INNOVATIVE SPORTS ACTIVITIES TO OVERCOME THE AGGRESSIVE BEHAVIOUR IN THE SCHOOL-AGED CHILDREN

(Preliminary communication)

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Abstract

In the recent years the problem of the aggression in the school-aged children has become more pressing and relevant. The effective intervention of this behaviour requires a thorough knowledge of the frequency and manifestation of the school aggression and of the reasons thereof. The statistical study included 1,743 pupils from VII to XII grade from 16 schools in the city of Varna, whose behaviour was followed within a period of four years through a survey conducted by using comprehensive methodology. 62.46% of the boys and 33.33% of the girls from XI and XII grade, 70.15% of the boys and 29.85% of the girls from X grade and 56.06% of the boys and 43.81% of the girls from VII and VIII grade demonstrated physical aggression. Over 80% of all pupils think that their preparation for school is associated with stress and fatigue. This factor should be taken into account in the preparation of prevention programme. Along with the conventional interventions innovative sports activities need to be included. Yoga Fly is an effective antistress approach which balances the processes of excitability and retention in the nervous system, thereby reducing the risk of manifestation of aggressive behaviour.

Keywords: pupil’s physical aggression, verbal aggression, yoga fly, entertaining therapy, Bus Dyurki aggression test, psychophysical development, Student’s t-test

INTRODUCTION

The socio-economic transition, poverty, unemployment, social insecurity and the change in the moral values and educational system, put the adolescents to serious tests, as their response was the aggressive behaviour. The effective intervention requires a thorough knowledge of the frequency and manifestation of the school aggression and study of the reasons and mechanisms thereof and of the factors which could positively affect the processes. The factors which determine the aggressive behaviour are many in number and they interact with each other. The prevention programmes should include individual psychological or psychotherapeutic work with pupils and their families, training of teachers, educational advisers involvement, etc.; however, no attention is paid to the „healthy“ side of the child with problem behaviour.

If the aggression is determined mainly by the fact that the preparation for school requires lot of efforts that lead toward rapid fatigue and generate daily stress, then fast and sustainable results may be achieved by using simple techniques relating to both the physical exercise and mental „discharge“. In order to preserve the psychophysical health of the pupils in the secondary schools, a modern culture formation and health preservation approaches and psychophysical trainings and techniques should be used. An example for such a technique is the inclusion of Yoga Fly classes in the pupils’ regime and in the sports classes in the school.

The Yoga system is an ancient system of psychophysical development and improvement of the person. The practitioners of all age groups, especially the young
people, show great interest in it (Dzhaldeti (Джалдети, 2014). The young people flatly deny the benefits of the regular Yoga classes in overcoming the everyday stress accumulated in the school and in generating positive emotions.

Yoga Fly combines useful and effective exercises which affect the entire body in a positive way. They include classical Yoga postures (asanas), dance, fitness and aerobatics which are performed on a Yoga hammock and are an effective and entertaining antistress approach which has positive effects on the health. The regular exercise of Yoga Fly recovers, adjusts and improves the balance of the basic neural processes. In particular, it influences the strength and balance of the basic neural processes (excitability and retention) and improves the concentration. This leads to positive changes in the higher nervous activity type, normalisation of the cortical neurodynamics and increased calmness, attention and ability to focus and concentrate. This approach frees the mind from any anxiety, reduces the stress and transforms the negative emotions, character and behaviour into positive ones.

The respiratory Yoga Fly techniques are especially favourable for the central nervous system and have a multilateral effect thereon. The studies have established that the impulses of the respiratory centre influence also the cells of the motor area in the large hemisphere cortex. This increases the excitability of the cortex cells and alertness of the nervous system of the person and improves its operation.

The psychotherapeutic impact may result either in rejuvenation of the emotional state or in relieve, relax and reduction of the nervous tension. The practice of Yoga Fly itself leads to generation of pleasant emotions and optimism, since it affects the second signal system. The Yoga Fly classes have a psychotherapeutic effect which is achieved through distraction of the attention (distracting or entertaining therapy).

The aim of the study is to establish the level of aggressiveness among the pupils from VII to XII class living in the city of Varna and the factors that cause this aggressiveness in order to propose innovative techniques to overcome the problem behaviour of the pupils of this age.

METHODS

The representative statistical study covered the following groups of pupils: 610 pupils from XI and XII grade, 311 pupils from X grade and 822 pupils from VII and VIII grade of 16 schools in the city of Varna. The period of monitoring was four years. A survey based on a comprehensive methodology was conducted (the Bus Dyurki aggression test modified and supplemented by the authors was used as a basis). After the collection of the initial information and upon completion of the statistical classification of the groups and the report preparation the relevant statistical analysis was made.

RESULTS AND DISCUSSION

The data show that the aggression among the pupils has reached extremely troubling levels. In the first year 62.46 % of the boys and 33.33 % of the girls of all 610 pupils from XI and XII grade who participated in the study demonstrated physical aggression. 83.91 % and 59.77 % of the girls covered by this age group demonstrate verbal and indirect aggression, respectively. In terms of the boys the relative share of those demonstrating verbal and indirect aggression is 86.82 % and 56.16 %, respectively. The differences by the sex of these two indicators fall in the range of the random ones (P >0.05), i.e. the behaviour of the boys and girls contains a significant portion of verbal and indirect aggression. The oppositional behaviour and aggressive irritability are equally manifested (P>0.05) in the girls and boys (over 52 %). Unlike them, however, the aggressive behaviour differs significantly in terms of the sex (P<0.05). 63.23 % of the girls and 71.35 % of the boys demonstrated aggressive behaviour.

It should be noted that over 83.80 % (511 pupils) think that their preparation for school leads to stress and fatigue (Table 1.). This fact itself is troubling and shows differences in the results depending on the sex - 86.97 % of the girls (Table 2.) and 78.51% of the boys become tired or experience stress. The differences by the sex of this indicator are statistically significant (P <0.05).

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<th>Table 1. Preparation for school - XI and XII grade</th>
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<tr>
<td>Fatigue</td>
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<td>Yes</td>
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<th>Table 2. Preparation for school within the girls and boys</th>
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<tr>
<td>Fatigue</td>
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The study conducted in the second year showed that the preparation of the pupils from X grade for school was also related to stress and fatigue. The results achieved by this indicator after studying the behaviour of the pupils from XI and XII grade strengthened this worrying trend.

It should be noted that there is an increase in the differences by the sex in comparison with the results of the study conducted in the previous year. The results achieved in this year - 91.04 % of the girls - prove that (Table 3.), while the value of the indicator reported in the previous year is 86.97 %. Dynamics is also observed in the boys; however it is moving in the opposite direction - the value of the indicator achieved upon completion of
the new study is 70.93% compared to 78.51% in the previous year. The differences by the sex are statistically significant (P<0.05).

The new study confirms the concerns of the data about the level of aggression among the pupils from X grade. 70.15% of the boys and 29.85% of the girls demonstrate physical aggression. 90.30% and 61.94% of the girls demonstrate verbal and indirect aggression, respectively. In terms of the boys the relative share of those demonstrating verbal and indirect aggression is 78.86% and 53.72%, respectively. The differences by the sex of these two indicators fall in the range of the random ones (P>0.05), i.e. the behaviour of the boys and girls contains a significant portion of verbal and indirect aggression.

The dynamics in the levels of these indicators is very interesting - the levels of the verbal and indirect aggression decrease in the boys and increase in the girls. It may be assumed that the dynamics of the verbal and indirect aggression indicators is logically connected with the dynamics of the physical aggression, as a compensatory mechanism.

In the third and fourth year 822 pupils from VII and VIII grade were involved in the study. It has been noted that the relative share of the pupils who think that the preparation for school leads to stress and fatigue remains very high - nearly 70% (69.50%). This result is alarming despite that the level is lower than the level reported in the previous year (83.80%). This may be explained by the composition of the respondents, the different secondary schools which they attend and the results of the reform launched in the area of the secondary education. The stress and fatigue which accompany the preparation for school differ depending on the sex. In the girls the frequency is higher (72%) compared to that in the boys (66.90%), as the differences are not statistically proven (P>0.05, Table 4). The preparation for school is accompanied by stress in less than 15% of the girls and in less than 11.6% of the boys compared to the results of the study conducted in the previous year.

The physical aggression is widespread in 56.06% of the boys and in 43.81% of the girls, as the differences by the sex are statistically significant (P<0.001). The indicator has slightly decreased in the boys (62.46% in the previous year), while unfortunately in the girls the dynamics moves in the opposite direction - the increase is by over 10%.

In the girls the verbal and indirect aggression has decreased to 63.75% and 54.43%, respectively. Reduction in the levels of the two types of aggression is also reported in the boys. The relative share of the boys who demonstrate verbal aggression is reduced to 60.42%, while the level of indirect aggression is slightly decreased - to 53.69%. The behaviour of the boys and girls contains a significant portion of verbal and indirect aggression, as the differences by the sex are significant only in the verbal aggression (P<0.05).

The data confirm the established relationship between the fatigue and stress in the preparation for school, on the one hand, and between the verbal aggression, oppositional behaviour, aggressive irritability and aggressive behaviour, on the other hand (P>0.05). There is more severe indirect aggression in the girls who experience stress and fatigue. The lie, jealousy and hate are also significantly higher in the same group (P<0.05). The girls complaining of stress and fatigue associated with the school feel guilty more often after they have demonstrated aggression.

The results of the studies show that the stress and fatigue experienced in the preparation for school may become a reason for both verbal and indirect aggression and oppositional and aggressive behaviour (P<0.001).

The weak inverse correlation between the various types of aggression and the fatigue and stress that accompany the preparation for school may mean that the aggression is demonstrated to reduce, even in a small degree, the stress and fatigue experienced in the school.

Based on these data it may be concluded that the prevention programmes aimed at overcoming the problem and aggressive behaviour in the schools should include sports activities which have beneficial effect on the psychophysical development of the pupils. These activities should be relaxing and attractive for the pupils and should be performed relatively easily by using the available resources in the schools. The Yoga Fly classes meet these requirements.

The proper proportions between the exercises and the reported tolerance of the practitioners are crucial for achieving the positive effects of the Yoga Fly classes.

To this end, the following basic methodological requirements should be followed: graduate physical load, optimal load, individual approach, proper combination of various postures (asanas) and Fly Yoga techniques, etc. The classes should take place at least three times a week and should last not more than 60 minutes. The only equipment required is the hammock.

Taking into account the specifics of the school system the technique may be applied in some of the

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<th>Stress and fatigue</th>
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<th>Boys</th>
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<td>Yes</td>
<td>72.00</td>
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<tr>
<td>No</td>
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<tr>
<td>Total</td>
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<td>33.50</td>
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physical education classes (45 minutes, 1 or 2 times a week) by a qualified teacher. The hammocks may be installed in the gymnasiuums in the schools and at home as well. They are sold at affordable prices and can be quickly and easily mounted and dismounted, without the need for specific skills and competencies.

CONCLUSION
The results on the level of the school aggression obtained by the four year study are extremely troubling. The number of cases of violence and aggressive behaviour has increased despite the prevention programmes adopted by the schools. In terms of one of the modelling factors - stress and fatigue in the course of the learning process - innovative sports activities that are attractive for the pupils, contribute to their mental and psychophysical development, reduce the stress and may be easily applied to the school environment, should be introduced. Such a technique is the Yoga Fly. Upon approval of the Inspectorate of Education and the relevant school management the technique could be implemented as a pilot programme in the physical education classes, as the results thereof should be subsequently reported.

REFERENCES

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