



Khader, A.; Borrego-Balsalobre, F.-J.; Díaz-Suárez, A.; Morales-Baños, V. (2024). Sports as a preventing/encouraging factor for reduction of violence in schools. *Journal of Sport and Health Research*. 16(3): 453-468. <https://doi.org/10.58727/jshr.104467>

Original

EL DEPORTE COMO FACTOR PREVENTIVO/ESTIMULADOR PARA LA REDUCCIÓN DE LA VIOLENCIA EN LAS ESCUELAS

SPORTS AS A PREVENTING/ENCOURAGING FACTOR FOR REDUCTION OF VIOLENCE IN SCHOOLS

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*Edited by: D.A.A. Scientific Section
Martos (Spain)*



Received: 08/02/2024
Accepted: 21/02/2024



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RESUMEN

Este estudio tuvo como objetivo identificar el impacto del deporte como un factor de prevención/incentivo para reducir la violencia en las escuelas de la región de Jerusalén Este desde el punto de vista de los docentes, así como mostrar el papel de las clases de educación física en la reducción de la violencia tanto entre alumnos como entre profesores y alumnos. Para lograr el objetivo del estudio, se seleccionó a una muestra de (24) docentes a los que se les realizó una serie de preguntas directas relacionadas con la temática del mismo. El investigador utilizó el método descriptivo, referenciando a la literatura anterior existente sobre el tema para ilustrar los antecedentes teóricos del estudio. También se utilizó la herramienta de entrevista y análisis estadístico. Los resultados sugieren que la clase de educación física contribuye de forma efectiva a mejorar el rendimiento de los alumnos. Cuando los estudiantes realizan actividades deportivas, les ayuda a deshacerse de la presión y el estrés del estudio y aliviar su fatiga, y a través de la clase de educación física, descargan todas las cargas negativas y la energía acumulada como resultado de la presión de la familia y la escuela por igual, contribuyendo a una mejora del clima en las aulas.

Palabras clave: Actividad Física, Educación, Maltrato Escolar, Acoso Escolar

ABSTRACT

This study aimed to identify the impact of sports as a prevention/encouragement factor for reducing violence in schools in the East Jerusalem region from the point of view of teachers, as well as this study also showed the role of physical education classes in reducing violence between students as well as between teachers and students. To achieve the goal of the study was conducted on a sample of (24) teachers through direct questions related to the subject matter of the study. In this study, the researcher used the descriptive method, where reference to the previous literature on the subject to illustrate the theoretical background of the study. The interview and statistical analysis tool was also used. The results suggest that the physical education class effectively contributes to improving students' performance. When students engage in sports activities, it helps them get rid of the pressure and stress of studying and relieve its fatigue, and through the physical education class, they unload all negative charges and pent-up energy as a result of the pressure of the family and the school alike, contributing to an improvement of the climate in the classrooms.

Keywords: Physical Activity, Education, School Abuse, Bullying



INTRODUCTION

The school is the mirror of the external community. Students may come to the school with aggressive and violent behaviours, and the reason for this may be the socialization in the community, which is considered violent. The violence is not controlled or stopped as many pupils are personally exposed to verbal and physical violence towards themselves or their friends and live under cover of extreme violence directed at them from violent pupils at school, which includes extortion, abuse...etc (Astor et al., 1999).

The situation in schools has become intolerable, and the concern here is to eliminate and control violence by providing sports programs that may affect student's behaviour positively. The global interest in the phenomenon of violence, whether at the state level, researchers, behavioural and educational workers or at the level of institutions and NGOs has recently begun to increase as a result of the development of psychological and social awareness of the importance of childhood and the need to provide the appropriate psychological and educational environment for the physical and social development of children, given the clear impact it has on the personality of the child in the future, in addition to the drafting of global conventions on human rights and children in particular and the need to protect them from all forms of abuse, exploitation and violence that they are exposed to them in times of peace and war (Bauman, 2002).

The emergence of the phenomenon of violence and its steadily increasing within schools in our society raises the alarm to indicate a further deterioration in the relationship between the student and the educational staff or between students and each other, and thus between youth and future leaders (Regey et al. 2014). From this perspective, following to United Nations Educational, Scientific and Cultural Organization (2019), the phenomenon of school violence can be divided into five axes: Teachers towards students, Students towards teachers, Students towards each other, The teachers are also in front of the students and Parents towards teachers.

Study problem

Physical education is one of the academic subjects that plays an important role in the development of the student's personality because of its characteristics

that help satisfy his different needs, desires and tendencies, whether psychological, kinetic, emotional or physical, as it contributes to reducing the psychological frustration that he may suffer from as a result of the various changes that accompany This sensitive stage, and this frustration and pressure that generates the student's desire to defend himself, and shows him violent aggressive behaviours, as well as social, economic and political conditions, frustration and blind imitation of some societies, as well as the direct and important influence of various media (Olweus, 1997).

Violence between students is not limited to the family and the social environment, but goes beyond the school environment that originally existed in order to reduce and reduce various aggressive behaviours, as violence and all its forms have taken large and dangerous dimensions, especially in recent times in various educational and educational institutions, and for this reason I tried to know the effectiveness of playing and physical activity during the physical education and sports class as an educational method in reducing school violence among students, taking into account the practice of various physical activities. During this class, a wide area of emptying the pent-up, emptying excess energy and greater expression of the body may also be a solution and a form to transform these violent behaviours into positive behaviours such as tolerance, love of others and weaving of social bonds that will create vitality within the school.

School violence

For many years there has been no reference to behaviours such as threat, harassment, cursing and damaging student property, which are now viewed as violent behaviour. In recent years, the distinction has been made between behaviours that fall under the definition of "school violence" and behaviours that fall under the definition of "school violence." By the first definition, these are violent phenomena that originate from out-of-school events, and the school only serves as a place where they are put into practice. By contrast, the second definition refers to the school as a social setting that contains a large number of people, and thus behaviours that lead to violence develop. This distinction has many implications for the treatment of violence in general and the responsibility of educators to play this



particular role. Today, the term "school violence" is used as a "term" that encompasses a variety of behaviours in various degrees of severity and from different factors. These include abusive behaviours of students towards students, of students towards school staff, of school staff towards students as well as of out-of-school (e.g. parents) towards students or toward school officials. The term also includes physical, emotional, verbal and social factors. Therefore, it is agreed that the term "school violence" can be seen as a general and very broad definition of non-social behaviour, including criminal behaviour, which impedes development and learning and harms the school climate (Jablon, 2011).

In Western society and the education systems that exist in the various countries, the fundamental right of every child and girl to personal security and sense of protection, to protect the body, mental health and property from any injury. However, during their time at school, the children experience various phenomena of friction, bullying, brawling, beatings and, in extreme cases, terrible or even cold or hot weapons. In the education system, as in society as a whole, these phenomena are concerned and operate in different programs to create a safer environment and climate for them and the adults. The phenomenon of school violence means anti-social behaviours, from bullying to assault. The educational staff and parents face me.

It is not a simple challenge to try to protect the children and help them cope with the violence. They face value dilemmas, as the messages by which they strive to educate their children are inconsistent with existing reality, and they feel helpless. Also, the parents themselves or the parents and the educators sometimes disagree about the reality, and the child receives conflicting messages, which confuse him and make it difficult for him to deal with the situation. To create an educational climate that promotes children's needs, develops life skills to deal more effectively with the environment, and prevents the development of a violent society, the education system is committed to addressing the issue of violence within the curriculum and helping children cope with the violent events occurring at school, in the family and their environment (Reuveni, 2011).

Each and every one of the school children has the ability to influence, prevent, enlist and help if they

encounter a violent act. The Ministry of Education believes that an overall social concept, encompassing the environment of children in general and in school in particular, will allow for a new society in which awareness, sensitivity and value commitment will encourage tolerance, caring, consideration, kindness and create a shared lifestyle based on equality, mutual respect. The interpersonal and educator relationship to life in a more values-driven, engaged and pleasant society. The Ministry of Education in the various countries has placed the fight against violence and the design of an optimal educational climate as one of the main goals that should guide and focus its work. The bulk of the work is in explaining and preventing future violence among children by building regulations while dealing with violence in educational institutions (Ministry of Education, 2018).

The role of sport in reducing school violence

The concepts of physical education have multiplied among researchers, where physical education is defined as practical. Pedagogical aimed at improving human performance through a medium, is the physical activities chosen to achieve. That is, some believe that physical and sports education is synonymous with changes such as exercise, games or sports competitions and that the evaluation of these components in the physical and sports education program depends on the fact that these programs are organized and spontaneous competitive and non-competitive compulsory and optional, within and outside the field of employment and other variables hence it can be said that physical education is:

"It is the process by which the individual acquires the best physical, mental, social and fitness skills through physical activity" (Zaghloul, 2002).

Peter Arnold mentioned a definition of physical education, which he sees as "the integral part of the educational process that enriches and reconciles the physical, mental, social and emotional aspects of an individual's personality mainly through direct activity" (Al-Kholi, 2001).

Hence, physical education is not limited to a single concept, but its concepts are multiplied among many researchers, each of whom gave its own opinion, but they agree on one content that physical education



works to create and shape the individual in all physical, social, emotional or mental journals through physical activity in order to be a good citizen serving his country.

The physical and sports education course plays an important role in reducing the unwanted behaviours of the student in adolescence and this is due to the teacher's style and methods of dealing with students (González, 2020).

The student goes through progressive stages in physical, psychological and mental development, and there are some different types of physical sports, each requiring skills different from the other and away from simple types of sports, such as running or walking and other simple physical activities, you must know how to guide students to exercise appropriate to their age and appropriate to their wishes and appropriate to their mental or physical abilities (López, 2021).

The scholars also determine the age of eight to the ninth to start a specialized sports activity determined by the teacher, as the scientists' point to the need to diversify the different sports of the student and not force him to force him to a certain type of sport or determine the type of activities and skills specified and force him to perform better in them. And learn students in the lower stage through group games "especially" perseverance, cooperation and diligence to reach the goal and not despair at losing and start again to win, and work to repeat the win after the happiness of the first win.

As the group games protect them from autism and early schizophrenia and not leave the student to his wide imagination instead of imagining something that scares him and worries him remembers his competition with his friends and how his day was full of activity (Taha, 2012).

Scientists are advised in the period of the minimum basic stage to train the nervous system of the student and to present sports as an attractive method such as jumping, climbing and sports that require fitness and balance, and movements to be the position of the body.

In the growth phase, it should focus on the fitness of the periodic and respiratory system and work to

activate both of them and practice the necessary sports for it continuously as well as endurance activities such as the sport of "running, swimming and diving" and with the end of the stage of growth and the beginning of puberty the focus is on muscle strength and high endurance activities such as weightlifting and athletics. At this stage the child is trained in tools and exercise such as badminton, holding a bat, jumping moves, or throwing a ball (Rigby, 2000).

As for the end of the stage of growth and the beginning of puberty, which begins at the thirteenth of the student's age and ends at the fifteenth, it is the stage in which the student can practice all kinds of sports because of the summit of activity and his willingness to practice all kinds of activities, opening the door for him to exercise sports as he pleases, but under the supervision of the teacher so as not to strain himself too much, which may affect the student's heart system (Agamben, 2007).

Study questions

The practice of physical activities and sports during the physical education class may contribute to reducing and reducing the phenomenon of school violence, so we ask the following question, which will be the beginning and prelude to the studies: Does the physical and sports education class play a role in reducing school violence among school children? Under the cover of this question are other sub-questions. Does the physical and sports education class play a role in reducing school violence among students? How does sport improve student relations? What is the role of a sports education teacher in reducing violence in school? Are there plans at the Ministry of Education to activate sports education classes in order to reduce violence among students?

Objective of the study

This research aims to:

1. Knowing the effect of the physical education class on building a balanced personality among school children. At the same time, show the great importance that the physical and sports education quota acquires in reducing the phenomenon of school violence among pupils.



2. Giving a look at adolescence and the extent to which it affects the formation of the personality of the individual. Attempt to get students' attention to direct their research on the psychological effects of physical education and sports class.
3. Clarify the phenomenon of school violence in educational institutions. Trying to highlight some of the psychological problems suffered by the student and the role of physical and sports education in reducing them.
4. Giving the proper importance of the physical and sports education class in schools.
5. Enriching the library with research related to this field.

METHODS

Procedures

The study was a qualitative study, which will follow sixth – ninth grades in two middle schools, one for boys and the other one for girls, located in East Jerusalem, throughout an entire semester of the school year. The study examined school violence with the help of the research tools.

The classes that participated in the study were divided into 2 groups: a group of classes that hadn't physical education classes, a group of classes that had physical education classes consisting of two physical education classes per week, and a group of classes in which physical education classes consisted of four classes per week. The study examined the changes in student's violence according to the extent of the weekly physical education classes and tried to link the two variables. The dependent variable was the extent of violence in the classroom and the independent variable was the number of physical education classes in the classroom. Also, gender appeared as an independent variable in the study.

Sample

Group A: The study included 12 teachers teaching in the boy's middle school. 80% of them were male and 20% female. All the participants were aged 30 – 50 years old and lived in East Jerusalem. Everyone in the group had at least a bachelor's education degree and a teaching certificate for post-primary school education. Some are class educators, and some were professional teachers. All of them had at least 4

years' experience in teaching. All belong to the Arab sector and the teaching language was Arabic. All the participants worked under the Ministry of Education of Israel implementing Palestinian curriculum.

Group B: The study included 12 teachers teaching in the girl's middle school. 100% of them were female all in the age group of 30 – 50 years old and live in East Jerusalem. Everyone in the group had at least a bachelor's education degree and a teaching certificate for post-primary school education. Some were class educators, and some are professional teachers. All of them have at least 4 years' experience in teaching. All belong to the Arab sector and the teaching language was Arabic. All the participants worked under the Ministry of Education of Israel implementing Palestinian curriculum.

Study tools

A. Semi-open structured interview. All teachers were interviewed before semester study begins, at the end of August, before the beginning of the school year, during that the study, were conducted gathering of the demographic information from the teachers. Later that the teachers were asked about their experience in teaching, about the violence in the school, the strategies that they use to address the violence issues in the classroom and their effectiveness during their employment at the school. At the end of the semester, the teachers undergone a similar interview. In addition to the repeated questions, they were asked if they have seen any difference in student's violence behaviour after the semester and what they thought about the reasons for that change.

B. Collection of information from documentation and analysis of the information. Starting from the first week of the semester in which the study was being conducted, teachers participating in the study were asked to fill out a weekly coordinating table, in which they reported the incidents of violence that have occurred in the classroom, sorting out the different types of violence. The researcher collected the reports and classified them according to the class groups, those who did not have physical education classes, those who had two physical education classes per week and those who had four physical education classes per week.

Data processing method

Data analysis in qualitative research is an analytical process, with intuitive foundations, aimed to give an



interpretation and meaning to the phenomenon that is being studied (Goldstein et al., 1997). Context analysis is a systematic method of analysing texts using clear and well-known rules that create a limited number of distinct categories. The purpose of the context analysis is to reach a thorough and comprehensive understanding of the phenomenon under the study, with the aim of identifying the basic structures underlying the phenomenon (Benvenishti et al., 2006).

After interviewing and recording, the texts will be transcribed. Afterwards, the researcher will find common categories using the bottom-up approach. Adjustments will be made from the categories, to which the discussion will be written while identifying the congruence of the field findings and the theory. The search for a similar, but more inclusive and flexible principle creates not only an intersection between the researcher and the text, but also an intersection of the texts themselves, in a way that expands the understanding of the phenomenon being studied (Dickt, 2000). Collecting the information from the documents will make it possible to obtain references or to contradict the teachers' statements in interviews.

Study ethics

Teachers will be asked to sign their consent to participate in the study before the interview begins after the researcher explains the purpose of the study and undertakes to shelve the findings after the study is completed. Teachers will also consent to the recording of the interviews. All the interviews will be conducted anonymously, and a code will be used to prevent teacher identification. The documents be marked using a code that would prevent the identification of the authors.

The researcher will conduct the interviews, there will be no prior acquaintance between him and the teachers. The two schools chosen to participate in the study. The researcher, except to the consent of the school principals, to perform the research in their schools, will not recognize them. Also, there will be no acquaintanceship between the teachers and the researcher, and there will be no effect of the participation in the study, on the teachers.

The interviews will take place in the school, in a quiet room during teaching hours, in coordination with the teachers.

The documents will be filled out and collected by school administration personal, who will express willingness to assist with the research. This person will be appointed by the school principal without prior acquaintance with the researcher.

RESULTS AND DISCUSSION

This chapter deals with statistical and analytical content treatment of interviews related to study questions and the results were as follows:

The main question

Does the physical and sports education class play a role in reducing school violence among school students? Under this question there are other sub-questions:

*Does the physical and sports education class play a role in reducing school violence among students?

*How does physical and sports education improve student relations?

*What is the role of a physical and sports education teacher in reducing violence in school?

*Are there plans at the Ministry of Education to activate physical and sports education classes in order to reduce violence among students?

In order to answer the questions, the demographic data, school vision, school academic goals and behaviour goals are analysed following.

Sample characteristics

Here are some demographic data about respondents, number of teachers of male school was 12, but there was one teacher withdraw because of Covid-19 pandemic. On the other hand, the male teachers were 11, which all of their responses had taken in the analysis as shown in tables from 1 to 8.

Table 1. Gender

	Frequency	Percent
Female	12	52.2
Male	11	47.8
Total	23	100.0

**Table 2.** Age

N	Valid	23
	Missing	0
Mean		38.782609
Median		34.000000
Mode		30.0000 ^a
Skewness		.703
Std. Error of Skewness		.481
Kurtosis		-.888-
Std. Error of Kurtosis		.935
Minimum		25.0000
Maximum		60.0000

a. Multiple modes exist. The smallest value is shown

Table 3. Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
BA	6	26.1	26.1	26.1
Higher Diploma	4	17.4	17.4	43.5
MA	13	56.5	56.5	100.0
Total	23	100.0	100.0	

Table 4. Teacher's University

	Frequency	Percent	Valid Percent	Cumulative Percent
Jordan	2	8.7	8.7	8.7
Hebron	2	8.7	8.7	17.4
Al Quds	4	17.4	17.4	34.8
Bethlehem	4	17.4	17.4	52.2
Birzeit	8	34.8	34.8	87.0
Tel Aviv	1	4.3	4.3	91.3
Aleppo	1	4.3	4.3	95.7
David Yellin	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table 5. School

	Frequency	Percent	Valid Percent	Cumulative Percent
El eisawiyah secondary girls school Silwan preparatory boys school	12	52.2	52.2	52.2
Total	23	100.0	100.0	100.0

Table 6. Job Position

	Frequency	Percent	Valid Percent	Cumulative Percent
Principal	1	4.3	4.3	4.3
Male Teacher	10	43.5	43.5	47.8
Female Teacher	12	52.2	52.2	100.0
Total	23	100.0	100.0	

Table 7. Experience

N	Valid	23
	Missing	0
Mean		15.39
Median		13.00
Mode		10
Skewness		.268
Std. Error of Skewness		.481
Kurtosis		-1.070
Std. Error of Kurtosis		.935
Minimum		1
Maximum		29

Vision

Teachers show that they are well know their school visions. "Building a distinguished student who is able to communicate with others within a safe environment and possesses the skills to keep pace with technological progress and the skills of the 21st century, and believes in equality and the rule of law within a renewed school framework that meets his



needs. The school also seeks to show and highlight the students' talents capabilities and refine them, especially in the scientific and sports fields, supporting student's personality as a future participant to integrate with society in an effective way. And creating a generation that is academically, educationally and socially conscious, and to raise a generation of citizens who have the ability to launch the society in which they live. Responsibly reinforced by culture and life skills, accepting others and have the ability to face the future and its challenges”.

It is clear that the vision of two schools have trends to reduce violence between students. It is mentioned in each vision that building communication skills and safe environment at schools. In addition, building social relations, brotherhood and friendship between students. This part discussing the violence types and it reasons according to teachers' opinion taking as a starting point the following figures:

Figure 1. Percentage of every type of violence at schools

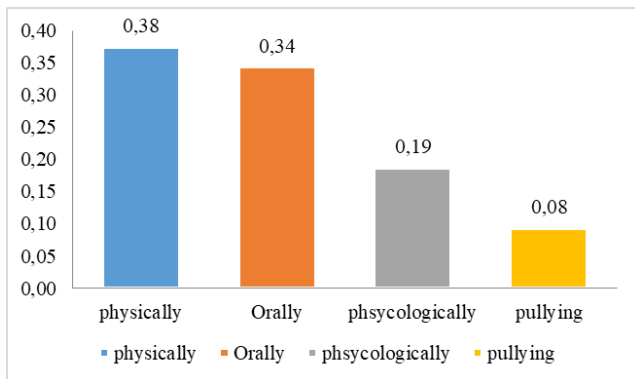


Figure 2. Violence Type by Gender

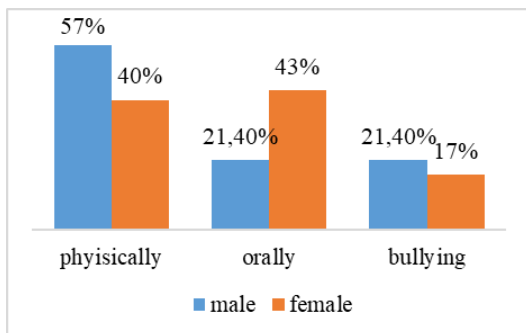


Figure 3. Percentage of violence at school according to teacher's opinion

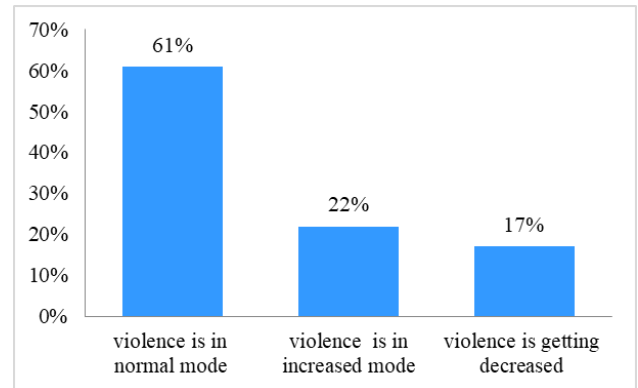


Figure 4. Violence Mode by Gender

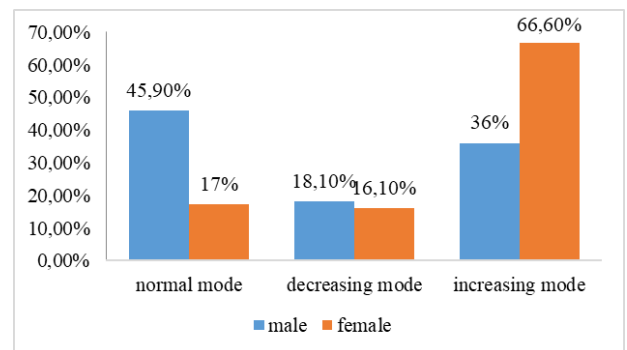


Figure 5. Reason of violence in schools

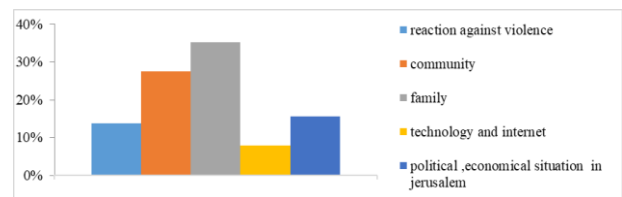
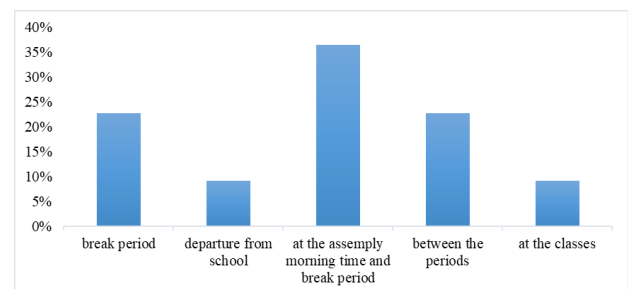


Figure 6. When and where the violence occurs?





How to solve the problem?

Through direct intervention in conflict resolution, communication with community leaders, depending on the social relations between the school and parents, it may be appropriate to request the intervention of the educational counsellor, supervisor and educator of the class coinciding for established in other works (López, 2021).

Problems are simple among students of this age group, and they are controlled. But in some cases it is necessary to communicate with parents, and especially some of the problems that can be solved through them. Holding individual sessions with students who have violence, and we are working to make them aware of the dangers of this behaviour. It is interesting to trying to find out the reasons of such behaviour and working to help students get rid of it.

There are mechanisms for solving problems of violence among students.

Meeting with the parties to the problem and talking to them, giving each party the right to clarify his point of view and the right to express his opinion, in an attempt to find out the causes of the problem, then communicate with the concerned school staff, and communicate with parents and community leaders if there is a relationship to the problem with other parties outside the school.

Supervision by teachers and administration contributes to reducing the percentage of problems among students, and one of their duties is to provide safety and security for his students.

We prevent banter and physical contact between students. Coordination with parents in case of taking certain action to relieve tension coinciding for established in other works (González, 2020).

Implementing activities with psychological and social counselling. Holding dialogue meetings and activities working to spread the spirit of brotherhood and cooperation. Work to reinforce positive behaviour through a sport class, or a dumping class. Promoting the positive aspects and working to bridge the gap in viewpoints, creating a feeling among students of a fair solution between them, and

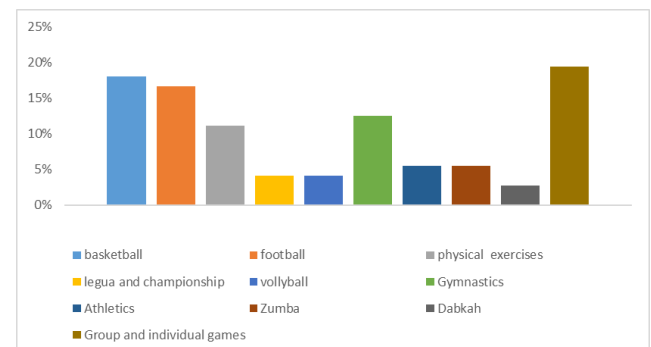
emphasizing that there is a penalty that must be taken after every violent behaviour.

What kind of physical education activities do students at school?

There are morning sports activities during school time and after school, in addition to the programs from the ministry such as the challenge program and the empowerment and rehabilitation program.

Students love sports and sports activities, as they work to discharge their energy through useful and targeted activities to refine their personalities, such as holding matches between classes, and this works to occupy students in sports events that are of high interest to them and work to reduce friction between them and reduce the proportion of problems in the school and beyond, In addition, these activities work to build good social relations between students and create friendship between them, and it is worth noting that there are winter games in designated halls and other sports facilities such as a fitness hall, football fields, basketball and volleyball.

Figure 7. What kind of physical activities students practice?



Activities after schools

There are projects and programs in the educational center that will motivate students to join these activities and programs, and these activities are within the empowerment and rehabilitation program, in which the student practices various activities with community institutions (López, 2021).

These projects are devoted to sports activity for after-school students, within the activities of the school's educational center, and these activities would work to



develop skills and talents through activity and sports classes, and it is noticeable that these sporting events and activities constitute an incentive to turn to the center and join it.

There are also other programs, such as the Perah project and the Capoeira project, through which students carry out adventures, excursions and sports tracks, while the empowerment and rehabilitation project, through which we can modify behaviours and stimulate students' motivation towards belonging to the school and commitment of learning.

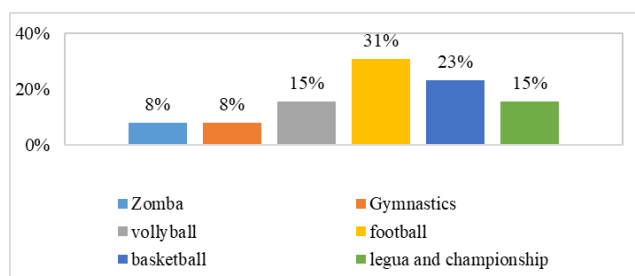
Sports activities practiced by students after school are:

Football is the most popular game played by students, followed by basketball, then volleyball and tennis, which are group games, and matches are held between different teams after school. There are other activities such as zumba and fitness activities that help the student to relax and empty the stress.

Sports activities work to alleviate problems, and becomes popular, which has earned them values, skills, positive attitudes that promotes proper behaviour.

There is an effect in reducing the level of violence in the school through the participation of physical education teachers in modifying negative behaviour such as violence.

Figure 8. Activities after school



This works to occupy students in sports events that constitute a high interest for them. So it works to reduce differences between them and reduce the proportion of problems in the school and beyond, as well as sports activities work to build good social relations between students and create friendship between them, and work to find commonalities

between students and increase The level of cooperation and familiarity among students. As well as the role of physical education teacher in preparing a program to meet individual differences, as individual and group sports activities. Sports activities have also contributed to reducing school dropout rates, both internal and external.

It is noticeable that there is a big difference between before and after the sports class, so that the mood of the students is more calm, and with regard to the morning session, it is very useful because it increases the vitality and activity of the students, as well as the diversity of sports activities in the school that works to refine the students' personalities. In addition to it spread fun and active participation among students. There is an opportunity to learn morals and commitment, and sports activity invests students' energies and directs their attention to positive things instead of wasting time on negative things and behaviours.

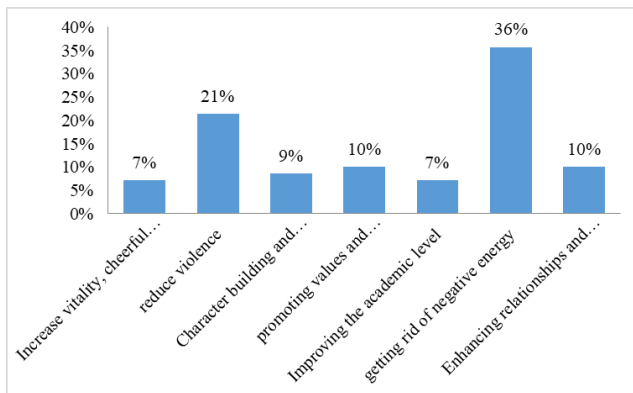
It should also be noted that the absence of a clear plan for the sport class would increase violence among students, as it is necessary for guidance and follow-up from teachers during the sport class. Therefore, it is imperative to invest the sport's share and participate in it as a form of physical reinforcement to guide students' behaviour and modify them from through the link between practicing these behaviours and participating in sports activities.

In sports, student learn morals and commitment. We find the student after the sport class is calmer than before the physical education class.

The morning sports activity has a great impact on the activity and vitality of the students. Sports activity invests the students' energies and directs their attention to positive things instead of wasting time on negative things and behaviours. It provides an opportunity to invest and empty energies in positive and beneficial matters. Sports works to find commonalities among the students and increases the level of cooperation and familiarity among the students. The sport class discharges energy for the students. The link between students' behaviour and participation in these activities that are popular with them.



Figure 9. How sport effects on students?



The Effects of sport on Violence

Sports activity has greatly contributed to reducing violence among students and in the school in general. The sport class helps a lot in discipline and positive behaviour, because sports activities help the student to unload their energies and direct them in the practice of sports, it is noticeable that sports activities provide honest and beautiful competition which It positively affected the student's behaviour, achievement and distinction, which motivated the student to correct his behaviour and deal in a sporty spirit with his colleagues away from violence coinciding for established in other works (López, 2021).

Sports creates a kind of moral commitment for the student so that interaction colleagues became positive at all times, besides that school's state of excellence in sports activity has raised our school reputation, and made a good example among students, which drives them to be committed and disciplined, and thus we have reduced violence to great extent among school students.

The reduction of violence after practicing physical education activities so students need to relax; especially since they have practiced activities that increase fun and happiness after the session of sports activity. In the long term this is to acquire the skills of self-control, focus and self-management and the various social skills, so it is necessary to increase the classes of sports because it helps a lot in reducing violence, as sports work to enhance the positive behaviours and achievement of students, refine behaviour and reduce their negative energy

coinciding for established in other works (González, 2020).

Students' interest in sports activity and registration in the after-school educational center has been noticed, that there are many students' desirable behaviour has been observed, such as acceptance among students, harmony, acceptance of the opinion of others and respect for others. In addition, there are many benefits gained from increasing students' participation in sports activities, especially the share of sport, in that it can be invested in teaching other knowledge, not just sports skills, by finding complementarity between sports and other topics.

CONCLUSIONS

The experiment was making comparison between El Esawiyah girls school with Silwan boys school, each class at female school take one period of physical education each two weeks, but in the male school each class takes two periods of physical education each week.

We notice that there are differences in violence rates in two schools by comparing the responses of the teachers at each school as shown in graphs.

We find that the amount of physical education classes effects on violence reduction.

The more sports activities physical education classes, the more positive impact on violence in terms of reducing it, because the student has excess energy, that we empty it in proper educational methods. It can have a positive effect on the school and on the student himself, and it has an effect in the school but it gives an indication; it increases affiliation and increases social relations between students themselves.

This result raises boys school reputation among the community like hardworking students in schools and athletic excellence.

School staff influence students for scientific and sports excellence and raise interest in science along with sports excellence, talents and skills, use of sports. A very positive element in marketing for the name of the school and this led to an increase in the number of classes in Silwan School, and an increase in the number of its students.



Education is the means that societies resort to transfer their culture and civilization, in order to continue progress, and the school in general, and physical education in particular, is one of the most important means of general education that creates the individual for life and provides him with the appropriate environment for growth in an integrated manner in all physical, mental, psychological and social aspects. And cognitive. Clark and other scholars believe that one of the goals of physical education is to develop social competence, by instilling desirable behaviours within the physical education class, such as leadership or social adaptation.

The physical education class effectively contributes to improving students' performance. When students engage in sports activities, it helps them get rid of the pressure and stress of studying and relieve its fatigue, and through the physical education class, they unload all negative charges and pent-up energy as a result of the pressure of the family and the school alike. Sports activities are a treatment for many problems that students suffer from, such as shyness, introversion, isolation, etc., and thus help him to meet his physical, psychological, social, and cognitive needs, and this in turn leads to the removal of his violent psychological and behavioural tensions that have spread in societies and The phenomenon of violence has become one of the most widespread pathological phenomena and one of the complex psychological and social problems, where violence is considered among the first manifestations of behaviour known to human societies, and a contemporary society is hardly devoid of some forms of violence, as it has become one of the realities of the times.

The phenomenon of violence in the school environment has become the focus of attention of researchers in education, psychology and sociology because of its severe damage and it is considered one of the basic phenomena that affect the school's function through an imbalance in the regularity and balance in its functions and thus affecting the academic achievement of students.

Since the relationship between the body and the soul is considered as the relationship of the two sides of the same coin, it cannot be separated between them and it cannot be said that they are the same thing. From the saying "a healthy mind resides in a healthy body," it becomes clear to us directly the extent of

influence and influence between the body, soul and mind, and since the mind is the engine of the body and soul, and therefore the practice of sports activities strengthens and revitalizes the body. Sports play a major role in various areas of life, as it develops social relationships, and is one of the best ways to invest leisure time in a way that benefits mental and physical health.

At a time when the importance of sports in gaining fitness and treating many diseases such as obesity, diabetes, high blood pressure and others, many psychological studies appear that explain the importance of sports and even its necessity in treating some psychological problems related to anxiety of various kinds, especially for adolescents who are in the stage of growth and maturity. Their behaviour is dominated by violence, excessive emotion and exaggerated reactions, and this is related to the nature of the stage that carries many physical, hormonal, psychological and mental changes. Recently, it was noticed that the phenomenon of school violence in its various forms, both physical and verbal, has spread. And since schools are considered the second incubator after the family for adolescents, it is necessary to search for an effective treatment for the phenomenon of school violence, which is represented by the consensus of many specialists in the practice of sports activities of all kinds. And excessive tension, and also helps in developing good morals and instilling sportsmanship through teamwork, without forgetting its contribution to building a compatible personality that enjoys physical and mental health.

Most countries of the world have shown interest in the phenomenon of school violence and have become a major focus in seminars, lectures, and international conferences. This topic also attracted a number of specialists to present the reality of this phenomenon in their countries and to hear from others about their personal and institutional experiences in combating this phenomenon.

School violence exists without interruption throughout the history of education, but this violence was not considered a clear phenomenon except in recent decades due to its seriousness and the spread of its events in various countries of the world. The phenomenon of school violence became a major problem facing American society at the end of the



eighties and the beginning of the nineties of the last century, as (3%) of all adults in society in 1982 considered violence to be the problem. The main problem facing their society, while this percentage has increased significantly in the year 1994 to reach (50%).

School violence is one of the most serious threats to the life of the individual and society, and this violence has become a major concern for the students themselves, their parents, the educational and academic institution and all civil society organizations. This concern stems from the fact that the school is the second institution of socialization and the first social incubator outside the family, through which students interact with a large number of individuals, young or old, and their roles in it grow with the progression of school years.

Based on the foregoing, we see the extent to which the study agrees with various studies that show the preventive role of sports in reducing school violence.

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