

# STUDY REGARDING THE OBSERVATION ON AGGRESSIVE BEHAVIOUR OF STUDENTS, SHOWN DURING THE SCHOOL PHYSICAL EDUCATION AND SPORTS – SECONDARY SCHOOL (5<sup>TH</sup> TO 8<sup>TH</sup> GRADES)

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**Abstract:** *Taking the opportunity of a privileged frame, given by practising physical education in a systematic manner, the teacher must put into practice all the approaches to prevent inadequate behaviour during the physical education classes. Due to the changes in the society, the students' behaviour suffered some mutations, shown more frequently in school, which is acknowledged by the information conveyed by the media referring to the aggressivity in school. The present study wants to emphasize the aggressive behaviour of the students, developed in the class of physical education and sports during the secondary school.*

**Keywords:** *aggressive acts, violence, efficiency, behaviour.*

## 1. Introduction

“Stimulated by several ideas of psycho-analysis, the aggressive acts during the sport games drew the attention rather late to the researchers of physical education and sports. Putting into theory or not these acts, the latter consider that these acts are shown from the first years of childhood, under the most various forms, more or less worrying” (Epuran M. 1976).

## 2. Theoretical considerations

Aggressivity, defined by many specialists (Rose Vincent 1972, Weinberg & Gould 1995) as being “the exhibition of a destructive or violent tendency, appearing in early childhood and consequential to the disproportion between inner development and the very diminished real psycho-motor development”.

We can say, with no doubt, that the forms of the aggressivity are numerous,

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more or less direct and with different origins.

There are many theories on aggressivity, among which the most important are: the psycho-analytic theory (related to the aggressive acts of the native tendencies), aggressivity as a reaction of frustration (shown as a violent response towards the one who provoked it), aggressivity as an instrument (shown for obtaining an advantage on possible causes of impediments in front of personal fulfillment), cathartic theory, etc. (Epuran M. 1995).

A less violent form of aggressivity is teasing, in which the hostility appears hazy, being the searching of a compensation in reference to some other one. Another often met form is brutality. It is characteristic to some sports in which the victory is obtained by eliminating the opponent, in perfect concordance to the regulations. The emotional overdraft, some elements of overmotivation, as well as some temperamental characteristics, unfortunately, generate aggressivity.

The direction in which the educational influence should be headed is that of developing the combativeness and diminishing the aggressivity.

The observations made by the specialists show that, in some sports disciplines, the sportsmen of high performance not only they are aggressive, but they are more likely to show their aggressivity, compared to the usual people. It is also necessary for teachers, instructors and trainers to analyze the requirements and restrictions of the practiced sport, in order to make the students and sportsmen aware, for efficient training and education.

### **3. The purpose and the hypothesis of the paper**

**The purpose** of the paper is to highlight the level of aggressivity shown by 5<sup>th</sup>

grade students and 8<sup>th</sup> grade students, through the method of comparison among the six schools.

### **4. The hypothesis of the paper**

It was presumed that on the basis of the paper on the elaborated paper, we will observe the aggressive behaviour shown by the students in the secondary school. On the basis of the observation protocols, we will highlight the aggressive behaviour shown by the students during the physical education classes amongst the examined swatch.

### **5. The structure and the process of the experimental activity**

After the structure of the activity, the present paper is one of observation.

The period of time in which the observation was made is two months (October 6<sup>th</sup> – December 6<sup>th</sup> 2010) in six schools: School no 27, School no 30, School no 9, School no 14, School no 10 and School no 28 from Braşov, in which there were applied protocols of observation to the 5<sup>th</sup> and 8<sup>th</sup> grade students in each school.

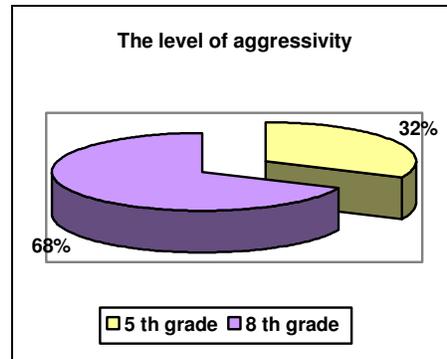
### **6. Processing and statistic interpretation of the data**

The presentation of the centralized data of the observation protocols:

The presentation and evaluation of the observation protocols was done on a scale/indicators from 1 to 5 by notation of the students, corresponding to the indicators of each behaviour shown in the physical education and sport classes.

The graphical representation in percent of the points totaled from the 5<sup>th</sup> grade and 8<sup>th</sup> grade:

Diagram no 1 – the evolution of the aggressivity level in School no 27 to the 5<sup>th</sup> grade in comparison to the 8<sup>th</sup> grade:



Comparing the 5<sup>th</sup> grade the aggressivity level is 32 percent growing with 36 percent and reaching the value of 68 percent at the end of the 8<sup>th</sup> grade.

Diagram no 2 – the evolution of the aggressivity level in School no 30 to the 5<sup>th</sup> grade in comparison to the 8<sup>th</sup> grade:

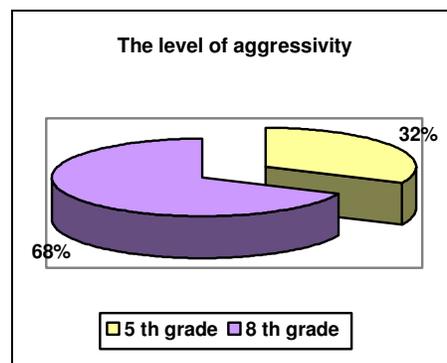


Diagram no 3 – the evolution of the aggressivity level in School no 9 to the 5<sup>th</sup> grade in comparison to the 8<sup>th</sup> grade:

Comparing to the 5<sup>th</sup> grade, the aggressivity level is 42 percent, growing with 16 percent and reaching the value of 58 percent at the end of the 8<sup>th</sup> grade.

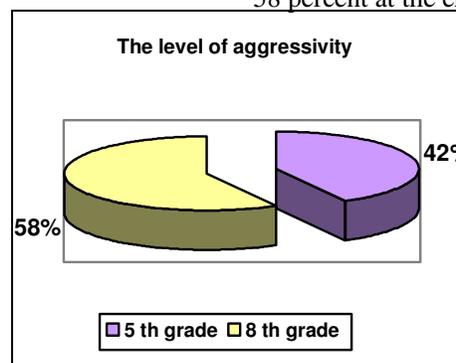


Diagram no 4 – the evolution of the aggressivity level in School no 14 to the 5<sup>th</sup> grade in comparison to the 8<sup>th</sup> grade:

Comparing to the 5<sup>th</sup> grade, the aggressivity level is 41 percent, growing with 18 percent and reaching the value of 59 percent at the end of the 8<sup>th</sup> grade.

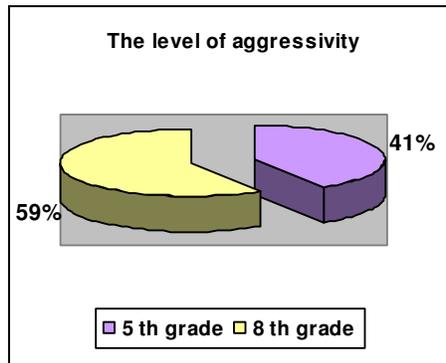


Diagram no 5 – the evolution of the aggressivity level in School no 10 to the 5<sup>th</sup> grade in comparison to the 8<sup>th</sup> grade:

Comparing to the 5<sup>th</sup> grade, the aggressivity level is 42 percent, growing with 16 percent and reaching the value of 58 percent at the end of the 8<sup>th</sup> grade.

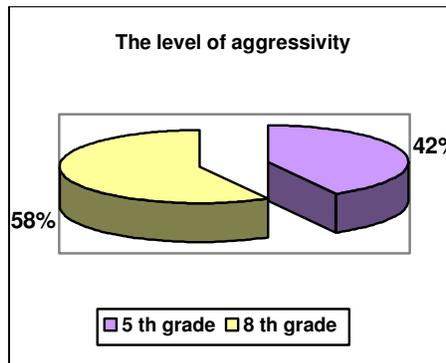
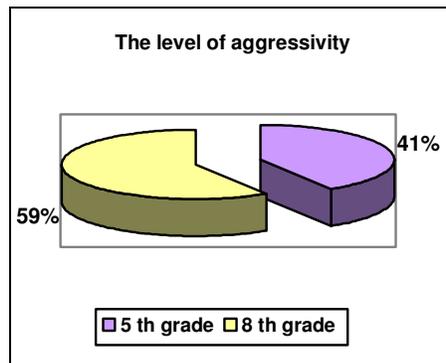


Diagram no 6 – the evolution of the aggressivity level in School no 28 to the 5<sup>th</sup> grade in comparison to the 8<sup>th</sup> grade:



Comparing to the 5<sup>th</sup> grade, the aggressivity level is 41 percent, growing with 18 percent and reaching the value of 59 percent at the end of the 8<sup>th</sup> grade.

Chart no 1 – The arithmetical mean and the standard deviation of the obtained points on observation protocols:

5 th grade		8 th grade	
The arithme- tical mean	The standar- dized share	The arithme- tical mean	The standar- dized share
36,83	1,58	52,83	1,67

Chart no 2 – The result of the finding of the aggressivity level for each school, according to standardized share:

Name of School	The standardized share Z		The level of agressivity School:
	5th grade	8th grade	
School Nr 27	0,74	0,10	Medium
School Nr. 30	-1,15	-1,89	High
School Nr. 9	1,37	0,10	Medium
School Nr.14	-0,52	- 1,09	High
School Nr. 10	0,74	0,10	Medium
School Nr. 28	-1,15	- 1,09	High

Level:

- **Medium level of agressivity** from 0 to 2;
  - **High level of agressivity** from -2 to 0.
- Manner of calculating the standardized share – Example:**

The standardized share in School no 27, Braşov, the 5<sup>th</sup> grade:

$$z = \frac{X - M}{S} = \frac{35 - 36,83}{1,58} = -1,15$$

## 7. Conclusions

Aggressivity, defined by many specialists (Rose Vincent 1972, Weinberg & Gould 1995 etc.) as being “the exhibition of a destructive or violent tendency, appearing in early childhood and consequential to the disproportion between inner development and the very diminished real psycho-motor development”.

As a result of the present study, there were noticed the following: School no 27, at the 5<sup>th</sup> grade, presented a level of aggressivity of 42 percent, growing with 16 percent and reaching the level of 58 percent at the 8<sup>th</sup> grade, School no 30 presented at the 5<sup>th</sup> grade a level of aggressivity of 32 percent, growing with 36 percent and reaching the value of 68 percent at the end of the 8<sup>th</sup> grade, School no 9 presented at the 5<sup>th</sup> grade a level of 42 percent, growing with 16 percent and reaching the value of 58 percent at the end of the 8<sup>th</sup> grade, School no 14 presented at the 5<sup>th</sup> grade a level of 41 percent, growing with 18 percent and reaching the level of 59 percent in the 8<sup>th</sup> grade, School no 10 presented in the 5h grade a level of 42 percent, growing with 16 and reaching the level of 58 percent in the 8<sup>th</sup> grade, School no 28 presented in the 5<sup>th</sup> grade a level of aggressivity of 41 percent, growing with 18 percent and reaching the value 59 percent in the 8<sup>th</sup> grade.

As a result of the mathematical analysis, as well as of the chart with the level of aggressivity for each school, using the standard share z, it was noticed that the level of aggressivity in School no 27, School no 9 and School no 10 is medium, while in School no 30, School no 14 and School no 28 the level of aggressivity is high.

At Schools no 30, 14 and 28, following the documentation on the chosen subject, but also because of their location in the suburb area of the city, it was noticed that the level of aggressivity is close related to the social environment (the entourage formed by playing group, neighborhood, the street) and family (separated families), economic issues (poverty) and material issues (home, food), all these having an impact on the young generation.

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