The effectiveness of a suggested learning unit based on semi-sport games in order to reduce aggression among middle school pupils; field of study: Imam Ilyas middle school Medea

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Abstract

This study aims at examining the effectiveness of a proposed learning unit based on semi-sports games in reducing aggression among middle school pupils. The study was conducted on a sample of 30 female pupils, who were randomly selected and divided into two groups: an experimental group (15 female pupils) and a control group (15 female pupils). We used the experimental method that suits such studies. The study concluded with the following results: The average scores of the experimental group in the pre- and post-measurements of the aggression scale showed statistically significant differences between the pre- and post-tests in favor of the post-test.

Keywords: learning unit Learning program semi sport games aggressiveness middle school.

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1-Introduction :

Since it has recently emerged, aggressive salespeople have been used by students to implement aggressive behavior, including killing and armed attacks against teachers and each other, aggression in society is considered one of the most pervasive phenomena that needs the attention of all experts and segments of society. As a result, this has an impact on Algerian education, the environment, and society. It also threatens to topple the social order and undermine psychological stability, which is among the most vital human needs.

Youssri Abd El Mohcin (1987) asserts that aggressiveness occurs in human civilizations at every stage of evolution, including this phase of heightened tensions, anxiety, and instability.

According to Sibel (1986), adolescents' feelings of aggression and violence stem from their attempts to exert the greatest amount of adult authority and their collisions with adult authority—whether it be that of parents or teachers—which robs them of experiencing maturity and, as a result, causes them to feel resentful, depriveted, and hurt. These feelings then cause them to become turbulent. Because of this, adolescents inside the friendship group exhibit their violent impulses against adults in a variety of hostile ways (Saad,2006,p 42.)

According to Khalid (2007) from Dupaquier (1999), the French Ministry of Education carried out a nationwide study that included 5816 institutions out of 6513. The study's outcome led to the creation of a government plan to address school violence, and since the middle of 1998, it has been publishing a weekly newspaper with a focus on the subject to lessen the occurrence.

Regarding Kara (1997), she reported on the findings of a study conducted in France to identify victims of violence in schools. The study comprised 1300 middle school students, and 70% of them responded that they had experienced some form of violence, such as theft (21%), racial discrimination 4%, property destruction (16.4%), lack of respect (25.5%), extortion of money in exchange for threats (6.3%), and sexual harassment or assault (1.5%).

In order to meet the needs of different cases of psychiatric disturbances, a number of hospitals and clinics started to implement a variety of procedures. For instance, some of these procedures targeted children during play, making them the focus of observation and analysis as well as the target of treatment that attempted to modify their behavior based on the insights gained from observation and interpretation. Adult psychological analysis procedures often combined behavior

modification or psychoanalytic approaches with a reliance on the group to help accomplish certain goals, such as theoretical representation or between group treatment and some principles of psychoanalysis.(Al Hadjar, 2005 P, 163.)

From this point of view, it has become necessary for specialists in psychology in general and specialists in mental health in particular to contribute to the development of sports programs to treat cases of aggressive pupils in order to contribute to limiting the effects of this phenomenon and not spreading it among pupils, especially in light of what the modern era is witnessing intellectual changes that may contribute in one way or another to the increase and spread of this phenomenon among adolescents, which makes the urgent need for reform and psychological counseling in education institutions. Therefore, the researcher's noticed a problem worthy of research and investigation in order to find solutions to this problem, and its effect may extend to include the community after it worsens, and the problem may push many pupils to delinquency and knock on the doors of crime.

So, from the previous presentation, it becomes clear the need to conduct a study in order to build an existing educational unit on semi-sports games and testing its effectiveness to reduce aggression among middle school pupils, and then the following questions can be identified:

1. Are there statically significant differences between the control sample and experimental sample

2. Are there any differences between the mean scores of middle school students, members of experimental group, between the pre-and post-measurement on the aggressiveness scale (before and after applying a learning unit)?

3. Are there any differences between the mean scores of middle school pupils in the control group between the pre-and post- measurement?

4. Are there any differences between the averages of the post measurement scores of the middle school student of the experimental group and the control group on the aggressiveness scale?

2- Hypotheses:

2.1-There are statistically significant differences between the mean scores of the experimental group students between the pre-and post-measurement on the aggressiveness scale.

2.2-There are no significant differences between the mean scores of the pupils in the control group between the pre-and post measurements on the aggressiveness scale.

2.3-There are statically significant differences between the mean scores of pupils on the aggressiveness scale between the experimental group and the control group in the post measurement

3-Study concepts :

The research includes the main concepts of aggressiveness and a learning unit

3.1- Aggression : Muhammed Ali al-Deeb (1996) defined it as « The inner feeling of anger, resentment, and enmity .It is expressed outwardly in the form of an act or greeting, and it is intended to cause harm and damage to one's person or something, and it may take forms of destruction and destruction of things as aggression is related to lack of emotional response, which is the inability of the individual to freely and spontaneously express his feelings towards others, especially positive feelings, and the difficulty of accepting affection and love from others, and the difficulty of giving.(Al-deeb, 1992,p,292).

*Aggression means an explicit attack on others or oneself, and it takes the physical or verbal form of attack

*Tendency to aggression (aggressive tendency) and what is meant by it is what direct hostility as a drive or aggression as an actual behavior, and includes the desire to inflict harm for self-affirmation (sadism) or desire to harm oneself as an expression of masochistic submit ion (Abu Qura ,1996,p,26).

3.2-Learning unit :

Danio (1980) defined it as the procedural pedagogical program that includes a list

of activities, skills and competencies

***Operational definition :** A set of learning units prepared and proposed by the researcher, an learning unit designed by the researcher with the aim of using the guiding acceptances extracted from various psychological theories in a selective way to help middle school pupils reduce the severity or aggression, as it contains (8) axes,(self-awareness, cognitive skills, religious skills, behavioral skills, communicative skills, social skills , impulsive control) with several strategies and techniques are free association, relaxation, the ABC model of awareness of self dialogue, cognitive reconstruction, problem solving, self control, and stimulus control, material and moral reinforcement, in the style of lectures, role-playing, modeling, and awareness. As it is a set of interrelated educational units of 12 sessions which contains a number of activities and techniques derived from psychological counseling theories in order to help middle school pupils to alleviate stress and aggressiveness. (Huchman Muhamad Al Mokhtar

3.3- Learning programe: it is a practical pedagogical programe that contains practice and skills reflected by pupils in form of behavior by the end of the learning unit (Ministry of education methodology 208)

***Operational definition:** it is a group of learning units that can be noticed in addition to the measurement of behavior changing from negative to positive

4- Previous studies :

Study of Hamza Djairan declared that the role of semi sport games in the developement of the sensory motor and social emotional side in the sports class for secondary school students. The researcher used the descriptive approach as well as the questionnaire tool and the sample was spontaneous on 60 sport teachers from Djelfa, Alaghout, Biskara and the study found that the semi sport games have a role in improving the sensory behavior of students as well as the social and emotional side.

Article written by Mohamed Mokhtar Al hachman ; the article aims to introduce quasi sport games and their importance in building and developing the motor and social offender with mention of some studies related to the subject where school

sports are the main engine to know the extent of progress in the sports field and perhaps it is one of the most important pillars of the sports movements that the Algerian schools seeks to achieve by placing it as a material that the learner receives at all stages of his education as it works to put the first steps for the learner on the path that he becomes an athelets in the future and most importantly the formation of a good citizen who is healthy in body and mind .

A study conducted by ; the purpose of their study was to highlight the effective role of games to reduced in the child s life, and its role in the development of various aspects including mental and physical aspects where they asked some questions for example to they wondered if is there any role for reduces games in the development of the sensory motor aspect of young 9 -12 year old handball players where they randomly selected a sample of 20 handball coaches from wily of burial, hence the result of the study revealed that a game reduced is a positive role in improving the sensory behavior of the child .

5-Significance of the study :

This study signifies the importance of the psychological and nervous side of middle school pupils and to know to what extent they respond to the proposed program unit so as to reduce aggression.

6-Aim of the study :

The study aims at introducing a research that presents the importance and necessity to help middle school pupils to reduce aggression by building a learning family full of love and cooperation, as to draw attention to physical education teachers

Give emphasis to the role of suggested educational unit in the semi sport games to reduce aggression among middle school pupils.

Give emphasis to the role of sport class in the treatment of Pupils behaviors with the help of semi sport games.

Give emphasis to the role of semi sport games in cooperation and love among middle school pupils.

7-Study Approach :

The current study is based on the experimental approach because it is commensurate with its nature, because it searches for causal relationships between variables or to establish a relationship linking cause and effect between phenomena or variables.

8-Study sample :

The sample of the study was chosen in the first stage by the intentional sample method, then the simple random method was used to choose an experimental sample and another control sample of equal size, each of which includes 15 pupils where is the degree of aggressiveness.

9-Exploratory study :

This exploration is considered as the backbone of this research where the study is conducted where the researcher himself works in Imam ' Ilyas middle' school at the end of the first semester after the department councils and as the researcher is the teacher of sport, the researcher achieved some direct results that presents the averages and the number of absences as well as the behaviors of each class. From this point starts the study with the acceptence of the head of school.

The researcher selected from each class the names of aggressive pupils whose level are second year and their number was 30 to practice the proposed program.

Date of practice:

From 7th January 2023 to 11 th March 2023

Every Tuesday from 14 to 16 pm

10-Study tools :

Date of practice:

A tool for data collection, which is aggressiveness scale, was chosen to investigate the impact of the independent variable intervention (semi-sport games) on the dependent variable (aggressiveness)

Aggression scale by Bass and Berry (1992) The scale consists in its final form of 29 items distributed on three axes : explicit aggression, implicit aggression, and it was adopted to the Algerian environment and the investigation of its stability and which amounts to 0.85 by means of the stability coefficient and the internal consistency coefficient and the validity of the content was verified by presenting it to a group of arbitrators of psychology professors and specialists working with adolescence and the percentage of agreement were all more than 70%

Aims of the learning programe:

The pupil is built upon a methodology that aims at reducingaggression from middle school pupils and to do so;

- Realize positive connection between pupils inside school
- Change negative thinking toward colleagues and build knowledge relationship
- Build positive trends constructed upon sportsmanship
- Raise pupil awareness between pupils awareness between positive and negative attitude.
- Work on skills improvements in order to face new situations in addition to new solutions.

The program has contained a group of specific units targeted cognitive, physical and emotional awareness.

Consistency: the researcher have adopted consistency as a tool on the coefficient of 'Alfacrombath' and arrived tothe following results:

Alfacrombath	Items
0,85	29

Honesty:

The researcher has counted the sincerity of the entire consistency of aggression measurement as has counted. Correlation coefficient 'prior' between all grades to the total grade of measurement between all passages that belongs to it so the following results are shown:

Dimentions	Correlation coefficient	Significance level
Physical aggression	0,70	Statistical function
Explicit aggression	0,50	Statistical function
Implicit aggression	0,42	Statistical function

Statistical function at 0,01 statistical function at 0,05

The previoustable shows that the dimentions of aggression measurements follows correlation coefficient at the level of 0,05 so, the correlation ranges between 0,60 . 0,89 therefore this proves that there is a consistency between all dimentions of aggression measurements .

11-Program and learning unit :

In the current study, a program and a learning unit based on semi sports games was prepared according to several steps, targeting the concept of effectiveness in order to reduce the severity of aggression among middle school pupils and to achieve the following general goals :

The quality of pupils with high aggresion risks, the risks of responding with aggression, its causes, results and ways to mitigate its use as a coping strategy.

Overcoming the obstacles of growth, psychological upgrading, and social affilation caused by aggression

The program included a set of intended and targeted units with semi-sport games that are ;self- awareness, cognitive, behavioral , communication and social skills. Algerian curriculum of physical education.

12-Applying the method of study ;

Implementation of the current study according to the steps shown in the following figure:

The number of classes is 10 classes, and these classes have taken place over a period of one and half months, that's every Tuesday 14 :00_16 :00

The efollowing strategies and techniques were used : building games in the form.

13-Method of applying the study:

Learning unit based on semi sport games :

Planing an educational unit built on semi sport games in teaching sessions where some sports are inserted in order to reduce aggression among middle school pupils.

Raise pupils awareness and sharing with them respect and cooperation.

Teach aggressive pupils about social and psychological actions and self discipline in building their personality.

Insert their problems in games in order to produce creation, analyses, and problem solving

Realize sport spirit among middle school pupils.

. As it was accomplished in physical field and group field in sport class for straightening and knowing their actions and behaviors in addition to the self monitoring, problem solving,Dialogue.

learning unit based on semi sport games :

Learning objective	Learning situation	Axis
• Preliminarystrenghtening • Cognitive and emotional • constraction • Building and organizingregiments • Build the actual response constructing problem solving	Understanding laws and building social structures Read the situation and select the appropriate skills and process for the situation	cognitive domaine
• Makeindividual efforts • Build a defensive plan • Build a harmounious team work • Achieve self confidence and self estime	• Switching from negative to positive situation • Group descipline with respect to the leader • Control competition of semi game basics	Sensory and emotional motor domain
• Preceiving time in the honet way • Arrive to group objective	• Undestand the importance teamwork and act without negtive emotions	Emotionaldomain
• Continuity in cooperation • Comment on leader decissions	• Support succes, and challenge for better achievements	
• Buildchallenging spirit • Build team spirit	• Understand the objective of challenge	

NB : the learning goal are achieved with semi sport games for each axis

14- Study results :

14.1- Related results to the first hypothesis :

The first hypothesis states that there are statically significant differences between the mean scores of the experimental group students between the pre- and -post measurement on the aggressive scale.

To validate this hypothesis, a new t-test was used for two identical samples in order to investigate the significance of the pre – and-post measurement averages of the scores of the experimental group on the experimental group on the aggression scale as a whole and its three dimensions, and the following table illustrates this :

Statisticalsignificance	T	Standard deviation Of differences sd	Averadge Differencesbetween values	Standared deviation	SMA	Measurements	Axis
0,01	15,33	6,77	78,3	15,30 15,14	144 ,7 58 ,7	Pre post	Total aggressivemeasurement
0.01	9.05	3.32	26,5	7,73 6,71	47.4 20.3	Pre post	explicit aggression
0.01	7.77	3 .19	28.5	9.88 6.73	54.3 18.33	Pre post	Implicitaggression (hostility)
0.01	14.33	1.90	29.33	6.33 5.14	48.4 19	Pre post	Tendency to aggression

The tabulated value of (T) at the level of significance of 0.01 and the degree of freedom (9) in the two party tests (4.330)

Table number 1 results of the(T) test between the pre-and -post measurements group on the experimental scale. There for, it is clear that the average differences

between the pre-and-post measurement of the scores of the experimental group members is high, meaning that there is an observed difference between the two measurements and to investigate the statistical significance of the divergence and difference between the pre-and -post measurement , obtaining T values for the scale as a whole and its three dimensions are statistically significant at the level (0.01) between the dorsal and dimensional measurements of the experimental group.

14.2- Related results to the second hypothesis :

the second hypothesis states that :

There are no statically significance differences between the mean scores of the control group between the pre- and-post measurement and the post measurement on the aggressiveness scale

To validate this hypothesis ; a T test was used for two identical samples to investigate the significance of the differences between the pre-and-post measurement averages of the scores of control group members on the aggression scale as a whole and its three dimensions, and the following table shows :

Table 2: T values mean differences between the values and their standard deviations and T values between the pre-and -post measurement of the control group on the aggressive scale

Statisticald ifferences	**T**	**Standard deviation**	**Sma**	**Sum of valus**	**group**	**Axis measurement**
0.01	11.03	15.33 19.07	13.70 63.0	1320 630	Control experiment al	Total aggressivenessscal
0.01	-7.88	6.30 6.33	50 .3 30.4	502 304	Control experiment al	explicit aggressiveness
0.01	-11.1	7.33 7.88	42.2 19.9	423 199	Control experiment al	Implicitaggressivenes s
0.01	-7.64	10.33 5.01	54.00 19	540 190	Control experiment al	Tendency to aggressiveness

It is clear from the table 2 that the average differences between the pre-and-post measurement of the group members are weak meaning that the values between the two measurements are close. There were no statically significant differences at

0.01 between the pre-and-post measurement on the aggressiveness scale in its three dimensions for the control group.

14.3-Results related to the third hypothesis :

In order to validate this hypothesis, a T test was used for two unrelated samples (two independent samples) of equal size , in order to investigate the significance of the differences between the mean scores of pupils in the middle between the experimental and control groups on the scale as a whole and its three dimensions, and the following table shows this :

Staticallysignificance	T	Standard deviation	sma	Total values	group	Axis measurement
0.01	11.03	15.33 19.07	13.70 63.0	1370 630	Control experiment	Total aggressionmeasurement
0.01	-7.88	6.30 6.33	50.3 30.0	502 304	Control experiment	Explicit aggression
0.01	-11.1	7.33 7.88	423 19.9.	540 199	Control experiment	Implicitaggression
0.01	-8.64	10.33 5.01	54.0 19	540 190	Control experiment	Tendency to aggression

The tabulated T value is at a significance level 0.01and the degree of freedom of 18 in choosing both sides is 2.774

Table number three : the standard deviation and the T values of the experimental and control group members in the post- measurement on the aggressiveness scale, it is clear from table 3 that the arothetic mean of the pupils scores on the aggressiveness scale between the experimental group and the control group in the post- measurement was different. To investigate the significance of this obsereved difference, the T test was obtained that there were statically significant differences between the post-measurement of the two groups and that on the dimensions of telemetry on the aggressiveness scale

15-Results of the study :

The results showed of the effectiveness of the presented program explains the positive interaction that took place in the program sessions and the serious desire of the pupils to learn new skills and to master them look at life again with more optimistic view that relieves them from the trouble of the results of their

aggressive strategies in discussing the results, the researcher relies on the following :

16- Discussion of the results related to the first hypothesis :

The results of the first hypothesis revealed that there are significant differences between the pre-and-post measurement of the experimental group in all axes of the aggression scale(explicit, implicit and tendency to aggression) and these differences reinforce an educational unit based on semi sport games which indicates its effectiveness in reducing aggression among middle school pupils, through the improvement that was observed with a clear indication after conducting the post-measurement which confirms the ability of schooled adolescents who are characterized by aggressiveness to mitigate the cognitive, emotional and behavioral methods of aggression as a program developed for that if it includes appropriate means, methods and strategies.

This is consistent with what Al Akkad (2001) sees, that the adolescent is always in need of someone to help him achieve balance in his psychological life between the sweeping force of his emotions and the lack of his controlling abilities that can control these impulses is this fact is often forgotten so the adult expects from the adolescent behavior that does not agree with the lines of his general growth, and thus things get more complicated and the teenager carries money that cannot afford(Akkad,2001,p.135).

This is confirmed by the study of the American Association for mental health in Washington (1993)on the need to provide programs that help increase cultural awareness and contribute to reducing intolerance and hostility, the same thing that Al Duraibi, and Melikian (1983) and Amr Refaat(2001) see in their study.

17-Discussion of the results related to the second and the third hypothesis :

The results showed that the educational unit based on semi sport games , the presenter caused a clear change in reducing the severity of aggression among the memebers of the control group in an organized way while there was no interaction with the control group members although they are all equal in terms of degrees of aggressiveness.

It is believed that the attention and moral support that the experimental group members received during the application of the semi sport program which the pupils missed in their daily lives played an opportunity that the control group members did not have.

18-Conclusion :

To crown it up, it has been shown that semi sport games are linked to the growth of student terms of cognitive, emotional, and motor behavior in building the personality and developement of pupils in order to find ways of negative situations in a positive direction by means of creativity innovation and conclusion in resolving difficult situations with prepparatory patterns which confirms the formula of playing with various problems. The semi sport games aims to build a fit individual to build society.

19-Recommendations :

- Giving interest to semi sport games within educational institutions;
- Activation of special pivot for semi sports games;
- Devoting intelactual semi sportsgames;
- The need to prepare basic sports facilities in all institutions;
- Give a great place to semi sport games in the field of education;
- Allocate programs of semi sport games to reduce aggression;
- Allocate a training and educational program for the leader, professor of sport class in the field of semi sport games;
- Give a cognitive and explanatory dimension identifying forms of aggression in order to develop educational units;
- Conducting field studies showing the role of semi sport games aimed at reducing aggression.

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