



The role of sports activity in the level of aggressive behavior of primary school pupils.

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Abstract

The research aims to identify the differences in the level of aggressive behavior between practitioners and non-practitioners in sports activities, and the differences in the dimensions of aggressive behavior and the total number between practitioners and non-practitioners in sports activities among primary school students in east Educational Administration in Alexandria Governorate. The descriptive approach was used, and the exploratory study was conducted on (17) students, while the basic study was conducted on (200) students, and the aggressive behavior scale was used: prepared by Hassan Abdel-Fattah Nassar (2017). Aggressiveness and the total amount of aggressive behavior among practitioners rather than non-practitioners of sports activities, and the researchers recommend the need to emphasize the school administration and physical education teachers on the importance of involving primary school students in various sports activities inside and outside the school, using the aggressive behavior scale under study to identify the level of aggressive behavior among stage students Elementary school, developing counseling programs aimed at reducing the level of aggressive behavior among primary school students.

.Keywords : (aggressive; behavior; primary school pupils)

Introduction and research problem:

Primary education is one of the most important stages of education. It constitutes the basic basis of educational construction. It is the first stage in the educational scale at which pupils receive intentional and structured education through dedicated educational institutions(12:91)

Primary education is one of the most important stages of education. It constitutes the basic basis of educational construction. It is the first stage in the educational scale at which pupils receive intentional and structured education through dedicated educational institutions. (12 : 91)

Karlen L. R (2018) states that primary school pupils are the basis of the pedagogical process as primary school is the first building block of society. Its mission has become comprehensive to raise the body, develop the mind, refine creation, develop skills and instill the principles of behaviors in order to prepare a good citizen, which has a significant impact on the direction of growth and shaping of life. (27 :38) Yassin Muslim Abu Hatab (2002) Studies indicate that 33% of pupils studied show aggressive behaviors, and there are types of aggression that can be observed in pupils where the pupil responds in self-defense against the aggressive actions of his colleagues - non-stable aggression where the pupil constantly quarrels until he controls his colleagues (18:91).

Mohamed Abdelaziz (2001) adds that aggressive behaviors among primary school pupils constitutes a widespread behavioral phenomenon, which leads to confusion and emotional tension within the classroom and its impact on both teachers and pupils, where the teacher's performance decreases on the one hand, and pupils' ability to attain school is reduced on the other. (12 : 94)

Huida Ibrahim Hussein (1997) points out that aggressive behaviors is one of the important psychological themes of its negative effects on the individual, on others and on the environment and with multiple forms, motives and causes of aggression, and by knowing these causes can be predicted and modified From this point of view, scientists have presented numerous theories of the interpretation of aggressive behaviors, which some have perceived as innate behaviors that generates human beings and others have perceived as acquired behaviors that man learns from the environment in which he lives. (17 : 43)

Nayef Al-Zarah (2018) defines aggressive behaviors as socially unacceptable, observable and measurable, manifesting in the form of physical or verbal aggression, with continuity and repetition, aimed at self-harm or harm to others or material objects, and its causes and manifestations vary from one individual to another.

(14: 205)

Yassin Abu Hatab (2002) points out that aggressive behaviors is a sense of anger and resentment. constitutes an act or conduct recognized by a person or his or her group with a view to inflicting harm on a person; aggression takes the form of physical violence, such as beatings, fighting, destruction and destruction of objects. and takes his verbal aggressive images of defamation, decency and psychological abuse. (18:97)

Rosenblatt, Shahal (2002) explains that aggressive behaviors refer to behaviors that results in harm to another person or damage to something, and therefore subversive behaviors is a form of object-oriented title. (28 : 72)

In the researchers' view, one of the most common and widespread problems among students, especially at the behavioral primary level, where students are experiencing a period of behavioral difficulties, emotion, aggression and acting with an open mind, and love of reconnaissance.

Mohammed Jasim al-Hili (2012) states that aggressive behaviors is one of the characteristics of pupils, not all of them, and may be self-oriented or towards others and property. Aggressive behaviors is socially unacceptable, and aggressive behaviors can be overcome through improved physical fitness and appropriate sports training. (11:282)

Garcia; Selguero & Fernandes (2017) that aggressive behaviors is one of the behavioral manifestations that increases interest in studying it day by day, as it is a behavioral disorder of physical and verbal abuse, in which it violates the rights of others and the norms of society, which is intended to cause harm or harm to others, and may result in harm to humans as well as damage to objects or property. (22 : 104)

Rubina & Imran (2014) states that aggressive behaviors is one of the behavioral manifestations that interest increases in studying day by day. s rights ", as it is a behavioral disorder of physical and verbal abuse that violates the rights of others and the norms of society damage ", which is intended to cause harm or harm to others and may result in harm to a human being as well as destruction of objects or property aggression ", the term aggression is used to refer to certain responses or behavioral patterns that are socially defined as harmful, harmful or destructive, such as assault on others by beating or on their property, or ridicule and taunting. (29 :67)

In the researchers' view, aggression is a psychosocial problem with undeniable negative effects and aggressive behaviors is a global problem, encompassing a range of acts, such as grumbling, intolerance, anger, riots, and student quarrels, which are a dangerous environment that does not provide a healthy social environment for learning.

Yousef al-Quriotti, Jamil al-Aziz (2001) points out that aggressive behaviors represent behaviors that manifests itself as an attack on others in various forms, such as physical assault and material harm to others, verbal assault

such as cause and insults, or even symbolic aggression by showing grumblings and contempt. (19 : 23)

Hafiz Boutros (2010) explains that one of the causes of aggression within the school environment is the lack of justice in the treatment of the child in school and the failure of the child in his or her school life, especially the repetition of repetitions s social problems, lack of a leisure programme and absorption of aggressive behaviors Child's sense of hatred of teachers, make sure the child is not punished by any member of the school inaccuracies in the distribution of students to classes according to individual differences and their behaviors. (4 : 112)

Jamal Hassan Mohammed (2011) states that an environment that leads an individual to frustration and frustration leads to aggression and the extent of frustration varies from one environment to another because it is combined with the extent to which the child's wishes are not realized and no environment can fulfil all the wishes of the child, but the environment can prepare the child to learn what can be achieved and what cannot be achieved without feeling frustrated. (3 : 99)

Atef Agha (1996) considers that the aggressive personalities have arisen in environments that find no compassion: love, no behavioral officer and always feel undesirable in their family environment. All of them have never told security and reassurance at the stages of their lives and have not known the meaning of sacrifice and morality, which has led them to descend into such low behaviors. (9 : 55)

Nabil Hafez, Nader Kassim (1993) asserts that the more classroom pupils there are, the more frictions and tensions between them and the more aggressive they are, the more students there are, the higher the class intensity, and the harder the teacher's control of the system, giving way to aggressive abuses. (15 : 143)

Sausen Ali Majid (2005) considers that the aggressive behaviors of schoolchildren has become a realistic reality that exists in most of the world's countries. s rights ", which employs all those working in the field of education in particular and society in general, The school departments take a lot of time and leave negative effects on the educational process As such, it requires concerted efforts at both the level of government institutions and civil society and private institutions, because it is primarily a social phenomenon and its negative repercussions affect society as a whole. (7: 45) Aggression behaviors is also shown in most pupils at the primary level While such behaviors are considered normal during the early years of life, Teachers often observe that pupils have a tendency to assault, fight and trouble rage ", which is usually accompanied by anger of different degrees and is not limited to a certain period of life but is rooted in early childhood. (8: 53)

Hussein Taha Muhadiya, Adib Yas Nawaissa (2009) explains that students' aggressive behavior takes on a variety of manifestations such as inconvenience, Stealing,

lying, and joining subversive gangs, he believes that he is a psychosocial problem that accompanies the student at the basic level and that he starts from childhood. It may move and develop at advanced ages and thus weaken its entrepreneurial spirit and tend to be isolated, introverted, and ashamed, exposing it to deep psychiatric disorders.

(6 : 95)

Jamal al-Khatib (2001) states that aggressive behaviors receives special attention in the field of special education, inter alia, because aggressive behaviors may result in harm to the child or others around him as well as drawing teachers' attention and requiring them to deal with it because it deprives the child of his or her learning opportunities, It may restrict teachers' time allocated for education and may limit their ability to provide child-friendly learning opportunities.

(2 : 87)

Salahuddin Aboud (1991), Hafiz Boutros, agrees (2010) that there are a range of reasons why aggressive behaviors emerges in students. (Student frustration and deprivation, imitating others and imitating their aggressive behaviors) The father, the teacher (, the negative image of the parents in their view of the student's behaviors, the wrong thoughts that reach the mind of the child when he understands that it is the brave strong child who kills others and takes his rights into his own hands rather than good, isolating the child at the earliest stages from social friction and the lack of encouragement to associate with the people is evident from the above the growing role of genetic and environmental causes in preparing for the onset of aggression. (8 : 63) (4 : 110)

In the researchers' view, the problem of research was felt by indicators indicating increased levels of aggressive behaviors among elementary students. in which it is no longer self- confined, but extends to harm and damage to others and property within the school walls physical abuse ", in which physical abuse reached the threshold as a result of minor problems between pupils who did not know each other and for almost negligible reasons, In view of the fact that sports activities are a breathing house for pupils to channel their aggressive energy in a positive way through engagement in physical activity and various sports activities pupils can unload their suppressed energy in a controlled environment in such a way as to help reduce their level of aggression, This is particularly important for elementary school students as they are at an age where they are still learning how to control their emotions and behaviors through various sporting activities. pupils can learn how to target their aggression in a positive way to acceptable positive behaviors, which can help prevent them from developing more severe behavioral problems.

On the other hand, the identification of forms of aggressive behaviors among schoolchildren is an important step in

Research objectives:

- There are differences in the level of aggressive behaviors (low - medium - high) between practitioners and non-practitioners in sports activities of primary school pupils in East Education Department in Alexandria?
- There are differences in the dimensions of aggressive behaviors between practitioners and non-practitioners in sports activities of primary school pupils in East Education Department in Alexandria?.

Research questions:

- Are there differences in the level of aggressive behaviors (low-medium-high) between practitioners and non- practitioners in sports activities of primary school pupils in the East Education Department in Alexandria?
- Are there differences in the dimensions of aggressive behaviors between practitioners and non-practitioners in sports activities of primary school pupils in East Education Department in Alexandria?

Search terms:

Rosenpletta Chahal Rozenblatt, Shahal (2002) considers that aggressive behaviors is all behaviors that results in harm to addressing such behaviors because knowledge of aggressive behaviors without identifying its forms is a general treatment, which invites researchers to pay attention to both the study of the phenomenon of aggressive behaviors as one of the negative manifestations of aggressive behaviors affecting the pupil's future, scientific excellence and study.

By familiarizing researchers with previous scientific studies and research, he was unable to come up with a study within the limits of the scholarly studies aimed at answering the study's questions with a view to identifying the role of sports activities in lowering the level of aggressive behaviors of elementary students in the East Education Department of Alexandria Governorate.

The importance of research:

The importance of research is determined by:

- Contributes to the development of an indicative program to reduce and mitigate aggressive behaviors among primary students.
- To know the differences in the level of aggressive behaviors (low - medium - high) between practitioners and non- practitioners in sports activities of primary school pupils in the East Education Department in Alexandria governorate.
- Identifying differences in the dimensions of aggressive behaviors between practitioners and non-practitioners in sports activities of primary school pupils in East Education Department in Alexandria governorate.
- Studies dealing with the characteristic of aggression among pupils provide us with information about the aggressive personality of practitioners and non-practitioners of various sporting activities, as well as

reveal positive and negative aspects of the pupils' personality.

- This research contributes to shedding light on one of the most complex and complex phenomena of human behaviors, namely, the prevalence of aggressive behaviors among elementary pupils in the self and the property.

another person or damage to something, and therefore subversive behaviors are a form of aggression directed at objects. (28: 72)

Search procedures:

Research curriculum: the descriptive curriculum was used to adapt it to the nature and objectives of the research.

Research community:

The research community included 374 elementary pupils in the East Education Department of Alexandria governorate, and through the Social Education Office (social worker) and the statements of sports education teachers conducted through personal interviews, researchers arrived at the research sample of 200 pupils with an aggressive character of 53.4% of the size of the society.

The survey was conducted on 17 pupils while the basic study was conducted on 200 pupils and the following table shows the statistical description of the research sample data in the initial variables.

Table (1)
Statistical description of research sample data in basic variables n = 200

variables		Statistical connotations of characterization				
		Arithmetic Average	Broker	Standard deviation	Flatness coefficient	Torsion coefficient
key variables	Age	10.69	11.5	2.03	-1.43	0.16
	Length	35.96	36.3	5.54	-0.88	-0.08
	Weight	125.68	126.4	12.44	-0.91	0.09

Table 1 on statistical descriptions of research sample data in basic variables shows that coefficients range from -0.08 to 0.16, indicating that measurements obtained are close to moderate as moderate coefficient values range from ± 3. It is very close to zero and the fluctuation coefficient is between (-1.43 to -0.88). This means that the moderate curve fluctuation is acceptable and on average not fluctuating upwards or downwards, which confirms the moderation of the research sample data and an indicator of the homogeneity of the sample's personnel in the underlying primary variables.

Search sample selection terms:

- Primary school pupils in East Education Department in Alexandria governorate.
- The overall sample should be homogeneous in the basic data "age, height, weight".
- Those to whom the aggression is characterized by the Office of Social Education "social workers".
- The sample should include pupils from both practitioners and non-practitioners of various sporting activities

Areas of research:

Time sphere:

The basic survey study was applied in the time period from 15/10/2019 to 28/10/2019, while the basic study was applied in the time period from 3/11/2019 to 4/12/2019.

Spatial area: Some primary schools in East Education Department in Alexandria governorate.

Data Collection Tools: A Measure of Aggressive Behavior: By Hassan Abdel Fattah Nassar (2017) (5)

*** Scale Description:** The scale contains 3 dimensions illusion (self-aggressive behaviors, aggressive behaviors towards others, aggressive behaviors towards property) The scale contains 40 phrases, the quinquennial estimate balance for each phrase, and the phrases are corrected in the following order: (always = 5, often = 4, sometimes, = 3 rarely = 2, never = 1), and the grades are limited between The closer the child is to the smaller degree the greater the aggression, the closer the higher the aggression, the lower the aggression, and the more responsive the three dimensions of the scale.

Table (2)
showing ferry number grades and response to the three dimensions of the scale.

Dimensions	Responsiveness	Ferry Numbers	Number of phrases
Self-aggressive behavior	65	Jan-13	13
Aggressive behavior towards others	70	27-14	14
Aggressive behavior towards property	65	40-28	13

Survey: It aims to calculate the scientific transactions of the research scale:

Table (3)
Internal consistency coefficient (sincerity coefficient) for the aggressive behaviors scale phrases in question n = 17

N	Phrases	Coefficient Internal consistency
1	Throws himself on the ground and shouts and screams when angry.	**0.693
2	He pulls his hair in anger.	**0.744
3	He bites his nails violently.	**0.696
4	He uses sharp tools to harm himself.	**0.729
5	Tearing, pulling, or chewing his clothes when angry.	**0.751
6	He hits himself when he feels frustrated.	**0.719
7	It is preferable to use dangerous tools in play.	**0.744
8	When he gets angry, he hits his head against the wall.	**0.771
9	He bites his hand when angry.	**0.743
10	He hurts himself by eating strange things.	**0.785
11	He is willing to throw himself from a high place when he gets angry and revolts.	**0.805
12	He tears and damages his clothes when he quarrels with his classmates	**0.728
13	Damaging and destroying his personal belongings.	**0.797
14	He pulls his classmates' hair when he gets angry.	**0.708
15	He hits his colleagues for no apparent reason.	**0.624
16	Pushing, slapping, or scratching others.	**0.624
17	He beats his colleagues when they get on the bus.	*0.561
18	others bite.	**0.664
19	He pushes his colleagues in the morning column to drop them on the ground	**0.628
20	He attracts and cuts other people's clothes.	**0.641
21	He throws his colleagues while playing with them.	**0.673
22	Uses sharp objects to attack others.	*0.605
23	He assaults his teammates while playing with them.	**0.735
24	Seizing other people's property.	**0.766
25	Contaminates other people's clothes.	*0.598
26	If someone takes what he needs from him, he beats him.	**0.619
27	Spits on others for no reason.	*0.551
28	Damaging or destroying classroom or school property.	**0.717
29	He writes or scribbles on the walls or on the benches.	**0.814
30	He deals roughly with furniture, such as hitting it, breaking it, or throwing it on the floor.	**0.826
31	Leave the water tap open when drinking.	**0.858

32	When he gets angry, he throws anything in front of him on the ground.	**0.868
33	He cuts flowers when he goes out into the garden.	**0.825
34	Bus seats are damaged while riding in it.	**0.839
35	He infringes on his colleagues' games and interrupts them while playing.	**0.875
36	The separation panels are damaged	**0.826
37	He walks on the benches in the classroom.	**0.849
38	He throws objects such as pens, chalk, or books at others.	**0.797
39	He has a willingness to sabotage and destroy things that fall in front of him	**0.813
40	He breaks his classmates' tools.	**0.838

**Moral at 0.01 = 0.606

* Moral at 0.05 = 0.482

Table (3) on internal consistency factor (phrase degree correlation coefficient with the total of the factor to which it belongs) Dimensions (Aggressive Behavior Scale) for Primary School Students in East Education Department in Alexandria Governorate that the internal coefficient of factor phrases is between (0.551 to 0.875) and this value is moral at 0.01, confirming that the phrases are closely related to the dimension to which they belong, They measure what the worker measures and therefore contribute to the worker's construction and measure what they are designed for and are therefore self-honest.

Table (4)

Internal consistency factor (dimension degree binding factor with total scale)

Dimensions of a scale (aggressive behavior of primary school pupils in East Education Department in Alexandria Governorate) n = 17

Dimensions	Coefficient Internal consistency
Self-aggressive behavior	**0.731
Aggressive behavior towards others	**0.740
Aggressive behavior towards property	**0.707

* *Moral at 0.01 = 0.606

* Moral at 0.05 = 0.482

From Table (4) of the Internal Consistency Factor (Dimension Degree Coefficient with Total Scale Total) of Dimensions (Aggressive Behavior Scale) of Primary School Pupils of East Education Department of Alexandria Governorate, it is evident that the Internal Consistency Factor of Dimensions was between 0.731 to 0.740 and 0.01. This confirms that dimensions are closely linked to the scale. It measures what the scale measures and therefore contributes to the scale's construction and measures what it is designed for and is therefore self-honest.

Table (5)

Alpha Cronback Factor for Dimensions and Sum Scale (Aggressive Behavior of Primary Pupils East Education Department, Alexandria Governorate) n = 17

Dimensions	Coefficient Alpha Cronback Dimensions	Alpha Cronback Coefficient (fastness factor) of the scale as a whole
Self-aggressive behavior	0.609	0.741
Aggressive behavior towards others	0.677	
Aggressive behavior towards property	0.748	

The table (5) for the Alfa Kronbak Ferry and Dimension Coefficient (Aggressive Behavior Scale) for Elementary Pupils in East Education Department in Alexandria Governorate shows the Alfa Kronbak Ferry Coefficient between 0.609 to 0.748 and the Alfa Cronbach Factor coefficient (0.741). These values are greater than 0.6. This confirms that phrases are uniform and consistent in each dimension and contribute to the construction of the dimension. The dimensions are also consistent and contribute to the scale's construction. Any deletion or addition of any phrase or dimension may adversely affect the construction of the scale.

Table (6)

Differences between the first application and the second application of the reconnaissance group to establish stability Dimensions of the measure of aggressive behavior of primary school pupils in East Education Department in Alexandria N = 17

phrases	First Application		Second Application		The difference between the two averages		T	Constant Factor
	MEAN	S.T±	MEAN	S.T±	MEAN	S.T±		
SUM First Dimension	38.25	2.57	37.63	2.22	0.62	2.9	0.86	0.884
SUM second dimension	40.06	1.95	40.44	2.22	0.37	2.22	0.68	0.903
SUM third dimension	33.81	1.6	33.63	1.26	0.19	2.14	0.32	0.917
Total Scale	112.13	3.42	111.69	2.7	0.44	3.54	0.49	0.864

Moral at 0.05 = 2.13 *

The table (6) indicates the differences between the first application and the second application and the correlation factors between the two applications. To find a constant dimension and total scale of aggressive behavior for elementary students in East Education Department in Alexandria Governorate, there are no moral differences between the first and the second application, where the calculated value ranged between (0.32 to 0.86) These values are immoral at a level of 0.05, and the constant factor ranges between (0.848 to 0.987) confirming that the dimensions of the scale and the aggregate are stable and given the same results if re-applied to the same sample and in the same circumstances.

Presentation and discussion of results:

Presentation of the results of the first question:

Which states: "Are there differences in the level of aggressive behavior (low - medium - high) between practitioners and non- practitioners in sports activities of primary school pupils in East Education Department in Alexandria?"

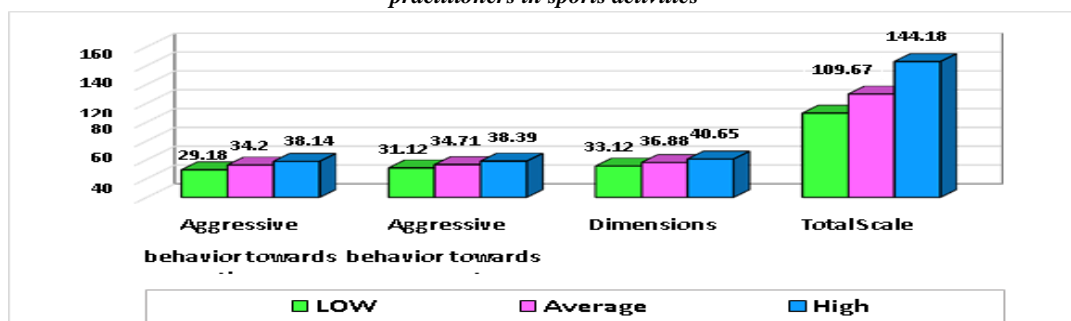
*Table (7)
Indication of differences in the level of aggressive behavior (low - medium - high) between practitioners and non-practitioners in sports activities n = 200*

Dimensions Self-aggressive behavior	Low Level		Average level		High level	
	MEAN	S.T±	MEAN	S.T±	MEAN	S.T±
Aggressive behavior towards others	29.18	1.24	34.2	2.15	38.14	2.37
Aggressive behavior towards property	31.12	2.09	34.71	2.3	38.39	2.64
Dimensions	33.12	2.15	36.88	2.36	40.65	3.79
Total Scale	89.41	3.19	109.67	3.56	144.18	4.02

Table (7) and graphic form (1) indicating differences in the level of aggressive behavior (Low - Medium - High) between practitioners and non-practitioners in sports activities There are differences in the level of aggressive behavior I have sample research in the dimensions of the scale where the scale values in the low level I have sample research ranged between (29.18 to 33.12), while my research sample averaged between (34.20 to 36.88), while high-level values in aggressive behavior came on the three dimensions of the scale between (38.14 to 40.65).

Low-level values ranged from aggressive behavior on the scale (89.41) to medium (109.67), to high (144.18) .

*Figure (1)
Indication of differences in level of aggressive behavior (low - medium - high) between practitioners and non-practitioners in sports activities*



The researchers explain these findings that the variability of the research sample individuals in the three low, medium and high levels is due to the disparity in the self-aggressive behavior dimension where students prefer to use dangerous tools in play tighten hair in anger and rip his clothes off when fighting with colleagues, biting hands and self-harm by eating strange things, hitting the head in the wall, and preparing to throw himself out of a high place when he gets angry and erupted, and that's what turned out to be different levels in my search sample, As well as after aggressive behavior towards others where students destroy and destroy their personal belongings, tighten the hair of colleagues when they are angry, beat them for no apparent reason, push his colleagues in the morning line to fall to the ground, use sharp objects to assault others, beat his colleagues when they get on the bus, spit on others without reason, throw his colleagues while playing and seize the property of others, which I have a sample of different levels. as well as the apparent disparity in aggressive behavior towards property where students damage and sabotage class or school property, Writing and scratching on walls and on seats, manhandling furniture, leaving the water faucet open when drinking, cutting flowers when going out to the garden, damaging bus seats, walking on seats in the classroom, damaging classroom paintings, as evidenced by their willingness to vandalize and smash things in front of them, From the foregoing, the researchers consider that these causes led to this variability in the low, medium and high levels of aggressive behavior.

The researchers also believe that sports activities play a crucial role in shaping the level of aggressive behavior among primary school pupils in the East Education Department in Alexandria, where these findings confirmed that participation in sports activities helped to reduce the level of aggression and promote positive behavior among pupils.

The results of the study indicated that pupils participating in sports activities exhibit less aggressive behaviors than those not participating in sports activities where these activities promote teamwork, communication and positive

Presentation of the results of the second question:

Which states: Are there differences in the dimensions of aggressive behaviors between practitioners and non-practitioners in sports activities of primary school pupils in East Education Department in Alexandria?

Table (8)

Indicative of differences in aggressive behavior between practitioners and non-practitioners in sports activities In the dimension (aggressive behavior towards self) n = 200

Statistical connotations	Practitioners of sports activities		Non-practitioners of sports activities		P value for differences	Level of morale
	MEAN	S.T±	MEAN	S.T±		
First dimension Aggressive behavior towards self	80.5	4.1	91.3	5.3	36.45	0.00

social interaction, thereby reducing their level of motivation The increase in the number of pupils in classrooms would increase verbal aggression and aggression, which would create tensions within the classroom between the teacher and the pupils and between the pupils and each other.

These findings are consistent with the findings of the Jamal Hassan Mohammed (2011) (3) study, which found statistical differences between tribal and postgraduate measurements of aggressive behavior and its dimensions in the research sample.

These findings are also consistent with the findings of Abdul Latif Khalifa's study, Ahmed Al-Houli (2003) (10). The results of this study found that a marked increase in the prevalence of aggressive behavior among students varies the level of aggressive behaviour among students.

The results of this study are also consistent with those of Abu Ghada Sufyan. (2001) (20), Iqbal Ammar (2012), Esi El Hadi et al. & etall Issa Al-Hadi Hassan Abdel-Fattah (2017), Ahmad Abdel-Gawad, Fahmy Taalib (2006), Tatem Karim (2015), Ibrahim Attiya (2002) (24) There is a difference among pupils in the behavior of aggression during the physical education and sports class, the effectiveness of the use of motor activities and play therapy to modify aggressive behavior and the effectiveness in reducing aggressive behavior in the research sample, and that the share of physical and sports education contributes to reducing students' aggressive behavior.

In this regard, Nasreen Jamil Abdul Latif (2010) asserts that aggression in schools is one of the social problems constantly occurring among students in different school life situations School administrations are therefore confronted with many behavioral problems of a hostile nature among school students. Perhaps one of the reasons for these problems is the inadequacy of some students' cognitive abilities and their inability to perceive and interpret behavioral attitudes of their peers that are provocative with intent or inadvertence, as a result, there may be many hostile confrontations resulting in psychological and physical damage to several of them. (16: 9)

Table (8) and chart (5) indicative of differences in aggressive behaviors between practitioners and non-practitioners in sports activities in a distance (Self-aggressive behaviors) There are differences in aggressive behaviors between practitioners and non-practitioners of sports activities. The results have found a decrease in aggressive behaviors among practitioners from non-practitioners of sports activities among elementary pupils of the East Education Department of Alexandria Governorate.

Table (9)

Indicative of differences in aggressive behaviors between practitioners and non-practitioners in sports activities In the dimension (aggressive behaviors towards others) n = 200

Statistical connotations	Practitioners of sports activities		Non-practitioners of sports activities		P value for differences	Level of morale
	MEAN	S.T±	MEAN	S.T±		
Second dimension Aggressive behavior towards others	97.3	5.4	103.4	6.2	61.49	0.00

Table (9) and chart (5) indicative of differences in aggressive behaviors between practitioners and non-practitioners in sports activities in a distance (Aggressive behaviors towards others) There are differences in aggressive behaviors between practitioners and non-practitioners of sports activities. The results have found a decrease in aggressive behaviors among practitioners from non-practitioners of sports activities among elementary pupils of the East Education Department of Alexandria Governorate

Table (10)

Indicative of differences in aggressive behaviors between practitioners and non-practitioners in sports activities In the dimension (aggressive behaviors towards property) n = 200

Statistical connotations	Practitioners of sports activities		Non-practitioners of sports activities		P value for differences	Level of morale
	MEAN	S.T±	MEAN	S.T±		
Third dimension aggressive behaviour towards property	129.6	7.1	137.2	8.2	45.60	0.00

Table (10) and chart (5) indicative of differences in aggressive behaviors between practitioners and non-practitioners in sports activities in a distance (Aggressive behaviors towards property) There are differences in aggressive behaviors between practitioners and non-practitioners of sports activities. The results have found a decrease in aggressive behaviors among practitioners from non-practitioners of sports activities among elementary pupils of the East Education Department of Alexandria Governorate.

Table (11)

Indicative of differences in aggressive behaviors between practitioners and non-practitioners in sports activities In the dimension (total scale) n = 200

Statistical connotations	Practitioners of sports activities		Non-practitioners of sports activities		P value for differences	Level of morale
	MEAN	S.T±	MEAN	S.T±		
Total Scale	146.5	9.2	150.3	9.7	97.24	0.00

Table (11) and chart (5) of the differences in aggressive behaviors between practitioners and non-practitioners of sports activities in the total aggressive behaviors measure show differences in aggressive behaviors between practitioners and non-practitioners of sports activities. The results have found a decrease in aggressive behaviors among practitioners from non-practitioners of sports activities among pupils of the East Education Department of Alexandria.

The researchers attribute these findings to the extent to which sports activities affect aggressive behaviors on the research sample, which showed a discrepancy between practitioners and non-practitioners of sports activities in the dimensions and totality of aggressive behaviors in primary students.

In this regard, Nasreen Jamil Abdul Latif (2010) notes that the aggressive behaviors of pupils is linked to developmental characteristics and observe in some cases

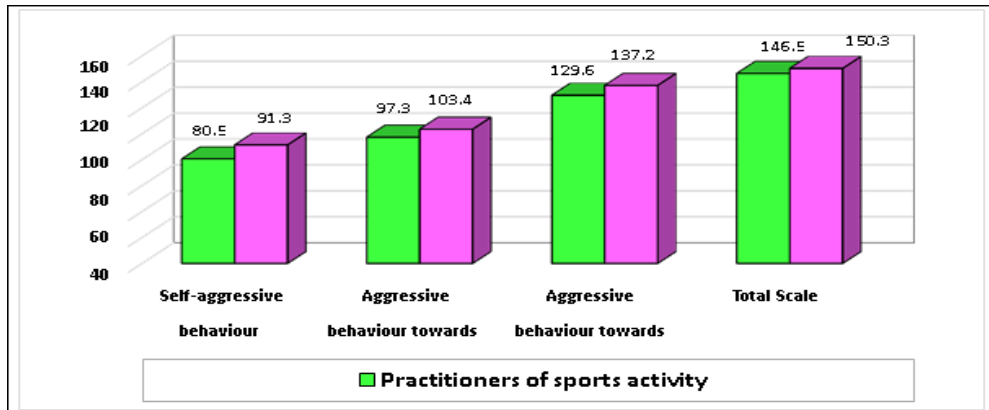
that the severity and frequency of aggressive behaviors is so striking in some pupils that they are above the acceptable threshold and such pupils' aggression may be compatible with other types of emotional and behavioral disorders, Or they constitute a distinctive manifestation of the emotional or behavioral disorder experienced by some pupils and these students' aggression may continue and worsen during subsequent stages of development to become a feature of their personalities, This calls for

intervention and trying to remedy this problem to help them get rid of these behavioral and aggressive disorders and emotions.(16;;21)

These findings and the findings of Abdul Latif Khalifa's study, Ahmed Al-Houli (2003) (10), Mi Hassan al-Gharbawi (2006), Ahmed Ibrahim el-Rufai, Fawaz Ayub al-Momani (2020) (1), Sansosti (2012) (30). The results of these studies found that there was a marked increase in the prevalence of aggressive behaviors among university students, varying levels of aggressive behaviors among

children at different age stages and indicated that the prevalence of aggressive behaviors after survey work on (100) A Syrian student in the school has reached 91.0%. This percentage is very high. The use of the interview method and the multi-component program has increased the student's career level in a statistically significant manner, and thus the positive impact on their aggressive behaviors. At the end of the study, the researcher presented practical applications that can be used and applied in future studies related to this subject.

Figure (2)
Indication of differences in dimensions and total sum of the measure of aggressive behavior between practitioners and non-practitioners in sports activities



Conclusions:

- Differences in the level of aggressive behavior I have in the search sample in all dimensions of the scale where the scale values in the low level I have in the search sample ranged between (29.18 to 33.12), while my research sample averaged between (34.20 to 36.88), while high-level values in aggressive behaviors came on the three dimensions of the scale between (38.14 to 40.65).
- There is a decrease in the dimensions of aggressive behaviors (aggressive behaviors towards oneself, aggressive behaviors towards others, aggressive behaviors towards property) as well as in the total aggressive behaviors of practitioners from non-practitioners of sports activities of elementary pupils of the East Education Department of Alexandria Governorate

Recommendations:

- Emphasize school management and sports education teachers the importance of involving primary school pupils in various sports activities in and out of school.

- Use the measure of aggressive behaviors in question to identify the level of aggressive behaviors of elementary students.
- Social workers and school management follow up students with highly aggressive behaviors in establishing controls that limit these uneven behaviors towards others and towards property within classrooms and school fences.
- Develop indicative programmers aimed at reducing the level of aggressive behaviors of primary school pupils.
- Researchers undertake further studies and research aimed at establishing the relationship between aggressive behaviors levels and certain psychological problems and behavioral disorders of primary pupils that affect completion rates, achievement, and educational excellence. Increasing the training to master the different offensive tactical lineups and formations in different situations in the match.

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