

Feeling of Anger of Teacher towards Students as the Result of a Transgression of School Rules Socially Built in Physical and Sport Education

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Abstract

The purpose of this study is to describe student misconduct that generates anger among the physical and sport education teacher because of the transgression of school rules socially built. This study was conducted in high schools of Brazzaville during the school year of the 2017-2018. To determine the size of the sample, a draw at 1/10 was made. It allowed us to select 1630 pupils and 15 teachers of Physical and Sports Education. The collection of information was done using interviews of self-confrontation, video recordings and a self-assessment questionnaire, State Anger Scale by Spielberg (1999). The verbalization data relating to deviant behaviors of the students were the subject of a qualitative and quantitative treatment. Four procedures were used to ensure the validity of the results, defined by three related concepts: consistency, credibility, and transference (Lincoln and Guba, 1985). The results obtained after decryption of the data show that the deviant behaviors of high school students are classified according to three categories of rules: the social rules, the school rules and the specific physical and sports education rules. These rules vary according to the diversity of the number of class episodes, the intensity of anger, and the way in which the physical and sport education teacher uses it to enforce its rules. To sum up, the feeling of anger shown by the physical and sport education teacher during the transgression of social, school and physical and sports education rules is perceived differently by girls and boys during physical and sports education.

Keywords: feeling of anger, bad behavior, physical and sport education teacher, disruptive pupils, physical and sport education lesson.

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INTRODUCTION

Student misbehavior refers to teachers' perception of student behavior that is inappropriate for the context in which physical and sport education (PSE) classes take place, that is, transgression of a socially constructed rule. As a result, this misbehavior displayed by students generates negative feelings among PSE teachers such as anger. In this regard, Ayme *et al.* [1] showed that teachers very often experience these emotional states ranging in intensity from a simple irritation to an intense fury, especially in physical education and sports. Nevertheless, student misbehavior has two shortcomings, namely:

- classification difficulty to report both a detailed analysis of class episodes and a certain comprehensiveness;
- Failure to take into account the gender of students to understand the feeling of anger of physical education and sports teachers.

Indeed, these phenomena in physical and sport education have been described using various categorizations and often neglect to classify them by organizing them in a system. Flavier, Bertone, Méard and Durand [2] for example described the genesis and

regulation of a single deviant behavior relating to a vehement discussion between a teacher of physical and sport education and a student who refuses to be excluded in the Athletics track. These studies are generally rich in information but do not account for the diversity of emotional episodes that occur in physical and sport education. Conversely, the categorization proposed by Fernández-Balboa [3] has counted up to 60 different ones. The latter describe sets of deviant behaviors of students that follow one another during lessons, without taking into account the participants' cognitions. The main difficulty is to be able to consider at the same time the precision (fine distinction of categories) and the practical aspect (limitation of the number of groupings).

In order to overcome this difficulty and in agreement with Averill [4], it would be necessary to take into account the levels of organization (social, academic, Physical and Sport Education) of the transgressed rule by the pupils by relating them to a group: is the rule valid for everyone? Is the rule valid for all teachers? Is the rule peculiar to physical education and sports teachers? More specifically, is the misconduct perceived by the teacher a result of conduct that is inappropriate for the society, the school or the discipline of Physical Education and Sports? According to the theoretical framework of social construction, each group defines the rules that it considers to be legitimate, acceptable, appropriate to a given situation, and organized hierarchically in a system. In the school field, Blin and Gallais-Deulofeu [5] have thus considered school deregulation and the malaise that can exist in a teacher-student relationship by proposing levels belonging to an integrated system: the environment, the school institution, the school and the class. In this regard, Ria, Sève, Theureau, Saury and Durand [6] measured emotional states using an analogue self-assessment scale, ranging from +3 (very pleasant or very comfortable state) to -3 (very uncomfortable or very uncomfortable state) to interpret this school phenomenon.

However, the latter did not explain the variations with regard to a possible gender effect, whereas several researchers emphasized in physical education a differentiated activity of boys and girls and stereotypical interventions by teachers Bonniot-Paquienet, Cogérino and Champely [7]. In France for example, Trotin and Cogérino [8] have observed for boys a greater number of "disruptive critical incidents", a greater amount of organizational feedback and only for girls more praise. Similarly in Spain, Moreno, Cervelló and Martínez Galindo [9] pointed out that boys were perceived in physical education as being more undisciplined. Comparisons with other countries that most often adopt qualitative methodologies make it possible to better understand school implementations that the difficulties inherent in the management of student conflicts would be particularly prominent in

Congolese schools, where teachers of education physical and sporting strategies for survival, because misbehavior is not limited to what students do objectively, but rather defines themselves as behaviors perceived by teachers Bertone, Méard, Flavier, Euzet and Durand [10].

The problematic of our study requires that the maintenance and restoration of order must be treated in a linear and one-way way. The breaking of the discipline in Physical Education and Sports is attributed to a deviant behavior of the pupils, and then loads the teacher to restore the order flouted. Indeed, academic indiscipline 'fit into a more dynamic and constructivist conception, considering on the one hand the students as having their share of responsibility in the establishment of the order and a dynamic favorable to the school work in Physical Education and Sports, on the other hand that the discipline in physical and sport education is an important factor of learning. Teaching-student rivalries are an inevitable aspect of school life; they can immediately oppose a teacher to one or more of his students, or result from the intervention of the teacher following an altercation between students. Little studied as such, teacher-pupil rivalries were mainly analyzed through their components such as the relationship to the rules Méard and Bertone [11], the representations of the teacher and the students related to the physical and sport education discipline and power in the classroom Fernández-Balboa [3], strategies for teaching and conflict avoidance or the incivility of students.

The management of the order in physical and sport education is a primary concern of the teacher of physical and sport education, even before the engagement of the pupils in the tasks of learning Durand [12]. It is generally accepted that the respect of social, school and personal rules in physical and sports education is a guarantee of order, which implies that these rules are known and that a regular monitoring of their respect is ensured. However, for reasons of economy, not all rules are explicitly stated by the teacher. Some have an implicit aspect that encourages their questioning, sometimes voluntary, by students who engage in negotiations with the teacher. Although in the various teaching situations negotiation is ubiquitous and accepted, it is not desired by physical and sports education teachers in conflict situations that oppose them to their students.

Hence, negotiating on issues of discipline at critical moments would force PSE teachers to introduce a new teaching situation based on new, more or less tacit agreements. However, refractory to any negotiation or voluntary mediation, they prefer to restore a threatened order by means of coercive maneuvers. In the usual teaching situations, this voluntary use of coercive strategies is relatively rare for two reasons: the first is that teachers perceive their authority in the classroom has declined sharply in recent years Cothran and

Kulinna [13]; the second is that sanctions have an immediate effect but are ineffective in the medium term Fernandez-Balboa [3]. Nevertheless, PSE teachers never consider rivalries in their entirety.

In the Republic of Congo, fewer studies to our knowledge have so far considered the impact of deviant student behavior on the subjective experiences of PSE teachers. For, the teachers of PSE evolving in the schools of technical and general education of Brazzaville are more and more confronted with the bad behaviors of the pupils, who in most times transgress the rules socially constructed during the course of physical and sports education lesson. Their deviant behaviors most often elicit a sense of anger from physical and sports education teachers. This is why we have chosen to analyze the frequency of deviant behavior episode by episode during the course of the lesson of physical and sports education lesson. This classification process represents for us an aid to better understand this school social reality and to answer the following questions: What are the most frequent deviant behaviors that generate the feeling of anger among the Congolese teachers of physical and sport education? Do Congolese students give equal importance to social rules, school rules and rules specific to PSE? Are there differences among teachers from different high schools? Do PSE teachers in Congo-Brazzaville perceive the misbehavior of boys and girls in a similar way?

In consideration of the above, we make the assumption: "The feeling of anger shown by the teacher of PSE during the transgression of social, school and PSE rules, is perceived differently by girls and the boys."

This study was conducted with the objective of denouncing the bad behaviors that arouse the teacher's angry emotion during the course of the physical and sports education's lesson. The interest of our study is to make the administrative authorities, the teaching staff and the Congolese educational community aware of the danger runs by the students during the initial training.

MATERIAL AND METHODS

Framework for Research

The study took place in Brazzaville in public and technical high schools. The choice of this environment is justified by the geographical and educational sensitivity characterized by the deviant behavior observed in recent decades in the high schools of the Congolese capital. This research work was conducted in the period from 03 November 2017 to 29 March 2018 in accordance with the 2017-2018 school calendars.

Sampling

The population of our research was 16301 students (6307 of the Savorgnan De Brazza high school, 9994 of the February 5 technical high school) and 15 teachers of Physical and Sports Education (08 of Savorgnan De Brazzahigh school and 07 of February 5 technical high

school. The target population is derived from the general population of high school students and teachers of Brazzaville high schools meeting the following selection criteria:

For the students

- Be officially registered in a high school;
- Be regular in Physical and Sports Education class;
- To be in a good health;
- Have a sports outfit and a pair of sports.
- Reply the questionnaire for students

For teachers

- Be an active Physical and sports education teacher;
- Have the status of the state agent;
- Have professional experience of 5 years or more;
- To enjoy good physical and moral health;
- Reply the questionnaire for teachers.

To determine the size of the sample of high school students, out of a population of 16301 students, a draw at 1/10 was made. This draw allowed us to select a sample of 1630 high school students and 15 Physical and sports education teachers to participate in the experiment.

Procedure

The collection of information was done using several types of data Ayme, Ferrand, Puig and Reynes [1]. First, each teacher was filmed during a cycle of 10 Physical and Sports Education lessons. Then, during the self-confrontation interviews, the video recordings made it possible to make the class episodes live again with each student, then to record the verbalization data centered on the deviant behaviors with a protocol in three periods. At first, immediately after the end of each lesson, the experimenter gradually regained contact with the teacher to establish a relationship of trust, showing his empathy: "how do you feel? "Are you happy with the lesson? Do you want to relax before starting our interview? Etc.

In a second step, the students chose, according to the methodology of Fernández-Balboa [3], from one to three class episodes that generated anger. The initial instruction was: "you choose an episode of class that has aroused in you the emotion of anger, ranging from simple irritation to intense rage." After having precisely defined the beginning and the end of the episode with the cursor of the video, the teachers commented freely on the course of the action: "what I see", "what I expect", "What I think", "and what I feel", "what I do", "how do I express myself". Following this fine description, the teacher had to define the level of the transgressed rule.

Is this rule

- Valid for everyone (social rule)?
- Valid for all teachers (school rule)?
- Specific to Physical and Sport Education teachers (PSE-specific)?

Thirdly, teachers assessed the intensity of their state of anger using the State Anger Scale questionnaire by Spielberger[14].

A total of 20 hours of recording were collected and then supported the analysis of 143 angry episodes.

Measurements

State of Anger Scale

The Spielberger State Anger Scale [14] is a 15-item questionnaire included in the State Trait Anger Expression Scale 2 (STAXI 2). It aims to measure the intensity of the emotional state felt at a specific moment. The students respond to statements referring to the dimension "feeling", to the dimension "want to react verbally", and to the dimension "desire to react physically", according to a scale of Likert in 4 points, ranging from 1) No at all to 4) Absolutely. The French versions have been translated and validated in French by Borteyrou, Bruchon-Schweitzer and Spielberger [15] and in Spanish by Miguel-Tobal, Casado, Cano-Vindel and Spielberger [16]. The scores obtained vary between 15 and 60. In this study, the Cronbach alphas are.88.

Analysis of Verbalization Data

The data relating to deviant behaviors of the students were first the subject of a qualitative treatment, then a quantitative one. As far as content analysis is concerned, a first open coding has been to reduce the large amount of data to their simplest form, leaving the essential Strauss and Corbin [17]. The key phrases found in the 126 transcripts transcribed in verbatim were highlighted with the use of a color code, and then reported in illustrative files. The latter consisted of a brief description of the experimenter and then four

columns of selected extracts, entitled "State of Anger," "Significant Elements of the Context," "How to Deal with Deviant Behaviors," and Justifications. Then, a second closed coding consisted of categorizing class episodes belonging to the same level.

Validity of the data

Four procedures were used to ensure the validity of the results, defined by three related concepts: consistency, credibility, and transference Lincoln and Guba [18]. First, the first transcripts of the data were presented to the students to ensure the authenticity of their comments, and to allow them any modifications. Then, the coding of the data carried out by two experimenters made it possible to calculate a coefficient of agreement Cohen [19] and to consider the categories as being consistent and collapsible by others with these same subjects (Kappa de Cohen, K = .80). In addition, the experimenter's extended immersion in each high school (4 months) gave credibility to the data by illustrating the different deviant behaviors using representative episodes. Finally, the detailed reformulation of the results within a synthesis grid made it possible to identify the pivotal element of each episode (corresponding to the precise moment when the emotional state is the most intense) and thus to better construct the classification.

RESULTS

Classification of deviant behaviors according to categories of rules

The results obtained after decryption of the data show that the deviant behaviors of high school students are classified according to social rules (Table-1), school rules (Table-2) and rules specific to Physical Education and Sports (Table-3), all this in functions of feelings of anger. Examples of titles are provided to reflect the diversity of class and rule episodes that Physical Education and Sports teachers try to enforce.

Table-1: Classification of social rules transgressed by high school students

N°	Social rules	Feelings of anger
1	pupil destroys teaching materials	breaks the flags, clappers, witnesses
2	student harms a classmate	provokes his comrade by making bad gestures
3	pupil does not respect the teacher	makes inappropriate remarks to the teacher about learning (rolling, jumping, playing, running, demonstrating)

Table-2: Classification of school rules transgressed by high school students

N°	School rules	Feelings of anger
1	pupil does not perform the prescribed tasks in learning situations	stops running, refuses performing a gymnastic element
2	student does not listen to the teacher	Scream, sulk in a corner while the explanations, the demonstration
3	Pupil is absent	eclipses in full course of Physical and Sport Education
4	student activity does not match to the prescribed task	perform a salto instead of a back roll

Table-3: Classification of specific rules for Physical and Sport Education transgressed by secondary school pupils

N°	Specific rules for Physical and Sport Education	Feelings of anger
1	student arrives in the course of Physical and Sport Education with the non-conforming outfit	wears sandals, shoes, panties, shirt, pants
2	student adopts dangerous behavior	pretends to kick to students who make a tripod, ATR, high roll

Classification of deviant behaviors according to the relational categories types

The results obtained after decryption of the data reveal that the deviant behaviors of high school students are classified according to the categories of relationships

(Table-4), the qualities of the student (Table-5) and the task performed (Table-6). Examples of titles are provided to reflect the diversity of class episodes and some rules that Physical and Sports Education teachers try to enforce.

Table-4: Classification of Deviant Behaviors Valid for All Students

N°	Relationship	Deviant behaviors	Required behaviors
1	Relationship with the material	Degradation of teaching materials	Do not damage property that belongs to the school
2	Relationship between students	insult, threat, mockery, protest, fight, intention to hurt degrading gesture (toss the shirt, the shorts) Prevents a comrade from performing a move	Respect the equal relationship between students
3	Relationship with the teacher	Refusal to obey, respond or perform Protest a decision, notes or evaluation of a performance Lack of respect to the teacher (insult, threat, refusal to perform a motor task) Denigration of the role of the teacher (incompetence in the demonstration motor unit image) Non-compliance with the undertaking (refusal to implement the regulation)	Respect the hierarchical relationship with teachers

Table-5: Classification of deviant behaviors valid in class

N°	Qualities of the pupil	Behaviors to avoid	Required behaviors
1	Passivity	Non-participation / To pretend Late start-up Stop before the time runs out Insufficient effort during work	Maximize your potential
2	Listening	Chatter / noise Ignore the teacher's call Lack of attention	Be receptive to information from the teacher
3	Punctuality and Assiduity	Late arrival Temporary absence Abandonment of the final course / attempt	Being in the classroom space

Table-6: Classification of Deviant Behaviors Valid in Physical and Sport Education

N°	Tasks	Deviant behaviors	Behaviours required
1	Preparation of teaching materials	--Pack the flags, plots, hedges; - Deflate the balloons; -Draw nets, tatami, kimonos	-Delimit the educational territory with the help of the flags, studs; - Check the amount of regulatory area - Wear the kimono and learn to fasten the belt; -Arrange, class tatamis
2	Tracking the ground / track / playgrounds	- Engage athletes in a track that is not traced	- Learn the dimensions of the grounds, playgrounds
3	Warming up generalized or specific	-Play, jump, run without prior setting	- To stretch, relax; - Strengthen muscle groups - Solicit joints, ligaments
4	Sport competition organisation	-Start the tournament without payment and without referee	Know the rules, the code of points, the rules of arbitration

Comparison of the deviant behaviors perceived by the teachers of the technical and general secondary school. The results obtained in Table-7 count the total number

of class episodes reported by teachers in technical and general education schools, for each category of deviant behavior.

Table-7: Number of class episodes (NCE) pertaining to the levels of rules and categories of grades and relational categories of students perceived by teachers of Physical Education and Sports (PES)

Rules	Relational qualities and categories of students	Teachers				Total
		General high school		Technical high school		
		NCE	%	NCE	%	NCE
Specific Rules of PES		22	44,9	55	58,5	77
	Preparation of teaching materials	9	18,36	24	25,53	33
	Tracing the ground / track/ play areas	4	8,16	11	11,70	15
	Warming up generalized or specific			11	11,70	11
	Organization of the sports competition	9	18,36	9	9,57	18
School rules		23	46,9	29	30,9	52
	Passivity	3	6,12	2	2,12	5
	Listening	11	22,44	12	12,76	23
	Attendance / Punctuality	9	18,36	15	15,95	24
Social rules			8,2		10,6	14
	Relationship between students	1	2,4	4	4,25	5
	Relationship with the teacher	3	6,12	6	6,38	9
Total		49	100	94	100	143

Gender effect of pupils

The results obtained in Table-8 present the number of episodes and the intensity of anger experienced by

teachers in technical and general education high schools for each category of deviant behavior of boys, girls, or a mixed group.

Table-8: Number of class episodes (NCE) and anger intensities (AI) experienced by teachers in the face of deviant behavior by boys, girls, or a mixed group.

	Boys group only		Girls group only		Mixed group		Total	
	IDC		IDC		IDC		IDC	
	NEC	M± ET	NEC	M± ET	NEC	M± ET	NEC	M± ET
Rules specific to Physical Education and Sports	28		23		26		77	22,1±8,4
Preparation of teaching materials	9	18,9±4,1	14	19,6±6,1	10	22,7±10,9	33	20,3±7,4
Tracing the ground / track/ play areas	5	23,0±9,6	1	20,0	9	24,4±11,7	15	23,6±10,3
Warming up generalized or specific	4	20,8±9,0	4	28,7±12,5	3	25,6±16,7	11	25,0±11,5
Organization of the sports competition	10	22,6±6,0	4	21,3±4,9	4	21,5±5,9	18	22,1±5,2
School rules	36		13		3		52	26,6±9,0
Passivity	4	30,0±11,7	1	23,0			5	28,6±10,6
Listening	19	28,1±9,6	4	23,5±6,4			23	27,3±9,1
Attendance / Punctuality	13	27,8±8,1	8	19,3±2,8	3	31,6±11,8	24	25,4±8,8
Social rules	6		4		4		14	24,3±10,5
Relationship between students	2	15±0	2	16,5±2,1	1	19,0±	5	16,4±1,9
Relationship with the teacher	4	29,5±7,3	2	25,5±14,8	3	30,0±16,4	9	28,7±10,8
Total	70	23,9±7,2	40	21,9±5,8	33	24,9±12,2	143	24,1±9,1

Note: The levels of anger intensities (LAI) are as follows: <15 anger absences, [16-17] low anger, [18-21] moderate anger, [22-30] strong anger, > 31 very strong anger. Number of class episodes (NCE); Average (A); Standard deviation (SD)

DISCUSSION

The results obtained in Table-7 between the three levels of rules show that high school teachers indicate more transgressions of rules specific to Physical Education and Sports (NCE = 77 episodes) than school rules (NCE = 52 episodes) and social rules (NCE = 14 episodes). Moreover, the two groups of teachers emphasize the presence of a hierarchy in the rules belonging to each level. Indeed, teachers have built priorities with a desire to focus on the essential rules.

For example, for the rules specific to the Physical Education and Sports

This may be justified by the fact that the students' deviant behavior is related to the similarity of the categories used by the teachers of Physical Education and Sports in the different high schools to a gender effect to understand the impact on their emotion of anger.

More specifically, the class episodes chosen by these teachers of Physical Education and Sport (PES) have made it possible to propose an exhaustive classification that distinguishes several themes. The large variety thus confirms the results obtained in the United States Cothran and Kulinna [13], Fernández-Balboa [3], Spain Casamayor [20], Moreno, Cervelló and Martínez Galindo [9], Quebec Desbiens, Turcotte, Spallanzani, Roy, Burnelle, Tourigny and Lanoue [21], in France Bertone, Méard, Flavier, Euzet and Durand [10], Flavier, Bertone, Méard and Durand [2], Ria, Sève, Theureau, Saury and Durand [6], England and Norway Stephens, Kyriacou and Tonnessen [22].

Nevertheless, the identification of levels of organization of the transgressed rules made it possible to group them within the relational categories then of three levels of rules: school rules, social rules and rules specific to the Physical Education and Sports.

However, the comparison between the technical high school and the general education high school shows that the teachers of physical education and sports of these schools apprehend their environment from a system of rules relatively similar despite the difference of experience between the two groups. Also, the results obtained in this table-7 show that these teachers of physical education and sport consider four rules as being specific to their teaching discipline (preparation of didactic material, tracing of the ground / track / playgrounds, general warming up or specific, organization of sports competition), but also that they have built a system of hierarchically organized rules McCormack [23], with a focus on the dynamics of student work (school rules) and on social behavior (rules social). It would seem, however, for the two groups of high schools that the peculiarities of the pedagogical context have significantly oriented their priorities by Thin [24], Van Zanten [25].

Compared to Gal-Petitfaux and Vors [26], the physical education and sports teachers of these high schools evoke on the one hand a tolerance and a lower sensitivity to anger for deviant behaviors that are particularly frequent, such as noise, the refusal to wear an outfit adapted to the sport. On the other hand, physical and sports education teachers have paid more attention to ways of behaving in society such as respect for the relationship between students or the relation to teaching materials. The need to make choices, focusing on essential rules, is linked to a high frequency of deviant behaviors that follow one another in a short time.

In the same vein, the results obtained in Table-8 show that physical education and sports teachers reported significantly more episodes of anger when it came to the boys group. These results confirm an asymmetry of interactions, in agreement with those of Jones and Dindia [27] concerning the amount of blame and negative interactions, as well as those which focused on the teaching of physical education and sports in France, Trotin and Cogérino [8] and in Spain, Moreno, Cervelló and Martínez Galindo [9]. In this study, the proportion of teacher-pupil-student interactions and the teacher-to-student ratio (63.6% vs. 36.4%) is consistent with Spender's [28] relates on speaking time (2/3 for boys vs 1/3 for girls), and seems slightly higher than the results of Couchot-Schiex and Trotin [29] about the number of critical disruptive incidents (58% for boys vs. 42% for girls). Moreover, these results confirm the observations of Bonniot-Paquien, Cogérino and Champely [7] on the presence of stereotypes about student involvement: a group control difficulty for boys and less physical investment for girls.

On the other hand, contrary to what was expected concerning the influence on teachers' temper levels of anger, the results obtained in this table-8 show a statistical absence of effect of the students' gender. This can be explained by the fact that physical education and sports teachers are more likely to be affected by the deterioration of the educational relationship with students recording Bret [30], Couturier and Duret [31]. During angry episodes, these classify students according to their general attitude, such as "hyperactivity", "posture of systematic protest", "disrespectful of adults", "casual attitude", "will to deceive you", "Problematic pupil", "infantile pupil", "negative on others", "nonchalant", "in the clouds", "thug". For the most intense episodes, the teachers go so far as to evoke, regardless of the student's gender, resentment in the relationship "it's been three years since I stole it", contempt "I almost made half -tower to tell him to fuck you, and hatred "I prefer to address the whole class rather than him, so much I cannot see it anymore". In agreement with Cosmopoulos [32], the relationship colors the perception that teachers of

physical education and sports have students, thus modifying the interpretation of the episodes unfolding before their eyes. The teacher-student relationship is both the place where learning is constructed, a social reality, and symbolizes the interpersonal nature of the emotion of anger by Averill [4].

In the high school the facts of management are important in the school because the teachers play a vital role in increasing or reducing acts of violence. That's why we went for preventive responses to school violence from the school management side.

The school climate is linked to the clarity of the rules and the "feeling of school justice". And the manner to manage the conflicts can produce deviant behaviors in middle school. If the violence can be partly produced by professionals, it can also be avoided in most cases. As a result, the prevention of deviant behavior by school factors is possible and has been proven in a number of high schools deemed difficult. It is necessary to link the influence of school climate to the risk of deviant behavior. "The greater or lesser resistance of deviant school behaviors is largely dependent on the quality of the social bond existing between the professionals of the school, but also between the school and its neighborhood.

In light of the above, our results identify four characteristics of the activity of physical education and sports teachers in conflict situations with one of their students:

- A situation of sharing of attention,
- A significant time pressure,
- The absence of a voluntary resort to negotiation, and
- An educational character.

Teachers focus primarily on issues related to discipline, policing and rule of law, and student engagement and learning processes recording Durand [12]. These concerns all contribute to the creation and preservation of a dynamic that is conducive to school work and learning.

On the other hand, during rivalries with their students, concerns about discipline issues remain. More specifically, the teachers are divided between the control of all the students in the class in order to preserve the work dynamic and the will to put an end to the altercation that keeps them with the disruptive student in order to resume the course. These two concerns are no longer simply concomitant but also incompatible, at the same time, in the context of the classroom.

This incompatibility generates a situation of dilemma. Traditionally, three issues can be considered:

- The conservation of the dilemma as long as it is bearable,

- The search for a viable compromise, and
- The abandonment of one of the two alternatives.

In the case of teacher-student rivalries, only the third outcome is possible. Indeed, the existence of the conflict situation in which the teachers are engaged is based on the refusal of a student to submit to one of their interventions sanctioning deviant behavior deemed unacceptable and / or intolerable; the rebellion of the student is just as important. Thus the conservation of the dilemma is inconceivable, as it has already exceeded the limits of tolerance. For the same reasons, finding a compromise is just as unthinkable. Teachers are therefore forced to make a choice as to their commitment to the situation: "engage in an interaction especially with the disruptive student" versus "encourages the supervision of all students in the class". Paradoxically, if the discipline and the maintenance of a dynamic favorable to the school work remain the main concerns of the teachers, they will nevertheless abandon the supervision of the class for the benefit of the interaction with the disturbing student.

The learning system in physical education and sports is based on an organizational system: learning is possible only if one is able to master the aspects related to the discipline. This implies the support of all students in the class. Also, in conflict situations, it is up to the teachers to put an end to the disruptive student's opposition reaction before resuming the lesson. However, this is not done smoothly. If teachers temporarily give up one of the two possibilities, the concern of class supervision remains in the background. The apparently resolute dilemma persists among teachers and thus generates significant temporal pressure. Omnipresent, it grows incessantly as the altercation with the disruptive student continues. It only ends when the latter submits to the sanction. This temporal pressure is of an endogenous nature, resulting from the teachers' desire to see the disruptive pupil calm down and allow them to regain control of the class. In addition, their actions in the conduct of the regulation of the conflict are widely affected. Indeed, taken by time, their decisions are hasty, sometimes arbitrary and do not refer to a detailed analysis of the situation. These are justified by the fear of "seeing the class escape".

However, these actions, carried out in order to put an end to the conflict, tend in a counter-productive way to feed it, to favor its development. Thus, to achieve their ends, teachers use the authoritarian status conferred on them by their function and the range of modes of action it offers them. Indeed, as shown by Fernandez-Balboa [3], students attribute to teachers a status of guarantor of the order, and a decision-making power. If this status is usually accepted by students, it is different during conflicts.

Forced under time pressure to put an end to the altercation with the disruptive student, teachers engage in a dynamic of confrontation resulting in an inflexible attitude. We are witnessing an increase in the sanctions offered to the student as long as his rebellion lasts, to a refusal to negotiate teachers.

The latter justify this commitment in authoritarian sanctions by the fact that they appear as the only way to preserve their status of guarantor of the order and the discipline in PSE. Also, often, the conflict goes beyond the context of the deviant behavior that is at the origin and takes on disproportionate proportions: the severity of the teachers reflects their will not to "lose face" with regard to the other pupils of the class. Otherwise their future disciplinary interventions would have little chance of success.

Finally, the last characteristic of the action of the teachers during conflicts opposing them to one of their students is the educational perspective that they attribute to their intervention and especially those towards all the students of the class. After severely sanctioning the disruptive student, teachers tend to justify their severity to other students. To be effective, a sanction must be accepted, that is to say understood not only by the incriminated student but also by his / her peers, because partly of the stakes of the conflict which is the preservation of their status by each one protagonists and secondly the willingness of teachers to take preventive action toward future indiscipline.

This study focused on analyzing the angry emotion of the physical education and sports teacher and the deviant behavior of the students, the action on the field of practice, teachers and their concerns during conflicts between them to one of their pupils, the reflections it generates and its contributions in terms of training and teaching aid mainly concern their actions in physical education and sports. These reflections and contributions relate to four points:

- The contradiction between the urgent decisions that underlie the conflicts and the need for reasoned analysis to act properly;
- Conflict avoidance;
- Conflict management, and
- The inclusion of conflict management in the perspective of citizenship education.

The first reflection is due to the paradox of analyzing the action of teachers during conflicts. These develop against a backdrop of significant time crisis because of the multiplicity of incompatible concerns that animate teachers. They generate hasty and sometimes questionable decisions and actions on the part of teachers, who act in an emergency under the threat of a deterioration of the situation. On the other hand, to act precisely, without risk of "hurting" someone, in complex situations such as conflicts, where the exogenous and endogenous determinants are numerous,

requires a reflective posture of the teachers, a step back from learning situation and emotional involvement. Because of the incompatibility of these two modes of engagement, it is difficult to conceive of such a method of reasoning by teachers as a reliable and effective solution. On the other hand, the results proposed by this study can be used in two contexts.

The first is the framework of initial and continuous training; On the one hand, they make it possible to access a practice analysis based on real teaching situations, and on the other hand, to demystify the potential conflict situations that future teachers will inevitably encounter during their career. The second is the framework of the daily reflexive practice of any teacher seeking to improve: a review of lessons, reflective feedback on daily professional activity. This reflexive practice secondarily allows teachers to anticipate these extreme situations, that is to say, the adoption by them of certain forms of reasoning allowing them greater impartiality in their decisions in physical education and sports. The objective of this work of reflection is not to develop in them a capacity for analysis of physical education and sports conflicts. It aims to change their overall posture, their mode of engagement in conflict situations through awareness of the characteristics of these particular situations.

The second reflection focuses on ways to avoid these conflicts. Indeed, the best way to solve them is to prevent them. To this end, the analysis of the different conflicts shows the pedagogical mistakes made by the teachers.

As many as they are varied, these concern students as well as the task or the activity of teachers themselves: intermittent activity of pupils, unattractive learning task (too easy or too difficult), distant supervision by teachers resulting in unauthorized cheating opportunities, teacher noncompliance, etc. These errors tend to favor the emergence of conflicts and to maintain them if necessary. However, if the total disappearance of these conflicts is inconceivable, it is undoubtedly also undesirable. Indeed, they are also an opportunity to progress in the relationship between teachers and their students. They make it possible to reaffirm the basic rules, to re-negotiate others and to establish new ones; they thus constitute an essential stage in the functioning, development and progression of the micro-society that is school.

The third thought is what could be called better conflict management. Joining the idea of a reflexive posture on the part of the teachers aiming at the impartiality of their decisions in physical education and sport, this reflection can be articulated according to three axes:

- The avoidance of a sanction in a hurry;
- A dosage of the penalty;

- Avoiding a customization of the conflict.

Many conflicts are linked to the rush generated by the strong time pressure and the dilemma that animates teachers; they do not take the necessary time for a detailed analysis of the situation and quickly engage in a dynamics of confrontation. The first proposition is to postpone the sanction. This delayed settlement of the dispute does not necessarily imply postponing settlement of the conflict at the end of the lesson, but rather considering it in the context of the class and with all students.

These can participate as mediators for example; since they are not personally involved in the conflict, and therefore calmer than the incriminated student (s), they can have a calming role with the latter (s).

The second proposal concerns the crescendo of the threat of punishment by teachers. This tends to favor the opposition and refusal reactions of the disruptive student (s). Avoiding commitment to this "vicious circle" by proposing appropriate sanctions and matching the initial fault is a way of not engaging in such a circle without going as far as establishing a scale of sanctions in correspondence with the faults they repress, the teachers may be interested in not being influenced by their emotional involvement in the situation. The third reflection concerns the tendency to personalize the conflict by the protagonists: At the end of the conflict, they attribute disproportionate personal stakes. Also, it is a necessity to take a step back from the teachers in order not to take into account the opposition reaction of the disruptive student (s).

Finally, the last reflection concerns the inclusion of conflict management as part of the actions carried out in favor of citizenship education for young students. In almost systematic ways, conflicts in physical education and sports end with a sermon from the teachers, no longer for the only disruptive student (s) but for the whole class. These collective phases of commentary and conflict analysis could be made more effective by explaining the two types of preoccupations prevalent in the classroom: in the course of conflict, teachers act according to what appears to them to be the collective interest in the name of a common reason (the good functioning of the class, the establishment and the maintenance of a dynamic favorable to the sporting work), whereas the pupils consider in the first place the individual interests. In order to minimize the development of future conflicts, it seems essential to make students aware of these two levels of regulation of the action and incompatibilities to which their juxtaposition leads. This implies significant upstream work, a work on which the school has recently focused with the aim of training "responsible citizens". Our proposals are part of these various initiatives devoted to citizenship education, which is now the subject of many

projects, such as the "Citizens Initiatives", which aim to empower young people students and urge educational teams and school leaders to increase their efforts in this direction. If the school is not an accurate reflection of the society in which it takes place, it is nevertheless crucial that it focuses on instilling in students the values of this society such as becoming a responsible citizen who acts without and against violence. If the school is not an accurate reflection of the society in which it takes place, it is nevertheless crucial that it focuses on instilling in students the values of this society such as becoming a responsible citizen who acts without and against violence. Thus, this study revealed that while teacher-student conflicts are partly determined by exogenous factors, they also have intrinsic dynamics resulting from the interaction between local factors, which are potentially under the teachers control, and therefore, if they are sometimes in difficulty, they are not, however, totally helpless to deal with these conflicts.

CONCLUSION

The purpose of our study was to describe the students' bad behaviors that generate anger among the physical education and sports teacher because of the transgression of socially constructed school rules. The assumption that the feeling of anger shown by the physical education and sports teacher during the transgression of social, school and physical education rules is perceived differently by girls and boys has been confirmed. For proof, the Number of Class Episodes (NCE) relating to the levels of the rules and relational categories is perceived differently from the teaching-student pair. But since physical education and sports practice is complex, no one can claim an intervention without didactical conflict. It seems important, in initial training, to pay attention to this phenomenon of antivalues which is rare but, because it is dreaded, paradoxically pervades the teaching of physical education and sports. The remedies are not precepts to be applied, but simply the highlighting of factors on which the physical education and sports teacher can act in order to prevent conflicts or minimize their extent. Reflection on this subject prompts us to stress the importance of punishment in the teaching profession. It carries out a "judicial action" which requires respect for the principles of law, known and justified school laws: repression / reparation, reintegration / rehabilitation.

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