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The effect of types of fights on the aggressive behavior of deviant karate players

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Abstract

The purpose of this paper is to identifying deviant juveniles in creative institutions, and the manifestations of aggressive behavior that can be modified through sports practice, identifying the effect of practicing both the Foil Weapon Fencing program and the Karate program on the aggressive behavior of delinquent juveniles aged 9-12 years, and building a program for both the sport of fencing, foil weapon, and the sport of karate, with the aim of modifying aggressive behavior among members of the research sample. The researcher used the experimental method to suit the nature of the current research. The two researchers chose to codify innovative pre-experimental research design methods (for experimental groups). All juveniles were restricted to four (4) juvenile care placement institutions in Alexandria Governorate, and their number reached (1.6) juveniles. The research sample was tested intentionally from juveniles in these institutions. (20) Girls were selected from the Moharram Bey Juvenile Welfare Institution and the number (20) Boy. One of the most important results reached by the researcher is that: Practicing violent sports activities reduces aggression for both girls and boys. One of the most important recommendations recommended by the researchers is that: Interest in practicing many sporting activities that are appropriate to the nature and abilities of delinquent juveniles, and paying attention to developing specialists in the sports and psychological fields to care for delinquent juveniles.

Keywords: Weapon fencing, building, program

Introduction

"Considers aggressive behavior to be one of the manifestations of deviant behavior, The variation in aggressive behavior is due to the social imprinting process that the child has gone through. The manifestations of aggression take multiple forms, such as physical assault, verbal assault, quarreling, stubbornness, and a tendency to sabotage. The aggression may be directed toward the self, or it may spread to Outside, this transfer is not limited to persons, but may extend to things" (Osama Saeed).

Some children are exposed to various types of behavioral deviations, the symptoms of which appear in the form of anti-social behavior. These deviations are not an accident or an emergency experience, but rather a series of changes that arise in the first years of a child's life.

"believes that juvenile delinquents, with their inherent aggression in various forms, if left alone, represent a great danger to society and threaten social relations in it" (Mastur Ali Ibrahim. 2018) [2].

Delinquency is a relatively simple aggression of some children or adolescents, who are not more than eighteen years old, against some legal, moral, or social systems of the society in which they live.

The delinquent is the person who deviates from the social standards agreed upon within society as a general framework of behavior that is defined as behavior that violates the basic standards of society, and the law defines this behavior in terms of age and reason to distinguish him from other categories of criminals and differentiate them in the way of treatment (Hawi Mawaz. 2017) [3]. believes that the "delinquent is considered the result of psychological force that did not find an acceptable social way out for it, so it pushed him to adopt behavior that

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society does not accept, and it is called anti-social" (Rawhi Abdat. 2005) [6]. Psychologists view juvenile delinquency as a behavior that indicates a lack of adaptation or that it is a form of maladjustment and developmental disorder and that it is a functional behavior, meaning that it communizes the needs of the deviant.

The aggressive child is exposed to psychological problems that affect his emotional and social development, which subsequently affects his behavior. Aggressive children present a form towards their families until this phenomenon becomes the usual behavior for many children.

Therefore, the researcher believed that the aggressive behavior of delinquent juveniles could be modified by practicing some types of fights (Foil weapon, karate) in the form of simplified sports programs.

Research objective

- The research aims to identify deviant juveniles in creative institutions.
- Identifying the manifestations of aggressive behavior that can be modified through sports practice, and identifying the effect of practicing both the Foil Weapon Fencing program and the Karate program on the aggressive behavior of delinquent juveniles aged 9-12 years.
- Building a program for both the sport of fencing, foil weapon, and the sport of karate, with the aim of modifying aggressive behavior among members of the research sample.
- Identify the effect of practicing both the Foil Weapon fencing program and the Karate program on the aggressive behavior of the individuals in the research sample.

Research hypotheses

- There are statistically significant differences between the pre- and post-measurements for girls and boys, the two Foil Weapon fencing groups, in the aggressive behavior measure, in favor of the post-measurement.
- There are statistically significant differences between the pre- and post-measurements for girls and boys and the two karate groups in the aggressive behavior measure in favor of the post-measurement.
- There are statistically significant differences in the post-measurement between the Foil Weapon fencing groups for girls and boys and the Karate group for girls and boys in the aggressive behavior scale.
- There are statistically significant differences in the post-measurement between the girls' group and the boys' group in the sport of fencing, foil weapons, and the sport of karate in the aggressive behavior scale.

Experimental research design

A. Exploratory studies

1. Contact officials at the Ministry of Social Affairs to obtain the necessary permits to enter depository institutions for the care of juveniles to conduct this study.
2. Conducting the necessary statistical coefficients in terms of validity and reliability to use the aggressive behavior test for the age group (9-12) years (designed by Intisar Younis).
3. Reviewing various previous researches and studies and scientific references that dealt with studying the behavior of deviant juveniles.
4. Measuring the social and economic level of delinquent juveniles (prepared by Abdel Ezzat Al-Taweel), to

measure the social level (of the subject's family).

B. Research plan

This part includes the research methodology - the sample - reasons for choosing the sample - data collection tools.

Research methodology and field procedures

Research Methodology

The researcher used the experimental method to suit the nature of the current research. The two researchers chose to codify innovative pre-experimental research design methods (for experimental groups).

Community and sample research

All juveniles were restricted to four (4) juvenile care placement institutions in Alexandria Governorate, and their number reached (1.6) juveniles. The research sample was tested intentionally from juveniles in these institutions. (20) girls were selected from the Moharram Bey Juvenile Welfare Institution and the number (20) Boy, from the New Manshiyat Juvenile Welfare Institution in the age group of 9-12 years, the aggressive behavior scale was applied to both groups of girls and boys.

Then the research sample was divided based on the result of the aggressive behavior scale. Girls and boys who obtained the highest scores in the physical aggression axis were chosen to implement the karate program, and those who obtained the highest scores in the quarrelsomeness, stubbornness, speed of anger, and ease of irritation among girls and boys were chosen. To implement the Foil Weapon fencing program based on this division, the number of members of the research sample, including girls (7) and boys (8), as a group for the Foil Weapon sport. The number of members of the research sample, including girls (11) and boys (12), as a karate group. The age range of the research sample members ranged between (9-12) years, and the arithmetic average of the age of girls was (10.39) with a standard deviation of (1.04), and the average age of boys was (10.35) with a standard deviation of (0.99). Some variables that affect the research experience, such as the social and economic level, were controlled level of aggressive behavior.

Procedural definitions

Events (shelter institution): An official therapeutic institution works to prepare the deviant juvenile for a good life by compensating him for some of the deprivation and humiliation he has suffered in his life.

Juvenile whose aggressive behavior is to be modified: They are children who commit anti-social acts, such as begging. Stealing. Assault. By beating. Fighting and vandalism, and they were placed in the institution through a judicial ruling.

Aggressive behavior: In this study, it is meant as one of the manifestations of deviant behavior that indicates an abnormal personality.

Aggressive behavior in this study takes one, some, or all of the following manifestations.

- Physical assault: It consists of beating, fist fighting, scratching, and kicking.
- Verbal assault: (exchanging insults), various types of verbal abuse, whispering. Or being loud in class.
- Tendency to vandalism: an intentional attempt to destroy personal property or the property of others.
- Quarrel: A type of verbal disagreement that works to

provoke others.

- Stubbornness: It takes the form of extravagant reverse suggestion, and is represented in (violating understood orders, disobedience, resistance, revenge, delayed attack, insult, and running away from school).
- Irritability and ease of irritation: the child's inability to control his behavior during situations characterized by emotional counseling.
- Intolerance to an aggressive group of comrades: joining a group characterized by aggressive behavior.
- Intolerance of frustration: inability to withstand pressure to reach the goal.

Data collection tools

This study includes the following tools:

- Aggressive behavior scale.
- Social and economic level form.
- Weapons and masks for fencing.

Basic experience

The basic experiment included the following steps:

- Pre-measurement.
- Applying the Foil Weapon Fencing and Karate programs.
- Post-measurement.

The two researchers applied the aggressive behavior scale to the research sample. application of the social and economic level form

The individual method (personal interview) was used in applying these tests due to the illiteracy of the research sample members.

After completing the application of the aggressive behavior scale and the socioeconomic status questionnaire, the two researchers corrected the tests using the correction keys for each test.

Application of the Foil Weapon fencing program - Karate

- The two researchers chose the basic skills in the sport of fencing, foil weapons, according to the classification of scientific references as determined by authors and experts.
- The researcher also chose simple basic skills in the sport of karate according to what was specified by scientific references and the opinions of practitioners.
- The researcher took into account the use of the partial-total method in teaching skills.
- Each program was divided into weekly units (3 hours per week).
- The lesson time for fencing is 45 minutes, the lesson time for karate is 45 seconds.
- I used the researcher. Practical model - show pictures).
- The two programs were implemented in the time period from 9/9/2023 to 12/9/2023.

Post-measurement

- Completion of the two sports programs (foil weapon fencing - karate) is considered completion.
- The researcher applied the same tests applied before implementing the two programs to the four experimental groups.
- The data was processed statistically by finding the arithmetic mean, standard deviation, and a t-test in order

to determine the differences between the pre- and post-measurements of the experimental groups' aggressive behavior test and the extent of the effect of both the Foil Weapon fencing and karate programs on modifying the aggressive behavior of deviant girls and boys from the ages of 9-12. year.

Program planning (foil weapon fencing - karate)

Sports programs are distinguished by a special nature from other programs, as they have certain qualities and characteristics that suit their nature. Since Foil Weapon Fencing and Karate are one of the types of sporting activities, the programs have their own characteristics.

Vermors and Cynthia stated that there are some characteristics that must be taken into account when planning any type of sports activity program. The researchers took these characteristics into account:

1. The program should consist of organized classes (units).
2. The program must contain various skills that add a kind of seriousness to performance. (26:14, 15).

The researchers took into account the principle of gradualism during the implementation of the program:

1. Gradually arrangement of basic skills in ascending order.
2. Gradually increase the number of times you practice each skill.

The purpose of the proposed program for delinquent juveniles.

- Absorb negative aggressive energy and transform it into positive, socially acceptable directions.
- Healthy release of the physical energies of the delinquent juvenile by learning to curb aggression and express it in behavior acceptable to society.
- Developing moral qualities during the implementation of the program, such as order and cooperation.

Symptoms of the program

- The researcher developed a plan for the sport of fencing, foil weapons, and karate in the creative institution on scientific grounds, as we noticed that the institutions in the research community did not have any sporting activities that could be practiced.
- They also developed programs to improve and modify aggressive behavior.
- Knowing the effect of sports programs on the aggressive behavior of girls and boys.

Program content

During implementation, the researcher divided each unit into the following parts:

- The introductory part aims to warm up and prepare the muscles and joints for work.
- The basic part includes basic training, teaching some basic skills, and paying attention to the psychological aspect of the research sample, and this is the primary goal of the research.
- The concluding part: calming exercises that help one feel comfortable, calm and reassured.

Results and discussion

Results

Table 1: shows the arithmetic mean, standard deviation, and T value for the Foil Weapon fencing group and the Karate group for girls and boys at the social and economic level

Groups	Fencing sport Foil weapon		Karate sport		The difference between the two mean	T value	Type sig
	Mean	standard deviation	Mean	standard deviation			
Girls	9, 29	1,38	-,9	1, 18	0, 29	0,48	Non sig
Boys	10,1	2, 56	8,9	2, 42	1, 2	1, 08	

Table 2: shows the arithmetic mean, standard deviation, and T-value for the Foil Weapon fencing group and the Karate group for girls and boys at the social and economic level

Groups	Girl		Boys		Difference between the two mean	T value	Type sig
	Mean	Standard deviation	Mean	Standard deviation			
Fencing sport Foil weapon	9, 29	1, 38	10, 01	2, 56	72,	1, 2	Non sig
Karate sport	-, 9	1,18	8, 9	2, 42	1,	12,	

Table (1) shows that there are statistically non-significant differences between groups of girls and boys in social level. Table (2) shows that there are statistically non-significant

differences between the group of girls and boys for the sport of fencing (foil weapon) and the group for the sport of karate for girls and boys in the social and economic level.

Table 3: shows the arithmetic mean, standard deviation, and T-value between the foil weapon fencing group for girls and boys in the pre-measurement of the aggressive behavior scale

Groups	Fencing sport Foil weapon		Karate sport		The difference between the two mean	T value	Type sig
	Mean	standard deviation	Mean	standard deviation			
Girls	0, 41	29, 1	41, 83	1, 95	83,	99,	Non sig
Boys	0, 42	1, 93	41, 17	2, 17	83,	87,	

Table 4: shows the arithmetic mean, standard deviation, and (t) value between the foil weapon fencing group for girls and boys and the karate group for girls and boys in the pre-measurement of aggressive behavior

Groups	Girl		Boys		Difference between the two mean	T value	Type sig
	Mean	Standard deviation	Mean	Standard deviation			
Fencing sport Foil weapon	-, 41	1, 29	-, 42	1, 93	-, 1	1, 16	Non sig
Karate sport	41, 83	1, 95	41, 17	2, 17	66,	77,	

Table (3) shows that there are statistically non-significant differences between the groups of fencing, foil weapon and karate, for girls and boys. Table (4) shows that there are

statistically non-significant differences between the Foil Weapon fencing group for girls and also the Karate group for girls and boys.

Table 5: shows the arithmetic mean, standard deviation, and T-value between the pre- and post-measurements for girls and boys, the fencing group, in the aggressive behavior scale.

Groups	Pre- measurements		post-measurements		Difference between the two mean	T value	Type sig
	Mean	Standard deviation	Mean	Standard deviation			
Fencing sport	-, 41	1, 29	23, 86	83,	17, 14	17, 3	0.01
Girl	-, 42	1, 93	23, 88	2, 03	18, 12	30, 18	

Table (5) shows that there are statistically significant differences at the 0.01 level, between the pre- and post-

measurements for both the girls' and boys' foil weapon fencing group, in favor of the post-measurement.

Table 6: shows the arithmetic mean, standard deviation, and T-value between the pre- and post-measurements for girls and boys, the karate group, in the aggressive behavior scale.

Groups	Pre- measurements		post-measurements		difference between the two mean	T value	Type sig
	Mean	Standard deviation	Mean	Standard deviation			
Boys sports	41, 83	1, 95	21, 18	2, 62	20, 65	21, 07	0.01
Girls karate	41, 17	2, 17	-, 22	-, 2	19, 17	21, 54	

Table (6) shows that there are statistically significant differences at the 0.01 level between the pre- and post-

measurements for both the girls' and boys' karate group in favor of the post-measurement.

Table 7: shows the arithmetic mean, standard deviation, and T-value in the pre- and post-measurements between girls and boys, the Foil Weapon fencing group, and the karate group in the aggressive behavior scale.

Groups	Post-measurements (girls)		Post-measurements (boys)		Difference between the two mean	T value	Type sig
	Mean	Standard deviation	Mean	Standard deviation			
Fencing sport	23, 86	0, 83	21, 25	2, 19	2, 61	2, 61	0.01
Karate sport	21, 18	2, 62	-, 22	-, 2	83,	3, 91	

Table (7) shows that there are statistically significant differences at the 0.01 level between the Foil Weapon fencing

group for girls and boys and the Karate group for girls and boys.

Table 8: shows the arithmetic mean, standard deviation, and T-value in the post-measurement between the group of girls and boys in foil weapon fencing and karate in the aggressive behavior scale.

Groups	Post-measurements (Fencing sport)		Post-measurements (Karate sport)		difference between the two mean	T value	Type sig
	Mean	Standard deviation	Mean	Standard deviation			
Girls	23, 86	0, 83	21, 18	2, 62	2, 68	2, 60	0.05
Boys	21, 25	2, 19	-, 22	1, 88	75,	83,	Non sig

Table (8) shows that there are statistically significant differences at the level of 0.05 between the girls' group (weapons and karate) and the absence of statistically significant differences between the boys' group (weapons and karate).

Discussing

From the previous presentation of the research results, the researcher interpreted these results in light of the significance of the differences between the research groups for the pre- and post-measurement of the aggressive behavior scale and the extent to which this behavior was affected by the application of the proposed Foil Weapon fencing and karate programs.

Tables (1) and (2) show that there are no statistically significant differences between the girls' group for the sport of fencing, foil weapons, and the sport of karate, as well as for the group of boys. This shows that the social and economic level of the research community is at approximately the same low level, as the arithmetic mean for all groups does not increase. (10.1) the social and economic level is one of the most important factors that lead to deviation and going down a bad path.

Table (3) shows that there are no statistically significant differences in the pre-measurement of aggressive behavior between the girls in the Foil Weapon fencing group and the Karate group, as well as the boys. It is clear from Table No. (4) that there are no statistically significant differences between the Foil Weapon fencing group for girls and boys. Likewise, the karate group, and this indicates that the level of aggression is the same among girls and boys placed in juvenile institutions, and that there is no difference between them in the pre-measurement, and that any change in the post-measurement is due to the proposed activities (weapons, karate).

The researcher tested the validity of the following hypotheses, while clarifying the statistical treatment that was used. This research contains the following hypotheses (1-4). Table (5) shows that there are statistically significant differences at the level of (1.) between the pre- and post-measurements for the fencing group. Foil weapon in favor of dimensional measurement. This is due to the effect of the proposed program for karate.

It also concluded that sports practice had a positive impact on delinquent juveniles. In this regard, Lassal states that sports and physical education achieve multiple purposes, including developing emotional stability through freedom from stress and a sense of happiness (Mind. k. 1992) [8].

It is clear from Table (6) that there are statistically significant differences at the level of 1., between the two post-measurements for girls and boys, the Foil Weapon fencing group, in favor of the boys. This shows that the fencing program had a greater impact on the boys than on the girls, and with regard to the post-measurement of the karate group, and the two researchers attribute this to at this stage, boys are

more interested in physical activity than girls are. Therefore, implementing various sports programs in juvenile institutions may relieve stress, reduce physical aggression and quarrels, and make girls and boys live in a sound psychological and health state.

This is consistent with the results that "sporting activity has a significant impact on the psychological stability of individuals, and these activities are often an opportunity to release emotional loads that may benefit the individual" (Biscenas.1989) [9].

The delinquent person tends toward aggression, and this aggression is often against social conditions that stand in the way of satisfying the individual's basic needs.

Indicates that "the aggression display scale reflects feelings of anger and frustration and is characterized by aggressive and angry feelings, and the higher scores for the delinquent are statistically significant at every age level" (Ezzat Abdel Azim Al-Taweel. 2007) [5] concluded that "delinquents are more inclined to physical aggression, and they are also more inclined to sabotage and damage" (Intisar Younis. 2005) [7].

In Table No. (5), we find that the pre-measurement shows the axes of the aggressive behavior scale for girls with an arithmetic mean of (-.41) and the post-measurement with an average of (23.86). The table also shows the aggressive behavior scale for boys with an average of (42.0) compared to the post-measurement which reached the average. (32.88) It is also clear from the results of Table (6) that the pre-measurement to show the axes of the aggressive behavior scale for girls (41.83) and the post-measurement (21.18) and also for boys, the arithmetic mean in the pre-measurement reached (41.17). Comparing it to the post-test (22.0), this shows that the proposed karate programs have improved aggressive behavior in the research sample, as these results are consistent with Intisar Younis's findings that the sports program modifies the behavior of deviant girls. Thus, both the first and second hypothesis are fulfilled.

The results of Table (7) show that there are differences between the post-measurement for girls and boys, the Foil Weapon Fencing group, and the Karate group, where the level of significance was (0.1) in favor of the boys over the girls, where the arithmetic mean for the boys was (25.21) and the arithmetic mean for the girls was (0.22) The differences in favor of girls in karate are a result of the influence of the two weapons programs. Karate for both girls and boys, and the researcher attributes these differences to the time in which the programs were conducted (morning period - afternoon period).

The results of Table (8) indicate that there are statistically significant differences at the level of (0.05) between the girls' group for the sport of fencing (foil weapon fencing) and the karate group in favor of the karate group, where the arithmetic mean reached (18.21) compared to the average for the sport of fencing (23.86). This shows the extent the effect of karate on modifying the aggressive behavior of juveniles is that karate is one of the sports that gives the player self-confidence and

that this confidence distances its companion from selfishness and pushes him to humility and self-denial. It gives a person strength without noise and courage without arrogance. Karate also provides healthy physical and mental growth and feeling. With independence.

Comparing the boys' results for both the sport of fencing, foil weapon, and the sport of karate in the two post-measurements, there were no significant differences, and this confirms that the sport of fencing and karate improved the aggressive behavior of the boys by approximately one degree, in contrast to the sample of girls, where the difference was in favor of the group of girls in the sport of karate over the sport of fencing.

This result is consistent with the results of the study, which confirmed that the practice of sports activity affects the personal characteristics of deviant juveniles, and this was shown by the reduction of the aggressive trait among deviant girls in an acceptable and appropriate manner (Abdel Halim Mazuz. 2018) [4].

Conclusions and Recommendations

Conclusions

Practicing violent sports activities reduces aggression for both girls and boys.

Recommendations

The researcher recommends paying attention to practicing many sports activities that are appropriate to the nature and abilities of delinquent juveniles, and placing specialists in the sports and psychological fields to care for these juveniles.

Based on the results of this research, the researcher makes the following recommendations:

- Interest in practicing many sporting activities that are appropriate to the nature and abilities of delinquent juveniles.
- Paying attention to developing specialists in the sports and psychological fields to care for delinquent juveniles.
- Conduct various research into sports activities that can reduce the occurrence of deviations.

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