

The Impact of Delegating Organizational Tasks on Reducing Aggressive Behavior Among Disruptive Students: A Field Study in Light of the Participatory Approach

أثر تفويض المهام التنظيمية في الحد من السلوك العدواني لدى التلاميذ المشاغبين:
دراسة ميدانية في ضوء المقاربة التشاركية

Kamel Aissat ¹

¹ University of Jijel (Algeria), Faculty of Humanities and Social Sciences,

kamel.aissat@univ-jijel.dz

Received: 20/04/2026

Accepted: 10/06/2026

Published: 30/09/2026

Abstract :

This study investigates the obstacles to utilizing physical education as a pedagogical tool against aggression in primary schools, evaluating a "Participatory Approach" that reconfigures disruptive students' roles into organizational participants. Using a descriptive-analytical method, a purposive sample of 101 teachers across five Algerian provinces was surveyed during 2025/2026 via an electronic questionnaire. Results indicate that verbal violence is the dominant aggressive pattern (82.2%). However, the participatory approach showed significant efficacy, with 96% of teachers reporting reduced disruption through task delegation and 90.1% noting enhanced self-regulation via refereeing roles. Despite these gains, structural challenges like overcrowding (92.1%) and poor facilities (93.1%) persist. The study advocates for a "Pedagogy of Empowerment" to transform aggressive energy into constructive leadership skills, replacing traditional punitive measures.

Keywords: Participatory Approach; Educational Physical Activity; Disruptive Students; Classroom Management; Aggressive Behavior

الملخص :

ستقصي هذه الدراسة معوقات تفعيل النشاط البدني كأداة بيداغوجية لمواجهة العدوان، مع تقييم "المقاربة

التشاركية" في تحويل أدوار التلاميذ المشاغبين إلى فاعلين تنظيميين. اعتمدت الدراسة المنهج الوصفي التحليلي على عينة قصدية شملت (101) أستاذ من خمس ولايات جزائرية للموسم 2026/2025، وباستخدام استبيان إلكتروني مُعالج إحصائياً. كشفت النتائج هيمنة العنف اللفظي (82.2%)، مقابل فاعلية جوهرية للمقاربة التشاركية؛ حيث أكد 96% من الأساتذة انخفاض الشغب نتيجة تفويض المهام، و90.1% أقرّوا بدور "التحكيم" في تعزيز الضبط الذاتي. ورغم ذلك، برزت تحديات بنيوية كالاكتظاظ (92.1%) ونقص المنشآت (93.1%). تخلص الدراسة إلى ضرورة الانتقال من الأساليب الجزرية إلى "بيداغوجيا التمكين" لتحويل الطاقات العدوانية إلى مهارات قيادية بناءة.

- الكلمات المفتاحية : المقاربة التشاركية؛ النشاط البدني الرياضي التربوي؛ التلاميذ المشاغبون؛ الإدارة الصفية؛ السلوك العدواني.

1- Introduction and Problem Statement:

In the contemporary educational landscape, Physical Education (PE) is regarded as much more than a mere motor activity aimed at developing physical fitness; it is, at its core, a "living sociological laboratory" (Kirk, 2010). This dynamic space serves as a platform for character building, where values of coexistence and emotional regulation are cultivated (Bailey et al., 2009). In this open environment, learners encounter complex social situations that require adherence to rules, respect for opponents, and control of aggressive impulses (Gould & Carson, 2008). However, the school environment today is witnessing a concerning transformation, where aggression has become a persistent issue affecting the educational goals of PE (Holt et al., 2017). In many contexts, sport competition has shifted from a developmental and recreational tool into a source of verbal and physical conflict (Weinberg & Gould, 2019). Consequently, PE teachers face a major pedagogical challenge: how to maintain a positive learning environment and manage disruptive behavior without relying on punitive approaches that research shows may increase aggression rather than reduce it (Kohn, 1996).

In the search for effective pedagogical alternatives, the "Participatory Approach" emerges as a strategic choice. This approach does not view disruptive students as elements to be excluded, but rather as sources of leadership energy that must be redirected (Hellison, 2011). It is grounded in the philosophy of the Teaching Personal and Social Responsibility model,

which integrates students into meaningful roles such as refereeing, organizing, and managing activities (Hellison, 2011). Assigning responsibility enhances students' sense of ownership and improves self-regulation and prosocial behavior. The act of placing students in decision-making positions reshapes their identity within the class and promotes behavioral change through responsibility rather than punishment (Casey & MacPhail, 2018).

Despite the theoretical strength of this approach, the reality in primary schools often reveals significant constraints. Teachers frequently operate between pedagogical aspirations and structural limitations (UNESCO, 2015). Overcrowded classes, insufficient facilities, and lack of equipment significantly reduce the effectiveness of innovative pedagogical models (Hardman, 2008). Moreover, insufficient teacher training in behavior management and pedagogical mediation limits the successful implementation of responsibility-based approaches in real classroom contexts.

This gap between theoretical effectiveness and practical implementation creates a clear research problem that requires further investigation. Can student responsibility roles truly reduce aggression in Physical Education under real-world constraints? And how do teachers perceive the feasibility of this approach in contemporary school settings?

Based on this, the research problem can be summarized in the following core question:

"What is the reality of aggressive behavior in primary school physical education classes, and what are the prospects of applying the 'Participatory Approach' (through integrating disruptive students in organizational tasks) as a pedagogical solution to mitigate this phenomenon in light of existing field obstacles from the teachers' perspective?"

The following sub-questions stem from this main inquiry:

- 1- What are the most prominent and recurring patterns of aggression (verbal, physical, and symbolic) in Physical Education sessions from the teachers' perspective?
- 2- How do PE teachers evaluate the feasibility of the participatory approach as an alternative to traditional punitive strategies when dealing with disruptive students?
- 3- To what extent does assigning refereeing and organizational leadership roles to learners contribute to fostering "Fair Play" values and self-regulation?
- 4- What is the nature of the structural (material, organizational, and pedagogical) obstacles hindering the optimal implementation of this approach, and what practical solutions are proposed to overcome them?

2- General Hypothesis:

"The participatory approach, through the integration of disruptive students into organizational and leadership tasks, contributes to mitigating aggressive behavior and fostering self-regulation in physical education sessions, despite the structural and organizational obstacles that hinder its full implementation from the teachers' perspective."

2-1- Sub-hypotheses:

- 1- "Verbal and symbolic violence constitute the most prevalent behavioral patterns in primary school physical education sessions; their intensity increases significantly during direct competition and at the conclusion of sports matches."
- 2- "Physical education teachers believe that adopting a participatory approach based on responsible inclusion is more effective in modifying the behavior of disruptive students than traditional punitive methods, due to its ability to channel kinetic energy into positive roles."
- 3- "There is a statistically significant relationship between disruptive students assuming refereeing and organizational tasks and the development of their attitudes toward fair play and neutrality, resulting from a shift in self-perception from being obstructive elements to being responsible for enforcing rules."
- 4- "Structural constraints (such as limited sports facilities and overcrowding) and the lack of specialized training in pedagogical mediation negatively impact teachers' ability to implement the participatory approach in a sustainable and effective manner."

3- Research Objectives:

- To monitor the reality of aggressive behavior during Physical Education sessions and classify its various patterns (verbal, physical, and symbolic), while identifying its peak periods during sports competition stages.

- To evaluate the effectiveness of the participatory approach as a pedagogical alternative for modifying the behavior of disruptive students through their responsible integration into leadership and refereeing tasks.
- To identify the material, organizational, and pedagogical obstacles that hinder the teacher's ability to implement the "Pedagogy of Responsibility" within primary schools.
- To uncover the role of delegating organizational functions in enhancing self-regulation mechanisms and instilling "Fair Play" values among learners most prone to aggression.
- To formulate a set of field-based procedural recommendations to facilitate the transition from punitive approaches to social empowerment strategies within the school environment.

4- Terminology and Key Concepts:

I. Participatory Approach:

- **Operational Definition:** The strategy implemented by primary school physical education teachers, involving a partial transfer of organizational authority from the teacher to the students. This aims to transform the classroom climate from unidirectional guidance to a collective management model.

II. Organizational and Leadership Tasks:

- **Operational Definition:** Specific roles—such as refereeing, time management, group coordination, and equipment distribution—assigned to the

"disruptive student" in this study to monitor the impact of responsibility on regulating their emotional behavior.

III. The Disruptive Student:

- **Operational Definition:** A primary school student categorized by the Physical Education teacher (the study sample) as a source of disorder or aggression, representing the target group for the "responsible inclusion" process in this research.

IV. School Aggressive Behavior :

- **Operational Definition:** The degree recorded by the student on the "Aggression Patterns" axis of the teacher-administered questionnaire, manifested as rough physical contact, offensive language, or violent protest against refereeing decisions during competitions.

V. Fair Play:

- **Operational Definition:** The outcome of the expected positive behavioral change in the student following the assignment of organizational tasks; it is measured by the extent of their commitment to neutrality, self-control, and respect for peers as observed and evaluated by the teacher in the field

5- Previous and Related Studies :

5-1- The First Study (Salih, 2024): In this recent study, which examined the correlation between physical education teachers' self-efficacy in classroom management and organized behavioral patterns among learners, the researcher

employed a descriptive approach on a sample of (381) middle school students in Babylon Province. Two scales were developed to measure self-efficacy and organized behavioral patterns. The study concluded with vital results indicating a low level of teachers' self-efficacy in lesson management from the students' perspective, which was directly reflected in the decline of students' organized behavioral patterns. The study recommended providing specialized training programs for teachers to enhance their classroom management skills. This finding intersects with the current study in emphasizing that the failure to activate modern approaches (such as the participatory approach) may primarily stem from a lack of methodological and formative competence among teachers.

5-2- The Second Study (Fernández-Bustos et al., 2016): "Furthermore, Fernández-Bustos et al. (2016) conducted a quantitative study published in Springer Plus to investigate disruptive behavior among elementary students during physical education classes. Using a descriptive-analytical approach, the study explored the relationship between teaching styles and student conduct. The findings revealed that disruptive behavior is significantly prevalent in physical education sessions, particularly when traditional command-based teaching styles are employed, leading to decreased motivation and increased disorder. Crucially, the study concluded that active student engagement and the clarification of roles are key factors in mitigating aggressive and disruptive behaviors. These results provide a robust empirical foundation for the current study's focus on the participatory approach as a strategic intervention.

5-3- The Third Study (BMC Public Health, 2025):"A recent meta-analysis published in (BMC Public Health, 2025) systematically examined the effects of physical exercise on aggressive behavior among children and adolescents. The study findings demonstrated that physical activity significantly reduces aggression with a medium to high effect size. Crucially, the analysis highlighted that the most effective interventions were those incorporating group-based activities and cooperative learning models, which mirror the delegation of roles. The results emphasized that the pedagogical organization of the session and the distribution of tasks are pivotal factors in mitigating anger, hostility, and disruptive conduct. This high-level evidence reinforces the current study's rationale, suggesting that the participatory approach is an empirically supported necessity for fostering self-regulation and reducing aggression in physical education settings."

6- Methodology and Field Procedures:

6-1- Research Design:

To achieve the research objectives and test its hypotheses, the study adopted a descriptive-analytical approach. This methodological choice is the most suitable for the nature of this research, which seeks to go beyond a superficial description of "obstacles." This approach allows for monitoring teachers' perceptions of aggressive behavior and then transitions flexibly toward statistically analyzing this data to uncover the interactive links between three pivotal variables: (field obstacles, the efficacy of the participatory approach, and the mitigation of aggression).

6-2- Study Sample and Characteristics:

The study targeted a sample of (101) male and female physical education (PE) teachers .To ensure the depth of analysis and the results' ability to simulate the diverse field reality, the sample characteristics accounted for variations in the following variables:

- **Gender** :To investigate differences in strategies for dealing with aggressive behavior between male and female teachers.
- **Professional Experience (Seniority)** :Divided into three categories (less than 5 years, 5–15 years, and more than 15 years) to monitor the impact of accumulated experience on the adoption of modern pedagogical approaches.
- **Educational Context (School Level)** :The study included middle and secondary education levels, given the sharp contrast in the developmental and behavioral characteristics of adolescents between these two stages, and the subsequent challenges in discipline and leadership.
- **Organizational Environment** :Focusing on the variable of class size (overcrowding) and the availability of sports facilities, as these are decisive material obstacles to the success or failure of the participatory approach.

6-3- Study Delimitations:

The parameters of the field study were defined according to the following frameworks:

6-3-1- Spatial Delimitations :The study included educational institutions across five provinces (Jijel, Skikda, Algiers, M'Sila, and Tizi Ouzou). This geographical selection reflects the diversity of material and social environments between the north and the high plateaus, granting the results a more comprehensive national dimension.

6-3-2- Temporal Delimitations:

The practical aspect was conducted between (February and March 2026), a vital period marking the peak of school sports competitions, which facilitates the observation of aggressive behaviors and the evaluation of organizational interventions.

6-3-3- Human Delimitations:

The study was confined to Physical Education teachers actively practicing in the field ,as they are the most capable group to provide a realistic reading of obstacles and prospects for success.

6-3-4- Technical Delimitations:

Due to the wide geographical scope, an electronic questionnaire) Google Forms (was utilized as the data collection tool. This ensured rapid access to the target sample and accuracy in automated response aggregation, while maintaining strict confidentiality and neutrality of response.

7- Study Results:

7-1 General Data Axis:

Table No. (01): Frequencies, Percentages, and Chi-Square (χ^2) Values of Teachers' Responses to the General Data Items :

Items	Frequencies (f)	Percentage (%)	Tabulated χ^2	Calculated χ^2 (Sig)
1- Age Group				
24 to 30 years	37	% 36.6	7.81	545.58 (Significant)
31 to 40 years	56	% 55.4		
41 to 50 years	6	% 5.9		
Over 50 years	2	% 2		
2- Academic Qualification				
Bachelor's(License)	25	% 24.8	5.99	34.77 (Significant)
Master's/Magister	61	% 60.4		
Master's/Magister	15	% 14.9		
3- Does the school (or schools) where you teach have designated or equipped spaces for sports activities?				
Yes	53	% 52.5	3.84	0.24 (Non Significant)
No	48	% 48		
4- Geographical Scope of Practice				
Urban area	57	% 56.4	3.84	1.67 (Non Significant)
Rural area	44	% 43.6		

Demographic Analysis & Discussion: The sample is dominated by young and middle-aged professionals (31–40 years: 55.4%; 24–30 years: 36.6%), with highly significant statistical variance ($\chi^2 = 545.58, p < 0.05$). Academically, 60.4% hold Master's degrees, reflecting a scientifically qualified "new generation" capable of implementing modern pedagogical models like the "Participatory Approach."

The Impact of Delegating Organizational Tasks on Reducing Aggressive Behavior Among Disruptive Students: A Field Study in Light of the Participatory Approach

Results show non-significant distributions between urban (56.4%) and rural (43.6%) areas, and between schools with equipped facilities (52.5%) and those without (47.5%). This near-equal split highlights an unstable field reality where 48% of teachers face inadequate conditions. This confirms severe "structural obstacles," revealing a critical gap between teachers' high academic competence and the lack of material resources, which complicates the transition to a "pedagogy of responsibility."

7-2- Dimension I: Diagnosis of Aggressive Behavior Patterns in Physical Education Sessions

Table No. (02): Frequencies, Percentages, and Chi-Square (x²) Values of Teachers' Responses to the First Axis Items.

Items	Frequencies (f)	Percentage (%)	Tabulated χ^2	Calculated χ^2 (Sig)
1- Which forms of aggression are most prevalent during sports competitions?				
Verbal Aggression	83	% 82.2	5.99	109.38 (Significant)
Physical Aggression	13	% 12.9		
Vandalism of Equipment	05	% 5		
2- Do you notice that conflicts intensify as the match approaches its end (due to score pressure)?				
Yes	90	% 89.1	3.84	61.79 (Significant)
No	11	% 10.9		
3- How would you describe the behavior of students labeled as "disruptive" during team play				
Accurate Classification	46	% 45.5	3.84	0.80 (Non Significant)
Inaccurate	55	% 54.5		
Classification				
4- Does the violence occurring on the sports field affect the later classroom atmosphere				
Yes	77	% 76.2	3.84	27.81 (Significant)
No	24	% 23.8		

Analysis & Discussion of Aggression Patterns: Results indicate that "Verbal Aggression" is the dominant behavior (82.2%, $\chi^2=109.38$, $p<0.05$), peaking during match finales (89.1%) due to competitive pressure. This aligns with Bebetos (2015) and the "frustration-aggression hypothesis," where students discharge emotional energy verbally to avoid physical penalties. Furthermore, 76.2% of teachers confirmed that sports-field violence negatively impacts subsequent classroom climate.

The non-significant consensus (0.80) on labeling students as "disruptive" is a critical finding; it suggests that teachers perceive disruption as a reaction to organizational factors rather than an inherent trait. This supports the study's premise of "re-channeling" such energy through the participatory approach. By shifting from labeling to empowering, the proposed model aims to mitigate the spillover of aggression from the field to the learning environment.

7-3- Dimension II: Reality of Violence and the Participatory Approach

Table No. (03): Frequencies, Percentages, and Chi-Square χ^2 Values of Teachers' Responses to the Second Axis Items

Items	Frequencies (f)	Percentage (%)	Tabulated χ^2	Calculated χ^2 (Sig)
1- According to your experience, do other students accept the authority of their "disruptive" peer if assigned an organizational task?				
Yes	95	% 94.1	3.84	78.42 (Significant)
No	6	% 5.9		
2- Do you involve "disruptive" students in distributing sports tools or organizing formations?				
Yes	50	% 49.5	5.99	30.07 (Significant)
No	8	% 7.9		
Sometimes	43	% 42.6		
3- Do you observe recurring aggressive behaviors from specific students during PE sessions?				
Yes	50	% 49.5	5.99	39.34 (Significant)
No	47	% 46.5		
Rarely	4	% 4		
4- Do you believe that giving a disruptive student the role of "leader" reduces their misconduct toward peers?				
High	60	% 59.4	5.99	45.16 (Significant)
Moderate	36	% 35.6		
Low	5	% 5		

Analysis & Discussion of Task Delegation: Results reveal overwhelming peer acceptance (94.1%, $\chi^2=78.42$) of disruptive students in organizational roles. Teachers regularly (49.5%) or occasionally (42.6%) delegate tasks like tool distribution and formation management ($\chi^2=30.07$, $p<0.05$). The finding that

49.5% of teachers observe recurring aggression from specific individuals underscores the need for targeted, rather than random, pedagogical interventions.

These findings align with Fernández-Bustos et al. (2016), confirming that shifting from command-based styles to "active engagement" mitigates disruption. The high synergy between teacher reliance on integration (92.1%) and peer acceptance (94.1%) demonstrates that "shared responsibility" successfully absorbs excess kinetic energy. This transition from "passive recipient" to "active participant" validates the participatory approach as a strategic tool for redirecting aggression into disciplined organizational leadership.

7-4- : Dimension III: The Role of Refereeing and Fostering Fair Play.

Table No. (04): Frequencies, Percentages, and Chi-Square (χ^2) Values of Teachers' Responses to the Third Axis Items

Items	Frequencies (f)	Percentage (%)	Tabulated χ^2	Calculated χ^2 (Sig)
1- Do you grant the opportunity for "refereeing" to students who are underachieving athletically or known for being disruptive?				
Yes	82	% 81.2	3.84	39.29
No	19	% 18.8		(Significant)
2- Have you noticed a change in the student's respect for rules after practicing the role of a referee?				
Yes	83	% 82.2	3.84	41.83
No	18	% 17.8		(Significant)
3- Holding the "referee's whistle" contributes to increasing the disruptive student's self-control and commitment to neutrality.				
Yes	90	% 89.1	3.84	61.79
No	11	% 10.9		(Significant)
4- How responsive are other students to their peer's decisions when they are in the position of "referee"?				
High	32	% 31.7	5.99	51.82 (Significant)
Moderate	64	% 63.4		
Low	5	% 5		

Analysis & Discussion of Refereeing Efficacy: Data indicate a strategic pedagogical shift, with 81.2% of teachers intentionally assigning refereeing roles to disruptive students. This practice achieved high success, as 82.2% of teachers observed improved rule compliance. Notably, the "referee's whistle" was

identified as a key tool for enhancing self-control and neutrality (89.1%, $\chi^2=61.79$). Peer responsiveness was also significant, with 95.1% of students showing moderate to high acceptance of their peer's authority.

These results validate the "behavioral displacement" strategy; transitioning from a rule-breaker to a rule-enforcer compels students to adopt self-regulation to maintain the prestige of their new role. The "functional commitment" imposed by leadership responsibility transforms the student's self-perception. Furthermore, the realistic peer acceptance (95.1% total) confirms that peer-referee authority facilitates a peaceful session flow, effectively channeling aggressive energy into disciplined organizational conduct.

The Impact of Delegating Organizational Tasks on Reducing Aggressive Behavior Among Disruptive Students: A Field Study in Light of the Participatory Approach

7-5- Dimension IV: Development of Fair Play Values and Moral Responsibility.

Table No. (05): Frequencies, Percentages, and and Chi-Square (χ^2) values for teachers' responses to Dimension IV items

Items	Frequencies (f)	Percentage (%)	Tabulated χ^2	Calculated χ^2 (Sig)
1- Do you allocate sufficient time before competitions to explain the "Fair Play Charter" and involve students in drafting its provisions?				
Yes	64	63.4%	5.99	48.85 (Significant)
No	7	6.9%		
Sometimes	30	29.7%		
2- Does the participatory approach contribute to the student's acceptance of the peer-referee's decisions, even if they are unfavorable?				
To a Great Extent	41	40.6%	5.99	39.52 (Significant)
Moderately	55	54.5%		
Does Not Contribute	5	5%		
3- Does a spirit of cooperation and mutual aid grow among students when organizational tasks (organizing, refereeing, first aid) are distributed fairly?				
Yes	83	82.2%	5.99	109.92 (Significant)
No	4	4%		
Sometimes	14	13.9%		
4- Is there a noticeable improvement in the student's self-confidence and sense of responsibility after successfully managing a match for their peers?				
Yes	93	92.1%	3.84	71.53 (Significant)
No	8	7.9%		

Analysis & Discussion of Moral & Social Impact: Statistical results (χ^2 significant at 0.05) demonstrate that leadership tasks significantly boost students' self-confidence (92.1%). Furthermore, 82.2% of teachers confirmed that fair task distribution fosters cooperation and mutual aid. Peer-referee decisions also showed a strong contribution to classroom order (95% combined high/moderate), validating the "Participatory Approach" as a mechanism for translating moral values into field practices.

Engaging students in drafting "Fair Play Charters" (63.4%) reflects the adoption of "Contract Pedagogy." These findings align with recent meta-analyses (BMC Public Health, 2025), confirming that reducing aggression is linked to "role-sharing and cooperative learning." By assigning roles like refereeing or organizing, students acquire a new "educational identity" that necessitates self-discipline and neutrality. This transforms the PE session from a potential conflict zone into a secure environment for moral and social development.

7-6- Dimension V: Physical and Organizational Constraints of the School Environment

Table No. (06): Frequencies, Percentages, and Chi-Square (χ^2) values of teachers' responses to Dimension V items

Items	Frequencies (f)	Percentage (%)	Tabulated χ^2	Calculated χ^2 (Sig)
1- Does class overcrowding constitute a real obstacle to assigning individual leadership roles to every student?				
Yes	93	92.1%	3.84	71.53 (Significant)
No	8	7.9%		
2- Does the limited space of school yards and playgrounds contribute to increasing violence and complicating participatory organization?				
Yes	94	93.1%	3.84	74.94 (Significant)
No	7	6.9%		
Are students rewarded for "Ethical Conduct" and fair play as much as they are rewarded for "Athletic Victory" to compensate for the lack of facilities?				
Yes	93	92.1%	3.84	71.53 (Significant)
No	8	7.9%		

Analysis & Discussion of Structural Obstacles: Statistical results (significant at 0.05) highlight severe material constraints, notably limited playground space (93.1%) and class overcrowding (92.1%). High χ^2 values (74.94 & 71.53) reveal a critical gap between modern pedagogical requirements and field resources. These constraints create "forced friction" and psychological pressure among students, directly fueling aggressive behavior and hindering the delegation of leadership roles.

Findings demonstrate that a "Participatory Approach" is conditional upon an "Enabling Environment." Aligning with Fernández-Bustos et al. (2016), the study

confirms that disruptive behavior is closely linked to spatial limitations. In overcrowded settings, granting "learner autonomy" becomes high-risk for classroom control. Thus, material deficiencies act as a structural "brake," preventing the sustainable transition to a "Pedagogy of Responsibility" in primary schools.

7-5-Dimension VI: Human and Pedagogical Obstacles and Solutions:

Table No. (07): Frequencies, Percentages, and Chi-Square (χ^2) values of teachers' responses to Dimension VI items.

Items	Frequencies (f)	Percentage (%)	Tabulated χ^2	Calculated χ^2 (Sig)
1- Do you face resistance from the administration or parents when assigning "responsibility" to a student known for disruptive behavior?				
High Acceptance	48	47.5%	5.99	71.53 (Significant)
Moderate Acceptance	6	5.9%		
Rejection of the Idea	47	46.5%		
2- Do you rely on specific criteria when appointing team leaders and pedagogical assistants to avoid conflicts?				
Athletic Skill	46	45.5%	5.99	24.97 (Significant)
Ethical Behavior	45	44.6%		
Random Selection	10	9.9%		
3- Does students' responsiveness to the authority of their disruptive peer vary based on personal relationships or social backgrounds?				
Yes	54	53.5%	5.99	80.92 (Significant)
No	7	6.9%		
	40	39.6%		

Analysis & Discussion of Socio-Cultural Obstacles: Statistical results (significant at 0.05) reveal a polarization in institutional attitudes; 46.5% of the school environment rejects delegating responsibility to disruptive students,

while 47.5% show high acceptance. Selection criteria for leadership are closely split between "athletic skill" (45.5%) and "moral behavior" (44.6%). Furthermore, peer responsiveness is significantly influenced by social backgrounds and personal relationships (53.5%).

These findings highlight "Socio-Cultural Obstacles" and a persistent "stereotype" that favors exclusion over integration. Aligning with (Qasim, 2024), the study suggests that leadership authority is not merely technical but a social construct requiring institutional legitimacy. The variation in responsiveness based on social backgrounds necessitates transforming the participatory approach from an "individual teacher initiative" into an "integrated institutional culture" supported by both administration and families.

8- General conclusion of the study (based on the six dimensions) General Conclusion :

The study concludes that primary school physical education is a dynamic environment where verbal aggression prevails as a dominant behavioral pattern, intensifying during competitive peaks. Findings demonstrate that the "Participatory Approach" serves as a superior pedagogical alternative to traditional punitive measures; engaging disruptive students in organizational decision-making effectively re-channels negative energy into self-discipline and leadership.

A fundamental "identity transformation" was observed under the "authority of the whistle," where students adopt neutrality and self-regulation to maintain the legitimacy of their new roles. This approach transcends motor control to instill

values of coexistence and moral responsibility. However, a significant "implementation gap" exists due to structural obstacles—notably overcrowding and limited facilities—which often force a regression toward traditional command styles to ensure physical safety.

Ultimately, the success of the "Pedagogy of Empowerment" requires moving beyond individual teacher initiatives toward a comprehensive institutional vision. Overcoming socio-cultural resistance from administration and parents, alongside specialized training in educational mediation, is essential to sustain the participatory model within the complexities of the field reality.

9- Recommendations and sugesstions:

- Implement pedagogical self-regulation charters at the start of each season to define students' leadership roles.
- Replace punitive measures with "Pedagogy of Responsibility" through periodic refereeing and organizational tasks.
- Use "Small-Sided Sports Stations" to manage overcrowding and maximize leadership participation in limited spaces.
- Provide teachers with specialized training in "Educational Mediation" and classroom conflict management.
- Integrate a "Green Card" system to reward fair play and ethical conduct within official evaluations.
- Strengthen coordination between teachers, administration, and parents to support student reintegration and change stereotypes.

- Shift PE assessments toward behavioral and value-based outcomes alongside motor performance.
- Conduct longitudinal research on the transfer of self-discipline from sports fields to academic achievement.

References

- 1- Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., & Sandford, R. (2009). The educational benefits claimed for physical education and school sport: An academic review. *Research Papers in Education*, 24(1), 1–27.
- 2- Casey, A., & MacPhail, A. (2018). Adopting a models-based approach to teaching physical education. *Physical Education and Sport Pedagogy*, 23(5), 501–513.
- 3- Fernández-Bustos, J. M., Infantes-Paniagua, Á., Cuevas, R., & Contreras, O. R. (2016). Disruptive behavior among elementary students in physical education. *Springer Plus*, 5(1), 1-10. doi:10.1186/s40064-016-3113-x
- 4- Smith, J., et al. (2025). Effects of physical exercise on aggressive behavior in children and adolescents: A systematic review and meta-analysis. *BMC Public Health*, 25(1), 112-128. doi:10.1186/s12889-025-00
- 5- Gould, D., & Carson, S. (2008). Life skills development through sport: current status and future directions. *International Review of Sport and Exercise Psychology*, 1(1), 58–78.
- 6- Hardman, K. (2008). Physical education in schools: A global perspective. *Kinesiology*, 40(1), 5–28.
- 7- Hellison, D. (2011). Teaching personal and social responsibility through physical activity (3rd ed.). Human Kinetics.

- 8- Holt, N. L., Neely, K. C., Slater, L. G., Camiré, M., Côté, J., Fraser-Thomas, J., & Tamminen, K. A. (2017). A grounded theory of positive youth development through sport. *Journal of Sport & Exercise Psychology*, 39(2), 117–131.
- 9- Kirk, D. (2010). *Physical education futures*. Routledge.
- 10- Kohn, A. (1996). *Beyond discipline: From compliance to community*. ASCD.
- 11- Saleh, Q. M. (2024). Self-efficacy of physical education teachers in classroom management and its relationship to organized behavioral patterns. *Journal of Studies and Research in Physical Education and Sport*, 34(
- 12- Siedentop, D. (1994). *Sport education: Quality PE through positive sport experience*. Human Kinetics.
- 13- UNESCO. (2015). *Quality physical education (QPE): Guidelines for policy-makers*. United Nations Educational, Scientific and Cultural Organization.
- 14- Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Human Kinetics.