05/2025 **Date of acceptance:14/10/2025**
Date of publication: 20/12/2025

Abstract:

This study aims to identify the role of school sports activities in reducing deviant or violent behaviors of all kinds—whether physical, verbal, or moral—among students. It also seeks to highlight the contribution of Physical Education in instilling social values in adolescents and protecting them from issues that may affect their academic progress.

The study adopted the descriptive analytical approach, and it was conducted on a sample of 70 male and female students from the secondary stage, aged between 15 and 20 years, who were randomly selected.

The study revealed a positive relationship between practicing school sports and developing a well-balanced personality in students.

Keywords: sports activity, school, violence, students, positive behaviors.

الملخص:

تهدف هذه الدراسة إلى معرفة دور النشاط الرياضي المدرسي في الحد من السلوكيات الانحرافية أو العنيفة بجميع أشكالها، سواء المادية أو اللفظية أو المعنوية، لدى التلاميذ. كما تسعى إلى إبراز مساهمة مادة التربية البدنية في غرس القيم المجتمعية لدى المراهقين وحمايتهم من الآفات التي قد تؤثر على مسارهم الدراسي.

اعتمدت الدراسة المنهج الوصفي التحليلي، وتمت على عينة من التلاميذ حجمها 70 تلميذ وتلميذة من المرحلة الثانوية، تتراوح أعمارهم بين 15 و20 عاماً، تم اختيارهم عشوائياً.

أظهرت الدراسة وجود علاقة إيجابية بين ممارسة الرياضة المدرسية وتكوين شخصية سوية لدى التلميذ.

الكلمات المفتاحية: نشاط رياضي، مدرسة، عنف، تلاميذ، سلوكيات إيجابية.

* Corresponding author.

1- Introduction

The Algerian school system has undergone significant transformations in recent years, which have impacted the educational landscape and raised questions about the actual role that educational institutions can play in confronting the increasing prevalence of negative behaviors among students—behaviors that are at odds with the noble objectives of education. There has been a noticeable rise in phenomena such as smoking, drug use, violence, and cheating, all of which pose a genuine threat to the establishment of a strong and reliable educational system capable of preparing responsible citizens who are effectively integrated into society.

Adolescence is characterized by complex psychological and social challenges, during which students seek to assert themselves and address their problems in ways that may be inappropriate, leading to the spread of various forms of school violence. Given that the school represents the second educational environment after the family, it becomes essential to adopt effective strategies to address this phenomenon. Studies indicate that sports activities, in their various forms, constitute an effective means in this regard, as they help to release negative energy, improve mood, strengthen social relationships, and reduce levels of stress and anxiety. Moreover, sports play a pivotal role in instilling moral values and sportsmanship through teamwork, as well as supporting the development of a balanced personality endowed with comprehensive psychological and physical health.

2 -Research Problem

The phenomenon of violence and deviance within the school environment has recently attracted considerable attention from specialists, due to its increasing prevalence in educational institutions, particularly among adolescents. This growing trend has prompted educational stakeholders to conduct in-depth investigations into the underlying causes of this phenomenon, and to work towards identifying appropriate solutions to address it, given its direct negative impact on students, teachers, and the educational institution as a whole.

Researchers define school violence as a set of aggressive behaviors and actions that occur within the school environment in various forms towards others. It is regarded as an unacceptable pattern of behavior and constitutes one of the fundamental issues that has preoccupied educators and researchers across different disciplines. School violence reflects deficiencies in communication and problem-solving skills, and represents a form of

bullying, coercion, and the use of illegitimate force. It also signals poor social health and community security, tarnishes the image of the educational institution, and impedes the healthy psychological development of students (Al-Tal & Al-Harbi, 2014).

Numerous studies have shown that violence and deviant behaviors negatively affect adolescent students, both in the short term-such as through declining academic achievement-and in the long term, by influencing the overall personality and behaviors of students. These studies have indicated that the causes of this phenomenon are rooted in pressures arising from the school and family environment, in addition to the influence of unsupervised media, such as television, the internet, and violent video games.

In light of this, it has become essential for society to adopt effective strategies to curb the escalation of this phenomenon. Among these solutions, engaging in sports in general, and physical education classes in particular, are considered among the most important means for reducing school violence, especially given the presence of social, cultural, and psychological factors that reinforce the spread of such behaviors. This issue is of particular importance at the secondary school stage, which represents a critical turning point in the life of the adolescent, as this period greatly influences their social, moral, and psychological behavior.

Research Questions

- Does physical and sports activity influence students' behavior?
- How effective is participation in school sports activities in reducing manifestations of violence among students within the educational environment?

3- Significance of the Study

- This study seeks to enhance awareness and encourage both male and female students to engage in sports activities, given their effective role in refining human behavior and fostering values of tolerance, respect, and cooperation among students.
- The study aims to reveal the role of sports activities practiced within schools in reducing deviant and violent behaviors in all their forms—whether physical, verbal, or moral—and to highlight their positive impact on improving student conduct and creating a safer and more stable educational environment.

- The study contributes practical recommendations for educators and physical education professionals on how to utilize sports activities as an effective tool for preventing school violence, thereby improving the quality of the educational environment and promoting harmony within educational institutions.

4- Defining Concepts

4-1- The Concept of Sports Activity

There are numerous definitions and concepts used to express sports activity, owing to the multiplicity of aspects and dimensions related to this concept and the differing perspectives regarding the nature and level of this activity and its relationship with the socio-cultural context. Here, we present several definitions:

Sports and physical activity is defined as a special form of activity, the essence of which is organized competition aimed at measuring abilities and ensuring their maximum determination. It is also considered a form of physical training that seeks to achieve the best possible result in competition, not only for the athlete but also for the sake of the sport itself (Bourghdad, 2012, p. 52).

Physical and sports activity is also defined as a competitive, playful activity, whether indoors or outdoors, that yields returns or benefits. It involves individuals or teams participating in a contest, with results determined based on superiority in physical skill(El-Khouli, 1996, p.32).

4-1-1- The Importance of Sports Activity

Sports activity occupies a prominent position in social life, having become a fundamental element of human culture, as well as an effective means of mass communication. This contemporary dimension of sports and physical activity heavily relies on the impact of sports competitions, which attract wide segments of society (Mahna, 1983, p. 44).

Humans constantly seek to revive and practice sports and physical activity according to educational, health, and psychological principles, aiming to cope with life’s pressures by stimulating the mind and developing thought. Sports activity is also considered one of the important factors that contribute to bringing peoples closer together, as it can achieve political, social, and economic objectives, in addition to its primary goal of building the individual psychologically and physically, fostering collective and

ethical spirit, and eliminating neurological and racial differences(Mokhtar, 1986, p. 42).

In most countries around the world, the practice of sports and physical activity is included in the programs for preparing new generations in terms of health, science, physical, and cognitive aspects. Sports activity is also of great importance in occupying leisure time, as it consumes the energies of youth and reduces their exposure to delinquency, thus providing them with physical, health, and psychological benefits. This positively reflects on the development of social behaviors, the building of communication skills, and the creation of good human relationships, as well as reducing aggressive or negative behavior among youth (Ali Al-Fayez, 2016).

4-1-2- Features and Characteristics of Sports Activity

- **Promoting Peace and Peaceful Coexistence:** Sports and physical activity are recognized as effective tools for promoting peace within culturally diverse societies, as they help build bridges of understanding and peaceful coexistence among individuals.
- **Bridging Gaps and Conflict Resolution:** By nature, sports and physical activity bring individuals and groups closer together and facilitate problem-solving in post-conflict stages, due to the sportsmanship spirit participants possess, which fosters understanding and tolerance.
- **Developing Personal Skills:** Sports activity provides a broad platform for individuals to acquire important personal skills such as self-confidence and leadership, thus contributing to the development of their personal and social abilities.
- **Instilling Positive Values:** Sports and physical activity contribute to instilling and consolidating positive values and principles in society, such as tolerance, respect, and cooperation, which enhance social cohesion.
- **Strengthening Social Bonds:** Sports activity is an influential tool in strengthening social ties and networks among individuals, and helps to realize the principles of justice and peace within society.
- **Improving General Health:** Sports activity has a significant positive impact on the health of its practitioners, as it enhances their ability to resist diseases and improves physical fitness and general health.

4-1-3- The Importance of Sports Activity in School

- **Developing Physical Health and Fitness:** Regular sports activity contributes to enhancing students' physical fitness and strengthening the muscular, circulatory, and respiratory systems, which positively reflects on general health(El-Khouli, 2004, p. 115).

- **Improving Mental Health and Reducing Stress:** Studies indicate that practicing sports at school helps improve students' psychological state and reduces symptoms of depression and stress. **Promoting Collective and Positive Behavioral Values:** Sports activity helps instill values such as cooperation, discipline, respect for rules, and sportsmanship among students, thereby reducing negative behaviors.

- **Supporting Academic Achievement:** Studies have shown that students who regularly participate in sports activities tend to achieve better academic performance as a result of improved concentration and discipline (Bailey, 2006, p. 400).

- **Preventing Violence and Aggressive Behavior:** Sports activity helps students channel negative energy and acts as an educational tool for behavior modification, thus reducing manifestations of school violence.

- **Enhancing School Belonging:** Participation in sports activities enhances students' sense of belonging and engagement in school life, which reduces absenteeism and dropout rates.

- **Developing Leadership and Communication Skills:** Through sports, students acquire leadership skills such as decision-making, taking responsibility, and working as part of a team.

- **Achieving Balance Between Mental and Physical Effort and Uncovering Talents:** Sports activity helps achieve a healthy balance between mental and physical effort, and aids in discovering and refining talents.

4-2- Violence

4-2-1- Definition of Violence

*** Linguistically**:

The term "violence" in the Arabic lexicon means acting harshly or lacking gentleness, encompassing any behavior that involves severity,

cruelty, reproach, blame, or venting. Thus, violence can be either an action or speech.

In legal terms, violence is defined as the unlawful use of physical coercion to achieve personal or collective objectives.

In psychological terms, violence in psychology is defined as behavior characterized by cruelty, severity, and coercion, where hostile motives are explicitly manifested, such as hitting, killing individuals, or destroying property. In the field of collective behavior, violence is described as a collective phenomenon involving a number of people who share a certain degree of homogeneity or similarity in a specific social situation, within a pattern of interaction that represents a realistic embodiment of explosive tensions.

*** Terminologically:**

Violence is the expression of physical force, directed against oneself or another person, either intentionally or by compelling the individual to commit such an act, resulting in pain due to harm suffered, and is used as a tool to influence others.

It is also described as aggressive behavior resulting from a state of frustration, accompanied by signs of emotional arousal and anger, manifesting as behaviors intended to inflict harm or damage on others, whether materially or morally, and is instinctive and emotional in nature.

According to the Encyclopedia of Crime and Justice, violence is defined as "all forms of behavior, whether actual or threatening, that result in the threat or destruction of property, or cause harm or death to individuals or society" (Muqaddam, 2012, p. 376).

Violence is also a form of interaction between a living being and its environment that leads to harm, which may affect oneself or others, physically, psychologically, or in terms of property, and may cause either intentional or unintentional damage (Al-Sawy, 2009, p.9).

4-2-2- Forms of Violence

- **Physical Violence:** This refers to the use of physical force to assault a living being, whether by using body parts such as teeth, hands, or head, or by employing a sharp object or weapon. Such acts cause pain or harm and may even result in death or self-harm.

• **Verbal Violence:** This is manifested through the use of abusive language such as insults, mockery, and threats. This type of violence is often accompanied by signs of anger and intimidation, and is considered one of the most widespread forms of violence in societies.
Psychological Violence: This is perpetrated by an individual or group possessing power and control, negatively affecting the victim and harming their behavioral, emotional, cognitive, and physical functioning.

4-2-3- Definition of School Violence

• **World Health Organization Definition:** School violence is the intentional use of physical force or the threat of such force by one or more students against another student or a member of the teaching staff, which may result in physical or psychological harm, death, or deprivation of rights (WHO, 2002, 05).

• **UNICEF Definition:** School violence is any behavior that results in physical or psychological harm occurring within or around the school, whether perpetrated by students, teachers, or any other party within the school environment(UNICEF, 2018, 03).

• **Abdel Hamid Nashwan's Definition:** School violence is any deliberate aggressive behavior committed by a student, teacher, or any individual within the school, and includes physical, verbal, or symbolic harm that affects others or their property(Nashwan, 2005, p.345).

5- Study Methodology

This study relied on the descriptive method due to its great suitability for the research topic and objectives. This method allows for an accurate and systematic description of the phenomenon under study, which helps analyze the role of school sports activity in reducing exposure to violence within the educational environment and understanding its impact on students' behavior.

6- Study Limits

• **Temporal Limits:** The study was conducted during the time period from 08/04/2025 to 30/04/2025.

• **Spatial Limits:** The study was conducted on a randomly selected sample of students from Rabah Ben Daoud High School in the Wilaya of Médéa, aged between 14 and 20 years.

7- Study Population

In this study, the study population was defined to include high school students in Algerian schools, as this age group represents adolescence, which witnesses an increase in the phenomenon of violence and deviant behaviors. The choice of this population aims to study the impact of school sports activity on the behavior of these students in the educational environment.

We identified the students of Rabah Ben Daoud High School in Médéa as the study population.

8- Study Sample

Considering the large size of the study population, a sampling technique was used to select a representative sample of students, reflecting the social, cultural, and economic diversity of the original community. The sample was selected using stratified random sampling to ensure representation of different groups within the community, allowing for more accurate and reliable generalization of the study results.
The study sample included 70 students aged between 15 and 20 years from the high school, selected randomly.

9- Study Tools

We prepared a questionnaire directed to the students to collect the necessary data for the study. A questionnaire is defined as a set of organized questions on a specific topic, placed in a form sent to the concerned individuals by mail or delivered by hand, to obtain accurate answers to the posed questions. Through this tool, quantitative and qualitative data can be obtained, analyzed, and interpreted to reach results that enhance the understanding of the research topic (Abdullah, 1986, p. 201).

The questionnaire included a variety of questions, including closed, multiple-choice, and open-ended questions, distributed across different axes consistent with the research hypotheses, allowing for comprehensive and in-depth information collection about the impact of sports activity on students' behavior.

10- Study Results:

Table 01: Distribution of the Sample by Age and Gender

Age Group	Male		Female		Total	
	N	%	N	%	N	%
15-16	14	35.00	10	33.33	24	34.28
17-19	20	50.00	16	53.33	36	51.43
19+	6	15.00	4	13.33	10	14.28
Total	40	100	30	100	70	100

N = Number of students
% = Percentage

We observe from the table that the largest proportion of the sample, estimated at (51.43%) falls within the age group of (17-19) years, distributed fairly evenly between males and females at(50%)and(53.33%) respectively. The second highest proportion is found among those aged (15-16) years with a total percentage of (34.28%), distributed as (35%) for males and (33.33%) for females. The lowest proportion, estimated at (14.28%) is for those older than (19) years, distributed between males and females at(15%) and (13.33%) respectively.

Based on these findings, it can be said that the study sample mostly consisted of students whose ages correspond to their academic level, which indicates that they have followed a normal educational progression. Meanwhile, the second group comprises younger students, which may be due to early school entry, and students older than(19)years, which may be attributed to academic difficulties or challenges that led to delays in their educational progression.

Table 02: Distribution of the Sample According to Participation in School Sports Activities

Participation	N	%
Participates	37	52.85
Does not participate	33	47.14
Total	70	100

We observe from the table that more than half of the sample, approximately (52.85%), participate in sports activities, which is a good percentage indicating a satisfactory level of engagement in school sports activities. Meanwhile, the non-participation rate is about (47%), which is a

significant proportion that cannot be overlooked and warrants investigation into the possible reasons.

Accordingly, it can be said that participation reflects an increasing awareness among students, as well as their families and educational institutions, of the importance of sports and its role in physical, psychological, and social development.

It can also be inferred that there are obstacles, which may be cultural—such as a lack of awareness about the importance of sports activities—or social, such as family pressures, especially for females. Additionally, there may be institutional barriers, including inadequate sports facilities or insufficient encouragement from the school.

Table 03: Exposure to Violent Behaviors within the School

Exposure to Violent Behaviors	**N**	**%**
Yes	45	64.3
No	25	35.7
Total	70	100

From the table, out of (70) students (64.3%) reported experiencing some form of violence within the school, which is a high percentage reflecting a structural problem in the school climate. Conversely, only (35.7%) reported not experiencing any form of violence, indicating that only about one-third of the students feel completely safe within the school.

These results indicate that school violence is a common phenomenon that requires urgent educational and administrative intervention, especially given its negative impact on academic performance and the psychological state of the student.

The high prevalence of violence suggests underlying issues such as inadequate supervision, lack of effective disciplinary measures, and possibly a school culture that does not sufficiently promote respect and safety. Such an environment can foster a sense of insecurity, fear, and mistrust among students, which may perpetuate a cycle of aggression and retaliation.

Table 04: Distribution of Sample Individuals by Type of Violent Behaviors Experienced in School

Type of Behavior	N	%
Verbal Violence (insults, cursing)	30	66.66
Physical Violence (hitting, pushing)	10	22.22
Symbolic Violence (exclusion, mockery)	5	11.11
Total	45	100

We observe from the table that verbal violence is the most prevalent form, accounting for (66.66%), indicating its ease of spread and the difficulty of controlling it within school environments. Meanwhile, (22.22%) reported experiencing physical violence, which is a serious indicator due to its direct and tangible nature.

As for symbolic violence, such as social exclusion and mockery, (11.11%) of students suffer from it.

Accordingly, it can be said that verbal violence, as a practical behavior, has become widespread, indicating that some forms of violence have become part of the daily interaction culture among students and reflect a weak culture of dialogue and tolerance within the school.

Physical violence reflects a disruption in the symbolic authority of the school institution and possibly a weakness in the prestige of the educational staff or a lack of supervision in schoolyards and classrooms.

Symbolic violence indicates the presence of social exclusion, which may be found within informal groups among students, such as elite groups, leading to the formation of marginalized segments within the school environment.

Table 05: Distribution of Sample Individuals by Exposure to Violence and Participation in School Sports Activities

Exposure to Violence	Participates	Participates %	Does Not Participate	% Does Not Participate	Total	% Total
Yes	20	54.05	25	75.75	45	64.28
No	17	45.94	8	24.24	25	35.71
Total	37	100	33	100	70	100

From the table, among the (37) students who participate in sports activities, only(20) participates, that is, (54.05%) reported exposure to violence, whereas among the (33)non-participants, (25) from them, that is,(75.8%) reported exposure.

This indicates that participation in sports activities reduces the likelihood of exposure to violence within the school. The data shows a clear inverse relationship: as participation in sports increases, the rate of exposure to violence decreases.

Therefore, sports activity acts as a psychological and social protective mechanism that helps students engage positively, reduce stress, and integrate into peer groups. This sense of belonging is a crucial factor in reducing the likelihood of isolation, which often creates a fertile environment for exposure to violence or marginalization.

Moreover, sports serve as a means of self-control and emotional regulation. By its nature, which is based on discipline, cooperation, and fair competition, sports help students develop self-regulation skills, which reflect positively on their behavior and make them less vulnerable to shocks or provocations of violence by others.

Hence, sports activity is not merely a recreational or entertainment adjunct but an effective means of restoring balance within the school environment, especially amid the spread of violence. Expanding participation in sports not only promotes physical health but also represents an investment in the psychological and social stability of students.

Table 06: Distribution of Sample Participants in Sports Activities by Type of Sport Practiced

Type of Participation	**N**	**%**
Team Sports	27	72.97
Individual Sports	10	27.03
Total	37	100

It is clear from the table that the majority of participants, around (73%), prefer team sports, while individual participation is limited to about (27%) of the sample.

This indicates a greater inclination toward sports activities that are performed in groups. This may be because team sports serve as a collective protective factor, as participation in a sports group provides students with group support and a social safety network, which can reduce their exposure to violence. However, it should be noted that instances of violence may still occur within competitive contexts or among peers.

As for individual sports, while they also provide a form of group protection, their reflective and disciplined nature contributes to

strengthening self-esteem, which can reduce the likelihood of students being targeted by others.

Table 07: Distribution of Sample Individuals According to the Relationship Between Their Reaction to Experienced Violence and Participation in Sports Activity

Reaction to Violence	Participates	% Participates	Does Not Participate	% Does Not Participate	Total	% Total
Silence and No Response	5	13.51	7	21.21	12	17.14
Asking for Teacher's Help	10	27.02	8	24.24	18	25.71
Responding with Violence	8	21.62	15	45.45	23	32.85
Ignoring the Situation	10	27.02	3	9.09	13	18.57
Reporting to Administration	4	10.81	0	0	4	5.71
Total	37	100	33	100	70	100

The table shows that the most common reaction among students who do not participate in sports activities is responding with violence, at (45.45%). In contrast, students who participate in sports are more likely to seek help from a teacher (27.02%) or ignore the situation (27.02%). Silence or not responding is present in both groups, though slightly higher among non-participants. Notably, reporting incidents to the administration was chosen only by participants in sports activities (10.81%).

These results suggest that participation in sports activities is associated with more positive and constructive reactions to violence, such as seeking help, remaining silent, or choosing to ignore the incident. This reflects a higher level of self-control, awareness, and discipline among sports participants, likely fostered by the values and social skills developed through regular engagement in organized sports.

On the other hand, non-participants are more likely to respond with violence, which may be a defensive behavior stemming from a lack of alternative outlets for stress and negative emotions. The absence of sports as

a channel for emotional release and social integration could contribute to impulsive or aggressive reactions when faced with violence.

Furthermore, the fact that only sports participants reported incidents to the administration may indicate greater confidence in institutional support or a stronger sense of belonging and responsibility toward the school environment. This highlights the role of sports in promoting not only physical and psychological well-being but also social cohesion and effective conflict resolution strategies within the school.

Overall, these findings underscore the importance of encouraging sports participation as a means to foster positive coping mechanisms, reduce aggressive responses, and enhance the overall climate of safety and respect in educational settings.

Table 08: Distribution of Sample Individuals by Participation in Sports Activity and Students' Views on Its Contribution to Reducing School Problems

Contribution Level	Participates (N)	Participates (%)	Does Not Participate (N)	Does Not Participate (%)	Total (N)	Total (%)
Contributes greatly	20	54.05	5	15.15	25	35.71
Contributes moderately	12	32.43	8	24.24	20	28.57
Contributes weakly	5	13.51	10	30.30	15	21.42
Does not contribute at all	0	0.00	10	30.30	10	14.28

The table shows that (54.05%) of students who participate in sports believe that sports activities contribute greatly to reducing school problems. In contrast, about (30.3%) of non-participants believe that sports activities either contribute weakly or do not contribute at all.

This indicates a clear relationship between students' engagement in sports activities and their positive perception of the role of sports in addressing school problems. Participants seem to recognize the effect of physical activity in reducing stress and emotional tension, which leads to fewer daily conflicts and problems. Moreover, sports provide a social interactive environment that indirectly helps resolve conflicts by improving relationships.

On the other hand, the negative or indifferent views of non-participants may reflect their experience of sports as a separate school activity or a perspective influenced by exclusion or lack of institutional encouragement.

Table 09: Distribution of Respondents by the Importance of Sports to Them

Importance of Sports	**N**	**%**
Means of Entertainment	25	35.7
Means of Maintaining Health and Activity	18	25.7
Means of Social Integration	12	17.1
Means of Excellence and Self-Actualization	8	11.4
Not Important	7	10.0
Total	70	100

From the table, more than one-third of the students (35.7%) consider sports as a means of entertainment and stress relief, indicating their awareness of its psychological function. This is followed by (25.7%) who associate sports with health and physical benefits. A smaller proportion, 10%, regard sports as unimportant, which may be linked to psychological, social, or cultural factors.

The prominence of entertainment as the main perceived importance suggests that students primarily view sports as a way to relax and unwind from daily pressures, highlighting the role of sports in mental well-being. The significant percentage linking sports to health and activity reflects an understanding of its contribution to physical fitness and overall wellness.

The social integration aspect, recognized by (17.1%) of respondents, underscores the role of sports in fostering social connections and a sense of belonging among peers. Meanwhile, the (11.4%) who see sports as a means of excellence and self-actualization point to the motivational and aspirational dimensions of sports participation.

The (10%) who consider sports unimportant might be influenced by various factors such as lack of interest, cultural attitudes, or personal experiences that diminish the perceived value of sports.

Overall, these findings highlight the multifaceted role of sports in students' lives, encompassing psychological, physical, social, and aspirational dimensions.

Table 10: Distribution of Sample Individuals According to Students' Opinions on the Impact of Sports Activity in Reducing Violence

Opinion	Count	Percentage
Make students more cooperative and respectful	22	31.4%
Sports activity reduces tension and violence	18	25.6%
Athlete students are less exposed to violence	16	22.9%
Feeling safer at school when participating in sports	7	10%
Sports do not reduce violence in school	13	18.6%

The highest percentage (31.4%) believe that regular sports participation makes students more cooperative and respectful, indicating a positive social impact of sports.

A further (25.6%) see sports as a way to reduce tension and violence, reflecting its psychological calming effect. Then, (22.9%) observed that athlete students are less exposed to violence, showing a perception of sports as a protective factor. Then (18.6%) reject the idea that sports reduce violence, representing a minority. Only 10% feel safer at school when participating in sports.

Overall, the majority support the positive influence of sports in reducing school violence, either directly or indirectly. The minority opposing this view is relatively small, indicating a strong positive representation of sports among students.

The perception that sports reduce tension and fear highlights its important psychosocial role in diffusing negative emotions and lowering the likelihood of aggressive behavior. The observation that athlete peers are less exposed to violence reflects the internal school community's view that those engaged in sports are more disciplined. This supports the idea that sports create a positive social symbolic status for participants.

Table 11: Distribution of Sample Individuals According to Considering School Sports as a Relief from Academic and Social Pressures Experienced by Students

Category	N	%
Yes	58	83
No	12	17
Total	70	100

From the table, (83%) of the selected sample consider school sports as a relief from academic and social pressures, while (17%) believe that school sports are not a relief from these pressures.

It can be said that physical education and sports contribute significantly to improving students' lifestyles and their relationships with groups, making their lives healthy and strong, as it helps them adapt to the group. Sports education develops leadership qualities among individuals, fosters positive traits, and cultivates discipline, cooperation, responsibility, and a sense of civic duties. It also helps reduce tensions that cause fear among members of the same group or between groups belonging to the same social entity.

Moreover, the methods of play, strategies, and match management are as important as the physical and motor aspects of the activity. They enhance thinking and creative and cognitive abilities, forming a rich accumulation of what can be called sports culture. Sports also develop mental skills in students that can benefit them in daily life, helping them think, make decisions, and solve various social problems or school pressures.

Table 12: Feelings of Respondents After Completing the Physical Education Class

Feeling	**Male**	**%**	**Female**	**%**	**Total**	**%**
Physical fatigue with mental relaxation	29	72.5	22	73.33	51	72.85
Boredom	7	17.5	6	20	13	18.57
Anxiety and discomfort	4	10	2	6.67	6	8.57
Total	40	100	30	100	70	100

The table shows that the majority of respondents, estimated at (72.85%), reported feeling physical fatigue accompanied by mental relaxation after completing the physical education class. This percentage is nearly equal for males and females, at() 72.5% and (73.33%), respectively. Meanwhile, (18.57%) felt boredom, with similar percentages for males (17.5%) and females (20%). Finally, (8.57%)experienced anxiety and discomfort, with males at (10%)and females at (6.67%).

From these data, it can be concluded that the physical education class plays a significant role in providing students with physical energy and mental relaxation, absorbing negative emotions such as anger and anxiety for the majority of respondents. However, a minority felt boredom or anxiety and discomfort, which may be due to the class not meeting their psychological or physical needs. This group may require alternative

activities outside school or tailored activities according to their interests and physical and psychological capacities.

11- Study Results

Through a careful analysis of the presented tables, which pertain to a sample of (70) students, a clear and statistically significant relationship emerges between participation in sports activities and exposure to school violence. The findings reveal that school violence is a widespread phenomenon among students: approximately two-thirds of the sample (64.3%) reported having experienced some form of violence within the school environment, while only (35.7%) stated that they had not been exposed to any violence. Among the types of violence reported, verbal violence was the most prevalent, followed by physical violence, and then symbolic violence such as exclusion or mockery.

A closer look at the data highlights that the most prominent factor associated with higher rates of violence is participation in sports activities, particularly team sports. Specifically, students who participated in team-based sports were the most likely to report exposure to violence, with (81.8%) indicating such experiences—especially verbal and physical aggression. This may be attributed to the inherently competitive and emotionally charged nature of team sports, where group dynamics, peer pressure, and rivalry can sometimes escalate into conflicts or aggressive behaviors if not properly managed. The intensity of competition, the desire to win, and the close physical and social proximity among teammates and opponents can all contribute to an environment where tensions and misunderstandings are more likely to arise.

In contrast, students involved in individual sports reported slightly lower rates of exposure to violence overall, but they were more susceptible to symbolic violence. This form of violence includes behaviors such as social exclusion, ridicule, or marginalization, which can occur when students are perceived as different or less integrated into the dominant peer groups. The relative isolation of individual sports participants may make them more vulnerable to these subtle, yet impactful, forms of aggression.

Interestingly, the group of students who did not participate in any sports activities had the lowest reported rates of exposure to school violence (48.6%). Moreover, the majority of students who reported not experiencing any violence belonged to this group. This finding challenges the common assumption that sports participation always serves as a protective factor

against violence. Instead, it suggests that, in the absence of proper educational and social supervision, sports environments—especially those that are highly competitive or lack clear behavioral guidelines—can inadvertently become breeding grounds for various forms of violence.

This disparity underscores the dual nature of sports within the school context. While sports are widely recognized for their potential to foster social integration, teamwork, discipline, and psychological well-being, these positive outcomes are not guaranteed. Without adequate pedagogical and social frameworks, such as effective supervision, conflict resolution training, and the promotion of values like respect and inclusion, sports activities may instead reinforce negative behaviors and social hierarchies.

Therefore, these results highlight the importance of not only encouraging sports participation for its many benefits but also ensuring that sports programs are structured, inclusive, and supported by strong educational and social guidance. Only through such comprehensive approaches can schools maximize the positive impact of sports while minimizing the risks of violence and exclusion among students.

- Recommendations:

Based on this study, we have reached the following recommendations:

- Strengthen sports programs within schools and provide the necessary environment and facilities for regular participation.
- Integrate sports activities into preventive and educational plans aimed at reducing violence.
- Train teachers and sports supervisors on how to utilize physical activity to foster positive values among students.
- Direct sports activities toward groups most at risk of violence, whether as victims or perpetrators, for behavioral redirection.
- Encourage field research that links sports participation to levels of aggressive behavior within schools.
- Focusing attention on sports activities not only enhances physical health but also contributes to building a safer and more cohesive school environment.
- Train physical education teachers and those responsible for school sports to enhance the role of sports in combating social problems.

- The necessity of preparing special programs to help students discover and develop their athletic talents.
- Provide the necessary educational and practical resources and equipment for implementing sports programs.

- Conclusion

In light of the results obtained from the analysis of the study sample data, it is clear that the relationship between sports activity and school violence is a complex one, influenced by various educational and social factors. Although sports activities inherently have great potential to promote social integration and psychological balance among students, the absence of proper educational supervision and effective monitoring can turn some sports activities—especially team sports—into fertile ground for the emergence of various forms of violence.

Therefore, there is an urgent need to develop school sports programs based on the principles of respect, tolerance, and teamwork, while providing appropriate educational and social supervision to ensure that the educational and preventive objectives of sports activities are achieved. It is also essential to involve all stakeholders in the school environment—administrators, teachers, and parents—in supporting a sports culture as a means of building balanced personalities capable of facing pressures and challenges without resorting to violence or deviant behaviors.

Finally, this study affirms that investment in school sports is not a luxury, but an educational and social necessity that contributes to building a conscious, tolerant generation capable of making positive contributions to their society.

-Bibliography

- Al-Tal S. A., & Al-Harbi, N. A. (2014). School violence and its relation to learned helplessness behaviors among secondary school girls in Medina in light of some variables. Journal of Educational Sciences, 9(1). 48-69
- Bourghdad O. (2012). *The role of audio sports media in spreading culture among physical education and sports students* Doctoral dissertation, University of Biskra. University of Biskra, Algeria .
- El-Khouli A. A. (1996). *Sports and society*, Kuwait: Monthly Cultural Books National Council for Culture.
- Mahna F. (1983). *Modern physical education* , Damascus: Dar Al-Dirasat for Translation.
- Mokhtar S. (1986). *Football: The game of millions* (2nd ed), Beirut: Al-Ma'arif Library,
- Al-Fayez M. b. A. (2016). Planning indicators for activating sports activities in confronting anti-social behavior. *Dirasat: Human and Social Sciences*, *43*(2) 4. 1723-1739
- Bailey R. (2006). Physical education and sport in schools: A review of benefits and outcomes. Journal of School Health, *76* (8), 397–401.
- Muqaddam S. (2012). For an effective strategy in confronting social violence. Journal of Humanities and Social Sciences. 4 (8), 374-389
- Al-Sawy S. (2009). *Causes of violence and its effects on Egyptian society*. Cairo :Cairo University.
- World Health Organization. (2002). *World report on violence and health. Geneva: WHO.*
- UNICEF. (2018). *Ending violence in school: An investment in children's future*. New York: UNICEF.
- Nashwan A. M. (2005). *Educational psychology* (5th ed.). Dar Al-Furqan.
- Abdullah A. M. (1986). *Foundations of social education*. Cairo: Dar Al-Fikr Al-'Arabi.