

## **The level of aggressiveness among young Algerian athletes Comparative study of team sports vs -Combat sports (study of selected Algerian clubs)**

**Chenouf Khaled<sup>1</sup>, Khellafi Aziz<sup>2</sup>, Beldjouheur Faycal<sup>3</sup>**

<sup>1</sup>University Of Tissemsilt (Algeria), E-mail: [khaled.chenouf@univ-tissemsilt.dz](mailto:khaled.chenouf@univ-tissemsilt.dz)

<sup>2</sup>University Of Chlef (Algeria), E-mail: [a.khellafi@univ-chlef.dz](mailto:a.khellafi@univ-chlef.dz)

<sup>3</sup>University Of Chlef (Algeria), E-mail: [f.beldjouheur@univ-chlef.dz](mailto:f.beldjouheur@univ-chlef.dz)

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### **Abstract:**

In order to study the phenomenon of violence (aggression) in children, it is important to study the effect of sports practice on the aggressive behavior of our children.

Then compare the results of the two disciplines, a team sport (soccer n = 112) and a combat sport (judo n = 90). This study seeks to identify the difference between soccer players and judokas.

. An aggression questionnaire was taken for children (10-13 years old). Our results show that soccer players are more aggressive than judokas, so boys are more aggressive than girls.

. We can conclude that the practice of sport influences the behavior of our children but also there are other social, cultural and possibly biological factors which intervene in the life of the children.

**Keywords:** Instrumental aggression, Emotional aggression, Child, soccer, Judo.

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### **1- INTRODUCTION :**

Various forms of violence can be observed in sport, encompassing psychological, physical and verbal dimensions. Whatever its form, violence is systematically aimed at insulting, disrupting or instilling fear in others, in flagrant violation of ethical principles.

Numerous theoretical hypotheses exist to examine the appearance of violence in sporting and social activities. One such perspective is biological theory, which postulates that violence is an inherent aspect of human nature. This suggests that playing sport can be a constructive way of releasing negative energy.

An alternative explanation for the source of violence can be found in psychological theory. This theory suggests that when individuals experience significant failure and subsequently feel an overwhelming sense of frustration, they are more likely to resort to violence. A link can be made between this intense sense of frustration and the

manifestation of violent behavior.

The involvement of officials and opponents is an important aspect of sport (Coulomb-Cabagno and Rasclé, 2006).

According to Bandura's social learning theory, the act of resorting to violence is perceived as an acceptable and sanctioned method of "playing the game" (Bandura, 1980).

In this particular context, sport appears to be an accepted substitute for aggressive tendencies and harmful hostile actions that can have a negative impact on society. There's no doubt that playing sport plays an educational role, promoting respect for rules and offering children the opportunity to relax in a structured setting (Reyene, 2003). Sport thus appears to be an essential catalyst in facilitating social interaction. The values established through sport extend to all aspects of social life. (Parisot 1991) Contrary to this positive representation of sporting practices, social learning theory recognizes that sport is responsible for the prevalence of violence in society, as it is simply an environment that encourages the initiation of aggressive behavior (Tandy and Laflin 1973).

What's more, while sport seems to encourage children to respect the rules, it also encourages them to discover ways of overturning and deviating from them, thus developing a tolerance for rule-breaking (Durand, 1987).

In fact, according to Bredemeier, Shields, Weiss and Cooper (1986, 1987), athletes who engage in rigorous physical contact during sport may have lower moral reasoning abilities than athletes who engage in low- or moderate-intensity sports and greater aggression. impulses. Contact sports.

On the other hand, team sports and individual sports have different effects on player aggression. Indeed, team sports seem to create more aggression and hostility, and less self- confidence and self-esteem among its practitioners.

Having set out these various theoretical postulations, we conclude that there is a wide diversity of explanations and interpretations of the causes of aggression; and consequently, we can ask the following question:

**-What is the effect of sports practice on footballers and judokas at childhood age (10-13 years)?**

## **2- Hypothesis:**

To answer our questions, we need to formulate hypotheses that will be provisional :

2-1-There's a difference between footballers and judokas in terms of instrumental and hostile aggressiveness.

2-2-There is a behavioral difference between the sexes (aggressiveness, hostility, etc.) in soccer and judo.

## **3-Research goals:**

The aim of this research was to demonstrate the importance of sports coaching and the role of parents and coaches in helping children develop psychologically and physically, while at the same time preventing violent behaviour, and to find out to what extent respect and discipline are part of the process of solving problems of violence in children. We also need to know what effect sport has on children's development and behavior, and whether sport has the same effect on children of different sexes.

#### **4-Defining concepts and terminology :**

**-Aggressiveness and violence:** the two concepts of violence and aggressiveness are often intimately linked, and the difference is hard to distinguish. This is linked to the fact that violence is expressed generally through aggression. Aggression and its various forms are part of human adaptive mechanisms, essential to survival. These mechanisms have enabled us to develop, to cope with different conditions of adversity and to survive in the face of hostilities.

On the other hand, while violent behavior expresses itself through a wide variety of aggressive acts, the primary characteristic of violence lies in the manifestation of strong hostility towards others.

#### **-Aggression (verbal and physical) :**

Aggression defines an instinctive personality trait or a class of physical and psychological responses.

observable verbal. (boivin,Ouellet-morinet Petitclerc, 2006)

It is also defined as a transformation from typical, adaptive behavior to atypical, non-adaptive behavior (Kate keenan 2012).

**Roland Janvier (2003)**, aggressiveness is the vital movement towards overcoming.

On a personal level: aggressiveness is the ability to set oneself challenges, to provoke others. Towards others: the desire to fight, to overcome adversity, to confront it.

#### **- Physical or direct aggression :**

These are physical acts directed at another person that can cause harm.

(Carins et al 1989; Straus and Gelles 1990; Tremblay 2000).

We note that physical aggression occurs when the means of harm are the use of physical force or the threat of use of physical force (Ostrov & Crick, 2007).

#### **Verbal or indirect aggression :**

The term indirect aggression is used to designate social manipulations such as spreading rumors, excluding peers, betraying trust or divulging secrets. These manipulations can be detrimental to society (Crick and Grotpeter 1995).

The term indirect aggression is also limited by the fact that it excludes direct attacks

on well-being. It is, however, a reasonable representation of this heterogeneous class of behavior (**Card, N. A., Stucky, B. D., Sawalani, G. M., and Little, T. D. (2008)**)

We also cite relational aggression, which occurs when damage, or the threat of damage, is inflicted.

Damage to relationships is used to harm another person. For example, ignore, exclude other social groups (**Crick, Casas, and Ku, 1999; Crick and Grotpeter, 1995**).

#### **-Violence:**

Paquette and Malo (1998) propose to define violence, in the context of the knowledge and beliefs prevailing at a given time and in a specific culture, as aggression deemed excessive by society, based on its probable consequences.

It has also been proposed that violence is conduct deliberately and systematically intended to harm the physical, moral, psychological or social integrity of others or oneself (Bowen, Desbiens, Rondeau and Guimet, 2000).

Violence can be physical, verbal or psychological.

#### **-physical violence :**

When physical violence is present in a relationship, there is also often the presence of other forms of violence. It includes violent gestures such as slapping, pushing, biting, kicking, arm-clenching, hair-pulling, object-throwing, strangling, confinement, assault with a weapon, and so on.

Physical violence is a criminal offence throughout the world.

#### **-verbal abuse :**

Verbal abuse is the most common form of violence, and it's also the most widespread form of violence we fear the least. This is probably because we think that verbal violence is less serious, since it doesn't leave any wounds.

Perhaps behind this ignorance lies the idea that, between adults, verbal violence is violence between two equal beings, and that both parties involved should be able to defend and protect themselves against the pain that verbal violence causes. For example, shouting, insulting, reprimanding for unimportant things, making threats, criticizing, humiliating - this is violence that can be heard (**Michel Delage et al 2012**).

#### **-Psychological violence :**

It's said of the action of belittling, denigrating or diminishing a person. It also involves manipulation, loss of self-confidence, threats and intimidation. It is exercised in a devious and insidious way through gestures, postures, looks and words with the aim of hurting or controlling the person on an emotional level. (**Christine Wekerle 2012**)

### **- Hostility:**

The expression of hostility could be considered antinomic to a depressive state according to the theory of **k.araham and S.Freud (1966)**.

Hostility also manifests itself in explosive anger, complaining or tyrannical behavior towards those around them.

It should be noted that each individual has his or her own level of hostility, whose threshold of expression responds to various stimuli, depending on the circumstances.

### **-Anger:**

Anger is a simple emotion that expresses dissatisfaction. It is felt towards what we identify, rightly or wrongly, as being "responsible" for our frustration.

Anger in children can be explained by the results of aggressive responses (**Larson and Lochman 2005**).

A child's difficulty in mastering his emotions is a major obstacle to his development. social integration if there is no early intervention (**Loeber et al 2000**).

### **-Bullying:**

Olweus was the first to draw attention to the phenomenon of bullying, introducing the concept of "bullying" to the educational community. For this researcher, a student is a victim of "bullying" when he or she is "[...] exposed, repeatedly and over the long term, to negative actions on the part of one or more other students" (Olweus 1999).

To describe the situation of a student who is repeatedly bullied, the concept of "harassment" is used. This concept is closer to that of "bullying" proposed by Olweus. However, the act of bullying may occur only once and cause harm to the victim.

### **-Discrimination :**

One person may attack another because of discrimination against another. discrimination may be based on a person's gender, religion, ethnic origin or any other characteristic that is specific to that person (e.g., a particular physical disability or trait, intellectual disability, etc.). Victims of discrimination may be ridiculed, humiliated or excluded from certain groups because of their difference.

## **5-METHODOLOGY:**

### **5-1- Introduction :**

Our sample was made up of children aged between 10 and 13 from the central region of ALGERIA. Football was chosen as the team sport, and judo as the combat sport.

### **5-2- Population selection and characteristics :**

Our research was therefore carried out on two sports with completely different internal logics: combat sports, taking "judo" as an example, and team sports, "soccer".

We contacted sports clubs: our sample was made up of four groups They range in age from 10 to 13, representing a phase of childhood.

The choice of two different environments is arbitrary, to find out if the same sports practice has the same effect on children's behavior, and also to work with boys and girls to find out if there's a difference between the two sexes.

### **5-3- Independent variables :**

-Specialization has an effect on children's behavior and aggression: a child who plays soccer behaves differently from a child who plays judo.

-gender: boy or girl.

-Age: from 10 to 13 years.

This allows us to observe that the practice of judo (a combat sport) and soccer (a team sport) do not have the same effects on violent and aggressive behavior in children. So it varies according to the sport.

### **5-4- Dependent variables :**

-level of aggression: (physical aggression, verbal aggression, anger and hostility).

### **5-5- Measuring instruments:**

The most appropriate tool for our research is the questionnaire: this is the main tool we'll be using in our study as a means of researching psychosocial reactions.

This is the instrumental and emotional aggression questionnaire that takes into account the distinction between the two types of instrumental and emotional aggression.

We have chosen to evaluate the level of aggressiveness through four parameters that constitute the different violent behaviors observed in children:

### **5-6- The purpose of the questionnaire**

This questionnaire proposed by Buss and Perry (1992) contains precise questions. This instrument will help us to detect and compare the level of instrumental and hostile aggressiveness in footballers and judokas in relation to the place of practice and the gender of the participants.

### **5-7- Approach:**

The first step: we contacted the sports clubs and gave them an information sheet based on our research. Then we got acceptance.

The second step: distributing information sheets and consent forms for parents. The third step was to fill in the questionnaires with the children, with their parents' permission.

The final stage: collecting the questionnaires.

### **5-8- STATISTICAL method:**

Results are presented as mean  $\pm$  standard deviation. Statistical processing was carried out using SPSS version 20.

To compare paired samples (JUDO VS FOOTBALL), we used Student's t-test. The questionnaires were statistically processed using factorial analysis. The significance level was defined for all analyses at  $P < 0.05$ .

## 6- RESULTS

### Hypothesis 1: Comparison between footballers and judokas

**Table 1:** Means tests comparing footballers and judokas for instrumental and emotional aggressiveness :

Variable	N soccer	N judo	Mean ± SD		t	Sig	D COHEN	Error standar d average soccer	Error standar d average Judo
			soccer	Judo					
Aggressiveness Physics	112	90	34,57±10,39	30,17±10,00	3,44	0,001	0.43	1.28	1.27
Aggressiveness verbal	112	90	19,42±5,56	17,14±5,50	3,29	0,001	0.41	0.69	0.69
Anger	112	90	23,78±7,46	22,71±8,53	1,07	0,285	0.13	0.99	1.01
Hostility	112	90	29,46±9,05	26,20±8,85	2,91	0,004	0.36	1.12	1.12
Total	112	90	105,83±25,56	95,36±26,33	3,25	0,001	0.40	3.22	3.24

The first hypothesis of the study was to see the difference between two groups of footballers and judokas in terms of instrumental and emotional aggressiveness. To meet this objective, tests of mean descriptive statistics were carried out.

Table 1 and Histogram 1: Soccer players (105.83) were more aggressive than judo players (95.36). There was a significant difference between the two groups ( $t = 3.251$ ) at  $p < 0.05$  and a size effect: 0.40 (mean).

From the averages recorded, we can see that instrumental aggressiveness (physical and verbal) and emotional aggressiveness (hostility and anger) among judokas is lower than that of footballers

**Hypothesis 2: the difference between the two sexes Boy VS Girl:** The second hypothesis of the study was to identify whether boys and girls with the same level of aggressiveness in soccer and judo.

A comparison of averages was made for the eight groups:

Boy soccer vs. girl soccer. Boy judo vs. girl judo.

**Table 2: Comparison between boys and girls in soccer**

Variable	N Boy	N Girl	Mean ± SD		t	Sig	D COHE N	Error standar d average G	Error standa rd averag e F
			boy	daughter					
Aggressiveness Physics	40	30	37,57±7,1	29,17±9,0 0	3,4 4	0,12	0.66	1.12	2.06
Aggressiveness verbal	40	30	21,16±5,8	17,13±5,5 0	3,2 9	0,08	0.69	0.72	0.86
Anger	40	30	26,2±8,1	20,71±7,5 3	1,0 7	0,33	0.63	1.19	1.22
Hostility	40	30	31,24±8,5	23,20±6,8 5	2,9 1	0,68	0.60	1.19	1.43
Total	40	30	116,17±2 9,56	90,21±28, 8	3,2 5	0,74	0.88	4.22	5.57

**Table 2 and histogram 2 :**

Boys have an average of 116.17, so they are more aggressive than girls. 90.21.  $t = 3.25$ , which is a non-significant difference at  $p < 0.05$  and a size effect: 0.99 (strong). Boys have higher averages than girls in all four parameters

## 7- DISCUSSION

### Hypothesis 1: comparison between footballers and judokas

The first hypothesis was tested by Student's t-tests for two independent groups. These showed that footballers are more aggressive than men.

than judokas in the four parameters of our questionnaire.

Our results are similar to those reported in the literature by Baccouche med ali et al, (2013) who found that team sports players show greater aggressiveness than their opponents. and low self-esteem compared to individual sportsmen and women. are less aggressive and have very high self-esteem.

Furthermore (Seegmuller 1984, Therme and Refaust 1993) assert that the practice of sports of combat enables the individual to better control anger and aggressive impulses.

Pfister and Sebastier 1994, on the other hand, found that the average number of aggressive behaviours increases with age and level of competition, and over time takes on a character of its own. of normality in football and handball.

The majority of assaults between players occur when the match is close, or in the middle of a match. the case of defeat Gee & Sullivan, 2006, Vaez Mousavi (2005).

Coaches and players alike are always on the lookout for results in sports. which explains the difference between footballers and judokas in terms of skill. aggression,

the number of instrumental aggressions increases with the level of competition, while hostile aggression decreases (Coulomb-Cabagno et al. Rasclé, 2006.)

With judokas it's a bit different. This anti-sport and social behaviour is on the decline Remarkably, and this can be explained by the importance of the discipline required, the very strict rules and also by respect for others in combat and even in social life, as Parisot (1991) asserts, the skills acquired in sporting practice are automatically transferred to social life, making sport a fundamental agent of socialization.

In line with the above, Pyecha (1970) asserts that the practice of fighting makes children less aggressive, more sociable and gives them higher self-esteem. Trulson (1986) also found that after 6 months of taekwondo practice, the practitioner became less aggressive and had good control over his anger. Nosanchuk (1986) found a reduction in aggression, and an improvement in self-esteem, with the practice of karate. On the other hand, Richman and Rehberg (1986) found that, over time, combat sport practitioners became more independent and had more self-confidence than beginners. The opposite is true of team sports, where the level of aggression increases with time spent practising (Sebastien and Pfister 1994). However, our results contradict those of Bandura (1980) and Clément (1981) who asserted that combat sports provide an opportunity for the youngster to transgresses the social ban on physical contact in a confrontational situation.

Vanfraechem-Raway (1980) confirms that after two years of practice the young appears to be more aggressive-combative and more dominant than population norms. Finally, we can conclude that practising a combat sport enables the individual to control their aggression and have higher self-esteem than young people who play team sports with direct confrontation. We therefore reject the null hypothesis and confirm that team sports (soccer) are sports that help to channelling violent behaviour in children, so footballers are more aggressive than judokas (these results cannot be generalized to other practitioners).

### **Hypothesis 2: the difference between boys and girls in instrumental and emotional aggressiveness in the two sports.**

The second hypothesis was tested by making 4 different comparisons. Firstly, boys were found to have higher averages in both subjects. Secondly, this difference was significant in all four questionnaire parameters.

As in this memoir, other authors have come to the conclusion that boys are more aggressive than girls, and this difference may be caused by several factors.

Our results are similar to those of (Pfister and Sebastien 1995; Baccouche Med ali 2013 et al. 2013; Faiza et al. 2013), which showed that boys are more aggressive than girls.

girls during physical activity. This difference is due not only to biological factors, but

also to social and cultural factors (Jung, 2002.)

Generally speaking, boys seek victory and domination over their opponents, whereas girls are satisfied by the pleasure of the game, and don't necessarily seek victory. Moreover, sport has historically been created by men for men, to affirm masculine values (Jung et al. 2002).

Hughes & Coakley (1978) found that enrolment in so-called men's sports made the player more aggressive in the game and in social life

Éric Reyene and Jean Lorant (2003) have found that judo practice makes girls less likely to take part. aggressive than girls who don't play sports. Girls who participate in sports (Van Goozen et al.1984).

In the same vein, Conroy et al (2001) note that girls perceive aggressiveness as as less legitimate than boys, whatever the type of sport.

However, our results contradict those of Stuntz & Weiss (2003), who found that found that girls use more emotional aggression than boys, Reyene and Lorant (2003), who found that 2 years of judo practice did not make boys less aggressive than boys who did not take part in sport. Baccouche Med Ali(2013)found that women in rugby are more aggressive than men.

While Fairouz et al. (2013) found that men are much more aggressive than women in soccer, and Baccouche Med ali et al. (2013) did not notice a greater difference between girls who play team sports and those who don't individual sports.

Furthermore, we can conclude that the majority of team sports involving direct contact with have the same effect on children's aggressive behavior. (Conroy and al.2001).

Finally, we reject the null hypothesis and confirm that boys are more aggressive than girls in soccer and judo.

## **8- Conclusion:**

In the present study, we tried to find out the effect of sports practice on children's behavior, by making a comparison between footballers and judokas and then distinguishing the difference between the two sexes (boys and girls). What we can conclude is that parents, coaches and club leaders have a very important role to play in influencing our children's behavior. Since it has been proven that footballers have higher average aggressiveness levels than judokas ,even though soccer is a team sport and judo is a combat sport. This high level of aggressiveness among footballers can be explained by the neglect of soccer rules, the quest for results, the total absence of mental and psychological preparation in the training of young footballers, and the lack of control by coaches and parents.

Judo, on the other hand, seems to be a sport of physical, moral and ethical education,

whose practice values an ethic of respect for oneself and the opponent.

Judo fosters self-control and anger management, which is a barrier to aggressive behavior.

Judokas have higher self-esteem than young people

footballers, judo puts them in a situation where they can explore problems, find a solution and evaluate it.

problem-solving method.

Secondly, for the difference between boys and girls, we found that a boy

are more aggressive in this age group. This can be caused by several factors: social, cultural and possibly biological factors that play a part in life. children.

Finally, coaches must be educators first and foremost, and parents must follow their lead. their children on a daily basis. Sport influences our children's behaviour either positive (respect and acceptance of others) or negative (aggressiveness).

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