



Akademik Eğitim ve Sosyal Bilimler Dergisi (AJESS Journal)

A study of the effectiveness of physical education and sports classes in reducing school violence among middle school students : A field study at middle schools in Chlef

Hadjer Guemri, IEPS, University of Chlef, Algeria
Zohra BENALI, IEPS, University of Chlef, Algeria
Soufiane MAHI, IEPS, University of Chlef, Algeria
Mohamed BENGHALIA, IEPS, University of Chlef, Algeria
Aziz KHELLAFI, IEPS, University of Chlef, Algeria
Mohammed Kherroubi, IEPS, University of Chlef, Algeria
Abdellah IAMECHE, IEPS, University of Chlef, Algeria
Imed LATRACHE, IEPS, University of Setif2, Algeria
Mansour BENLAKEHAL, IEPS, University of Mostaganem, Algeria
Maamar Badreddine BENSADA, IEPS, University of Chlef, Algeria
Djamel Bourzama, IEPS, University of Chlef, Algeria

Corresponding author: Dr. Soufiane MAHI, s.mahi@univ-chlef.dz

Article History

Received: 25/06/2026; Accepted: 30/07/2026; Published: 05/09/2026

Abstract

The study aims to identify the role played by the physical education and sports class in reducing school violence among middle school students in Chlef. The study was conducted on a sample that included fourth-year average students who practiced the physical education and sports class at the level of all middle schools in the municipality of Chlef, numbering 519 students distributed over 5 average schools, and to collect data for the study and verify its objectives, the descriptive approach was used, using a questionnaire tool and distributing it to middle school students. After collecting and studying the data using frequencies and percentages, it was concluded that physical education and sports have an effective role in reducing school violence among middle school students

Keywords: school violence/physical: education and sports class

1- Introduction :

Physical activity, in its modern form as taught through physical education classes within educational institutions, is a vital field of education. It serves as a cornerstone for individuals in their daily lives, enabling them to become well-rounded individuals equipped with experiences, skills, and the ability to become integral members of their communities, keeping pace with the development and growth of their social environment. Practicing sports through physical education classes holds fundamental value in an individual's life due to the physical, psychological, social, and educational benefits it offers. Physically, it strengthens and invigorates muscles. Mentally, it helps develop intellectual and emotional abilities, and it protects individuals from psychological complexes that often cause difficulties and disorders. Socially, it provides individuals with opportunities to interact with others, leading to the formation of close relationships such as friendship, camaraderie, and love. Educationally, it leads to the acquisition of new motor skills and knowledge, as well as the development of positive behaviors and attitudes. Integrating sports activities into various educational stages through physical education classes has a significant impact on all students, particularly those in middle school, which marks the beginning of adolescence. Students exhibit violent behavior due to the disturbances and pressures they experience, which keep them in a state of psychological conflict throughout their adolescence. This is compounded by the school environment, frustration, and academic pressures that limit their social activities and lead to anxiety, tension, and

nervousness. They then resort to defiant behaviors, such as hitting their classmates or vandalizing school property—what is known as school violence. Alan Bowie defines it as any behavior or action by a student within the school, whether physical or symbolic, aimed at causing harm or damage to school property (ALAIN, 2010, p. 9).

This behavioral phenomenon is widespread in both developed and developing educational institutions. It is therefore not surprising that 80 countries addressed this problem at an international conference sponsored by the French Ministry of Education in Paris in cooperation with UNESCO in March 2001. Scientifically, the United States tops the list of countries where school violence is prevalent.

The American Psychological Association also concluded, through its statistics in 2001, that teachers are surrounded by violence and cruelty, and that three million cases of violence occur in schools in one year, which is equivalent to 16,000 cases of violence per day (Bouabderrahmane, 2003/2004).

As for the World Health Organization and the Regional Observatory in Constantine, in 2002, a joint study between them on a random sample of students, estimated at 1,941 students in 20 institutions in the state of Constantine (Jamouai, 2004/2005, page 17).

The sudden changes that adolescents undergo during this stage, particularly physiological, mental, morphological, and social changes, can negatively impact their well-being. This creates conflict between them and others, starting with the family, which may over-monitor and interfere in their private affairs, leading to aggressive behavior. Adolescents constantly strive to fulfill their desires by any means, whether legitimate or illegitimate. If they encounter obstacles, they rebel against everyone, exhibiting various undesirable behaviors. Aggressive behavior is perhaps one of the most significant of these negative actions, serving as an outward expression of repressed aggressive feelings. This research aims to demonstrate the relationship between physical education classes and their impact on reducing school violence among students and between students and teachers. It also explores whether physical education classes influence violent behavior among middle school students. Therefore, we chose to conduct this study under the overarching title: "The Role of Physical Education Classes in Reducing School Violence Among Middle School Students."

2 - The problem

Children and adolescents, during their formative years, need excitement, adventure, a sense of belonging, and an outlet for their energy and love of activity. This can only be achieved through purposeful sports activities, which is precisely what physical education classes provide.)World Health Organization (WHO). (2020).

With the proliferation of satellite dishes and the dominance of violent foreign films on television screens, children have developed a desire to imitate these portrayals. This, coupled with the violence that has affected many families and the resulting psychological disturbances such as a desire for revenge and the use of violence to relieve stress and psychological and social pressures (Abdul Sattar Ibrahim, 1998), contributes to the rise of school violence. Students now engage in verbal abuse, using hurtful words, insults, and profanity, which can escalate to physical violence against teachers or classmates (Muhammad Hassan Alawi, 2002).

In this context, studies confirm that physical activity and sports help modify behavior and release negative emotions. They also contribute to developing a spirit of cooperation and respect for rules within the school environment (Amin Anwar Al-Khouli, 1996). Therefore, physical education and sports are among the most important educational subjects that effectively contribute to achieving the psychological and social balance of the student and reducing aggressive behavior (Hassan El-Sayed Moawad, 2005).

However, with the escalation of school violence, educational institutions have recorded a significant increase in cases of assault and violence among students, making this phenomenon a real threat to both the school and society (Algerian Ministry of National Education, 2022). Hence, the need arose to search for preventative educational methods, especially since physical education and sports classes are a direct educational space for interaction between teacher and student, providing educational and athletic activities that address both body and mind, particularly during adolescence, which is considered one of the most sensitive stages (Amin Anwar El-Khouli, 1996). This led us to pose the following question:

Does physical education play a role in reducing school violence among middle school students?

Under this umbrella fall other sub-questions, namely:

3- Sub-questions:

- Does physical education contribute to reducing verbal aggression among middle school students?
- Does physical education contribute to reducing physical aggression among middle school students?
- Does physical education contribute to strengthening relationships between students and their peers and community in middle school?

4- Hypotheses:

General Hypothesis:

- Physical education plays an important role in reducing school violence among middle school students.

5- Sub-hypotheses:

Physical education classes contribute to reducing verbal aggression among middle school students.

Physical education classes contribute to reducing physical aggression among middle school students.

Physical education classes play an effective role in strengthening relationships among students and between students and teachers in middle school.

6-Importance of the Study:

Physical education and sports classes play a vital role in the educational system by equipping students with skills and positive attitudes in developing relationships with their peers. Physical activity also serves as a preventative measure against behavioral problems among students. Therefore, the importance of our study is evident in two main aspects:

First: A practical, field-based aspect: Physical education classes provide students with an opportunity to play and have fun. All of this allows them to escape their problems. Instead of becoming angry and lashing out at their classmates or teachers, even resorting to physical violence, they release these pent-up emotions through various sports activities.

Second: A scientific aspect: Physical education and sports are an official subject within the general curriculum of the educational system. It is the subject that has the greatest direct and indirect impact on other academic subjects.

7-Study Objectives:

The current research aims to:

- Determine the impact of physical education and sports classes on building a healthy and balanced personality among middle school students.
- Highlight the significant importance of physical education and sports classes in middle school in reducing school violence among students.
- Provide an overview of adolescence and its impact on the formation of an individual's personality.

7- Reasons for Choosing the Topic:

- The prevalence of school violence in educational institutions.
- The psychological problems suffered by students, characterized by deviant and aggressive behavior.
- The lack of appropriate emphasis placed on physical education and sports classes in schools.
- The limited reliance on psychological aspects in teaching.

8-Previous and similar studies:

8-1-First study:

A study by Mrabti Amhamed, Madani Bouziane, and Zenati Mohamed (2006/2007) measuring the dimensions of sports aggression, including violence, and comparing them among third-cycle students aged 13-15 years. It aimed to measure the degree of dimensions of sports aggression behavior among students, including violence, and to determine the dimensions of aggressive behavior in this group, and to compare the dimensions of sports aggression behavior between states. It concluded that third-cycle students are not characterized by sports aggression behavior during physical education and sports activities, and that there are statistically significant differences between states for the dimensions of the sports aggression behavior scales (Amhamed, 2006/2007).

8-2- The second study:

A study by Bejaoui Dragi, Karkaden Abdelhak and Afron Mahana 2003/2004 on the role of team sports in refining aggressive behaviors among third-stage students aged 12/15 years, which addressed the phenomenon of school violence as part of it, which aims to highlight the role of team sports in building the adolescent's personality and highlight the importance of the adolescent stage and the changes that occur to it in building the individual's personality and highlighting the seriousness of violence and the dangers that it can cause to the individual and society (Mahana, 2003/2004).

9-Defining concepts and terminology

1- Definition of Physical Education and Sports:

Technically:

Robert Boban defines physical education as those selected physical activities designed to meet the individual's physical, mental, psychological, and motor needs, with the aim of achieving the individual's holistic development (Fahmy, 1986, p. 189).

Operational Definition:

It is the part of general education that relies on selected physical activities designed to meet the individual's physical, mental, and motor needs, with the aim of achieving the individual's holistic development through physical activity.

-2- School violence:

In terminology: It is the behavior that uses physical, verbal, physical, or verbal abuse in the confrontational field" (Khalil, 1995, page 281)

Operational definition: A behavior or act committed by a party, whether an individual or a group, that causes physical, moral, or psychological harm, and may be verbal, physical, or through the use of an instrument. Violence is a sign of imbalance, whether resulting from provocation, incitement, haste, or a weak argument.

-3- Definition of Adolescence :

Linguistically: It came in Lisan al-Arab by Ibn Manzur, "The boy reached puberty, so he is a teenager, and the boy is nearing puberty, and the teenager is the boy who is nearing puberty, and it is said a girl is nearing puberty and a boy is nearing puberty, and that is the one who is ten to eleven years old" (Manzur, 1997, page 566).

Technically It is a descriptive term applied to an individual who is emotionally, physically, and mentally immature, progressing from puberty to adulthood and then to manhood. The word "adolescence" is derived from a Latin verb meaning the gradual progression towards physical, emotional, sexual, and mental maturity. Herein lies the difference between the word "adolescence" and the word "puberty," the latter being limited to one aspect of development, namely

the sexual aspect. Puberty can be defined as the maturation of the reproductive glands and the acquisition of new sexual characteristics, transitioning the child from childhood to the beginning of maturity. (Abdo, 1964, pp. 41-42)

Operational Definition: Adolescence is a transitional stage from childhood to manhood, beginning with puberty and ending with adulthood, accompanied by physical, mental, and emotional changes.

10- Methodological procedures:

10-1-The approach followed:

To achieve the study's objectives, the descriptive approach was followed, which relies on collecting, analyzing, and interpreting facts to derive their significance based on defining the problem.

10-2-Research Sample:

The research sample included fourth-year middle school students who participated in physical education and sports classes at all middle schools in the municipality of Chlef, totaling 519 students distributed across 5 middle schools. To ensure the selected sample had more accurate and objective results, 28.90% of the total population of the research community was taken, resulting in (150) students divided among the middle schools.

3- Study Tools:

To test the hypotheses proposed in this research and to determine the extent to which they were achieved, and based on its objectives, a questionnaire was used as a tool. It was distributed across various schools.

4- Spatial and Temporal Scope:

- Human Scope:

Our research sample consists of 150 students.

- Temporal Scope:

Our research was conducted between February and May of this year.

Fieldwork took place throughout the period beginning in early March 2023. This involved preparing the questionnaire, presenting it to the supervising professor and a panel of expert reviewers, finalizing the questionnaire, and then conducting the fieldwork on April 5, 2023. Data collection, processing, and analysis were carried out to draw conclusions and discuss the findings. This process took place from the second week of April until early May

Spatial Scope:

The field study was conducted at the following middle schools:

Al-Salam Middle School, November 1st Middle School, Saleh Ben Saidi Middle School, Belhamri El-Hadj Middle School, and Houari Ben Aroush Middle School.

11- Statistical Analysis:

To obtain scientifically reliable results, we used statistical methods in our research. This is because statistics is the true means and tool upon which the results are based, and accordingly, we used percentages and frequencies.

12- Analysis and discussion of results:

12- Analysis and discussion of results:

12-1- First axis: Question number 01: Do you resolve verbal conflicts that may occur between some students within the school?

Percentage	Frequencies	categories
82.66%	124	yes
17.33%	26	no
100%	150	total

Table 01: Represents the percentage of students who resolve verbal conflicts that may occur in school .

Analys table number 01 : From our reading of Table (1) it becomes clear that 82.66% of students resolve verbal conflicts that occur between students within the school, while 17.33% indicate the opposite.

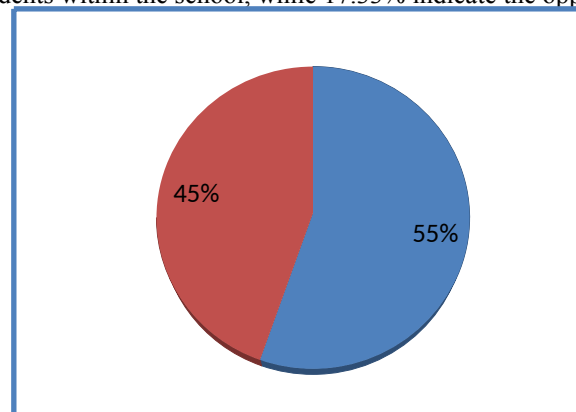


Figure 1: Shows a relative circle of students and their ability to resolve verbal conflicts.

Conclusion: From the table and Figure 1, it is clear that most students resolve verbal conflicts that occur within the school. This is due to the objective of physical education and sports classes, which is to develop good morals among students.

Question number 02: Does physical education and sports classes help you reduce offensive language within the school?

Percentage	Frequencies	categories
85.33 %	128	yes
14.66 %	22	no
100%	150	total

Table 2: This table shows the percentage of students who benefit from physical education classes in reducing their use of bad language at school, and the opposite.

Analysis table number 02 : The table shows that 85.33% of students benefit from physical education classes in reducing their use of bad language, while 14.66% of students do not benefit from these classes.

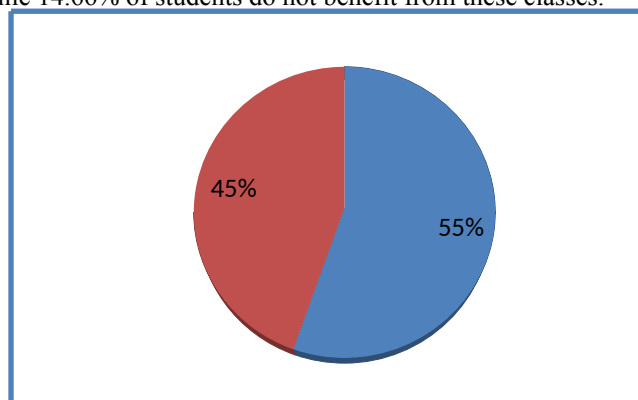


Figure 2: Shows a pie chart representing the percentage of students who benefit from physical education classes in reducing their use of bad language.

Conclusion: From the table and graph 2, it is clear that most students benefit from physical education classes in reducing their use of bad language at school. In our opinion, this is due to the significant importance of these classes for students.

12-2-Second Topic:

11-2-1-Third Question: Do you break things you come across when you are angry?

Percentage	Frequencies	categories
22%	33	yes
78%	117	no
100%	150	total

Table (03): Represents the percentage of students who become angry and their reactions to the things they encounter.

Analysis: We observe from Table (3) that 22% of students break things they encounter when angry, while 78% of students do not .

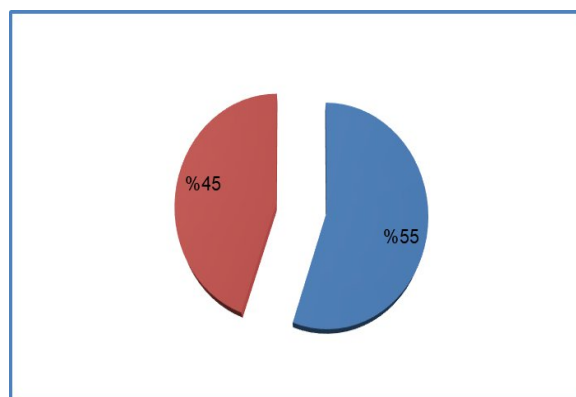


Figure (3): Shows a pie chart showing the percentage of students who break things when angry.

Conclusion: From Table and Figure 0(3), it is clear that most students who participate in physical education classes do not break things they encounter, even when angry. This is due to the role that physical education classes play in teaching students patience and how to control their anger in the most difficult situations.

12-2-2-Question number Four: After you have participated in a physical education and sports class, do you no longer have any feelings of revenge or want to hit someone?

Percentage	Frequencies	categories
55.33%	83	yes
44.66%	67	no
100%	150	total

Table No. (04): Shows the percentage of students who retain the urge to take revenge on their classmates and those who do not.

Analysis: From Table Number (04) we observe that 55.66% of students do not retain any feeling of revenge or want to hit someone after the lesson ends, while 44.66% of students say the opposite

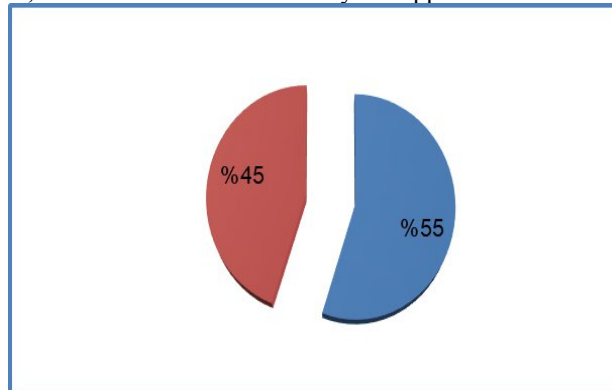


Figure (04): Represents a relative circle of students who still harbor feelings of revenge against their classmates.

Conclusion: It is clear that most students no longer have any motivation to seek revenge or harm anyone after the physical education class. This indicates that sports are a competition, not an act of hostility.

12-3-Third Topic:

12-3-1-Fifth Question: Does physical education and sports classes teach you how to interact with teachers at school?

Percentage	Frequencies	categories
82.66%	124	yes
17.33%	26	no
100%	150	total

Table N. (05): Shows the percentage of students who learn from the physical education and sports class how to deal with their teachers during the class.

Analysis: From Table (05), we note that 82.66% of students learn from the physical education and sports class how to deal with their teachers within the school, while 17.33% of students do not.

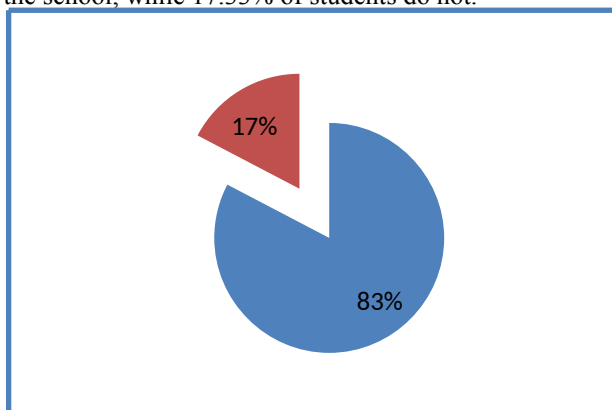


Figure (5): Represents a pie chart showing the proportion of students and their learning during the lesson, as well as their interaction with teachers.

Conclusion: From the table and graph, we conclude that most students learn significantly from the physical education lesson and their interaction with teachers. Therefore, it can be said that the physical education lesson positively impacts student behavior.

12-3-2-Question Six: Does physical education and sports class teach you how to deal with every situation that brings you together with a classmate or teacher in a spirit of acceptance and tolerance?

Percentage	Frequencies	categories
85.33 %	128	yes
14.66 %	22	no
100%	150	total

Table (6): Represents the percentage of students who learn from physical education and sports classes how to handle situations.

Analysis: We observe from Table (6) that 85.33% of students learn from physical education and sports classes how to handle situations involving a classmate or teacher with a spirit of acceptance and tolerance, while 14.66% of students do not learn this

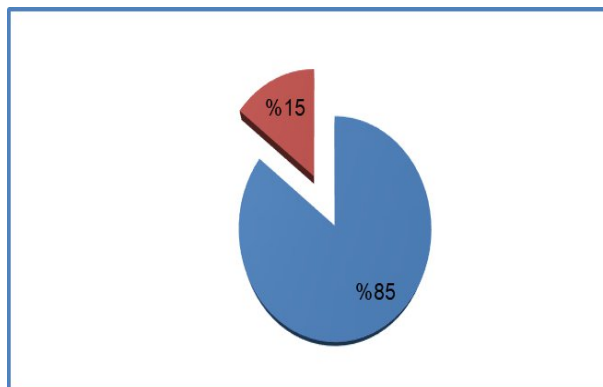


Figure (6): Represents a pie chart showing the students' relative abilities and their learning to handle various situations

Conclusion: We observe that most students, to a large extent, learn through physical education classes how to deal with each situation involving a classmate or teacher with a spirit of acceptance and tolerance. In our opinion, this is due to the diverse situations students encounter in class and how they learn to resolve problems that arise during the lesson.

2- Discussion of Study Results:

13-1- Testing the Hypotheses:

13-1-1- Testing the First Sub-Hypothesis:

Physical education and sports classes contribute to reducing verbal aggression among middle school students. Through this hypothesis, we attempt to determine the extent to which physical education and sports classes are important in reducing verbal aggression among middle school students. The results obtained are discussed to confirm the validity of the hypothesis:

As an example, this is what the students confirmed through their answers to question (01), where 82.66% of the students resolve verbal conflicts that may occur between students at school. As for question (02), which was more direct, 85.33% of the students confirmed that physical education and sports classes help them get rid of some verbal aggression and bad language within the school. Thus, the first hypothesis was confirmed.

1-2-Verification of the second sub-hypothesis:

- Physical education and sports classes contribute to reducing physical aggression among middle school students. This was verified through the analysis of the results of the questionnaire in the second section, as observed in the students' answers to question (3): Do you break things you encounter when you are angry? 78% of the students answered no. In question (4): After the class ends, do you have no feelings of revenge towards anyone? 55.33% of them answered yes, no feelings of revenge remain. Therefore, it does not generate aggression and violence among students, which is evidence of the importance of this class for students. Hence, the second hypothesis is confirmed.

-1-3-Verification of the third sub-hypothesis:

- Physical education and sports classes play an effective role in strengthening relationships between students, their peers, and the teaching staff in middle school. This was verified through the analysis of the questionnaire results in the second section, specifically question (5), where 82.66% of students stated that the class teaches them how to interact with teachers within the school. As for the final question, which was presented directly, 85.33% of students answered that physical education and sports classes teach them how to deal with any situation involving a peer or teacher with a spirit of acceptance and tolerance. Thus, the third hypothesis was verified.

- Conclusion

Through the study we conducted in this research, we attempted to demonstrate the positive changes in adolescent behavior during physical activity. The main conclusion we drew, based on the applied study using questionnaires, and after analyzing and summarizing the results, was that adolescents go through one of the most challenging phases of their lives. They experience social changes and psychological disturbances due to the physiological changes they undergo during this stage, sometimes leading to internal conflict. Therefore, they need physical activities that help achieve psychological balance and develop their physical attributes simultaneously.

Consistent and regular participation in physical education classes has a significant impact on adolescents because there is a harmony between the physical and psychological aspects. Considering the human being as a psychological unit, psychologists recommend the inclusion of physical activities in educational institutions because they invigorate the body, calm the mind, help individuals overcome isolation, and build self-confidence. In short, they play a major role in shaping personality.

References:

- World Health Organization (WHO). (2020). *WHO Guidelines on Physical Activity and Sedentary*
- Abu al-Fadl Jamal al-Din Ibn Manzur. (1997). *Lisan al-Arab*. Lebanon: Dar al-Tiba'a wa al-Nashr.
- Ahmad Khalil. (1995). *Mu'jam al-Mustalahat al-Ijtima'iyya*. Beirut: Dar al-Fikr al-Lubnani, 1st edition
- Bajawi Daraji, Karkaden Abdelhak, and Afrun Mahana (2003/2004). *The Role of Team Sports in Refining Aggressive Behaviors among Third-Cycle Students (Grades 12-15)*.
- Belarbi Jamou'i (2004/2005). *Violence in the School Environment*. University of Zarqala: Master's Thesis, Faculty of Arts and Humanities, Department of Psychology and Educational Sciences.
- Hassan Muawad Kamal Saleh Abdo (1964). *Foundations of Physical Education*. Egypt: Anglo-Egyptian Library.
- Ali bin Bouabderrahmane (2003/2004). *Violence in Secondary Schools from the Perspective of Teachers and Students*. Kingdom of Saudi Arabia, NASA Security Sciences University: Published Master's Thesis in Psychological Cognition.
- Mrabti Amhamed, Madani Bouziane, and Zenati Amhamed (2006/2007). *Measuring the dimensions of sports aggression, including violence, and comparing them among third-cycle students aged 13-15*.
- Mustafa Fahmy (1986). *Psychology of Childhood and Adolescence*. Egypt: Dar Al-Maaref Al-Jadeeda.
- Bauer ALAIN (2010). *Mission sur les violences en milieu scolaire; les sanction et la phase dr la famaille*. Paris.