

Sports Practice in Leisure Time and Its Role in Preventing Aggressive Behavior among Adolescents

Dr. Zinai Billal¹, Dr. Herti Sidahmed²

¹ University of Ouargla. Institute of Physical and Sports Activities Sciences and Technologies(Algeria).

²University of Algiers 3, Institute of Physical Education and Sports(Algeria).

The Author's Email: zinai.billal@univ-ouargla.dz¹, hrtsidahmed@gmail.com²

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Abstract:

This study aimed to investigate the role of sports practice in leisure time in preventing aggressive behavior among secondary school students, based on assumptions related to the level of aggressive behavior and the differences between those who engage in leisure sports and those who do not, focusing on verbal and physical violence. The study sample consisted of (378) secondary school students randomly selected from the total population, including (214) practitioners and (164) non-practitioners. The researcher designed a scale for aggressive behavior with two dimensions: verbal violence and physical violence, used as a research tool. Descriptive statistics, percentages, and the independent samples t-test were employed for statistical analysis. The results highlighted the significant role of leisure sports practice in preventing adolescent students from aggressive behavior, specifically verbal and physical violence, by encouraging them to engage in sports activities outside of school. The researcher recommends the importance of raising awareness among adolescents and their families about the significance of sports practice, accompanying children to sports clubs, and promoting their participation. Furthermore, educational curricula and various media should be used to raise awareness about the benefits of sports activities, the optimal use of leisure time, and the avoidance of negative and harmful investment of free time in negative activities.

Keywords: Sports Practice, Leisure Time, Aggressive Behavior, Adolescents.

I-Problem Statement:

People of various backgrounds and age groups tend to engage in play and seek to achieve a higher level of spiritual happiness and boundless joy that provides them with a sufficient amount of positive energy to renew their abilities and thoughts to face various difficulties and obstacles in their academic and practical lives. Among the aspects of play that are highly popular among young people and teenagers today is sports play or various sports activities practiced in leisure time, known as educational play.

Engaging in sports practice during leisure time contributes to instilling and reinforcing societal principles among adolescents. It also plays a preventive role against numerous social problems, phenomena, and negative emotions. What gives it an advantage in playing this preventive role is that it is well-received and accepted among adolescents due to its ease of practice and the simplicity of the rules governing it. Adolescents, at this crucial stage of human life, are constantly searching for their identity and forming their various attitudes and behaviors. Therefore, it is incumbent upon us as experts in the field of recreational sports and leisure activities to conduct in-depth studies in this aspect, find solutions, and develop programs that serve them and help reduce the psychological and social pressures accompanying this important stage in their lives.

We should also investigate what our youth are experiencing due to the improper utilization of their wasted time (leisure time) and the resulting negative practices and unhealthy behaviors that make their coexistence and integration into society and its institutions difficult. In this context, the Prophet Muhammad, peace be upon him, said, "Take advantage of five before five: your youth before your old age, your health before your sickness, your wealth before your poverty, your free time before your work, and your life before your death." He also said, "There are two blessings that many people lose: health and free time." This underscores the importance of leisure time and how it should be spent in the life of a Muslim. Through this research, we will seek to clarify the important role that sports practice during leisure time plays in preventing certain unhealthy behaviors in the life of adolescents, particularly aggressive behavior.

Gouli and Ibrahim (2001) both point out that making the most of leisure time is one of the pressing issues in the lives of nations and societies in general, and in the lives of youth in particular. Developed countries prioritize scientific planning of how to utilize this time so that it does not turn into a period where crimes are committed or non-educational activities and deviations that harm both the individual and society prevail.

Al-Hasan (1986) emphasized the need to understand the needs and desires of young people, guide them, and train them on how to make the best use of their leisure time to avoid social, psychological, and health problems. Failing to meet these needs can lead to conflicts and push them toward compensating for anxiety and tension through negative and destructive practices during their leisure time. Some study results suggest that the less connected individuals are to their free time, the fewer their interests, and the weaker their skills for optimal leisure time utilization, the greater the chances of despair, boredom, selfishness, alienation, violence, crime, and addiction among young people, in particular. It has been found that the rate of deviation and crime increases in neighborhoods lacking recreational opportunities and decreases in areas with clubs, public parks, and recreational facilities.

Given that human nature inclines toward physical sports activity, play, and recreation, and recognizing the educational importance of such activities, it is essential to direct human minds toward the optimal utilization of leisure time. This is especially important in the wake of the significant industrial advancements in various fields. This can be achieved through active engagement in various recreational activities. The naturalist school, led by its pioneer Jean-Jacques Rousseau, emphasized the need to reorganize society in light of natural laws and regulations. It also emphasized the importance of educating children and teenagers in accordance with their inclinations, desires, and needs. Additionally, Rousseau advocated for physical education, recreation, and health education within the natural environment. He believed that work is an essential element of human nature, and therefore, a lack of physical activity leads to laziness and indolence. Rousseau emphasized physical and recreational activities, which are now known as sports recreation.

In this regard, Darwish and Al-Hamahmi (1986), citing a report from the American Medical Association, have also highlighted that recreational programs lead to a reduction in cases of nervous tension, boredom, psychological depression, anxiety, and help alleviate the effects of the mechanized life experienced by individuals in this era. All of these factors have prompted us, as researchers, to shed light on an important topic in the field of sports, which relies on sports practice during leisure time as an effective way to prevent unhealthy behaviors among adolescents. We advocate for regular and consistent physical activity, whether in clubs, educational institutions, open spaces, or within the embrace of nature, either individually or collectively, spontaneously and recreationally through play, thereby fulfilling the human inclination towards movement. Achieving this goal will require the active participation of all social development institutions by encouraging and promoting such practices.

Based on the need for regular and continuous engagement in various sports activities and the provision of suitable environments and atmospheres for such practice, we have formulated the following general problem: Does sports practice during leisure time contribute to preventing aggressive behavior in high school male students?

From this general problem, the following specific questions have emerged:

- * What is the level of aggressive behavior among male high school students who engage in sports activities during leisure time?
- * What is the level of aggressive behavior among male high school students who do not engage in sports activities during leisure time?
- * Are there statistically significant differences between those who engage in sports activities during leisure time and those who do not in terms of verbal violence?
- * Are there statistically significant differences between those who engage in sports activities during leisure time and those who do not in terms of physical violence?

I.2 - General Hypothesis:

Engaging in sports practice during leisure time contributes to preventing aggressive behavior in high school students.

I.3 - Specific Hypotheses:

- The level of aggressive behavior among male high school students who engage in sports activities during leisure time is negative.

- The level of aggressive behavior among male high school students who do not engage in sports activities during leisure time is positive.
- There are statistically significant differences between those who engage in sports activities during leisure time and those who do not in terms of preventing verbal violence, favoring those who engage in sports.
- There are statistically significant differences between those who engage in sports activities during leisure time and those who do not in terms of preventing physical violence, favoring those who engage in sports.

I.4 - Study Objectives:

- To determine the level of aggressive behavior among male high school students who engage in sports activities during leisure time.
- To determine the level of aggressive behavior among male high school students who do not engage in sports activities during leisure time.
- To highlight the significance of sports practice during leisure time in preventing aggressive behavior, specifically verbal and physical violence.

I.5 - Definition of Concepts and Terms:

The concepts and terms vary significantly in their interpretations, definitions, and meanings among different scientific disciplines and theoretical frameworks, as well as among specialists within the same field. Due to the difficulty of encompassing all of them, the researcher decided to provide procedural definitions for the terms used in his study. These definitions are intended to clarify the terms according to the study's objectives and the researcher's understanding through the research process, allowing the reader to comprehend them effectively:

Sports Practice: It is defined as "self-directed or guided physical activity that contributes to the development and enhancement of an individual's skills and capabilities. It involves kinetic responses to stimuli, where one selects a type of activity, engages in it, and manages it to derive benefits" (Hilmi et al., 2002, p. 73).

Leisure Time: This is the time that exceeds an individual's essential needs in life, such as work, study, eating, and sleeping. It is characterized by complete freedom, where individuals can do as they please without constraints, whether material or moral. During leisure time, individuals form their inclinations, most of their educational and emotional behaviors, and acquire the necessary life experiences and skills (Zinai, 2019, p. 50).

Aggressive Behavior: This encompasses both verbal violence and physical violence, which are the result of unsuitable behaviors stemming from psychological and social backgrounds experienced by adolescents in their upbringing.

Adolescence: This is the life stage between the ages of 12 and 21 when the maturation of various physiological systems is completed, and individuals integrate into their society, acquiring different customs and traditions specific to their social environment. In our study, we focused on mid-adolescence, specifying the age group between 16 and 18.

Secondary Stage: This refers to the third stage or the third phase of educational learning in Algeria, which precedes university education. It corresponds to the age group of 16-18 (mid-adolescence). In this study, it includes high school students in the Tipaza province for the academic year 2017/2018.

II - Methodology and Tools:

II.1 - The Used Approach:

In scientific research, following a methodical approach that yields accurate and systematic results is essential. The descriptive approach is considered the most appropriate for this study, as it maintains objectivity and allows respondents the freedom to express their opinions. This study serves as a depiction of the current situation by directing and educating teenagers about the importance of engaging in physical leisure activities. The methodological steps of this approach involve identifying the research problem, formulating hypotheses, selecting a representative sample from the research community, choosing data collection methods, classifying and analyzing the data, and drawing generalizable conclusions within a specific time and place.

II.2 - The Survey Study:

An exploratory study was conducted initially by distributing 30 questionnaires to a group of teenagers, both those who engage in sports during their leisure time and those who do not. This was done to

assess the suitability and clarity of the questionnaire and to gauge the teenagers' responses. The purpose was to ensure that the wording of the questions was appropriate and to gather preliminary insights for refining the research tool used in the subsequent empirical study.

II.3 - Study Population and Sample Selection:

The original research population consists of male secondary school students (teenagers) in the Tipaza province, with a total population according to the Provincial Directorate of Education for the academic year 2017/2018 of 9,244 students distributed across 39 educational institutions. The sample included a subset of secondary school students in Tipaza, totaling more than 400 students from 39 different schools across 23 municipalities in the province. After distributing the questionnaires and collecting them from educational institutions, 378 valid and usable questionnaires were retrieved. These students were randomly selected using simple random sampling.

II.4 - Research Tools:

The researcher designed a questionnaire to measure aggressive behavior in secondary school students.

II.5 - Statistical Methods:

After the application phase, the questionnaire data and the primary data sheet that met the response conditions were processed and analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. The statistical techniques applied included percentages, means, standard deviations, and the independent samples t-test.

III - Results and Discussion:

III.1 - Analysis and Discussion of the First and Second Axes:

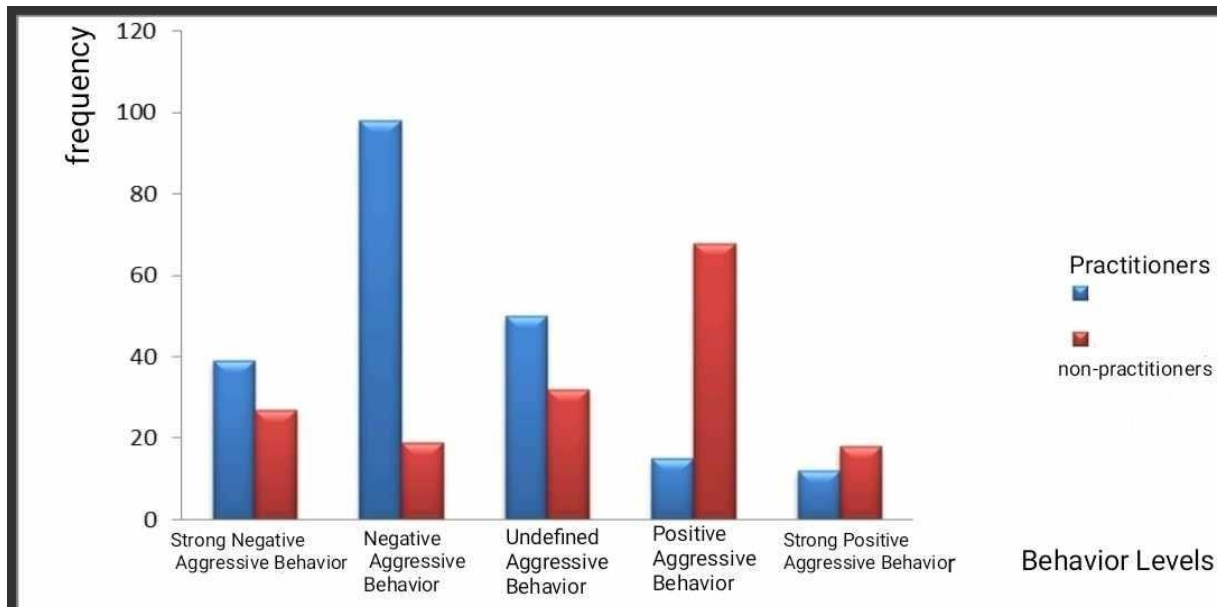
The results obtained are as follows:

First Axis (Hypothesis One): The level of aggressive behavior among male secondary school students who engage in sports during their leisure time is negative.

Second Axis (Hypothesis Two): The level of aggressive behavior among male secondary school students who do not engage in sports during their leisure time is positive.

Table No. (01) illustrates the levels of aggressive behavior based on the specified categories for the group engaged in sports activities in leisure time and the group not engaged in sports.

Sports practice Behavior Levels	Sports Practitioners in leisure time N=214			Non_sport Practitioners in Leisure time N=164		
	Category	Frequency	(%)	Category	Frequency	(%)
Strong Negative Aggressive Behavior	{82 - 95}	39	18,2%	{82 - 95}	27	16,5%
Negative Aggressive Behavior	{67 - 81}	98	45,8%	{67 - 81}	19	11,5%
Undefined Aggressive Behavior	{51 - 66}	50	23,4%	{51 - 66}	32	19,5%
Positive Aggressive Behavior	{35 -50}	15	7,0%	{35 - 50}	68	41,5%
Strong Positive Aggressive Behavior	{19 - 34}	12	5,6%	{19_34}	18	11,0%
Total		214	100		164	100



"Figure number (01) represents the frequencies of levels of aggressive behavior for practitioners and non-practitioners."

In light of the previous results presented in Table 01 and Figure 01, and after their interpretation according to the aggression behavior scale, it becomes evident that the frequencies of the study sample individuals who engage in sports during their leisure time are higher compared to their counterparts who do not engage in sports during their leisure time. This has led to significant variations in aggression behavior levels.

For most participants engaged in sports during leisure time, their behavior tends to be predominantly negative aggressive behavior, falling within the low range of the aggression scale (scores between 67 - 81). This group is represented by 98 individuals, making up 45.8% of the total sample. Additionally, some individuals from this group exhibited strong negative aggressive behavior, scoring even lower (scores between 82 - 95), with a total of 39 individuals, constituting 18.2% of the sample. Another portion of this group demonstrated undetermined aggressive behavior, scoring between 51 and 66, with a total of 50 individuals, accounting for 23.4% of the sample. A smaller percentage of participants engaged in sports exhibited positive aggressive behavior (scores between 35 - 50), with 15 individuals (7.0%), and strong positive aggressive behavior (scores between 19 - 34), with 12 individuals (5.6%).

On the other hand, among the individuals who do not engage in sports during leisure time, most of them exhibited high levels of aggressive behavior, ranging from undetermined aggressive behavior (scores between 51 - 66) with 32 individuals (19.5%), to positive aggressive behavior (scores between 35 - 50) with 68 individuals (41.5%). Strong positive aggressive behavior (scores between 19 - 34) was observed in 18 individuals (11.0%). The remaining frequencies were divided between negative aggressive behavior and strong negative aggressive behavior, with the former scoring between 67 - 81 (19 individuals, 11.5%), and the latter scoring between 82 - 95 (27 individuals, 16.5%).

These findings indicate that the group engaged in sports during leisure time tends to have predominantly negative aggressive behavior, in contrast to the group that does not engage in sports, which exhibits predominantly positive aggressive behavior.

III.2- Analysis and Discussion of the Results for the Third and Fourth Axes:

The obtained results are as follows:

The Third Axis (Hypothesis Three): There are statistically significant differences between those who engage in sports activities in their leisure time and those who do not in preventing verbal violence, in favor of those who engage in sports.

The Fourth Axis (Hypothesis Four): There are statistically significant differences between those who engage in sports activities in their leisure time and those who do not in preventing physical violence, in favor of those who engage in sports.

Table No. (02) shows the significance of differences in aggressive behavior in both axes for the two groups, those who engage in sports activities in their leisure time and those who do not.

Sample Dimensions	Engaged Individuals (n = 214)		Non-Engaged Individuals (n = 164)		“T” Test for Significance of Differences	Degrees of Freedom (df)	Probability Value (Sig)
	Mean	standard deviation	Mean	Standard Deviation			
Axis 2: Subcategory 1: Verbal Violence	46,38	3.423	18,16	2,204	97,144	365,864	0.000
Axis 2: Subcategory 2: Physical Violence	40,57	4,238	17,29	2,926	63,101	372,199	0.000
Total of the Axis as a Whole	86,95	6,906	35,45	3,794	92,408	344,081	0.000

Significance Level (α) = 0.05= Sample Size

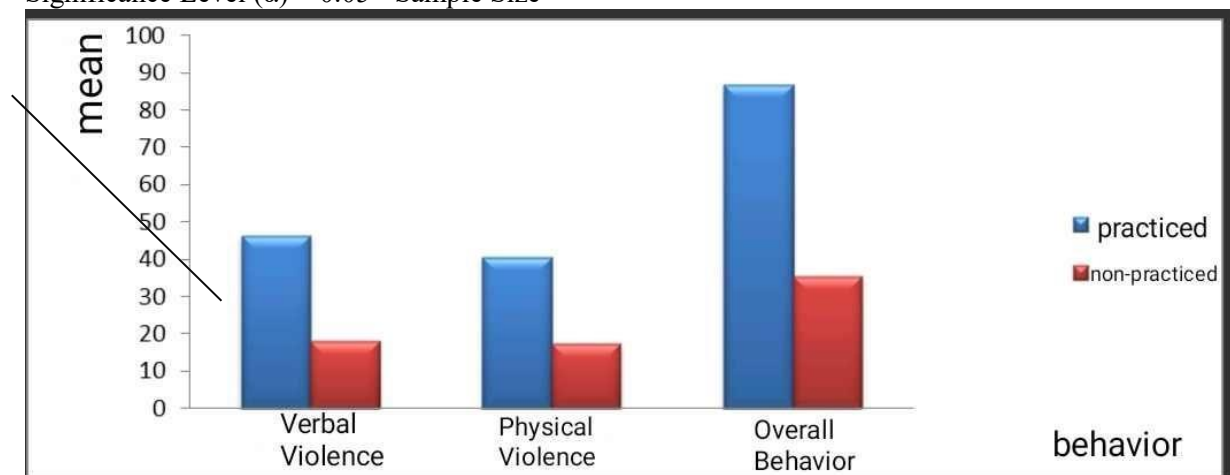


Figure No. (02) represents the arithmetic means of aggressive behavior for those who engage in sports activities and those who do not.

Based on the results presented in Table No. (02) and Figure No. (02), we find that the mean score for verbal violence is (46.38) with a standard deviation of (3.423), and the mean score for physical violence is (40.57) with a standard deviation of (4.238) for the sample of those who engage in sports activities in their leisure time. These means are higher than the means for the sample of those who do not engage in sports activities, which were (18.16, 17.29) respectively, with standard deviations of (2.204, 2.926) respectively. The standard deviations indicate the homogeneity of the sample members' scores and their proximity to the means.

Furthermore, the results of the "t" test for both dimensions of the second axis were also elevated, with values of (97.144, 63.101) and statistical significance at the 0.05 level. The p-values (sig) for both dimensions were (0.000), which is smaller than the significance level of (0.05), indicating differences between those who engage in sports activities in their leisure time and those who do not.

As for the overall scale, the arithmetic mean is (86.95), which falls within the strong negative aggressive behavior category. With a standard deviation of (6.906), it shows the homogeneity of the sample's scores and their proximity to the mean for those who engage in sports activities in their leisure time. For those who do not engage in sports activities, the mean is (35.45), which falls within the positive aggressive behavior category, with a standard deviation of (3.794) indicating the homogeneity of the sample's scores.

The "t" test yielded a value of (92.408), and the p-value (sig) was (0.000), which is smaller than the significance level of (0.05). Therefore, we reject the null hypothesis stating that there are no statistically significant differences between the students' responses and accept the alternative hypothesis, which suggests that there are statistically significant differences between the responses of the students in the sample who engage in sports activities in their leisure time and those who do not in the Aggressive Behavior Scale in both dimensions, verbal and physical violence, in favor of the sports participants.

III.3 - Interpretation of Results:

The researcher used the presentation of the results of the two tables (01, 02) and the two previous graphical figures (01, 02). The first table refers to the levels of aggressive behavior determined in the researcher's scale correction. The statistical analyses all showed significance at high levels, both for the scale items as a whole and for the two dimensions: verbal violence and physical violence. These differences were statistically significant between the sample of students who engage in sports during their leisure time and those who do not, in favor of the sports participants. This was evident through the "t" test for significance.

Moreover, the arithmetic means for the dimensions of verbal and physical violence in the levels of aggressive behavior according to the researcher's designed scale were all higher among those who engage in sports during their leisure time compared to their counterparts who do not participate in sports. As for the overall levels of aggressive behavior on the scale, the results were also high for those who engage in sports during their leisure time, with the arithmetic mean placing them in the category of strong negative aggressive behavior.

In contrast, those who do not engage in sports during their leisure time showed positive levels of aggressive behavior, placing them in the category of unspecified and positive aggressive behavior after applying the scale correction (see Table 01). This suggests that students' engagement in leisure-time sports during their secondary education phase contributes to preventing the formation of certain aggressive behaviors within themselves. These behaviors include physical violence such as fighting and attacks within the school environment, involving classmates and educational actors. It also includes external violence in their living and daily life environment.

Verbal violence, which involves insults, verbal abuse, and contemptuous language, was also more prevalent among those who do not engage in leisure-time sports. These behaviors include words and expressions that are incompatible with Algerian culture. Engaging in sports during leisure time provides physical relaxation, psychological balance, happiness, and joy, keeping individuals away from unhealthy and aggressive behaviors resulting from various psychological pressures, dissatisfaction, and low self-esteem.

As reported by Khoulie (1996), citing Abdel Fattah Lotfi and Ibrahim Salama, the propensity for delinquent and antisocial behavior in some individuals is often due to their lack of favorable opportunities to learn sports and engage in physical activities in an acceptable manner. A significant part of the individual's basic social training can be accomplished through sports, under the guidance and supervision of qualified educational leadership, preventing deviant and antisocial behaviors.

Sports activities are one of the most suitable ways to relieve and release aggression, allowing individuals to cope with a significant portion of their aggressive tendencies. They serve as a safe outlet for aggressive impulses resulting from factors such as frustration, despair, and failure that individuals experience in their daily lives.

Furthermore, sports offer rich opportunities for self-realization as individuals go through experiences of success and encouragement from others on the field. These experiences compensate for many failures encountered in different aspects of their lives, promoting emotional balance and boosting self-confidence. This is in line with the findings of Ben Youssef's study (2007), which indicated that the group engaging in directed sports activities showed a significant decrease in aggression. The groups were initially equal in terms of aggressive behavior before the experiment but differed in aggressive behavior after the intervention. This suggests that directed sports activities can modify aggressive behavior into socially acceptable behavior during the late childhood phase.

Similarly, Al-Sadhan's study (2005) demonstrated that positive events are better utilized during leisure time compared to deviant events. This is evident from their thoughtful choice of recreational activities. Positive events engage in more sports activities than deviant ones, with the percentage of positive

events engaging in sports activities at 10.9%, while the deviant events accounted for 8.1%. These indicators point to the overall positive impact of recreational activities on the lives of individuals, leading to a direct path towards desirable behavior.

General Conclusion:

The results of the aggression behavior scale in its components of verbal violence and physical violence are all statistically significant in favor of the sample that engages in sports during leisure time. This indicates that engaging in sports activities during leisure time has a preventive role against the aggressive behavior observed today, especially among our school students, particularly in the secondary education stage. Engaging in sports during leisure time provides physical comfort, psychological balance, joy, and happiness, which keep individuals away from inappropriate and aggressive behaviors resulting from various psychological pressures, the lack of psychological satisfaction, and a sense of low self-esteem. This aligns with the findings of Al-Khawli (1996), as cited by both Abdelfattah Lotfi and Ibrahim Salama, that the reason for delinquent behavior and social deviation among some individuals can be attributed to their lack of favorable opportunities to learn sports and engage in physical activities in an acceptable manner. A significant part of the fundamental social training for an ordinary individual can be achieved through sports, under proper guidance and supervision, as a precaution against deviant behavior. Sports activities are considered one of the most suitable means to release and vent aggression, allowing individuals to effectively manage and alleviate various forms of aggression. Moreover, sports serve as a safe outlet for aggressive tendencies arising from factors such as frustration, despair, and failure in a person's daily life. Additionally, sports provide ample opportunities for the personal growth and development of children and adolescents, as they experience both success and failure, receive encouragement from others on the field, and broaden their horizons.

IV Conclusion:

Engaging in beneficial and educational play provides teenagers with physical comfort and psychological balance, which steer them away from negative and unhealthy behaviors. Physical sports activities during leisure time offer them natural opportunities for holistic personal growth. Through these activities, individuals become integrated into small and large groups, receiving warmth, affection, and friendship, which help them accept the societal norms. They strive to achieve both personal and collective goals and align themselves with their community's values. This awareness of their role as individuals within their community shapes their attitudes, desires, social behavior, and keeps them distant from negative and unhealthy conduct.

Participating in sports protects them from developing internal triggers for aggressive behavior, reducing the likelihood of contemplating violence in its various forms, whether physical or verbal. It also shields them from negative emotional outbursts driven by resentment and grudges, which often lead to revenge and aggression. Additionally, it helps them manage anger and pathological agitation that might cause them to lose control over their actions, potentially harming themselves and their community.

Moreover, the fear of failure, which limits an individual's potential and drives them towards fear and apprehension about the future, is a significant factor contributing to personal shortcomings. Our study highlights the crucial role of various sports activities, especially physical sports during leisure time, in guiding the behavior of secondary school teenagers towards positive and productive conduct. It emphasizes the importance of group sports, individual sports, and other leisure activities in shaping the behavior of adolescents, encouraging them to act in a responsible manner, and instilling in them the skills necessary to face life's challenges.

It is well-established in scientific literature that the primary reason for individual failures is their fear of personal inadequacy. Our study aims to elucidate the significant role played by various sports activities in general, and physical sports practiced during leisure time in particular, in steering the behavior of secondary school students towards positive and productive conduct. These activities encompass a range of team and individual sports, which are pursued during leisure time with personal motivation and guidance from community influencers. The goal is to cultivate a generation of physically and mentally healthy youth who are free from diseases and social issues, and who are accepted within various segments of society.

In light of the results, discussions, and interpretations presented in this study, and the conclusions

drawn by the researcher, we can attribute scientific, social, and psychological value to this research. This value extends to enriching the fields of scientific research within higher education and scientific research institutions. Additionally, it holds social and psychological significance by raising awareness among our teenagers about the optimal utilization of leisure time through engagement in sports activities. This contributes to steering them away from negative and destructive behaviors.

The primary goal of this research is to shed light on the role of sports activities during leisure time in preventing aggressive behavior among secondary school students. The aim is to provide them with a safe haven amidst the prevailing circumstances and societal changes, thereby creating a generation of young people who are physically and mentally healthy. This generation should be free from health and psychological issues, and socially accepted within various segments of society. They should be capable of serving their country and fellow citizens, ultimately achieving societal harmony.

Based on these findings, the researcher proposes the following recommendations:

1. Review educational curricula, emphasizing ethical and moral aspects, and allocate more time for play and the development of social skills.
2. Encourage sports activities both within and outside educational institutions, providing suitable conditions and resources for their development.
3. Support extracurricular activities and provide material and moral support to teachers in educational institutions.
4. Encourage students to join sports and educational associations that focus on sports, science, culture, and volunteerism.
5. Develop educational lessons and materials that highlight the significance of leisure-time sports activities, their health, social, and psychological benefits, and incorporate them into textbooks and curricula.
6. Organize local and national sports events and utilize them to promote leisure-time sports activities.
7. Emphasize the importance of leisure sports activities and their health, social, and psychological benefits.
8. Promote sports and leisure culture within Algerian society by hosting experts in the field to inform individuals about the advantages and goals of these activities and encourage their practice.
9. Train specialists in leisure and recreational education, providing them with the necessary material and pedagogical resources to carry out their roles in state institutions.
10. Encourage youth and teenagers to participate in youth centers and clubs to engage in various hobbies and organize sports, intellectual, and artistic competitions.
11. Rely on specialists in leisure and recreation, who possess a solid education and experience in this field, to propose and innovate recreational programs and sports games.
12. Provide suitable atmospheres and places for young people to spend their leisure time away from negative and aggressive behaviors.
13. Emphasize the role of families in ensuring the physical, psychological, and social health of their children and accompanying them in various leisure activities.
14. The community should understand individuals' psychological, social, and physiological needs and harness human nature's inclination toward play and leisure for purposes and goals that serve society.
15. Families should not underestimate their role in shaping their children's inclinations and attitudes towards engaging in physical activities and making positive use of their leisure time through beneficial and educational play.

Appendices:

-"Aggression Behavior Scale for Male Secondary School Students"

Greetings,

Dear student, within the framework of enriching scientific research that focuses on the study of recreational physical activities in Algerian society and high school students, I place before you a collection of statements and situations that you may have encountered or could encounter in your daily life, whether within the educational institution or outside it. I kindly request you to respond to all the statements without leaving any of them unanswered, and your responses should be sincere and reflect only your own views.

How to respond:

First: Answer the questions in the initial data sheet and follow the instructions provided (turn the page, etc.).

Second: For each statement, choose only one option out of five that best suits you by placing a mark {X} in the box that represents your choice. Please note that these statements are not an exam or a test; there are no correct or incorrect answers. All your answers are personal and should only represent you. There is no need to write your name and surname, as it is not required.

Below is an example:

Expressions	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
I dream of being a famous athlete.	{X}				

Initial Data Sheet on Recreational Sports

Your Age: years I study in High School: Educational Level:
 Secondary Field of Study:

1- Do you practice sports and physical activities outside of high school?

Yes No

If your answer is yes, please complete the response. If your answer is no, proceed to the next page and complete the responses to the end.

2- I practice sports and physical activities outside of high school in:

Neighborhood playgrounds Nature and open spaces Sports clubs
 Other (please specify)

3- I practice sports and physical activities outside of high school on a weekly basis at a rate of:

Once a week Twice a week Three times a week

4- How much time do you spend practicing sports and physical activities outside of high school:

One hour One and a half hours Two hours More than two hours

5-What is your goal in practicing sports outside of high school (mark **X** in the following table):

importance Goal	Important	Somewhat Important	Not important
Health and physical fitness			
Relaxation and enjoyment			
Forming new friendships.			
Acquiring sports skills			

Please proceed to the next page to continue your response

N	Expressions	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	- I despise my peers and teachers and believe they are useless.					
2	raise my voice in front of my teachers if they mistreat me and insult					

	me.					
3	peers by derogatory nicknames from my imagination.					
4	challenge my peers to mock them and expose their flaws.					
5	I speak loudly with my peers and shout in their faces.					
6	I mock my peers when I don't agree with them.					
7	I hurt the feelings of my peers to mock them					
8	I curse and insult my peers for trivial reasons					
9	I mock the clothing of my peers and teachers at the institution.					
10	I respond to those who insult me with even worse insults.					
11	I enjoy watching action and horror movies.					
12	I participate in group fights with my peers.					
13	I lean towards practicing combat sports.					
14	I physically attack my peers if they bother me.					
15	I quarrel with my peers at the institution.					
16	I take my rights by force and don't wait for them to be granted.					
17	I consider attacking teachers who mistreat me.					
18	I prefer violent video games like GTA and others.					
19	I enjoy destroying things and breaking chairs and tools					
20	I take pleasure when I see fights at the institution or in the street.					

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