Scientific journal of physical and sports education(RSEPS)
(ISSN): 1135-1111 / EISSN 2661 - 7358
https://www.asjp.cerist.dz/en/PresentationRevue/452

Volume: 25/ N°: 01 (2026), p 362-381

The role of sports educator within re- education for developing a motivation juvenile offender for play football.

Igranaissi Youcef[1]
conferencer "B" in the higher school of professors - Bouzaréah (ENS-B) / Algeries
Youcef.igranaissi@ensb.dz

Received: 05/07/2025 **Accepted: 17/12/2025**

Abstract:
The current study aimed to identify the role of the sports educator within re-education centers in motivating juvenile offenders aged between (15-18 years) to practice football. The study was conducted on a purposive sample of juvenile offenders (present at the re-education center of Bir Khadem -2- and practicing football) consisting of (20) juvenile offenders To achieve the study's objectives, the researcher used the descriptive analytical approach by distributing two questionnaires prepared by the researcher, to sports coaches and juvenile delinquents at the Bir Khadem re-education center. The study concluded that the sports educator has an effective role in developing delinquents' motivation to play football within the re-education centers. and that the availability of re-educaton centers on facilities helps the educator to motivate young people to practice football.

Keywords: the sports educator, juvenile offenders, re-education centers, football.

Article info

[1] *Corresponding author*

Introduction and research problem:

Juvenile delinquency has become a social phenomenon that is receiving increasing attention in many countries, especially industrialised countries, due to the serious threat it poses to the building and security of society. A juvenile, a child or boy in the first stage of development, is the basic building block for the future of society. A cohesive family and healthy children ensure the emergence of men and women with strong personalities that can withstand social pressures, while neglecting this group leads to the production of a fragile society full of deviant elements that undermine moral and social values (العروسي، 2014). Therefore, countries are making great efforts in establishing special centres for the rehabilitation of juvenile offenders, with specialised educational and therapeutic programmes based on multiple scientific mechanisms to correct the behaviour of this group and turn them into active members of society (ابن عودة، 2017). Among these mechanisms, sport, especially football, has emerged as one of the most important means adopted by correctional institutions because it is the most popular sporting activity among youth, as it has a positive psychological and social impact that contributes to unloading negative energies and developing self-discipline and teamwork, making it an effective tool in reintegrating juveniles into society(الحربي، 2022) .

To activate this role, re-education centres resort to employing specialised sports educators, whether graduates of physical education and sports institutes, or those with practical experience and scientific accreditation, because of their educational and psychological knowledge that enables them to deal with the specificities of this group. The role of the sports educator is not limited to providing physical training sessions only, but also to play an important educational and psychological role that helps to build a balanced personality for the juvenile in all physical, psychological and social aspects(علاوي، 2005) . Dr Hanafi Mohammed Mukhtar points out that psychological preparation represents a set of procedures developed by the coach with the aim of stabilising volitional traits and developing moral values in the player, which is a necessary aspect to prepare juveniles for positive integration within society (مختار، 2002). The sports educator works to motivate juveniles and encourage them to practice football regularly, which contributes to unloading their psychological repressions and developing their physical and psychological qualities, especially motivation, which is the main driver of their behaviour, as confirmed by sports psychologists(الشرمان، 2014) .

Indeed, studies confirm that the rate of juvenile recidivism is significantly lower among those who participate in effective rehabilitation and sports programmes compared to those who did not benefit from such programmes, reflecting the importance of integrating the physical and psychosocial aspects in the process of re-education(الحربي، 2022) . It is worth noting that the profession of the sports educator is associated with a set of diverse roles that require the ability to withstand psychological and physical pressures, in addition to effective communication skills and the ability to control emotions, qualities that Svoboda (1973) (ponchon, 1995)described the sports educator as a dominant, mature, psychologically stable and conscientious person, which qualifies him to positively influence juvenile offenders and guide them towards proper behaviour.

In light of the above, it is clear that working with juvenile offenders is not limited to behavioural control only, but requires comprehensive and multidimensional strategies that include promoting positive incentives and motivation to participate in constructive activities such as sports, as well as providing a stimulating educational environment that enables the sports educator to perform his/her role to the fullest. The child or juvenile represents the future of society, and any effective investment in their rehabilitation will undoubtedly lead to a more stable and prosperous society based on respect for laws and social values

(إمتثال، 2006).

1.1 The general question:

- Can a sports educator play a role in motivating juvenile offenders to play football?

1.2 Sub-questions:

- Does the efficiency of the sports coach affect the motivation of juvenile delinquents to play football?

- Do the sports facilities available in re-education centers contribute to enhancing the ability of the sports educator to motivate juvenile offenders to play football?

- Does Financial and moral support constitute a helpful factor for the sports educator in motivating juvenile offenders to participate in playing football?

1.3 General Hypothesis:

- The sports educator inside re-education centers has a role that contributes positively to motivating juvenile offenders to play football.

1-4 Partial Hypothesis:

- The efficiency of the sports educator affects the motivation of juvenile offenders to play football.

- The presence of well-equipped sports facilities within re-education centers contributes to improving the training environment and increases the effectiveness of the sports educator in motivating juvenile offenders to play football.

- Financial and moral support in re-education centers contributes significantly and increases the ability of the sports educator to motivate juvenile offenders to play football.

1.5 Objectives of the study:

The researcher seeks through this research to achieve the following objectives:

- A scientific attempt to discover the extent of the effectiveness of the role of the sports educator in social service in developing the motivation of juvenile delinquents.

- Highlighting the importance of the presence of a capable sports educator and the availability of the necessary factors and possibilities to carry out his role in social institutions (re-education centres).

- Showing the possibility of developing this psychological trait (motivation) through the intervention of sports educators practicing in social institutions (re-education centres).

- A scientific attempt to crystallise the method of developing motivation in the field of juvenile delinquents to play football.

- A scientific attempt to find out the factors that help the sports educator (material and moral) in developing the motivation of juvenile offenders.

1.6 Importance of the research:

We highlight the importance of this research as it is expected to provide additions to sports educators working in the field of direct practice with juvenile offenders in particular, and to recognise their role and implications when dealing with this group, as follows:

A. Theoretical relevance:

- The current research is an attempt that can be added to the theoretical heritage and knowledge background to enrich the library in the field of treatment of juvenile offenders in particular.

- This research is considered the first research in the field of sports in Algerian society to the researcher's knowledge.

- It highlights the role of the sports educator in developing the motivation of a sample of juvenile offenders to play football.

- From the researcher's point of view, this research addresses an important issue in the world of delinquency in general and juvenile delinquents in particular, namely the lack of motivation to play football.

B. Applied relevance:

- Hypothesising some solutions that help the sports educator to fulfil his role and develop the motivation of juvenile offenders and ascertain the extent of their validity with such a sample.

- Checking the effectiveness of such solutions and the possibility of using them as solutions that can be used and developed for other re-education and rehabilitation centres.

- This researcher demonstrates that it is possible to find several solutions that help the sports educator in developing the motivation of juvenile offenders, and also demonstrates that the sports educator can play this role in the delinquency environment (within re-education centres).

2 Defining concepts and terms:

2.1 The sports educator: It is a term that includes both the teacher and the sports coach, and refers to a person who has chosen the field of education as a profession, with all the burdens and responsibilities it represents(1989 ،اللقائي) . (2002 ،علاوي، سيكولوجية المدرب الرياضي).

- Procedural definition: A teacher of physical education and sports or a sports coach who works at the Male Re-education and Rehabilitation Centre 2 in Bir Khadem.

2.2 The concept of re-education centres: It was established with the aim of re-educating juvenile delinquents, as it is equipped with specialists who have the necessary sponsorship in their respective fields, from educator to social assistant to psychologist, and it also provides the juvenile delinquent with an atmosphere that helps him to integrate socially and makes him feel as if he is in the midst of his family.(2012 ،شازل) ....

- Procedural Concept: Re-education centres: Re-education centres are educational institutions that receive

juvenile offenders between the ages of 15 and 18 and work to serve them and reintegrate them back into society.

2.3 Definition of motivation: Idiomatically: As: 'the set of internal and external conditions that motivate an individual to rebalance' (2000 ،المعايضة).(2000 ،جبل)

- Procedural concept: It is the desire or excitement that juvenile offenders have that drives them to play football within the re-education centre.

2-4 Definition of juvenile offenders: It is the concept that sees the juvenile offender as a person who violates the law and falls at an age of less than 18 years and is called a juvenile, and his deviation is represented by manifestations of behaviour incompatible with normal social behaviour, and the most prominent forms of this deviation appear in the commission of theft, rape or other acts that affect the safety of society.

- Procedural Concept: Juvenile offenders in this research are juveniles between the ages of 15-18 years. They have committed acts punishable by law and have been placed in an observation home or re-education and rehabilitation centre based on a court ruling issued by the judge in charge of juvenile cases for the offences they committed, and suffer from low motivation to practice and lack of interest in training programmes.

2.5 Definition of football: a term: Football is a team sport played by all people as indicated by Justin Tessie, 'Football is a sport played between two teams of eleven players each using an inflatable ball on a rectangular field'(1986 ،جميل) (2003 ،جيفورد) (2005 ،السيد) .

- Procedural definition: Football is a method used to change and mitigate the behaviour of delinquents in re-education centres.

3 Previous and similar studies:

The topic of delinquency is an important topic starting from its causes and types to methods of treatment and auxiliary factors, as well as its association with sports in general and football in particular, but unfortunately this topic does not receive much attention from researchers and specialists in the sports field, so that we find very few studies in the sports field due to the urgent need in this subject in order to use the results provided by these studies in finding appropriate solutions and perhaps the most important studies related to this topic:

3-1 The first study : is a master's thesis at the Institute of Physical Education and Sports, University of Algiers 3, under the title 'Social relations among delinquent adolescents and their impact on physical activity and sports'

The researcher addressed the question whose general hypothesis was 'Does the construction and continuous improvement of social relationships in adolescent offenders, activate and consolidate the social relationships of offenders with physical activity, The method used for this study was the descriptive method because it deals with the study of issues related to human fields and the research sample was intentional so that it was identified and limited in age and age and consists of (40) male adolescent delinquents of whom (20) regularly practice physical activity and (20) do not practice, all of them in one juvenile centre of Shatunaf and their ages range between 12-14 years and the researcher used the

interview in his research which is not much different from the questionnaire and through discussing the results the researcher came to the following:

- That the activation and consolidation of social relationships in delinquent adolescents is related to physical activity.

- As a general conclusion, social relationships were cohesive and dense in the practitioner group, unlike the non-practitioner group, whose social relationships were less cohesive and less dense than in the first group, due to the effectiveness of physical and sporting activity and its prominent role in building these relationships.

3.2 The second study:

Master's thesis at the Institute of Physical Education and Sports, University of Algiers 3, under the title 'Mitigating behavioural disorders in adolescents, the role of physical education and sports in delinquent adolescents from 14 to 18 years old'.

The researcher addressed the problem whose general hypothesis was 'Physical and sports education helps to alleviate behavioural disorders in delinquent adolescents'. The method used for this study is the descriptive method because it dealt with issues related to the humanitarian fields, As for the research sample, it was intentional in that it was identified and limited in age and gender, as it includes a group of 20 behaviourally disturbed adolescent delinquents, all of them from one juvenile centre in Shatunaf, and their ages range between 14 and 18 years, and the researcher used in his research the adaptive behaviour scale and through the discussion of the results, the researcher reached the following conclusions:

-Physical activity contributes significantly to reducing behavioural disorders, so it is important to encourage the regular practice of various physical activities.

-Practicing physical activity helps the adolescent individual to challenge the threshold of behavioural deviations that may lead him to fall into the spiral of delinquency, and become an example and role model in his community, especially if this activity is guided by specialised educators.

3-3 The third study:

A PhD thesis at the Institute of Physical Education and Sports, University of Algiers 3, entitled The effectiveness of physical and sports activities with their educational frameworks as a therapeutic method in the correction of behavioural disorders in delinquent adolescents.

The research question was: What is the effectiveness of physical education and sports in reducing behavioural disorders in adolescent offenders?

The hypotheses are as follows: The actual practice of various aspects of physical activity contributes positively to the reduction of social delinquency resulting from the violation of moral systems and social laws. Guided physical activities may contribute to the description and identification of delinquent behavioural phenomena, which leads to the possibility of providing appropriate therapeutic services to create a balanced development of the normal personality of the adolescent. The research sample was selected in a purposive manner and was identified and limited in age and gender, as it includes a group of 45 behaviourally disturbed adolescent delinquents from one centre, the re-education

centre of Chatonave and the researcher used the descriptive method and the data collection tools were the adaptive behaviour scale containing 44 questions divided into 14 sub-areas, and the normal and abnormal personality test, and through discussing the results the researcher concluded that:

- Physical and sports activities are effective through their therapeutic educational contents in the investigation of behavioural disorders in all their fields based on the behavioural trend in considering healing by treating symptoms and extinguishing pathological reflex actions.

4 Methodology:

4.1 Methodology: The methodology is a set of processes and steps that the researcher follows in order to realise his/her research(2002 ،زرواتي) .

There is no doubt that any scientific achievement that aspires to be described as scientific is required to develop a plan, method and approach that defines the steps to be followed in reaching the results achieved, so I relied in this research on the descriptive-analytical approach as 'a method of describing, analysing and explaining in scientific terms a social situation or a social or demographic issue' (2007 ،زرواتي).

It is also 'the study of prevailing facts associated with a phenomenon, a particular situation, a group of individuals, a set of events, or a particular set of conditions'(2003 ،رشوان) .

For an exploratory study: An exploratory study in any research aims to verify the validity of the tests and scales used, verify the validity of the samples and the method of selection and estimate the necessary and appropriate time to apply these tests on them, including the method and conditions of application, all because the objective study of motivation requires the use of codified tools so that the study is not governed by subjective factors (1987 ،أبوزيد).

Also, to know the obstacles that the researcher can face during the conduct of his research and avoid them and to have an idea about what he wants to study and learn about it.

Therefore, we conducted an exploratory study through visits to the re-education centre in Barkhadim Male Rehabilitation Centre 2.

4.3 Research population and sample: The research community is terminologically considered as 'the original group taken from the sample and may be: schools, teams, students, residents, or other units' (2003 ،رضوان).

It is also 'a set of elements that have one or several common characteristics that distinguish them from other elements that need to be researched or investigated'(2004 ،آنجرس) .

In this research, the population is represented by juvenile offenders and sports educators in re-education centres, specifically the Male Re-education Centre2 .

The sample is a part of the research community that allows us to carry out the research. Due to the difficulty of interviewing all members of the community and the lack of material resources, we did not conduct a comprehensive survey and therefore the sampling method was purposive for educators, where we selected only sports educators, while for the sample of delinquents, it was also purposive, targeting

juveniles between 15 and 18 years of age.

Purposive Sample: (PurposiveSample) which is selected based on personal judgement and self-determination in order to eliminate extraneous variables to eliminate expected sources of definition but must not fall into bias due to personal bias or ignorance of some characteristics of the population with an undetected correlation between the sampling method or the variable that the researcher seeks to study such as selecting a group specialised in media and taking their opinion about the state media and considering their opinion as public opinion(2006 ،كامل) .

The sample for this research was limited in age and gender, consisting of a group of 20 adolescent delinquents from the juvenile centre and the sample was selected since the field research is primarily aimed at achieving theoretical data.

I distributed one questionnaire to each panel where the study took place:

- The sample of juvenile offenders consisted of 20 juvenile offenders out of a total of 20 distributed questionnaires, all of which were retrieved and none of which were lost.

- The sample of sports educators which includes 03 sports educators from a total of 03 interviews selected from one re-education centre in Algiers.

4.4 Research Tools:

-Questionnaire: We used the questionnaire technique as it is the most appropriate method to investigate the research question, and it helps me in the process of collecting the information I am looking for based on the previous hypotheses, The questionnaire is a set of questions linked to a methodological approach and this method draws information from the original source, which is a set of closed, open and semi-open questions, placed in a form that is sent to relevant people to obtain the answers to the questions contained therein.

Closed-ended questions are those that are pre-set by the researcher, relate to the purposes and findings of the research, and are often restricted to yes or no with no indication of any purpose other than to directly investigate the facts (Angers, 1997).

- Half-open questions: This type of question is divided into two sections, the first is closed, i.e. the answer is restricted and the second section is freely given by the respondent(1986 ،العكش) .

- Open-ended questions: where the respondent answers as he/she wishes, either in detail or briefly and is free to mention any information related to the question, which allows us to get closer to the essence and core of the issue.

4.5 Validation of the questionnaire: In order to ensure the validity of the questionnaire, it was presented to a group of judges in order to confirm the validity of its paragraphs and the extent to which it reflects the themes contained in the partial hypotheses.

- Therefore, the questionnaire for this research was presented to a group of professors or referees who validated it, thus making the questionnaire credible.

4-6 Stability of the questionnaire: The questionnaire was distributed in a first stage to a sample of

juvenile offenders in the evening period () After a week, the questionnaire was distributed to the same sample in the same period under the same conditions and to the same group (re-testing) and after statistical processing it was found that there was an approximate match between the two tests and therefore it can be concluded that the questionnaire is stable.

4-7 Research Area :

- The spatial field: The place of conducting the field research: Re-education and rehabilitation centre - Birkhademel Male 2 - under the Ministry of National Solidarity, Family and Women's Issues.

- Temporal domain: Without the approval of the two professors supervising the study subject in November 2018 and with the approval of the memorandum department. With the permission and signature of the Ministry of National Solidarity and Family being responsible for the re-education centre and allowing access to the centre, we distributed the sports educator questionnaire in April, The questionnaire for juvenile offenders was distributed on the same day. As for the interview, we conducted it with the sports educators who supervise sports at the centre on 18 April at 13h00.

4.8 Statistical Methods: The data for the research was processed statistically by SPSS software due to its great ability to analyse data and solve statistical equations with great accuracy and it saved us a lot of time.

SPSS stands for Statistical Package Of Social Sciences, an integrated computer package for data entry and analysis, which is commonly used in all scientific research that represents a number of numerical data and is not limited to social research only, although it was originally created for this purpose, But its inclusion of (almost) all statistical tests, its superior data processing capability and compatibility with most popular software makes it an effective tool for analysing various types of scientific research.

SPSS can read data from most types of files and use it to extract results in the form of statistical reports, statistical charts, statistical graphs, simple or complex descriptions and packages can make statistical analysis suitable for both novice and expert researchers.

ratioCentennial:

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

A test K² :

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

5 Analysis and discussion of results

5.1 questionnaireprivateBy the educatorathlete :

The question Fifth: DoYou seethata personalityThe educatorshe has theeffect onpracticed elinquents Events ?

Its purpose: personalityonEvents Let's seethatHe wasThe educatoraffectsWith his The delinquents

Table (01): Distribution of responses, frequencies, percentages, and Chi-square (χ^2) values for Question Five.

degree of freedom	Significance level	Scheduled Ka^2	Calculated Ka^2	percent repetition	absoluterepetition	Repetitions Answers
2	0.05	5.99	6	% 100	3	Yes
				% 00	0	no
				% 00	0	sometimes
				% 100	3	the total

Analysing the results of the table: We can see from Table 05 that 100% of the educators believe that their personality influences the juvenile delinquents and pushes them towards practice, and we also found that no one answered the other answer i.e. 00% for both answers not and sometimes, which indicates the strength of the personality of the sports educator.

When applying the k^2 test, we find that the calculated k^2 value of 6 is greater than the tabulated k^2 value.) at the degree of freedom2 and significance level of 0.05 (5.99). Therefore, we say that there is a statistical significance to the responses of the sports educators who said that the educator's personality has an influence to make and push the delinquent towards practice.

Conclusion: It should be concluded that the personality of the sports educator has an impact in making juvenile delinquents and pushing them towards practice always, so that it is not one influencing or not influencing others, but rather there is an influence and presence of personality in all classes.

Conclusion of the first axis:

When analysing the results of the sports educator questionnaire applied to a sample of educators working in re-education centres, we found that 100% of the sample members treat juvenile delinquents during football class in a dual manner, That is, they use both discipline and encouragement at the same time and do not use both at the same time, we also found that a large percentage of them also use encouragement and intimidation in order to increase the discipline of the offenders during the class, and we recorded that the sports educator takes into account the psychological aspect during the preparation of the class.

We also recorded that the sports educator takes into account the individual differences of the athletes to develop his/her programme, as we observed that 33% of them often take this into account, and we also recorded that the sports educator's personality has a great impact on the athletes' practice of the events, We also found that the proximity of the educator to the offenders contributes to their willingness to practice, as well as that the sports educator relies on his/her expertise to conduct the class or training

and not on his/her certificates or other things.

When analysing and discussing the results of the first axis questions, we note that the first hypothesis has been fulfilled: The efficiency of the sports educator affects the motivation of juvenile offenders to play football.

Question nine: What are the consequences of the lack of sports facilities in the organisation?

Objective: To find out what are the results or consequences of the lack of sports facilities in the centre.

Table (02) : shows the frequencies and percentages for the ninth question.

degree of freedom	Significance level	Scheduled Ka^2	Calculated Ka^2	percent repetition	absoluterepetition	Repetitions Answers
3	0.05	7.82	8.98	% 00	0	indifference
				% 00	0	fatigue
				% 00	0	-Non practice
				% 100	3	lack of will
				% 100	3	the total

Analyse the results of the table: From Table (09), it can be seen that 100% of the sample members answered that the will to practice football in the absence or lack of sports facilities in the institution and do not see that they do not practice at all or tired due to the lack of facilities, and this shows clearly in their answers where 00% were in each of the suggestions regarding indifference or fatigue or lack of practice.

Applying the k^2 test, the calculated k^2 value of 8.98 is greater than the tabulated k^2 value (at degree of freedom 3 and significance level 0.05) of 7.82, so there is a statistical significance to the responses of educators who believe that the will decreases if there is a lack of sports facilities.

Conclusion: So we conclude that sports educators perceive that a lack of motivation results when there is a lack of sports facilities in the organisation.

Conclusion of the second axis:

Through the results obtained after analysis and discussion, it was found that the sports facilities available at the centre motivate the wards to practice football as evidenced by the proportion of their answers, but we also found that there is a lack of will and this is due to the lack of sports facilities at the institution, but it does not mean that they do not practice or do not care about it according to the answers of the educators They practice or don't care or don't care according to the educators' answers. We also found that the condition of the facilities positively influences the actions of those who practice football as expressed by the educators' approach.

We also found that the resources available to them in the institution are inadequate compared to the goals set and desired according to the educators, and therefore they ask the management to provide the necessary means and facilities, We also find that the facilities available in the institution allow the educator to do his work and help him to achieve his goal (pushing the offenders towards practice) but not to a great extent, and that even without these facilities, the educator relies on his experience and competence to help him benefit the effectiveness of the offenders towards practice.

From this premise and through the questions of the second axis, we find that the second hypothesis is fulfilled, which states that:

The presence of well-equipped sports facilities within re-education centers contributes to improving the training environment and increases the effectiveness of the sports educator in motivating juvenile offenders to play football

Fifteenth question: Do you think that material possibilities improve the delinquents' desire to play football?

Objective: To demonstrate the impact of material possibilities and their role in motivating recruits to practice.

Table No (03) : shows the frequencies and percentages for the nineteenth question.

degree of freedom	Significance level	Scheduled Ka^2	Calculated Ka^2	percent repetition	absolute repetition	Repetitions Answers
2	0.05	5.99	6	% 100	3	Yes
				% 00	0	no
				% 00	0	sometimes
				% 100	3	**the total**

Analyse the results of the table: Through our analysis and study of the data in Table 15, it is clear that there is 100% of the educators' responses who believe that material possibilities do not play a role in making delinquents play football, and all of them were in agreement with this showing that the other two responses were 00%, which means that they are unanimous in this question.

When applying the k^2 test, the calculated k^2 value of 6 is greater than the tabulated k^2 value.) At a degree of freedom of 2 and a significance level of 0.05 (5.99), there is evidence in favour of the responses of educators who assert that the material possibilities of Hadjour are located on the sides of the football practice.

Conclusion: From this, it can be concluded that sports educators believe that material possibilities improve offenders' willingness to practice football.

Through the results obtained, which show that the sports educators see that the material possibilities improve and increase the delinquents' desire to practice football, The athletes said that the material

possibilities provided by the administration or the centre are inadequate compared to their requirements and goals, and that they receive incentives and encouragement when their teams win sports competitions, even if these incentives are few and far between.

Through our analysis and findings, it became clear that the administration always endeavours to provide the necessary pedagogical aids and resources to carry out their activity, although they are few, but they do their best to bring everything the sports educator needs to perform his/her duty, A large number of educators also indicated that the administration's support is considered adequate so that they receive enough work to carry out their tasks to the fullest, and all sample members also stated that it is the same for the centre's administrators, as they are all supportive and supportive of the sports educators and do not interfere or stand in the way of their tasks.

Through our analysis, we also concluded that the sports educator receives the same material and moral support in the institution compared to other educators

Therefore, through the questions of the third axis we can see that the third hypothesis is fulfilled, which comes as follows:

Financial and moral support in re-education centers contributes significantly and increases the ability of the sports educator to motivate juvenile offenders to play football.

5.2 Questionnaire for juvenile offenders:

Question four: Does the work of the sports educator motivate you to play football?

Objective: To find out if this treatment motivates juvenile delinquents and discourages them from practising.

Table No:(04) shows the frequencies and percentages for the fourth question

degree of freedom	Significance level	Scheduled Ka^2	Calculated Ka^2	percent repetition	absolute repetition	Repetitions Answers
2	0.05	5.99	13.31	% 70	14	Yes
				% 05	01	no
				% 25	05	sometimes
				% 100	20	the total

Analyse the results of the table:

By reading Table (04), we can see that there is a large percentage of 70 per cent of responses saying that the educator's treatment motivates delinquents, while there is another percentage, even if it is low, of approximately 05 per cent saying that the educator's treatment of athletes does not motivate them, We also found a different percentage of responses which ranks 25% of the responses saying that the coach's treatment sometimes motivates them and sometimes does not motivate them.

Applying the k^2 test, the calculated k^2 value of 13.31 is greater than the calculated k^2 value: Tabulated (at degree of freedom 2 and significance level 0.05) estimated at 5.99, so we can say that there is a new significance in favour of the responses of the delinquents who said that the treatment of their mentor is motivating or motivating them.

Conclusion: Through our previous analysis of the table and its data, we can conclude that we consider the treatment of the sports educator to be motivating, as evidenced by the responses of those who said that yes it does motivate them.

Conclusion of the first axis:

When analysing the results of the questionnaire that we applied to the sample of juvenile delinquents residing in the re-education centre - Bir Khadem 02 - for males, we noticed that 80% of the sample members play football at the centre, but there is a small group who do not like to play football and are not inclined to do so. We also found out that they consider the treatment of the sports educator to be appropriate, with a large percentage of responses saying that they accept the treatment they receive from the educator. The juvenile delinquents also considered that the treatment given to them by the educator is more encouraging for them than it is for the disciplinary ones.

They also laughed that the treatment of the educator motivates them to practice football and this is shown by their answers where 70% say yes the treatment of the educator motivates them, as we find any solidarity during the analysis of the questionnaire and the results obtained show that the exercises prepared by the

the sports educator motivates and encourages the participants to play football, as well as that the sessions conducted or completed by the sports educator are energetic and not boring and complex with active and energetic elements.

It was also recorded that the sports educator motivates juvenile offenders to play football, and based on our findings, analyses and conclusions it can be said that the first hypothesis serving this axis and this questionnaire for the offenders was achieved:

The efficiency of the sports educator affects the motivation of juvenile offenders to play football.

Question 10: Does the availability of a football field at the centre motivate you to practice?

Objective: To find out the condition of the delinquents and the quality of their willingness to practice if the centre has a field with official standards.

Table 05 shows the frequencies and percentages for the tenth question.

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

Analyse the results of the table:

Table (10) shows that there is a large percentage of almost 75% of the juvenile delinquents' responses that they prefer the centre to have a gymnasium or a gymnasium that increases their desire to practice, and another 25% of the responses that they are not motivated by the presence of a gymnasium in the centre and the same for the availability or absence of a gymnasium.

When applying the k^2 test, we find that the calculated k^2 value of 5 is greater than the tabulated k^2 value) With a degree of freedom of 1 and a significance level of 0.05 (3.84), we can conclude that most juvenile offenders prefer and want the centre to have a formal football field and make it a priority and a necessity for them and this motivates them to play football.

Conclusion: Through all this, we conclude that it is necessary for the centre to have a formal football field because it motivates the delinquents to play football, in order to ensure effective participation and better results.

Conclusion of the second axis:

After presenting, analysing and discussing the questions of the questionnaire addressed to the juveniles, some results were reached, including through the responses of the juveniles we learned that the centre has a football field and a small sports hall, and we found that the juveniles think it is necessary to provide a football field where the majority of them answered in favour of yes, It was also found that if the centre has a football field with a nice theme, it motivates them to practice more, as we also observed that if there are no special sports facilities for football, they do not stop playing at all and instead replace the football activity with another activity.

It was also found through analysing the results that when the presence of sports facilities within the institution disciplines them to a lack of willingness to practice, it is also clear that some of the offenders are not affected by weather disturbances and do not find it difficult to work inside the sports fields, but others find it difficult to work.

As we noted that among the reasons that delinquents see as disciplining them to not play football is the lack of support from the management and the poor quality of the equipment, so that after two prominent reasons that delinquents suffer from, it can be concluded that the hypothesis is fulfilled, which is:

The presence of well-equipped sports facilities within re-education centers contributes to improving the training environment and increases the effectiveness of the sports educator in motivating juvenile offenders to play football.

Seventeenth: Do you ever receive incentives for participating in sports competitions?

Objective: To find out what incentives and prizes they receive for participating in competitions.

Table No (06) : shows the frequencies and percentages for the seventeenth 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

Referring to the results of the table:

It is clear from Table 17 that a large and significant percentage (80%) of the respondents stated that during or after their participation in sports competitions, they receive incentives and prizes, While another 20% of the answers say that they do not receive prizes and this percentage can be interpreted as those who are new to the centre and have not participated in any competition and therefore do not know if there are prizes and incentives or not.

Applying the k^2 test, we find that the calculated k^2 value of 7.2 is greater than the tabulated k^2 value (at degree of freedom 1 and significance level 0.05) which is estimated to be. 3.84

So there is a significance in favour of the responses of juvenile offenders who answered that they receive prizes as a result of their participation in sports competitions.

Conclusion: It is important to conclude that juvenile offenders receive prizes and incentives for their participation in sports competitions, and this was confirmed by the offenders through their responses.

Conclusion of the third axis:

Through the results obtained from the questionnaire applied to the sample of juvenile offenders, our analyses showed that the issues that many offenders suffer from in their football quota is the lack of capacity in the first place and other issues faced by the offenders, while the results showed us that offenders participate in competitions outside and inside the institution and that there are sports competitions that try them.

The analysis showed that the interviewees received incentives and prizes during their participation in these competitions that were conducted, and the interviewees explained that these incentives are different but often financial, such as Qur'ans and the like, as well as clothing, as the interviewees

expressed their great desire for the centre to have the necessary tools and facilities, as they answered that these tools motivate them a lot and intimidate the centre to practice.

From our analysis, we also found that the majority of the offenders see the purpose of playing football as a means of recreation and entertainment in the first place and as an educational tool in the second place, and a large number of them believe that playing football with their peers encourages them to practice it.

It is also clear that football helps the juvenile delinquent to develop and get better, and from all these analyses we conclude that the second hypothesis has been fulfilled:

Financial and moral support in re-education centers contributes significantly and increases the ability of the sports educator to motivate juvenile offenders to play football.

General conclusion:

The provision of a sports educator in re-education centres is required to achieve calmness and behavioural control for the offenders, commitment to the ethics of the institution, acceptance of reality, proper and positive interaction and participation in sports activities in general and football in particular, which leads to psychological and physical health, hence the re-education centres are in dire need of a sports educator.

Through this research, based on the theoretical study that addresses a range of topics, we aim to identify the most important studies, concepts and theories, whether related to the topic of football activity, the knowledge of the sports educator and his/her personality, as well as some concepts, explanations and theories related to motivation.

Researchers and specialists in the field of psychology and sport also believe that the sports educator can effectively guide or motivate offenders to practice football or sport in general, or how this personality (sports educator) contributes to an effective role in the psychological, physical and skill areas..... etc. for juvenile offenders.

Considering the importance of the sports educator in re-education centres, in which the lifestyles and care procedures of the juvenile delinquent are numerous, and that the sports educator can effectively contribute to the world of delinquency, juvenile delinquents in general and juvenile delinquents residing in re-education centres in particular are very important because they represent a segment of our society and the future of the country.

Thus, the research problem is defined by the following question:

- Can a sports educator play a role in motivating juvenile offenders to practice football?

The facts and statistics from the field visits to the Male Re-education Centre (MRC) dated 02 - within this study aimed to collect data, facts and information on the extent of juvenile offenders' interest in football, and the role of the sports educator, Through the field study and inspection of 20 juvenile delinquents and 03 sports educators within the institution, this field study enabled us to draw a set of results based on the testimonies and field interviews collected through the aforementioned data collection methods and statistical data. Among them are these results:

The efficiency of the sports educator affects the motivation of juvenile offenders to play football.

The presence of well-equipped sports facilities within re-education centers contributes to improving the training environment and increases the effectiveness of the sports educator in motivating juvenile offenders to play football.

Financial and moral support has a great impact in making the sports educator motivate the juvenile delinquents to play football.

Therefore, the findings of the research were consistent with the partial hypotheses put forward in the introductory and intervention chapters of the study, and thus fulfilled the overall hypothesis of the research, so the actors and officials, including the directors of re-education centres and those in charge of this category (juvenile offenders) should be aware of the role of the sports educator in developing the motivation of juvenile offenders to play football.

6. Conclusion:

The phenomenon of delinquency has been on the rise lately and has become a danger to society and its members, as we find that one of our children may repeatedly fail to perform the duties that we require of them. Some of these children may repeatedly commit some acts or deeds that we do not approve of. Some of these children may disobey and disregard the advice given to them and disregard the rules and regulations that are set and agreed upon as a constitution for dealing in the community, with the intention that they will commit wrong acts and bad deeds, This is why the phenomenon of delinquency has become a kind of attention by researchers not only by sociologists, but also by lawyers, psychologists, sportsmen and policy makers because of its negative consequences for all members of society.

That's why we bring our modest study to one of the most prominent figures inside re-education centres, which in our current time plays a major and necessary role in the improvement and development of juvenile delinquency, In order to achieve high results and overcome the psychological issues that constitute a single obstacle and negatively affect the offenders, the sports educator, where we find that the re-education centres have come to rely on this personality due to the great benefits it gives, and the positive and effective role it plays.

This is why the government and those in charge of these re-education centres should provide the sports educator with the necessary facilities and sports equipment, as well as the necessary support, both material and moral, such as uniforms and sports shoes for the offenders, As well as providing lunch, incentives and encouragement to both the sports educator and the juvenile offenders, to help them reach the desired goals and help develop the desire of the juvenile offenders to play football in particular.

By answering the hypotheses and from the results obtained, we can say that The efficiency of the sports educator affects the motivation of juvenile offenders to play football, as well as that the presence of well-equipped sports facilities within re-education centers contributes to improving the training environment and increases the effectiveness of the sports educator in motivating juvenile offenders to play football, as well as that Financial and moral support in re-education centers contributes significantly and increases the ability of the sports educator to motivate juvenile offenders to play football.

7 Suggestions:

Through the findings of this research, which we wanted to highlight the role of the sports educator in re-education centres in developing the motivation of juvenile offenders and as a researcher and due to the short experience I had through this research, we will present a set of recommendations that we believe are important in terms of the education and care of juvenile offenders on the one hand, and the role of the sports educator towards this category and the importance of sports (football) on the other hand, The role of the sports educator towards this group and the importance of practising football (soccer) on the other hand, these suggestions are represented in the following points:

1. The researcher suggests paying attention to this group by conducting similar field studies on juvenile delinquents, enriching libraries with scientific research in order to analyse and understand the circumstances of this group of our brothers and sons of society, as well as paying attention to the interest of the sports educator and dealing with in-depth studies for the importance of a good impact and effective role especially with this group or segment of society.

2. The researcher also suggests the necessity of conducting special trainings for this unique and important figure, the sports educator, in order to provide the juvenile delinquent with the appropriate atmosphere in the re-education centres in a normal way, and to provide the appropriate psychological environment for this condition (i.e.) delinquent) and its proper development, as well as showing them a role model through his personality, behaviours and way of speaking in front of them, as well as his treatments and motivations that help them understand, normalise, accept and improve their situation in a positive way.

3. The researcher proposes to pay special attention to football in particular in re-education centres as it is the most popular and preferred by juveniles, and to sports in general in re-education centres, by providing sports educators as much as necessary and creating more or better sports spaces and courses.

4. The researcher also proposes to further improve the conditions of juvenile offenders as much as possible through the centres, institutions and homes that care for them, and the various services and care available to them, In addition to providing the necessary resources for the sports educator in order to carry out his tasks in the best and most complete way to give good and useful results, and providing the necessary sports facilities and required equipment to facilitate and activate the role of the sports educator in a better and better way.

5. Taking into account the peculiarities of this category (delinquent), and not distinguishing them from the normal and healthy category in all aspects of life, as well as paying close attention to this category and avoiding authoritarianism (command and prohibition style), and must follow the method of advice and guidance and open doors for dialogue, especially between the juvenile and his parents and his family in general, and not create voids and obstacles with them.

6. Responsible authorities should pay more attention to the sports educator who is considered an important and effective place within the re-education centres due to the positive effects and good results, especially for juvenile offenders through the information, advice, benefits and transactions he provides them, as well as encouragement and morale boosters, all of which are physical and psychological benefits for the tourist before, during and after the sporting activity.

7. Sports in general should be monitored within the centres, and officials should also come to the centre and make inspection visits, and provide the necessary transport and facilities for useful practice and to facilitate the work of the sports educator.

Bibliography List :

1. ابن عودة ,م .(2017) .عوامل إنحراف الأحداث في المجتمع الجزائري .*مجلة الرواق للدراسات الاجتماعية والانسانية*.19 .
2. أبوزيد ,إ .أ .(1987) .*سيكولوجية الذات والتوافق*.الاسكندرية ,مصر :دار المعرفة الجامعية.
3. الحربي ,ز .م .(2022) .العوامل الاجتماعية والاقتصادية المرتبطة بعودة الأحداث إلى الإنحراف :دراسة ميدانية على الأخصائيين العاملين في دار الملاحظة الاجتماعية .*المجلة العلمية للدراسات الاجتماعية*.60-45 ,(2) *15* .
4. السيد ,ز .ع .(2005) .*أفضل خطة لعب في عالم كرة القدم* .ط 1.الاسكندرية ,مصر :ماهي لخدمة الكمبيوتر.
5. الشرمان ,م .ي .(2014) .انحراف الأحداث :أسبابه وعوامله من وجهة نظر الأحداث :دراسة حالة في مركز تربية وتأهيل أحداث إربد .*مجلة جامعة النجاح للأبحاث -العلوم الانسانية*.1410-1385.
6. العكش ,ف .ع .(1986) .*البحث العلمي*.العين ,الامارات العربية المتحدة :مطبعة العين الحديثة.
7. اللقائي ,أ .ح .(1989) .*المنهج بين النظرية والتطبيق* .ط 3.القاهرة ,مصر :عالم الكتاب.
8. المعايضة ,خ .(2000) .*علم النفس التربوي* .ط 1.بيروت :دار الفكر للطباعة والنشر.
9. إمتثال ,ز .ا .(2006) .*النظريات الحديثة في التنشئة النفسية والاجتماعية* .ط 1.بيروت ,لبنان :دار المنهل اللبناني.
10. آنجرس ,م .(2004) .*منهجية البحث العلمي في العلوم الانسانية*أ .وآخرون ,الجزائر ,الجزائر :دار القصبة للنشر.
11. جبل ,ف .م .(2000) .*الصحة النفسية وسيكولوجية الشخصية* .الاسكندرية :المكتبة الجامعية.
12. جميل ,ر .(1986) .*كرة القدم* .ط. 1بيروت :دار النقائص.
13. جيفورد ,ك .(2003) .*كرة القدم*. د .حنا. لبنان ,لبنان :دار العلوم العربية.
14. رشوان ,ح .ع .(2003) .*في مناهج العلوم* .الاسكندرية ,مصر :مؤسسة شباب الجامعة الاسكندرية.
15. رضوان ,م .ن .(2003) .*الاحصاء الاستدلالي في علوم التربية البدنية والرياضية* .ط 1.القاهرة ,مصر :دار الفكر العربي.
16. زرواتي ,ر .(2002) .*تدريبات على منهجية البحث العلمي في العلوم الاجتماعية* .ط 1.الجزائر ,الجزائر :دار الهدى للطباعة والنشر.
17. زرواتي ,ر .(2007) .*مناهج وأدوات البحث العلمي في العلوم الاجتماعية* .الجزائر ,الجزائر :دار الهدى للطباعة والنشر والتوزيع.
18. شازل ,ج .(2012) .*الطفولة الجانحة* .ط 2.أ .عبدة ,الجزائر ,الجزائر :الشركة الوطنية للنشر والتوزيع.
19. علاوي ,م .ح .(2002) .*سيكولوجية المدرب الرياضي* .ط 1.القاهرة ,مصر :دار الفكر العربي.
20. علاوي ,م .ح .(2005) .*علم التدريب الرياضي* .القاهرة ,مصر :دار الفكر العربي.
21. كامل ,ف .أ .(2006) .*مناهج البحث العلمي* .ط 1.الأردن ,الأردن :دار المسيرة.
22. لعروسي ,ب .(2014) .العوامل المؤدية لإنحراف الأحداث .*مجلة الحقوق والعلوم الانسانية*.14.
23. مختار ,م .ح .(2002) .*الاعداد النفسي للرياضيين* .ط 1.القاهرة ,مصر :دار المعرفة الجامعية.

24. Angers, M. (1997). *initiation pratique a la méthodologie des sciences humaines.* Alger, Alger: collection technique dde recherche.
25. Claude bah, "football le triomphe du ball on rand", édition les quatres chemins, Paris, 2008.
26. ponchon, t. e. (1995). *manuel de sciences economiques et humaines baillier.* paris: vigot.