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The role of playing football within re-education centers as an integration mechanism for juvenile offenders.

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Abstract:

This research sought to shed light on the phenomenon of juvenile delinquency as a serious social problem that requires interventions at multiple levels. The research focuses on the role of football as an essential element in this process, thanks to its specificity that enables it to positively influence the personality of the event. The research also discusses the role of football within the re-education center in the success of rehabilitation programs. In order to achieve the objectives of the study, a questionnaire was used directed at juvenile offenders at the Re-Education Center in Bir Khadem, and the interview was directed at sports educators, relying on the descriptive analytical approach. The study concluded that playing football affects the development of social interaction skills (group integration) among juvenile offenders. It also concluded that playing football contributes to enhancing self-discipline and reducing emotions among juvenile offenders inside re-education centers. Also, playing football inside re-education centers contributes to improving the social behavior of juvenile offenders in a positive way.

Keywords:

Football. Juvenile delinquents. Re-education centers.

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1. INTRODUCTION

Sports activity has known many different stages throughout the ages until it reached what it is today, as it has become a social phenomenon, a directed practice with distinct social, political, health, cultural and educational dimensions and goals. Therefore, practicing sports in general and football in particular, or sometimes not practicing them inside re-education centers, we find that it negatively affects them. Football is also considered one of the most important of these sports, due to its great popularity in various societies and throughout time. It is considered one of the most prominent sports subject to a set of provisions and laws that govern it and maintain its order of operation.

Many people have been lucky to think that the goal of practicing football is limited to taming the body and strengthening the muscles automatically. Rather, practicing it is a complete educational art that contributes to raising the body and activating the mind within good habits and high morals. Also, practicing football in re-education centers helps prepare the righteous and sound offender in his body and the light in his mind and morals to be with people like him in an active and sophisticated society. Football training and exercises develop health, activity and courage in the individual and instill a sense of community in him, so that they accustom him to order, obedience and loyalty, and a sense of responsibility and the necessity of cooperation with others, as they – as juvenile offenders - encounter problems and transformations that they do not understand, so it seems that they are affected by themselves, their surroundings and their society, so that they are in constant conflict with themselves on the one hand, and the members of their society on the other hand. All of these pressures affect his personality, and in general may be one of the causes of delinquency and homelessness.

Playing football in re-education centers reduces the severity of these pressures and disturbances and helps him integrate into society and interact with its members, and also seeks to raise his personal and mental abilities that contribute to psychological and social stability.

1.1 Research problem :

The phenomenon of delinquency, as a serious condition with social, psychological and economic dimensions, has attracted the attention of ancient philosophers and specialists, including scholars and jurists. Considering the methods and objectives of criminal policy, which have characterized punishment with a character of cruelty and pain as an expression of social blame and disapproval in confronting

criminal behavior in order to deter criminals from committing such behavior again, criminal jurisprudence, with its different orientations, has recognized "the inability and inefficiency of punishment in providing a complete solution to the phenomenon of crime, and considering it a precedent for recidivism when the perpetrator returns to commit a new crime (السعيد, 1957), Thus, punishment took on a concept related to reforming and rehabilitating the offender.

The phenomenon of juvenile delinquency is also considered one of the contemporary social problems that reflects an imbalance in the socialization process, and expresses a difficult interaction between psychological, family, educational and societal factors. The growth of this phenomenon has led to the urgent need to adopt comprehensive reform approaches within re-education centers, not limited to punishment or temporary containment, but rather directed towards modifying the social behavior of juvenile offenders and enabling them to acquire positive behavioral characteristics that are consistent with society's standards and values.

The latter is witnessing an amazing spread in all parts of the world, as this phenomenon has become taking on dangerous dimensions in an accelerating upward curve that threatens the safety of members of societies in all aspects in terms of their security, comfort and the preservation of their property. Accordingly, Algerian law has approved the establishment of principles and rules for establishing a punitive policy based on the idea of social defense, which makes the application of punishment a means of protecting society through re-education and integration of juvenile offenders Thus, the re-education centers in Algeria have adopted rehabilitation programs that focus on the personality of the offender and identifying the areas of defect in it by studying its causes, and on the factors that encourage the spread of crime and the return to it, both the population and the dynamics that can be changed, such as drug abuse, companionship, social relationships, family relationships, and the general attitude, personal and emotional orientation, and general behavior among the group, adopting original methods that include punitive work, education, refinement and health care.

In recent years, the General Directorate of Re-education and Rehabilitation Centers has incorporated sports into re-education centers and revived sports initiatives for this group, which it considered among the methods that qualify and allow juvenile offenders to integrate into society and reduce their negative behaviors towards individuals and society as a whole. Therefore, it has equipped

re-education centers with the necessary sports facilities, as they now practice almost all sports Especially the sport of football, which is considered beloved by the masses and because it is the most popular, which allows them to interact with each other and generates a spirit of community for them, and complementary methods that include the psychological effects of depriving freedom and the link between the convict and society, social care, and the discipline and reward system, aiming to bring about social compatibility for the offender with himself and with the environment in which he lives so that their integration becomes easy, confronting their deviant tendencies and helping them learn how to find solutions to their problems in the best ways, And building their personality in a sound way, especially since they are in a sensitive stage, which is the most difficult stage that an individual goes through in his life, which is adolescence, as well as resolving disputes in a positive way on the social level, by making this juvenile delinquent apply what he has learned of mechanisms and mechanics in solving his problems and managing himself, and thus reducing the possibility of the risk of committing the same behavior again, because research has proven that: Delinquents who pursue effective programs are less likely to commit new crimes than those who do not benefit from such programs (مراد، 1991).

In this context, physical activities and sports occupy a prominent place within the educational programs approved within re-education centers, because of their ability to influence the psychological and social structure of the individual. Football is considered one of the most popular sporting activities for juveniles, given its collective nature and organizational rules, and the values it includes of cooperation, discipline, respect for laws, and emotional control. In this context, sports practice has emerged as an effective integration tool, especially team sports such as football, which contribute to building social ties, enhancing a sense of belonging, and developing communication and cooperation skills. Football is not considered a recreational practice, but rather an educational and social means that can be used to integrate juvenile offenders.

1.2 General Hypothesis:

- Playing football affects the development of social interaction skills (group integration) among juvenile offenders.

1.2 Partial Hypothesis:

- Playing football within re-education centers contributes to positively improving the social behavior of juvenile offenders.
- Playing football contributes to enhancing self-discipline and reducing

emotions among juvenile offenders in re-education centers.

Reasons for choosing the topic:

- ✓ One of the fundamental reasons for choosing this topic stems from a reflection on the harsh and chronic conditions experienced by some individuals - with whom I am related by kinship, neighborliness, or work - which have contributed to the deterioration of their psychological and social well-being. These conditions often lead to behavioral deviations manifested in delinquency and criminality.
- ✓ The main reason behind choosing the current research topic stems from the lack of academic studies that have addressed this field in detail and in detail. Although there are a few relevant studies (no more than two or three), these studies only address general aspects of sports without covering the topic in a comprehensive and specialized manner Therefore, this research aims to bridge this knowledge gap and expand the scope of understanding on this topic in more detail.
- ✓ Highlighting and learning more about the role played by re-education centers to help this category of juvenile offenders by providing all the necessary requirements and assistance to depose them and work to reintegrate them into society.

Importance of the research:

- ✓ Highlighting perspectives on the practice of football, and identifying the importance and role of this sport from the perspective of coaches and sports professionals, it also seeks to assess the level of professional competence of coaches responsible for training juvenile athletes, by analyzing the impact of their supervision on this group, and the extent to which their experience and guidance improve the behavior of juvenile offenders.
- ✓ Demonstrate the impact of playing football in re-education and social reintegration centres for juvenile offenders.

Objectives of the study:

There is no doubt that every research or study has objectives that the researcher seeks to achieve and reach. The objectives of this study are as follows:

- ✓ Contributing to enriching scientific research and supporting it with knowledge and information that will benefit future studies in the field of delinquency and delinquency among juveniles.

- ✓ Determine the role of playing football within re-education centers and the extent to which the event is affected by this role, whether positively or negatively.

2 Defining concepts and terms:

2.1 Football: Linguistic definition: "football" is a Latin word that means kicking the ball with the foot. Americans consider football to be what they call rugby or American football, while the well-known football that we mean in our study is called "soccer." (جميل، 1986)

Terminological definition: Football is a team sport, played by all people, as indicated by "justin tessie", "Football is a sport played between two teams, each consisting of eleven players, who use an inflated ball on a rectangular field floor". (جيفورد، 2003)

Procedural definition: Football is a means used to change and mitigate the behavior of delinquents and restore their social integration into re-education centers.

2.2 Re-education centers: They are both a correctional and disciplinary institution. They were established with the aim of re-educating juvenile delinquents. They are equipped with specialists who have the necessary competence in their specialty, ranging from educators to social workers to psychiatrists. They also provide juvenile delinquents with an atmosphere that helps them integrate socially and makes them feel as if they are among their family. (جان، 2016)

Procedural definition: These are educational institutions that receive juvenile offenders between the ages of 15 and 18 and work to serve them and reintegrate them into society.

2.3 Re-education: Terminological definition: It is to be raised again morally and morally and in a different way. Re-education assumes that we are juveniles who were subjected to a bad upbringing that made their psychological structure build in an unbalanced manner and made them not fit in with the environment and absorb it in a twisted and unfamiliar way in society. (إمتثال، 2006)

Procedural definition: It is a set of methods and techniques emanating from special education and used towards maladaptive childhood with disturbed behavior, and the goal of re-education is to integrate the juvenile according to all possible standards and criteria into society.

2.4 Delinquency: Linguistic definition: plural of misdemeanor, a verb that

causes harm to society and individuals, and mediates violation and felony… (شلشوب، 2015)

Procedural definition: Delinquency is those types of behavior that society forbids its members and whose perpetrators are punished by law.

2.5 Event: Language: Event comes from modernity, which is the beginning of life, i.e. a young child, meaning a boy. (القاموس، 1991)

Psychological definition: It is the period of a person's life from birth until he reaches correct social maturity and complete adulthood. (محمد، 1996)

Procedural definition: we mean an individual who belongs to the age group between fifteen and eighteen years, meaning that he has not reached the stage of maturity and adulthood.

2.6 Behavior: Terminological definition: It is a manifestation of personality, as it represents all the signs, gestures, and actions that a person shows at a specific time and in a specific place, its goal is to adapt to new situations, find solutions to daily problems, as well as meet necessary needs. (بوزيان، 2008)

Procedural definition: It is a set of actions and behaviors of juvenile offenders.

3 Previous and similar studies:

Previous and similar studies related to the topic are considered among the most important aspects that a researcher must address to enrich the research through them. The aim of our review of previous studies is to obtain a clear vision of the accumulation of knowledge in the field of study. These studies are used for judgment, approach, proof or denial. In order to enrich this study, we have tried to cite some research that has been completed previously and is similar to the subject of this study There were no major studies or research that addressed and took the initiative to address this topic in the same way, i.e. the relationship between playing football within re-education centers and the social integration of juvenile offenders. Among the studies that have the same broad outlines as our study, we mention:

First study: Master's thesis at the Institute of Physical Education and Sports, University of Algiers 03 under the title "Social relations among delinquent adolescents and their impact on physical sports activity" (محمد م.، 2004). In it, the researcher addressed the problem whose general hypothesis stated: "Is the continuous construction and improvement of social relations among delinquent adolescents the activation and consolidation of social relations among delinquents through physical sports activity?" The approach followed for this study was the

descriptive approach because it talks about studying problems related to human fields, and the research sample was intentional so that it was identified and limited to age and age, and it consisted of (40) male delinquent adolescents, of whom (20) practiced physical activity regularly and (20) did not practice They are all in one juvenile center affiliated with Chateauneuf and their ages range between 12-14 years. In this study, the researcher resorted to using interviews and by discussing the results, the researcher concluded: Activating and consolidating social relationships among delinquents is related to physical activity. Sports-physical activity also compensates for the lack of social relationships among delinquent adolescents, and as a general conclusion, social relationships were cohesive and intense among practitioners, unlike non-practitioners, and their social relationships were less cohesive and weaker than in the first group, as this is due to the effectiveness of sports-physical activity and its prominent role in building these relationships.

The second study: Under the title "The effect of judo on aggressive behavior and some physical variables among juvenile offenders", a field study at the Boys' Re-Education Center in Zagazig, Egypt (2008 ,خضر). The problem was: The effect of judo on aggressive behavior and some physical variables among juvenile offenders? The hypotheses were as follows: There are statistically significant differences between the pre- and post-measurement in judo skills (under investigation) among juvenile offenders in favor of the post-measurement. There are statistically significant differences between the pre- and post-measurement in the axes of aggressive behavior among juvenile offenders in favor of the post-measurement. The research sample was deliberately selected from the residents of Dala for Boys' Education in Zagazig, who are the juveniles placed in the home, all of whom were classified under the charge of theft, and their number is (30) delinquents, and they were randomly selected from the juvenile community. The experimental method was also used using a single group with a pre- and post-measurement design. The data collection tools were: devices and tools (a stopwatch to measure time), physical tests (strength tolerance), The scale (aggression scale), and the researcher reached the following results:

Hypotheses are verified: There are statistically significant differences between pre- and post-measurements in judo skills in favor of post-measurements. There are also statistically significant differences between the pre- and post-measurement in the axes of aggressive behavior (research SDF) among juvenile offenders in favor of the post-measurement. The third hypothesis was also

verified, as it was found that there are statistically significant hypotheses between the pre- and post-measurements in the physical variables (under investigation) of juvenile offenders in favor of the post-measurement.

4 Methodology:

4.1 Research method: Research methods differ in social research depending on the research problem and its objectives. The method is a set of processes and steps that the researcher follows in order to achieve his research.

It is also "the study of the prevailing facts associated with a particular phenomenon, situation, group of individuals, group of events, or group of situations, with the aim of diagnosing them, revealing their aspects, and determining the relationships between their elements and the relationship between them and other phenomena." (الشاطئ, 1992)

4.2 Survey study: The survey study in any research aims to verify the validity of the tests and measures used, verify the validity of the samples and their selection method, and estimate the necessary and appropriate time to apply these tests, including the method of application and its conditions. All of this is because the objective study of motivation requires the use of standardized tools so that the study is not governed by subjective factors. As well as knowing the obstacles that the researcher may face and avoiding them, and getting an idea of what is to be studied and getting to know it.

4.3 Research population and sample: The research population is technically considered "the original group taken from the sample, and this group may be: schools, student groups, residents, or any other units."

In this research, his community is represented by juvenile offenders and sports educators in re-education centers, specifically the Bir Khadem Center for Re-Education for Males 2.

The sample is part of the research community that allows us to conduct the research. Due to the difficulty of interrogating all members of the community and the lack of financial resources, I did not conduct a comprehensive survey. Therefore, the method of selecting the sample was intentional for educators. As for the sample of delinquents, it also targeted juveniles between the ages of 15 and 18 years.

We distributed one form to each delinquent, and the study was conducted on a sample of delinquents, which included 20 delinquents. We distributed the forms to them, and they were all retrieved, but none of them were included. As for the

sample of sports breeders, which includes (02) breeders, these delinquents and breeders were selected from one re-education center in Bir Khadem, Algiers Province.

4.4 Research Tools:

Questionnaire: In this research, we used the questionnaire technique as it is one of the most appropriate ways to verify the problem that I raised. It also helps me in the process of collecting the information that I am looking for based on the previous hypotheses. The questionnaire is a set of questions linked in a systematic way, and this method derives information from the original source. It is a set of closed, open, and semi-open questions It is placed on a form sent to concerned persons to obtain answers to the questions contained therein.

Interview: The availability of effective conversational and behavioral skills in humans is one of the most important real success factors that lead to positive results when searching for a prestigious job. These skills lead to positive results in personal interviews. In this era, the personal interview is considered one of the most important means of evaluating individuals when searching for the right employee or the right student.

In this method, the personal interview has a specific path and is inconsistent with randomness. (مرسي, 1999)

4.5 Validation of the questionnaire: To ensure the validity of the questionnaire, it is presented to a group of judges in order to ensure its validity and the extent to which it embodies the axes included in the partial hypotheses.

4.6 Stability of the questionnaire: The questionnaire was distributed in the first stage to a sample of juvenile offenders in the evening period (application of the test), and after a week the questionnaire was distributed to the same sample and in the same period, i.e. under the same conditions and to the same group (re-application of the test). After statistical processing, it was found that there was an almost complete match between the two tests, and based on this, we conclude that the questionnaire is stable. (العكش، 1999)

4.7 Research Area :

Spatial field: Place where field research was conducted: Re-education and Rehabilitation Center – Servant Well for Males - affiliated with the Ministry of National Solidarity, Family and Women's Issues.

Temporal domain: After determining the subject of the study, obtaining permission, signing the treaty with the Ministry of National Solidarity and Family,

as it is responsible for the re-education center, and allowing me to enter, we distributed the questionnaire for juvenile offenders in May. As for the interview, we conducted it with the educators who supervise sports at the center in the same month.

4.8 Statistical methods used: The research data was processed statistically using the SPSS program due to its great ability to analyze data and solve statistical equations with great accuracy, and it also saved us a lot of time.

PERCENTAGE:

$$\text{س} = \frac{\text{عدد التكرارات} \times 100}{\text{عدد افراد العينة}}$$

test K² :

$$\text{كا}^2 = \frac{\text{مج}(\text{التكرارات المشاهدة} - \text{التكرارات المتوقعة})^2}{\text{التكرارات المتوقعة}}$$

5 Analyze and discuss the results:

5.1 Analyze and discuss interview results for educator:

Question 3: How does playing football in re-education centers play a role in the social integration of delinquents?

The purpose of the question : Knowing the role of playing football in re-education centers on the integration of delinquents into society.

Analysis and Discussion: Here we find that the first educator emphasizes that playing football plays a major role in developing communication between juvenile offenders through participating in playing and changing teams, thus creating friendships between all juveniles, which allows them to integrate into the group and the institution. As a team sport, it documents teamwork, solidarity and cohesion While the second educator believes that it attracts different segments of society and helps the offender break his isolation, and from there he can improve his communication abilities. He also believes that it works to develop the positive role practiced within society through people's interest in him, and this satisfies the offender's desire for attention and treating him as an influential and effective person, which pushes him to integrate into the social environment.

Conclusion: We conclude from the two answers provided by the educators that playing football in re-education centers plays a major and important role in the social integration of the delinquents.

Question 5: What is your position as a sports educator on the impact of playing football in re-education centers?

The purpose of the question : Access to knowledge of the educator's position on the impact of playing football in re-education centers.

Analysis and discussion: Through this interview, it became clear to us that the sports educator who is the first to be influenced by football in re-education centers is with it because he considers it a tool to relieve pressure on juvenile delinquents, and it also contributes to activating integration and rehabilitation for the delinquent, meaning he sees football as useful and its impact is positive While the second sports educator believes that sports activities in general, and football in particular, have an impact in directing the behavior of the juvenile offender towards positivity, teaching him discipline and respect, and forming a healthy behavior for his personality.

Conclusion: We conclude from it that playing football in re-education centers greatly affects directing the behavior of the juvenile offender positively and making him acquire a healthy personality.

Discuss the questions of the first axis of the interview and match them with the first partial hypothesis:

Through the questions that served the first axis of the interview with the two sports educators, we concluded the following: Both educators confirmed that playing football in re-education centers develops the mental abilities of juvenile offenders, since the first sports educator believes that playing football in re-education centers has a positive effect on Juveniles, while the other believes that it does not always have a positive effect, but rather there are times when its effect is negative on juveniles. Also, through our analysis of this interview, we found that the two sports educators said that playing football in the institution has a major role in the social integration of the delinquent, and we also find them confirming that the delinquent playing football in re-education centers reacts well and positively. The educators also agreed that playing football in re-education centers directs the juvenile offender and pushes him to acquire a healthy personality. Through the questions of the first axis of the interview, we notice that the first hypothesis has been achieved, which stated, **"Playing football in re-education centers contributes to improving the social behavior of juvenile offenders in a positive way."**

Question 9: Psychologically, what is the effect of playing football in re-education centers on the offender?

The purpose of the question : Knowing the impact of football in re-education centers on the psychology of the offender.

Analysis and discussion: It is clearly evident from the answers provided by the educators that playing football in re-education centers has a positive and significant impact on the offender's psychology. The educators believe that football reduces the level of pressure on the offender and reduces his aggression. It also contributes to his rehabilitation and makes his behavior normal and good. It helps him solve his psychological problems and enables him to form an athletic personality, creating a kind of balance in his psychology.

Conclusion: Therefore, we conclude that playing football in re-education centers has a positive psychological impact for juvenile delinquents.

Question 10: How do you view delinquents playing football in re-education centers in brief?

The purpose of the question : Knowing the sports educator's view of delinquents who play football in re-education centers.

Analysis and Discussion: The answers provided by the educators clearly show that delinquent football practitioners have a positive view in the eyes of educators. The first shows us that juvenile football practitioners acquire the ability to integrate and adapt to and fill themselves in the institution more than juvenile non-practitioners. We also find it shows that juvenile practitioners have positive behaviors and actions and can improve the level of behavior similar to juvenile non-practitioners. While the second educator emphasizes that there are significant differences between practicing and non-practicing juveniles, he praises practicing juveniles and their increasingly improved behavior over time, their level of maturity, and the degree of awareness they acquire. For this reason, they advise emphasizing the inclusion of football as a sport and its dissemination in re-education centers.

Conclusion: From the interview we conclude that sports educators have a positive view of football delinquents in the re-education center.

Discussing the questions of the second axis of the interview and matching them with the second partial hypothesis:

Through the questions that served the second axis of the interview with the two educators, we noticed that the two educators agreed that playing football reduces the psychological pressures of juvenile offenders by expressing their repressions, and the two educators also emphasize that delinquents who play football have

good behavior. Through the analysis, we found that the two sports trainers confirmed that playing football in re-education centers greatly helps in improving the level of behavior of the delinquent by being a tool that avoids anxiety and keeps pressures away from him. They also confirm that playing football in re-education centers has a positive psychological impact on the juvenile delinquent. We also find that educators have a positive view of delinquents who practice football in re-education centers, and through the questions of the second axis of the interview, we concluded that the second hypothesis has been achieved, which is: **"Practicing football leads to enhancing self-discipline and reducing emotions among juvenile delinquents within re-education centers".**

5.2 Analyze and discuss questionnaire for juvenile offenders:

Question 7: Does playing football in re-education centers help you adapt and integrate into the living environment?

The purpose of the question : To learn about the role of football in integrating and helping delinquents adapt to the center.

Table (07): Shows the frequencies, ratios, and values of K^2 for the seventh question.

degree of freedom	*Significance level*	*Scheduled Ka^2*	*Calculated Ka^2*	*percent repetition*	*absoluterepetition*	*Repetitions Answers*
1	0.05	3.84	5	%75	15	***Yes***
				%25	05	***no***
				%100	20	***the total***

Analysis and discussion of the results of the table: Accordingly, through Table No. (07), we see that there is a large percentage of the sample, estimated at 75%, who answered that playing football in the re-education center helps juvenile delinquents adapt and integrate into the environment of the institution, and there is a small percentage estimated at 25% who answered that playing football does not help delinquents adapt and integrate. When we apply the Ka^2 test, we find that the calculated Ka^2 value, estimated at 5, is greater than the tabulated – at a degree of freedom of 1 and a significance level of 0.05 – estimated at 3.84. If we can say that there is a significance in favor of the answers of delinquents who believe that playing football in re-education centers helps in Adaptation and integration into

the center.

Conclusion: If we conclude that playing football in a re-education center helps the juvenile offender adapt to and integrate into the living environment.

Discuss the questions of the first axis of the questionnaire and match them with the first partial hypothesis:

When analyzing the results of a questionnaire administered to a sample of juvenile delinquents at the Re-education Center, we observed that 85% of them enjoy playing football. We also noted that the remaining small percentage do not enjoy football. They also believe it helps them fill their free time, while also allowing them to practice other sports. It is an absolute necessity because it maintains their physical fitness. We also noted that the majority of juvenile delinquents who play football have the sole goal of having fun and entertainment, while others play it for their health and sanity. We also find that it greatly affects their psychology, as it helps them adapt and integrate into the living environment, so we find that it is considered a very important motivation for them. We also recorded the presence of a fraternal and educational atmosphere, and through everything we reached when discussing the first axis, we found that the first hypothesis had been achieved, which is**: "Practicing football inside re-education centers contributes to positively improving the social behavior of juvenile offenders."**

Question 15: In your opinion, does football at a re-education center help you improve your behavior well?

The purpose of the question : In order to know the effectiveness of football in improving the behavior and controlling emotions of delinquents in the re-education center.

Table (15): Shows the frequencies, ratios, and values of K^2 for the fifteenth question.

degree of freedom	*Significance level*	*Scheduled Ka^2*	*Calculated Ka^2*	*percent repetition*	*absolute repetition*	*Repetitions* *Answers*
1	0.05	3.84	7.2	%80	16	***Yes***
				%20	04	***no***
				%100	20	***the total***

Analysis and discussion of the table results: We see that a large percentage,

estimated at 80% of the sample, said that football in the re-education center helps them improve their behavior well, while a small percentage, estimated at 20%, responded that it does not help them improve their behavior well. When applying the Ka^2 test, we find that the calculated value estimated at 7.2 is greater than the tabulated value – at freedom level 1 and significance level – estimated at 3.84, so there is evidence in favor of the answers of delinquents who believe that the sport of football helps them improve their behavior well and control their emotions.

Conclusion: We conclude that football in re-education centers helps juvenile offenders control their emotions and improve their behavior.

Discussing the questions of the second axis of the questionnaire and matching them with the second partial hypothesis:

Through the questions that served the second axis of the questionnaire directed at juvenile offenders, we noticed the following: Playing football inside re-education centers affects improving the behavior of offenders and controlling emotions, and we also find many of them seeing that it has a positive effect on their dealing behavior, while some of them see the opposite, that is, it has a negative effect. As it became clear to us through our analysis, playing football in the re-education center helps the juvenile offender to reconsider the mistakes he committed previously. There is also a large number of offenders who said that football helps them solve their psychological problems (stress, anxiety, isolation), while a small group of them said that it did not help them solve their psychological problems They also showed us that there were differences in their behavior compared to their non-football teammates inside the re-education center. Through our analysis, we also saw that the sport of football in the re-education center helps juvenile offenders control emotion and improve their behavior well. Accordingly, through the questions of the second axis, we note that the second hypothesis has been achieved, which says: Playing football leads to enhancing self-discipline and reducing emotions among juvenile offenders within re-education centers.

6 General conclusion:

There is no doubt that playing football in re-education centers is of great importance for juvenile offenders. Through the study we conducted, which consisted of a questionnaire applied to a sample of this segment – juvenile offenders - and the interview conducted with sports educators, it became clear to us that playing football has a major role and impact on the psychology of juvenile offenders On this basis, it can be said that practicing football within re-education centers contributes to the integration of juvenile delinquents into the group within

the re-education center, and also contributes to enhancing self-discipline, reducing emotions among juvenile delinquents, and affecting the improvement of their behavior.

7 Conclusion:

Before giving a summary of this study, I would like to mention the goal I was aiming for to show "the role of playing football within re-education centers as a mechanism for the social integration of juvenile offenders in a positive way (15-18 years)." To complete this study, we formulated two hypotheses, the first of which stated that "The sport of football within re-education centers contributes to the integration of juveniles into the group The second hypothesis was formulated in this field, which says:Playing football in re-education centers contributes to enhancing discipline and reducing emotions among juvenile offenders in re-education centers. To verify the validity or invalidity of the two hypotheses, we presented the questionnaire to a sample of juvenile offenders, as well as conducting an interview with two sports educators active in the re-education center.

After sorting the results and processing them statistically to reveal the significance of the answers obtained and ensure that the two proposed hypotheses are proven or denied. Accordingly, considering the first partial hypothesis, which includes the extent of integration of juvenile offenders within re-education centers with the living environment, using football as a means or mechanism for this, we found that it has been achieved, according to what was stated in the answers to the applied questionnaire and the interview. Regarding the second partial hypothesis, related to the contribution of football to enhancing self-discipline and reducing emotions among juvenile delinquents, it was also verified according to the answers obtained by delinquents and educators, as we noticed that delinquents who practice football inside the re-education center have better and more normal behavior compared to non-practitioners. After answering the two hypotheses, we now try to answer the issue in general and say that playing football contributes to the integration of juvenile offenders within re-education centers.

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