

The Role of Physical Education Teachers in Reducing Student School Violence

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Abstract

Aim: The purpose of this research was to study the role of Physical Education Teachers (PET) in reducing student school violence. **Methods:** The study's population included 2100 tenth-grade student from UNRWA schools in the Irbid Governorate - Jordan, sample size reached 510 student (260 males and 250 females). The sample was selected randomly and represented 41% of the total study population size. To collect data for the study, the researcher designed a questionnaire with 20 items. The statistical used are arithmetical means, standard deviations, T-test Cronbach's alpha and coefficient Person's correlation. **Results:** there is a significant effect of (PE) teachers in reducing student school violence at UNRWA schools. There are no statistically significant differences in the student estimate arithmetical means of the PE teacher's effect on reducing student school violence at UNRWA schools with respect to (sex) variables. **Conclusion:** regarding the study results, the researcher recommends the following: The necessity of developing sports activities and programs to reduce student school violence, as well as requesting cooperation and support from PE teachers, is necessary in order to reduce student school violence at UNRWA schools.

Keywords: Physical Education Teacher (PET), Pupil's Violence, UNRWA.

Introduction

Violent behavior is one of the negative behaviors that educational institutions try to reduce through educators in educational institutions, and (PET) are part of these educators.

From the past to the present, the biggest problem facing humankind at the world is violence; it has a dangerous impact on people's life in many fields, such as social, health, economics, and education. "Each year, more than 1.6 million people worldwide lose their lives to violence. For every person who dies as a result of violence, many more are injured and suffer from a range of physical, sexual, reproductive and mental health problems. Violence places a massive burden on national economies in health care, law enforcement and lost productivity".(World Health Organization, 2002).

Hillis. et al. (2016) worldwide, it is estimated that over one billion children aged 2–17 years, have exposed to violence such as: physical, sexual, or emotional violence or neglect in one year, those Children whom experienced violence are dropping out of school, have difficulty finding and keeping a job. Hamadneh (2014) states that "the world is being invaded by a wave of violence that threat its security and destabilizes it, and makes societies live in anxiety and confusion about this phenomenon, which reached its most intense in the twenty-first century, which witnessed the most diverse forms of violence, and was characterized by a qualitative shift that affected scientific and technological development.", who mocked in the realm of violence, to make it more harmful and more dangerous to man anywhere. "In 1996, the World Health Assembly declared violence a major public health issue What is the definition of violence? Simply said, it is a forceful action against people in order to harm them from the researcher's point of view. (Duong, 2022, UNESCO, 2008, Okasha, 2004, Agovino, 2000) defined violence as the use of means and methods aimed at harming the safety of others, physically, psychologically, or morally. The researchers considers that psychological and moral violence are deeper and more dangerous than physical violence. Thus 'Harm' can include pain, death,

disability, loss of ability or freedom, loss of pleasure) Gert, 2004). In addition of that Hoeffler (2017) study showed that The cost of conventionally defined interpersonal violence, that is, assaults and homicides, is around 7.5 times more than the cost based on terrorism and war. also the study figured out the most region which affected by violence is Middle East and North Africa (MENA). Therefore The Arab world as a part of MENA has been living in some of its parts recently and increasingly with the phenomenon of violence and aggression in an unprecedented manner, which affects the stability and security of the great Arab world, as the rest of the Arab countries are affected by this phenomenon due to the interdependence of the members of this country with the bond of Arab brotherhood and the Islamic religion, where he said The beloved Prophet, peace be upon him, said: "A Muslim is like a solid building to a Muslim. There is no doubt that the school is a rich and fertile environment for the student to interact with the surrounding environment, which represents a part of the society in which the student lives, and in this environment the different behaviors of the student are generated, positive and negative, of various kinds, and these behaviors continue to interact until they settle down and become with time part of the personality The student acquire it and are armed with it in order to coexist with their local community. Sabina Sabina et al (2020) "mentions that The school is a community micro system, it provides the student with a medium dominated interaction and communication with teachers and other student, plays an important role in learning the system and managing the conflicts. The main role of education is the development of personality in proportion with future aspirations.

Al-Assaf & Al -Sarayrah (2010) indicate that schools were found to modify societal goals according to an educational philosophy on behavioral habits that secure the integrated and sound growth of the individual, and educational institutions come in second place after the family in terms of their role in the socialization of the individual. And if the world wants to spread education for all and benefit from the knowledge economy by making schools a safe and attractive environment for all, then we must focus on the phenomenon of violence behavior, the results of violence and ways to reduce it.

Al-Saaida (2014) his study showed that "the most important means of reducing violence is the provision of services (playgrounds, school yards), followed by the activation of school guidance and counseling. "Because of our concern for our children, each of us has a responsibility to reduce violence, and PE bears part of this responsibility. In this study, we will try to study the role of PE in reducing the phenomenon of pupil's violence in UNRWA schools in Irbid governor, Jordan.

The Teacher's Guide to Stop Violence in Schools issued by UNESCO indicates that "there are many factors that shape the violence in schools, according to the cultural context, social and economic factors, the pupil's home life, and the environment surrounding the school."

For example, there may be significant discrepancies between cultures and societies in determining what constitutes a violent act or a violent environment, and regardless of the cultural or socio-economic context of the school, violence occurs in both its physical and psychological forms (UNESCO, 2009).

PET in schools in has great importance and role, through his positive relations with student through the physical education curriculum and extracurricular activities that affect the pupil's integration of his personality in terms of physical, psychological, social, and cognitive aspects, PET relations with the student support school administration in controlling student behavior and solving behavioral problems.

Therefore Physical education is a part of general education that practice physical activities to achieve the goals that teachers and ministry of education want to reach.

The study Problem:

Previous studies have documented the prevalence of undesirable behaviors, particularly violence, within school environments. Such behaviors are often employed by some students as a means of asserting themselves, especially in contexts where the role of educators in managing and guiding student conduct is absent. The escalation of violent behaviors in schools not only disrupts the educational process, but also diverts attention and resources away from teaching and learning, as

educators become preoccupied with addressing disciplinary issues. In many cases, aggressive behavior is met with punitive measures rather than constructive dialogue, which may further reinforce negative outcomes. For instance, research in Jourdan has revealed that nearly 98% of students acknowledge the presence of violence in schools, underscoring the severity of the issue. Moreover, aggressive behaviors have been linked to serious consequences, including student disengagement and school dropout.

A body of literature further confirms the widespread nature of violent behaviors among students. Studies by) Choi,2021, Ferrara et al,2019, Cluver et al,2018, Cascardi et al, 2018, Hamadna,2014, & Al-Hawamdeh,2007) collectively highlight the expansion and persistence of this phenomenon in educational contexts. Drawing on these findings, and informed by prior investigations into violence in educational institutions, the present study seeks to examine the role of (PET) in mitigating school violence. Specially, the study aims to explore how (PET) can serve as a constructive alternative to aggressive behaviors, fostering the adoption of positive conduct among students.

The importance of study lies in studying the role of (PET)s in reducing the student violence at UNRWA schools in Irbid governor. Students activities and physical education are vital and have a role on student's actions, because of its indoor and outdoor activities that may have an impact on reducing violent behavior of student in schools, moreover the importance of the impact of an effective (PET) in initiating these activities with the target of decreasing the violence behavior of student.

Al-Hawamdeh (2007) indicates that 'expanding student involvement in extracurricular activities, encouraging them to help student release their hyperactive energy, and advancing communication with student to better understand their needs can all help reduce violent behavior in school settings'. once the student in school believe they are receiving their rights under the laws of the jungle, the violence will spread among student, Therefore the researcher highlights on the violent behavior because if this phenomenon expands, it will destroy the whole community, but if we find the right means to reduce the violent behavior, it will develop the peace to our community.

Aims of Study:

- 1- To study the role of (PET) in reducing student school violence at UNRWA schools in the Irbid Governorate - Jordan.
2. Studying the students estimates of the role of (PET) in reducing student school violence at UNRWA schools in the Irbid Governorate - Jordan due to the variables of the respondents due to [living area (Camp & city), sex (Male & Female)].

Study concept & Terminology:

* Physical education teacher (PET): A teacher who is qualified to teach the physical education curriculum and internal and external physical activities at UNRWA.

*UNRWA: United Nation for relief and work agency is an international agency established in 1947 to provide educational, health, social services to Palestinian refugees.

*Camp: Every settlement built for Palestinian refugees after the Nakba of 1948 under the supervision of UNRWA.

The study methodology

The researcher used the descriptive research method for its suitability and nature of the study. The study population included 2100 tenth-grade students, and the sample size reached 510 students (260 males and 250 females).

The study sample was selected on purpose and represents 41% of the total study population size.; it consisted of 510 tenth grade students, 260 female students, and 250 male students. The sample is described in figure No. (1).

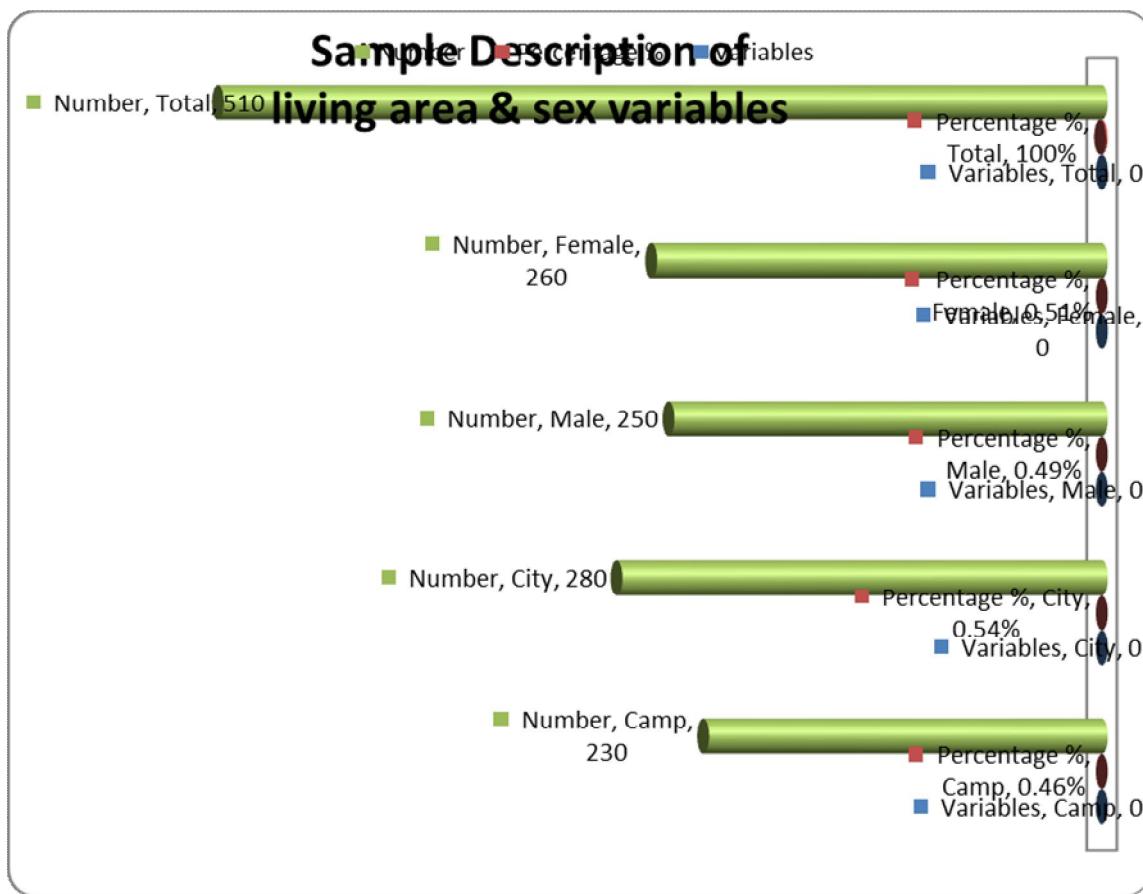


Figure 1. Study sample description, n = 510.

To gathering information for the study, the researcher prepared a questionnaire with 20 points. A questionnaire was arranged for collecting data it divides to two sections.

The first section of the questionnaire collected demographic information, including participant's gender (male or female) and place of residence (camp or urban area). The second section comprised twenty items designed to address the objectives of the study. All items were completed by the students who constituted the study sample, the researcher, used a Likert scale from 1 to 5 (1-strongly disagree, 2-somewhat disagree, 3- neither disagree nor agree, 4-somewhat agree, 5-strongly agree).

The reliability and validity of the questionnaire were computed. Internal coherence is the extent to which items within a scale are correlated with each other, the questionnaire points were 35 points and after the editors gave their opinion to eliminate 15 points, remaining points were 20. To ensure the validity of the study tool, it was applied to an exploratory sample from outside the study sample, which consisted of 45 students twice with a time difference of two weeks therefore, Cronbach's alpha and coefficient Person's correlation were used and its value showed in figure No. (2).

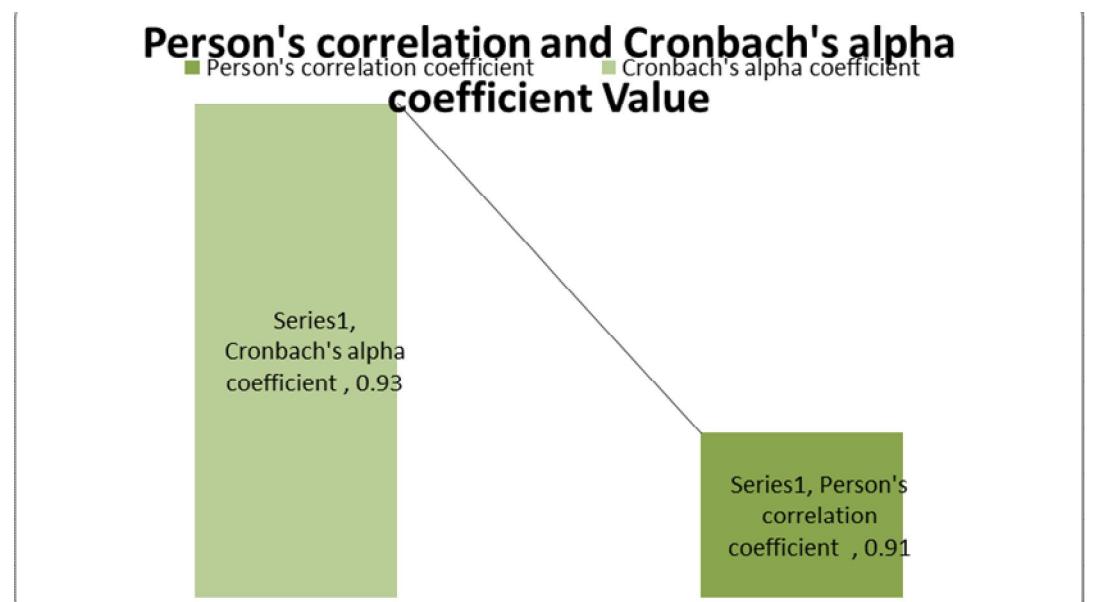


Figure 2. Cronbach's alpha and coefficient Person's correlation value showed.

Statistical analysis:

The statistical package for social sciences (SPSS) was used by the researcher to analyze statistical data with questionnaire items, he used arithmetical means, standard deviations, T-test Cronbach's alpha and coefficient Person's correlation.

Result Discussion:

Based on the first research question "What is the role of (PET) in reducing studentschool violence at UNRWA schools in the Irbid Governorate - Jordan?. Standard deviations & arithmetic means and were calculated for the students estimated on study questionnaire as illustrated in Table (1).

Table 1. The standard deviations & means of the students answers to the questionnaire n = 510

Item in Q	The Items	Mean	S.D	Rank
10	PET inspires the students to work in teams with their classmates, including all students in the class.	4.11	1.10	1
18	PET emboldens students to stick to the rules and instructions of play during physical education classes.	4.02	1.08	2
7	The students were heartened by PET to leave and enter the classroom orderly without making a mess.	3.97	1.04	3
17	PET solve student problems as soon as they occur.	3.95	0.97	4
5	PET provokes student to follow school rules.	3.94	1.01	5
15	PET warns student bring sharp tools or play with sharp sports tools without supervision.	3.91	1.02	6
3	PET galvanize indoor activities for everyone to satisfy their needs and invest their time in a positive way	3.91	1.07	6
9	PET has an open-door policy to accept student opinions and suggestions regarding solving student problems and rejecting violence.	3.89	1.10	7
14	Once PET notices unusual pupil's behavior. he discusses and advises student.	3.87	0.98	8
11	PET Reinforce methods of dialogue, persuasion, and respect for others, not only their classmates but also sports competitors	3.79	1.24	9
13	PET Promotes constructive dialogue and discussion among student	3.79	1.03	9
6	Encourages elites student of sports teams by PET to offer good morals and refuse aggressive behavior	3.75	1.02	10

19	The Sports Committee issues brochures to educate student about the dangers of violence, including student with violent behavior in activities and sports teams.	3.74	1.05	11
8	PET takes care of student with violent behavior and gives them responsible roles during sports activities	3.73	1.12	12
16	Merge and hearten student with violent behavior to participate in sports activities	3.73	0.99	12
2	Guide sports programs by PET to treat violent behavior among student.	3.71	1.06	13
12	Student are encouraged to communicate with their trusted classmates to discuss their violent behavior.	3.65	1.07	14
20	PET uses sports programs to engrave a culture of tolerance and non-violence.	3.61	1.06	15
4	PET embolden student to give meaningful criticism rather than hurtful criticism.	3.38	1.27	16
1	PET reduces the interaction of student with violent situations.	3.3	1.40	17

Regarding to information collected from questionnaires that completed by the student

Table 4 shows that paragraph 10, which states: "PET inspires the student to work in teams with their classmates, including all student in the class." It was ranked first with an average of 4.11, and point 18, which read: " PET emboldens student to stick to the rules and instructions of play during physical education classes," was in second place with an average of 4.02. Paragraph (1) in last place, with an arithmetic average of 3.3., which reads: "PET reduces the interaction of student with violent situations."

The previous presentation made clear that in the first steps to reduce and prevent violent behavior, PET play their roles in daily routine work, starting with the administration of physical education lessons and the objectives, rules, and instructions used to implement physical education lessons. The paragraphs relating to the role of PET in reducing the phenomenon of violence behavior ranked at the top spot in the estimations of student as follows: Paragraph 10, came in first. In second place was paragraph 18, the first paragraph came in the last ranking.

As for the role of the teacher of sports education in decreasing situations of violence and preventing student from being exposed to such situations, this is a good role because we do not want to increase the phenomenon of violence by increasing the phenomenon of aggression. Rather, we want to increase positive attitudes that are characterized by tolerance and peace, and through constructive and meaningful sports activities in solving the problem of violence. This indicates that the teacher of sports education deals with the phenomenon of violence professionally. Previous findings concerning the role of schools and PET in reducing violence are consistent with the studies of Devries et al. (2021), and Fabbri et al. (2021). However Paragraph (1) highlights a contrasting perspective, stating that " PET reduces the interaction of student with violent situations." This observation suggests that PET may either lack sufficient authority or show limited concern in actively addressing violent incidents. consequently, the levels of discipline and peace among students tend to vary across schools, with some institutions demonstrating effective management of student behavior while others fail to address students are more likely to experience and engage in violent behaviors.

Results related to the second research question: Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of student estimates the role of (PET) in reducing student school violence at UNRWA schools in the Irbid Governorate - Jordan, due to the variables of the sample members [living area (Camp & city), sex (Male & Female)].? To answer this question, the means, standard deviations, and T-test were extracted for the averages of the estimates of the research sample members on the role of (PET) in reducing student school violence at UNRWA schools in the Irbid Governorate - Jordan, due to the variables of the sample members [living area (Camp & city), sex (Male & Female)], which explained in Table (2).

Table 2. The means, standard deviation and T- test according to the variables [living area (Camp & city), sex (Male & Female)]. n = 510

The Variable	No	Mean	SD	T- Value	Degree of freedom	Statistical significant
City	230	3.55	.52			
Camp	280	3.67	.35	-3.519	508	.000
Total	510					
Male	250	3.62	.45			
Female	260	3.58	.48	.964	508	.335
Total	510					

1- Living area variable

The results of table (2) indicated statistically significant differences between the mean estimates of student according to the living area variability of the study paragraphs, which were $T = 3.519$ and the significance level (0.000). the mean estimate for camp residents (3.67) in the study paragraphs is higher than that for city residents (3.55). The place of living area is part of this environment, and since the environment affects the behavior of student including the living area as part of it, we found that in the camps greater acts of violence are created than in the city, for many reasons, including the economic ones, which lead to poor families, in addition to the crowding in the classrooms and the unstable lives of some student in their homes, in addition to the presence of a lot of bullies in the schools and outlaws outside the school walls, which increase the possibility of violent behaviors. This is consistent with what is indicated by (UNESCO, 2009) in the Teacher's Guide to Stop Violence in Schools that "there are many factors that form the phenomena of violence in schools, social and economic factors, the pupil's home life and the environment surrounding the school. regardless of the cultural or socio-economic context of the school, violence occurs in both its physical and psychological forms, with the presence of these factors in addition to the increase in the possibility of violent behavior occurring in the camp, a greater burden will fall on the role of Teachers in refugee camps and the existence of solutions to reduce the problem of violent behavior, including the students observation of the role of the (PET) in the refugee camps more than in the city, because life in the city is different from the camp regarding of lack of overcrowding in the classrooms and in the school campus, and the economic aspect and competition for daily life In the city, things are easier in city than in camp, therefore you find that the role of the (PET) is greater in the refugee camps than in the city in reducing the behavior of violence among school student, this result consistent with the finding of (Montero-Carretero, & Cervelló, 2020, Aibar et all,2021, & Vitali and Conte,2022) who emphasized that teaching styles, instructional tools and methodologies employed in physical education classes contribute to enhancing student resilience while simultaneously reducing and preventing violent behaviors. Furthermore, the results aligns with the conclusion of (Al-Saaida,2014) who highlighted that, from the parent's perspective, one of the most effective means of mitigating school violence is the provision of adequate facilities and services, such as playground and school yards.

2-The gender variable

Table (2) shows that there are no statistically significant differences between the averages of the male and female student assessment of the study items in the sample's estimating of the role of the (PET) in reducing the phenomenon of student violence in UNRWA schools, and this indicates that the role of education teachers Sports education in UNRWA schools, whether in female or male schools, does not differ in reducing the phenomenon of violent behavior, and this indicates (PET) teacher gender is not a determining factor, the ability of PET to reduce violent behavior among students doesn't depend on whether the teacher is male or female. Instead, other factors such as teaching style, classroom management strategies, communication skills, and the use of supportive methodologies are likely more influential. Concepts of human rights, children's rights, and how to develop student life skills, among these initiatives referred to by UNESCO (UNESCO, 2009). Teacher's Guide to Stop

Violence in Schools through Studying violence in schools and developing solutions to reduce this phenomenon." In addition, the problems that male and female student have can be solved and reduced in the same ways indicated by the paragraphs of the questionnaire.

Conclusions:

- 1-There is a great role for PET to reduce the violence, especially in camp.
- 2-The role of PET in reducing violent is greater in camp than city school.
- 3-There are no differences between male and female student on responding to role of PET.
- 4-The role of the PET in reducing the phenomenon of violent behavior.
- 5-The need of a PET to organize sports programs to reduce student violent behavior.

Recommendations:

- 1- Prepare a guide to reducing the phenomenon of violence among school student by adopting some items from the questionnaire in this study, Make a by the concerned authorities like Ministry of Education to develop (PET) skills in reducing violence.
- 2- Make a recommendation to the concerned authorities to create a safe and attractive environment, including reducing crowded classes.
- 3-Creating social, family, and economic conditions for most needed student, as these factors, have an impact on the phenomenon of violent behavior.

دور مدرس التربية الرياضية في الحد من العنف الطلابي في المدارس

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الملخص

هدفت الدراسة إلى التعرف إلى دور مدرس التربية الرياضية في الحد من العنف الطلابي في مدارس وكالة الغوث الدولية منطقة إربد - الأردن. تكون مجتمع الدراسة من (2100) طالب من طلاب الصف العاشر من (20) مدرسة من مدارس وكالة الغوث الدولية منطقة شمال عمان، في حين بلغت عينة الدراسة (510) طلاب منهم (260) طالباً و (250) طالبة، يمثلون ما نسبته 41 % من مجتمع الدراسة الكلي، تم اختيارهم بطريقة عشوائية. قام الباحثان بتصميم استبانة مكونة من (20) فقرة تتعلق بموضوع الدراسة، وهو دور مدرس التربية الرياضية في الحد من ظاهرة العنف الطلابي في مدارس وكالة الغوث الدولية. استخدم الباحثان برنامج الحزمة الإحصائية للعلوم الاجتماعية "SPSS" لمعالجة بيانات الدراسة إحصائياً باستخدام المتوسطات الحسابية والأنحرافات المعيارية واختبار "ت"، معامل ارتباطات بيرسون ومعادلة كرونباخ ألفا. ومن خلال تحليل استجابات أفراد عينة الدراسة توصلت الدراسة إلى النتائج التالية: هناك دور كبير لمدرس التربية الرياضية للحد من ظاهرة العنف الطلابي خصوصاً في مناطق مخيمات اللاجئين. لا توجد فروق ذات دلالة إحصائية بين متوسطات درجات أفراد عينة الدراسة حول دور مدرس التربية الرياضية في الحد من العنف الطلابي في مدارس وكالة الغوث الدولية منطقة شمال عمان - الأردن تعزى إلى متغيرات الجنس. يوصي الباحثان بـ: ضرورة تنظيم برامج وأنشطة رياضية للحد من ظاهرة العنف الطلابي، وضرورة الاستعانة بمدرس التربية الرياضية في الحد من العنف في المدرسة ليس فقط في حصص التربية الرياضية وإنما في المدرسة بشكل عام.

الكلمات المفتاحية : مدرس التربية الرياضية، العنف الطلابي، وكالة الغوث الدولية.

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