# *The Effect of a Creative Dance Program on Disruptive Behavior in Primary School Girls*

***Manal Ahmed Amin*** •
**Professor of Rhythmic Exercise Training, Department of Exercises, Gymnastics, and Movement Expression, Faculty of Physical Education, Minia University.**

***Heba Saad Abdel Hafiz*** •
**Professor of Gymnastics Teaching Methods, Department of Exercises, Gymnastics, and Movement Expression, Faculty of Physical Education, Minia University.**

***Randa Gamal Abdel Aty*** •
**physical Education Teacher**

## Introduction and Research Problem

Today, we live in an era of globalization and rapid scientific and technological advancements in various fields, characterized by a swift flow of information. In this context, there is a pressing need for more knowledge to engage with this dynamic era. This can be achieved by leveraging diverse and modern teaching strategies and tools to meet the needs of learners and society in an ever-changing world.

Furthermore, *Hassan Al-Sayed* (2002) points out that physical education programs in primary education are fundamentally built on the natural psychomotor abilities of children. These programs aim to achieve physical and motor fitness, enhance sensory-motor awareness, develop problem-solving abilities, foster creativity, and ensure psychological adaptability. Movement is considered a primary driver of a student's development, enabling them to explore their surroundings. This natural inclination for movement is a fundamental method of learning, serving as a functional gateway to the world of childhood and a powerful educational tool for improving and developing a child's motor, cognitive, and social growth (8:12-15).

### Creative Dance and Its Impact on Disruptive Behavior in Primary School Girls

Creative dance is a form of movement expression that represents a vital aspect of motor activities, significantly contributing to students' psychological harmony with themselves and others. It deserves adequate

attention as a medium for students to channel their emotions, express their feelings, and relieve psychological tension and stress. This type of dance is particularly appealing to students due to its positive impact on their psychological and recreational well-being. It requires neither advanced skills nor special equipment, characterized by simplicity, smoothness, and coordination in performance. Furthermore, it helps students adapt to their environment and peers, as it is often performed in groups, fostering a spirit of cooperation and teamwork (2:69).

**The Philosophical Basis of Creative Dance**

*Safia Ahmed and Samia Mohamed* (2005) highlight that modern dance, characterized by innovation and freedom from imitation, allows students to move naturally and express their inner feelings within their abilities. It represents a new evolution of an ancient art, enabling students to convey their emotions and ideas using their bodies as tools and organized movements as means of communication (12:132).

**Behavioral Problems in Schools**

Behavioral problems among school students are a widespread and tangible issue globally, deeply concerning educators and society alike. These problems consume significant school administrative resources and negatively impact the educational process. As a social phenomenon, they require collective efforts from governmental and civil society institutions due to their broad societal implications (5:45).

*Youssef Mahmoud and Naifa Mahmoud* (2002) argue that disruptive behavior is one of the most prevalent and negative school issues, hindering the educational and pedagogical objectives. This phenomenon poses a significant burden on school staff, becoming a primary concern for school management, teachers, counselors, and parents, as well as professionals in school mental health (14:56).

**Expression Through Movement**

Researchers believe that every student has her unique way of expressing emotions, feelings, and thoughts through movement. Expressive movements have been integral to human existence since the beginning of life, used to address physical, emotional, and social challenges in ancient civilizations. Movement expression serves as a means of articulating internal emotions and sensations.

**Lowenthal's Perspective on Disruptive Behavior and the Role of Movement Activities**

*Lowenthal* (2002) argues that the development of disruptive behavior depends on family, school, and social factors. One of the most significant factors is how From this point, the researchers began to consider a new

approach to addressing these students' behaviors through movement activities. These activities allow students to feel completely free in expressing themselves sufficiently and in their unique style as children, ultimately helping them achieve a sense of security and competence. As a result, these motor activities contribute to the development of a well-rounded student—physically, skillfully, emotionally, and motorically—leading to comprehensive and balanced growth.

**Studies on the Effectiveness of Creative Dance**

Some studies have highlighted the effectiveness of using creative dance. For example, *Ibrahim Hussein* (2021) aimed at "Building a recreational program using modern creative dance for secondary school students," and *Rehab Mustafa* (2021) aimed at "Building a movement expression program to assess its impact on disruptive behavior and some physical attributes of primary school students." Another study by *Yelson et al.* (2016) aimed at "Assessing the effectiveness of certain behavioral therapeutic techniques (e.g., reprimands, response cost, exclusion, neglect) in reducing disruptive behavior among primary school students" (18).

**Field Observation at Al-Burgaia Primary School**

Through a field visit to Al-Burgaia Primary School and through one of the researchers working as a physical education teacher there, the researchers observed a widespread phenomenon of disruptive behavior among the students. This negatively impacted their ability to form friendships and led to increased aggressiveness. The researchers also noted that these students were involved in a variety of behavioral problems, contributing to their academic challenges and lack of progress in their education. The disruptive behavior not only affected the students but also the teachers and the school administration. Teachers were forced to focus their attention on controlling inappropriate behaviors, which distracted them from their primary duties of teaching, presenting curricula, and explaining academic material. Furthermore, disruptive behavior negatively impacted other students by diverting their attention from the lesson to the misbehavior of their peers.

Thus, the idea for this research emerged: to design a program using creative dance and assess its impact on reducing disruptive behavior among primary school girls, adding an element of novelty to the study.

**Research Objective**

The research aims to design a creative dance program and study its effect on reducing disruptive behavior among fifth-grade primary school girls.

**Research Hypotheses**

1. **Experimental Group Hypothesis:** There are statistically significant differences between the mean pre-test and post-test scores for the experimental group in reducing disruptive behavior, with the post-test being more favorable.
2. **Control Group Hypothesis:** There are statistically significant differences between the mean pre-test and post-test scores for the control group in reducing disruptive behavior, with the post-test being more favorable.
3. **Comparison Between Groups Hypothesis:** There are statistically significant differences between the mean post-test scores of the experimental and control groups in reducing disruptive behavior, with the experimental group showing more favorable results.

**Terms Used in the Research**

**Creative Dance**:

Defined by "Safiya Ahmed and Samiya Mohamed" (2005) as a creative and innovative art that expresses a specific idea through various body movements performed by the individual according to their personal abilities (11: 134).

**Disruptive Behavior**:

It is a disturbance that breaks the rules of educational institutions and leads to disruptions in learning and the learning environment. It consists of responses that cause disturbances and annoyance to others, representing a set of responses or activities (mental, emotional, physical, or anything the individual does that lacks adherence to school instructions). This behavior can be conscious or unconscious, acquired through modeling or observing others' behavior, which may lead to undesirable results (5: 47).

**Research Plan and Procedures**

To achieve the research objectives and test its hypotheses, the following steps were followed:

**Research Method**

The researchers used the experimental method due to its suitability for the nature of this research, employing an experimental design with two groups, one experimental and the other control, using pre-test and post-test measurements for both groups.

**Research Community and Sample**

The research community consisted of fifth-grade girls at Al-Bargaya Primary School, Minya Governorate, for the 2022-2023 academic year, second semester, with a total of 160 students distributed across three classes.

The researchers applied the disruptive behavior scale to the entire research community to identify the students with the highest scores on the scale. This took place from Monday, February 13, 2023, to Sunday, February 19, 2023, with the researchers present in the classrooms, along with the classroom teachers and parents (mothers), who filled out the scale. After gathering the completed scales from the students, teachers, and parents, incomplete scales (10 in total) were excluded. Thus, the number of completed scales was 150, which were corrected and ranked in descending order.

**Sample Selection**

The researchers used the purposive sampling method to select the students who obtained the highest scores on the disruptive behavior scale, totaling 60 students. From this, 40 students were randomly divided into two equal groups: 20 students in the experimental group and 20 students in the control group. An additional 20 students from outside the primary research sample were selected as an exploratory sample.

**Normality of the Research Sample's Distribution**

The researchers verified the normality of the distribution for both groups of the research sample in terms of growth rates (age, height, weight), and the disruptive behavior scale under investigation. Tables (1) and (2) provide the details of this.

**Table (1):**

The Arithmetic Mean, Median, Standard Deviation, and Skewness Coefficient for Growth Rates **Measurement of Chaotic Behavior under Constraint**

| Variables | Unit of Measurement | Mean | Median | Standard Deviation | Skewness Coefficient |
|---|---|---|---|---|---|
| Growth Rates | Age | Years | 11.30 | 11.00 | 0.74 |
| | Height | Cm | 132.35 | 132.00 | 1.99 |
| | Weight | Kg | 33.30 | 33.50 | 1.66 |
| Chaotic Behavior | Cleanliness | Points | 23.93 | 24.00 | 1.38 |
| | Organization | Points | 20.40 | 20.00 | 1.46 |
| | Disregard for Social Standards | Points | 24.47 | 24.00 | 1.40 |
| | Time-Wasting Chaos | Points | 24.37 | 24.00 | 1.78 |
| | Aggression | Points | 27.52 | 28.00 | 1.72 |
| | Total Score | Points | 120.68 | 121.00 | 4.12 |

**The Study for the Entire Sample (n = 60)**

**Table (2)**

The Mean, Median, Standard Deviation, and Skewness Coefficient of Growth Rates and the Disruptive Behavior Scale under Investigation for the Experimental and Control Research Groups (N = 40).

| Variables | | Unit of Measurement | Experimental Group (n=20 | | | | Control Group (n=20) | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mean | Median | Standard Deviation | Skewness Coefficient | Mean | Median | Standard Deviation | Skewness Coefficient |
| Growth Rates | Age | (Years) | 11.35 | 11.00 | 0.75 | 1.41 | 11.30 | 11.50 | 0.80 | -0.75 |
| | Height | (cm) | 132.50 | 132.00 | 1.99 | 0.75 | 132.25 | 132.00 | 1.97 | 0.38 |
| | Weight | (kg) | 33.20 | 33.00 | 1.70 | 0.35 | 33.35 | 33.50 | 1.63 | -0.28 |
| Chaotic Behavior | Cleanliness | (Points) | 24.10 | 24.00 | 1.37 | 0.22 | 23.60 | 24.00 | 1.39 | -0.86 |
| | Organization | (Points) | 20.30 | 20.00 | 1.49 | 0.60 | 20.60 | 20.00 | 1.47 | 1.23 |
| | Disregard for Social Standards | (Points) | 24.20 | 24.00 | 1.58 | 0.38 | 24.60 | 24.00 | 1.31 | 1.37 |
| | Time-Wasting Chaos | (Points) | 23.60 | 24.00 | 1.67 | -0.72 | 24.85 | 25.00 | 1.84 | -0.24 |
| | Aggression | (Points) | 28.10 | 28.00 | 1.77 | 0.17 | 27.15 | 27.00 | 1.69 | 0.27 |
| | Total Score | (Points) | 120.30 | 120.00 | 4.01 | 0.22 | 120.80 | 121.00 | 4.48 | -0.13 |

Equivalence of the Research Groups: **The researchers established the equivalence between the experimental and control groups in light of the following variables: growth rates and the scale of disruptive behavior under investigation. Table (3) illustrates this.**

**Table (3)**

**Significance of Differences Between the Pre-test Mean Scores of the Experimental and Control Groups in the Variables Under Investigation**

**(N1 = N2 = 20).**

| Variables | | Unit of Measurement | Experimental Group (n=20 | | | | Difference Between Means | Standard Error | Calculated t-value |
|---|---|---|---|---|---|---|---|---|---|
| | | | Mean | Median | Standard Deviation | Skewness Coefficient | | | |
| Growth Rates | Age | (Years) | 11.35 | 0.75 | 11.30 | 0.80 | 0.05 | 0.24 | 0.20 |
| | Height | (cm) | 132.50 | 1.99 | 132.25 | 1.97 | 0.25 | 0.63 | 0.40 |
| | Weight | (kg) | 33.20 | 1.70 | 33.35 | 1.63 | 0.15 | 0.53 | 0.28 |
| Chaotic Behavior | Cleanliness | (Points) | 24.10 | 1.37 | 23.60 | 1.39 | 0.50 | 0.44 | 1.14 |
| | Organization | (Points) | 20.30 | 1.49 | 20.60 | 1.47 | 0.30 | 0.47 | 0.64 |
| | Disregard for Social Standards | (Points) | 24.20 | 1.58 | 24.60 | 1.31 | 0.40 | 0.46 | 0.87 |
| | Time-Wasting Chaos | (Points) | 23.60 | 1.67 | 24.85 | 1.84 | 1.25 | 0.56 | 1.25 |
| | Aggression | (Points) | 28.10 | 1.77 | 27.15 | 1.69 | 0.95 | 0.55 | 1.03 |
| | Total Score | (Points) | 120.30 | 4.01 | 120.80 | 4.48 | 0.50 | 1.34 | 0.37 |

**The tabular value of (t) at 38 degrees of freedom and a significance level of 0.05 = 1.680.**

Data Collection Tools

The researchers used the following means to collect data:

**First: The Forms Used in the Research:**

1. **Data Collection Forms:**

a. **Form for Recording Personal Data of Female Students** (Attachment 2).

2. **Expert Opinion Survey Form:**

A survey form was presented to a group of experts, including faculty members from physical education colleges and specialists in the field of motor expression, all with at least 10 years of experience. (Attachment 1) was used to determine the data related to the proposed training program (Attachment 4). **Table 4** shows the percentages of expert opinions on the proposals that received the highest approval rate in the content of the proposed program.

**Table (4)**
**Percentage Distribution of Experts' Opinions on the Content of the Proposed Program**

| No. | Program Content | Experts' Opinion | Percentage (%) |
|---|---|---|---|
| 1 | Total Duration for Program Implementation | 2 months | 95% |
| 2 | Number of Weeks for Program Implementation | 8 weeks | 95% |
| 3 | Number of Daily Units per Week | 3 units | 85% |
| 4 | Total Number of Units in the Program | 24 units | 95% |

The program contents that received a percentage of 85% or more were selected based on the opinions of the experts.

**Second: Devices and Tools Used in the Research:**

1. Restameter for measuring height.
2. Medical scale for measuring weight.
3. Measuring tape and adhesive tapes.
4. Stopwatch.
5. Ropes – balls – bean bags – Swedish benches – balloons – hoops.

**Third: The Disruptive Behavior Scale** (Attachment 3) Designed by "Amal Mohamed" (2013)【6】, this scale consists of 144 statements aimed at measuring the severity of disruptive behavior symptoms through three observation forms:

- **Teacher's Form:** Contains 43 statements describing behaviors that characterize symptoms of disruptive behavior disorder in the school environment.
- **Mother's Form:** Contains 46 statements describing behaviors that characterize symptoms of disruptive behavior disorder in the home environment.
- **Student's Form:** Contains 55 statements describing the student's behaviors in daily life.

The scale includes five main dimensions:

1. Cleanliness
2. Orderliness
3. Indifference to social norms
4. Time-wasting disorder 5 Aggression

Responses on the teacher's and mother's forms are given as either "Yes" or "No," where a "Yes" answer scores 1 point and a "No" answer scores 0 points. In the student's form, selecting the alternative that aligns with disruptive behavior scores 1 point, while the other alternatives score 0 points.

A higher total score on the scale across the three forms (teacher, mother, student) indicates more severe symptoms of disruptive behavior in the student, and vice versa.

The total score of the scale = (sum of scores from the teacher's form + sum of scores from the mother's form + sum of scores from the student's form). The scale's score ranges from 0 to 144 points. **Table (5)** shows the distribution of the statements across the scale's dimensions.

**Table (5)**
**Dimensions and Statements of the Disruptive Behavior Scale**

| No. | Dimension | Teacher's Form | | Mother's Form | | Student's Form | |
|---|---|---|---|---|---|---|---|
| | | Number of Statements | Statement Numbers | Number of Statements | Statement Numbers | Number of Statements | Statement Numbers |
| 1 | Cleanliness | 8 | 1 – 8 | 10 | 1 - 10 | 12 | 1 - 12 |
| 2 | Orderliness | 6 | 9 – 14 | 10 | 11 - 20 | 10 | 13 - 22 |
| 3 | Indifference to Social Norms | 10 | 15 – 24 | 8 | 21 - 28 | 11 | 23 - 33 |
| 4 | Time-Wasting Disorder | 8 | 25 – 32 | 9 | 29 - 37 | 11 | 34 - 44 |
| 5 | Aggression | 11 | 33 – 43 | 9 | 38 - 46 | 11 | 45 - 55 |

**Scientific Validity of the Disruptive Behavior Scale Under Research:**

The researcher calculated the scientific validity and reliability from Monday, February 13, 2023, to Sunday, February 19, 2023, as follows:

**A. Validity:**

To calculate the validity of the scale, the researcher used the following:

- **Internal Consistency Validity:** To calculate the internal consistency validity of the scale, the researchers applied it to a sample of 20 female students from the study population who were not part of the original sample for the research. They then calculated the correlation coefficients between the score of each statement on the scale and the total score of the dimension it belongs to. Additionally, they calculated the correlation coefficients between the score of each statement and the total score of the scale. They also calculated the correlation coefficient between the total scores of each dimension and the overall total score of the scale.

**Tables (6), (7), and (8)** provide details on these calculations.

**Table (6)**
**Correlation Coefficients Between the Score of Each Statement on the Disruptive Behavior Scale and the Total Score of the Dimension It Belongs To (N=20)**

| Dimension | Teacher's Image | | Mother's Image | | Student's Image | |
|---|---|---|---|---|---|---|
| | Statement Number | Correlation | Statement Number | Correlation | Statement Number | Correlation |
| Cleanliness | 1 | 0.63 | 1 | 0.67 | 1 | 0.61 |
| | 2 | 0.63 | 2 | 0.74 | 2 | 0.75 |
| | 3 | 0.74 | 3 | 0.56 | 3 | 0.75 |
| | 4 | 0.59 | 4 | 0.72 | 4 | 0.61 |
| | 5 | 0.64 | 5 | 0.73 | 5 | 0.62 |
| | 6 | 0.74 | 6 | 0.52 | 6 | 0.70 |
| | 7 | 0.56 | 7 | 0.73 | 7 | 0.58 |
| | 8 | 0.72 | 8 | 0.63 | 8 | 0.74 |
| | | | 9 | 0.71 | 9 | 0.71 |
| | | | 10 | 0.62 | 10 | 0.62 |
| | | | | | 11 | 0.59 |
| | | | | | 12 | 0.65 |
| Ranking | 9 | 0.72 | 11 | 0.71 | 13 | 0.84 |
| | 10 | 0.72 | 12 | 0.76 | 14 | 0.62 |
| | 11 | 0.69 | 13 | 0.76 | 15 | 0.77 |
| | 12 | 0.76 | 14 | 0.63 | 16 | 0.55 |
| | 13 | 0.70 | 15 | 0.69 | 17 | 0.81 |
| | 14 | 0.72 | 16 | 0.72 | 18 | 0.71 |
| | | | 17 | 0.84 | 19 | 0.69 |
| | | | 18 | 0.62 | 20 | 0.70 |
| | | | 19 | 0.69 | 21 | 0.68 |
| | | | 20 | 0.67 | 22 | 0.56 |
| Indifference to Social Norms | 15 | 0.51 | 21 | 0.80 | 23 | 0.71 |
| | 16 | 0.62 | 22 | 0.85 | 24 | 0.60 |
| | 17 | 0.66 | 23 | 0.63 | 25 | 0.80 |
| | 18 | 0.68 | 24 | 0.81 | 26 | 0.89 |
| | 19 | 0.61 | 25 | 0.88 | 27 | 0.89 |
| | 20 | 0.55 | 26 | 0.52 | 28 | 0.69 |
| | 21 | 0.59 | 27 | 0.60 | 29 | 0.73 |
| | 22 | 0.63 | 28 | 0.61 | 30 | 0.74 |
| | 23 | 0.81 | | | 31 | 0.71 |
| | 24 | 0.62 | | | 32 | 0.59 |
| | | | | | 33 | 0.88 |

**Continuation of Table (6)**
**Correlation Coefficients between the score of each statement of disruptive behavior and the total** score of the dimension it belongs to (N=20).

| Dimension | Teacher's Image | | Mother's Image | | Student's Image | |
|---|---|---|---|---|---|---|
| | Statement Number | Correlation | Statement Number | Correlation | Statement Number | Correlation |
| Time Wasting Chaos | 25 | 0.55 | 29 | 0.58 | 34 | 0.6 |
| | 26 | 0.89 | 30 | 0.62 | 35 | 0.68 |
| | 27 | 0.75 | 31 | 0.69 | 36 | 0.63 |
| | 28 | 0.89 | 32 | 0.65 | 37 | 0.61 |
| | 29 | 0.63 | 33 | 0.62 | 38 | 0.62 |
| | 30 | 0.78 | 34 | 0.61 | 39 | 0.75 |
| | 31 | 0.87 | 35 | 0.64 | 40 | 0.76 |
| | 32 | 0.84 | 36 | 0.72 | 41 | 0.76 |
| | | | 37 | 0.58 | 42 | 0.63 |
| | | | | | 43 | 0.76 |
| | | | | | 44 | 0.65 |
| Aggression | 33 | 0.6 | 38 | 0.58 | 45 | 0.63 |
| | 34 | 0.65 | 39 | 0.68 | 46 | 0.6 |
| | 35 | 0.66 | 40 | 0.69 | 47 | 0.65 |
| | 36 | 69 | 41 | 0.76 | 48 | 0.71 |
| | 37 | 0.62 | 42 | 0.58 | 49 | 0.58 |
| | 38 | 0.68 | 43 | 0.65 | 50 | 0.68 |
| | 39 | 0.65 | 44 | 0.59 | 51 | 0.71 |
| | 40 | 0.64 | 45 | 0.76 | 52 | 0.69 |
| | 41 | 0.62 | 46 | 0.65 | 53 | 0.63 |
| | 42 | 0.78 | | | 54 | 0.59 |
| | 43 | 0.76 | | | 55 | 0.61 |

**The table value of (r) at 18 degrees of freedom and a significance level of 0.05 is 0.444.**

From Table (6), the following can be concluded:

The correlation coefficients between the score of each statement on the disruptive behavior scale under study and the total score of the dimension it belongs to ranged from (0.51 to 0.89) for the teacher's image, from (0.52 to 0.88) for the mother's image, and from (0.58 to 0.89) for the student's image. All of these correlation coefficients are statistically significant, as the calculated (r) values are greater than the table value of (r) at a significance level of 0.05, indicating the internal consistency of the scale.

Table (7)
Correlation Coefficients between the score of each statement of disruptive behavior and the total **score of the scale (N=20)**

| Dimension | Teacher's Image | | Mother's Image | | Student's Image | |
|---|---|---|---|---|---|---|
| | Statement Number | Correlation | Statement Number | Correlation | Statement Number | Correlation |
| Cleanliness | 1 | 0.64 | 1 | 0.78 | 1 | 0.59 |
| | 2 | 0.65 | 2 | 0.76 | 2 | 0.67 |
| | 3 | 0.8 | 3 | 0.76 | 3 | 0.66 |
| | 4 | 0.71 | 4 | 0.63 | 4 | 0.58 |
| | 5 | 0.62 | 5 | 0.8 | 5 | 0.67 |
| | 6 | 0.67 | 6 | 0.63 | 6 | 0.59 |
| | 7 | 0.61 | 7 | 0.79 | 7 | 0.67 |
| | 8 | 0.64 | 8 | 0.67 | 8 | 0.66 |
| | | | 9 | 0.77 | 9 | 0.66 |
| | | | 10 | 0.62 | 10 | 0.72 |
| | | | | | 11 | 0.77 |
| | | | | | 12 | 0.69 |
| Ranking | 9 | 0.84 | 11 | 0.7 | 13 | 0.73 |
| | 10 | 0.8 | 12 | 0.82 | 14 | 0.74 |
| | 11 | 0.6 | 13 | 0.83 | 15 | 0.83 |
| | 12 | 0.71 | 14 | 0.62 | 16 | 0.95 |
| | 13 | 0.59 | 15 | 0.66 | 17 | 0.72 |
| | 14 | 0.84 | 16 | 0.76 | 18 | 0.76 |
| | | | 17 | 0.66 | 19 | 0.7 |
| | | | 18 | 0.64 | 20 | 0.73 |
| | | | 19 | 0.71 | 21 | 0.75 |
| | | | 20 | 0.83 | 22 | 0.73 |
| Indifference to Social Norms | 15 | 0.78 | 21 | 0.7 | 23 | 0.68 |
| | 16 | 0.8 | 22 | 0.77 | 24 | 0.72 |
| | 17 | 0.73 | 23 | 0.74 | 25 | 0.74 |
| | 18 | 0.63 | 24 | 0.64 | 26 | 0.72 |
| | 19 | 0.78 | 25 | 0.73 | 27 | 0.81 |
| | 20 | 0.79 | 26 | 0.73 | 28 | 0.82 |
| | 21 | 0.78 | 27 | 0.7 | 29 | 0.76 |
| | 22 | 0.7 | 28 | 0.78 | 30 | 0.81 |
| | 23 | 0.77 | | | 31 | 0.6 |
| | 24 | 0.74 | | | 32 | 0.77 |
| | | | | | 33 | 0.79 |

**Continuation of Table (7)**

Correlation Coefficients between the score of each statement of disruptive behavior and the total **score of the scale (N=20)**

| Dimension | Teacher's Image | | Mother's Image | | Student's Image | |
|---|---|---|---|---|---|---|
| | Statement Number | Correlation | Statement Number | Correlation | Statement Number | Correlation |
| Time Wasting Chaos | 25 | 0.82 | 29 | 0.66 | 34 | 0.73 |
| | 26 | 0.66 | 30 | 0.65 | 35 | 0.66 |
| | 27 | 0.81 | 31 | 0.89 | 36 | 0.71 |
| | 28 | 0.72 | 32 | 0.62 | 37 | 0.75 |
| | 29 | 0.7 | 33 | 0.76 | 38 | 0.8 |
| | 30 | 0.75 | 34 | 0.71 | 39 | 0.71 |
| | 31 | 0.78 | 35 | 0.78 | 40 | 0.75 |
| | 32 | 0.77 | 36 | 0.69 | 41 | 0.78 |
| | | | 37 | 0.7 | 42 | 0.77 |
| | | | | | 43 | 0.75 |
| | | | | | 44 | 0.68 |
| Aggression | 33 | 0.81 | 38 | 0.73 | 45 | 0.62 |
| | 34 | 0.71 | 39 | 0.69 | 46 | 0.84 |
| | 35 | 0.68 | 40 | 0.64 | 47 | 0.58 |
| | 36 | 0.81 | 41 | 0.62 | 48 | 0.66 |
| | 37 | 0.66 | 42 | 0.58 | 49 | 0.68 |
| | 38 | 0.63 | 43 | 0.64 | 50 | 0.77 |
| | 39 | 0.72 | 44 | 0.6 | 51 | 0.77 |
| | 40 | 0.75 | 45 | 0.63 | 52 | 0.76 |
| | 41 | 0.6 | 46 | 0.73 | 53 | 0.73 |
| | 42 | 0.78 | | | 54 | 0.79 |
| | 43 | 0.59 | | | 55 | 0.75 |

The tabular value of (r) at 18 degrees of freedom and a significance level of 0.05 is 0.444.

It is evident from Table (7) that:

- The correlation coefficients between the degree of each item of the disruptive behavior scale under study and the total score of the scale ranged from (0.59 to 0.84) for the teacher's form, from (0.58 to 0.89) for the mother's form, and from (0.58 to 0.84) for the student's form. All of these correlation coefficients are statistically significant, as the calculated values of (r) are greater than the tabular value of (r) at the 0.05 significance level. This indicates the internal consistency of the scale.

**Table (8)**
**The correlation coefficients between the score of each dimension of the disruptive behavior scale and the total score of the scale (N=20).**

| No. | Dimensions | correlation coefficients | | |
|---|---|---|---|---|
| | | Teacher's Image | Mother's Image | Student's Image |
| 1 | Cleanliness | 0.83 | 0.87 | 0.88 |
| 2 | Organization | 0.86 | 0.92 | 0.90 |
| 3 | Indifference to Social Norms | 0.88 | 0.89 | 0.80 |
| 4 | Time Wasting Disorder | 0.85 | 0.81 | 0.79 |
| 5 | Aggression | 0.91 | 0.87 | 0.89 |

The tabular value of (r) at 18 degrees of freedom and a significance level of 0.05 is 0.444.

It is evident from Table (8) that:

- The correlation coefficients between the total score of each dimension of the disruptive behavior scale under study and the total score of the scale ranged from (0.83 to 0.91) for the teacher's form, from (0.81 to 0.92) for the mother's form, and from (0.79 to 0.90) for the student's form. All of these correlation coefficients are statistically significant, as the calculated values of (r) are greater than the tabular value of (r) at the 0.05 significance level. This indicates the internal consistency of the scale.

**B. Reliability:** To calculate the reliability of the disruptive behavior scale under study, the researchers used the test-retest method on a sample of 20 female students from the research population, outside the original sample, with a time gap of three days between the two administrations. Table (9) shows the correlation coefficients between the two administrations.

**Table (9)**

The correlation coefficients between the first and second administrations of the disruptive behavior scale under study (N = 20).

| Dimension | Unit of Measurement | First Administration | | Second Administration | | Correlation Coefficient |
|---|---|---|---|---|---|---|
| | | Mean | Standard Deviation | Mean | Standard Deviation | |
| Cleanliness | Degree | 23.30 | 1.49 | 23.10 | 1.37 | 0.81 |
| Organization | Degree | 19.90 | 1.65 | 20.00 | 1.59 | 0.88 |
| Indifference to Social Norms | Degree | 23.90 | 1.21 | 23.40 | 1.47 | 0.80 |
| Time Wasting Disorder | Degree | 23.95 | 1.85 | 23.70 | 1.84 | 0.74 |
| Aggression | Degree | 27.90 | 1.77 | 27.60 | 1.67 | 0.84 |
| Total Score | Degree | 118.95 | 3.39 | 117.80 | 4.03 | 0.81 |

The tabular value of (r) at 18 degrees of freedom and a significance level of 0.05 is 0.444.

It is evident from Table (9) that:

- The correlation coefficients between the first and second administrations of the dimensions of the disruptive behavior scale under study ranged from (0.74 to 0.88). The correlation coefficient between the first and second administrations for the total score of the scale was (0.81), which are statistically significant correlation coefficients, as the calculated values of (r) are greater than the tabular value of (r) at the 0.05 significance level. This indicates the reliability of the scale.

**Third: The Proposed Training Program: Attachment (5)**

The researchers designed the proposed innovative dance program based on scientific principles, after reviewing scientific references such as "Ijlal Mohamed and Nadia Mohamed" (2000), "Safiya Ahmed and Samia Mohamed" (2005), "Zainab Al-Iskandarani, Amal Youssef, and Intisar Abdel Aziz" (2001), and previous studies and research that dealt with innovative dance programs such as "Ibrahim Hussein" (2021), "Rihab Mustafa" (2021). The program is as follows:

1. **Program Objective:**
   The proposed innovative dance program aims to reduce the disruptive behavior under study among fifth-grade female students.
2. **Program Content:**
   After reviewing scientific references, previous studies, and research related to the topic, and through consultations with experts, the researchers reached the following conclusions:

**A. Preliminary Section (Warm-up and Physical Preparation): (10 minutes)**

This section includes a variety of small games, stretching and flexibility exercises, and physical exercises targeting the movement fitness elements under study. These activities are chosen in an engaging and varied way to prepare the body and vital systems for the main section.

**B. Main Section: (30 minutes)**

- **Innovative Dance**: This includes a series of modern innovative dance skills performed with music, such as (balance, sliding, hopping, swinging, falling, rebounding, and the horse step).

**C. Closing Section: (5 minutes)**

The researchers used simple and varied relaxation and cool-down exercises to help the students return to their normal state.

3. **Program Time Distribution:**

The time distribution for the program's contents is as follows:

- The program lasts for two months, with a total of 8 weeks.
- The number of units per week is 3.
- The total number of units in the program is $3 \times 8 = 24$ units.
- Each unit lasts 45 minutes, including 10 minutes for warm-up and physical preparation, 30 minutes for the main section, and 5 minutes for the closing section.

**Exploratory Study:**

The researchers conducted the exploratory study on a sample of 20 students from the same population as the main study but outside the primary sample, during the period from Monday, 13/2/2023, to Wednesday, 22/2/2023, with the following objectives:

- To test the suitability of the tools, devices, and tests used in the research.
- To train assistants on how to conduct the tests and record the results.
- To assess the appropriateness of the program for the research sample.
- To carry out the scientific procedures for the tests and scales used in the research.

**Research Implementation Steps:**

- **Pre-Test Measurement:**

  The pre-test was conducted for the sample in the disruptive behavior scale on Thursday and Sunday, 23/2/2023 and 26/2/2023.

- **Experiment Execution:**

  The researchers applied the innovative dance program to the experimental group, which lasted for 8 weeks from Monday, 27/2/2023, to Thursday, 27/4/2023. A total of 24 training units were conducted with 3 units per week (Monday, Wednesday, Thursday). Attachment (6) shows some examples of the training units.

  The control group was taught using traditional physical education lessons on Sunday, Tuesday, and Thursday, where the method used was the traditional approach. The unit parts consisted of:

  - Warm-up (5 minutes)
  - Physical preparation (10 minutes)
  - Rhythmic exercises (5 minutes)
  - Main section (20 minutes) split between one basic sport and one team sport
  - Closing section (5 minutes)

  The innovative dance program was implemented outside the class hours and after the school day.

- **Post-Test Measurement:**

  The post-test for the sample in the disruptive behavior scale was conducted on Sunday and Monday, 30/4/2023 and 1/5/2023, following the same procedure as the pre-test.

**Statistical Treatments Used:**

The researchers analyzed the data from the results of the research statistically using the SPSS v22 software. The following statistical treatments were used:

- Mean
- Median
- Standard Deviation

- Skewness
- Percentage
- T-test for significance of differences

The researchers chose a significance level of 0.05 to ensure the statistical significance of the results.

**Presentation of Results and Discussion:**

**1. Presentation of Results:**

The researchers will present the results of the study in the following order:

1. There are statistically significant differences between the mean scores of the pre-test and post-test for the experimental group in reducing the disruptive behavior under study, in favor of the post-test.
2. There are statistically significant differences between the mean scores of the pre-test and post-test for the control group in reducing the disruptive behavior under study, in favor of the post-test.
3. There are statistically significant differences between the mean scores of the post-tests for the experimental and control groups in reducing the disruptive behavior under study, in favor of the experimental group.

**Table (10)**

**Significance of the differences between the mean scores of the pre-test and post-test for the experimental group in the disruptive behavior scale under study (N = 20).**

| Variables | Unit of Measurement | Pre-test | | Post-test | | Mean Difference | Standard Error of the Means | Calculated T-value | Percentage Change (%) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Standard Deviation | Mean | Standard Deviation | | | | |
| Cleanliness | Degree | 24.1 | 1.37 | 16.95 | 1.54 | 7.15 | 0.15 | 47.67 | 29.67 |
| Orderliness | Degree | 20.3 | 1.49 | 13.85 | 1.39 | 6.45 | 0.26 | 25.17 | 31.77 |
| Indifference to Social Norms | Degree | 24.2 | 1.58 | 17 | 1.59 | 7.2 | 0.2 | 36 | 29.75 |
| Time-Wasting Chaos | Degree | 23.6 | 1.67 | 19.35 | 1.98 | 4.25 | 0.35 | 12.25 | 18.01 |
| Aggression | Degree | 28.1 | 1.77 | 19.9 | 1.89 | 8.2 | 0.38 | 21.51 | 29.18 |
| Total Score | Degree | 120.3 | 4.01 | 87.05 | 3.76 | 33.25 | 0.55 | 60.25 | 27.64 |

4. The tabulated T-value at a degree of freedom (19) and a significance level of (0.05) = 1.699.

**Interpretation of Table (10):**

5. The results indicate statistically significant differences between the mean scores of the pre-test and post-test for the experimental group on the disruptive behavior scale under study, in favor of the post-test. This is evidenced by all error probabilities being smaller than the significance level of 0.05.
6.

**Table (11)**
**Significance of Differences Between the Mean Scores of the Pre-test and Post-test for the Control Group on the Disruptive Behavior Scale Under Study (n = 20)**

| Variables | Unit of Measurement | Pre-test | | Post-test | | Mean Difference | Standard Error of the Means | Calculated T-value | Percentage Change (%) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Standard Deviation | Mean | Standard Deviation | | | | |
| Cleanliness | Degree | 23.6 | 1.39 | 22.3 | 1.34 | 1.3 | 0.35 | 3.76 | 5.51 |
| Orderliness | Degree | 20.6 | 1.47 | 18.95 | 1.28 | 1.65 | 0.29 | 5.75 | 8.01 |
| Indifference to Social Norms | Degree | 24.6 | 1.31 | 22.65 | 1.53 | 1.95 | 0.39 | 4.96 | 7.93 |
| Time-Wasting Chaos | Degree | 24.85 | 1.84 | 23.6 | 1.67 | 1.25 | 0.35 | 3.56 | 5.03 |
| Aggression | Degree | 27.15 | 1.69 | 24.55 | 1.88 | 2.6 | 0.39 | 6.72 | 9.58 |
| Total Score | Degree | 120.8 | 4.48 | 112.05 | 4.44 | 8.75 | 0.87 | 10.06 | 7.24 |

The tabulated T-value at a degree of freedom (19) and a significance level of (0.05) = 1.699.

**Interpretation of able (11):**

The results indicate statistically significant differences between the mean scores of the pre-test and post-test for the control group on the disruptive behavior scale under study, in favor of the post-test. This is evidenced by all error probabilities being smaller than the significance level of 0.05.

**Table (12)**
**Significance of Differences Between the Mean Scores of the Post-tests for the Experimental and Control Groups on the Disruptive Behavior Scale Under Study (n = 40)**

| Variables | Unit of Measurement | Pre-test | | Post-test | | Mean Difference | Standard Error of the Means | Calculated T-value | Percentage Change (%) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Standard Deviation | Mean | Standard Deviation | | | | |
| **Cleanliness** | **Degree** | 16.95 | 1.54 | 22.3 | 1.34 | 5.35 | 0.46 | 11.72 | 24.16 |
| **Orderliness** | **Degree** | 13.85 | 1.39 | 18.95 | 1.28 | 5.1 | 0.42 | 12.1 | 23.76 |
| **Indifference to Social Norms** | **Degree** | 17 | 1.59 | 22.65 | 1.53 | 5.65 | 0.49 | 11.45 | 21.83 |
| **Time-Wasting Chaos** | **Degree** | 19.35 | 1.98 | 23.6 | 1.67 | 4.25 | 0.58 | 7.34 | 12.98 |
| **Aggression** | **Degree** | 19.9 | 1.89 | 24.55 | 1.88 | 4.65 | 0.6 | 7.81 | 19.61 |
| **Total Score** | **Degree** | 87.05 | 3.76 | 112.05 | 4.44 | 25 | 1.3 | 19.21 | 20.4 |

The tabulated T-value at a degree of freedom (38) and a significance level of (0.05) = 1.680.

**Interpretation of Table (12):**

The results indicate statistically significant differences between the mean scores of the post-tests for the experimental and control groups on the disruptive behavior scale under study, in favor of the experimental group. This is supported by all error probabilities being smaller than the significance level of 0.05.

**Second: Interpretation of Results and Discussion:**

The researchers attribute the result related to Table (10) to the positive effect of the innovative dance program, as it significantly contributed to achieving psychological harmony for the female students with themselves and with others. Through the content of the program, the students were able to vent some of their emotions, thoughts, express their feelings, and free themselves from nervous tension, fear, and anxiety. Additionally, the group performance among the students had a positive impact on increasing mutual cooperation between them and helping them overcome selfishness and introversion.

This aligns with what Petra Kline (2002) indicated, noting that practicing dance leads to some psychological adjustments for individuals and is also used as a type of psychological therapy (17: 323).

In this regard, Ahmed Mohamed Wahba Jaber (2015) states that one of the most effective psychological therapies in reducing chaotic behavior is movement-based therapy, which allows children to feel completely free

in expressing themselves adequately in their own ways and methods, ultimately achieving a sense of security, adequacy, and competence (5: 55).

This is consistent with the results of studies by Ibrahim Hussein (2021) (1), Rehaba Mustafa (2021) (9), Amanda & Macurdy (2017) (15), and Sheikha Nasser (2016) (11), where the key results of their studies indicated the effectiveness of sports programs and goal-oriented play programs in reducing the severity of chaotic behavior.

Thus, the first hypothesis of the study is confirmed, which states: "There are statistically significant differences between the pre-test and post-test mean scores of the experimental group in reducing the chaotic behavior under study, in favor of the post-test."

The researchers attribute the result related to Table (11), which shows improvement in reducing chaotic behavior among the students in the control group, to the continuous guidance and counseling provided by the researchers during the lesson and the modification of unacceptable behavior from the students throughout the program's implementation. This had a positive effect on reducing chaotic behavior in the control group.

This aligns with what Emad Abdel Rahim (2006) pointed out, stating that encouragement, motivation, and reward are key factors in modifying chaotic behavior in students (13: 18).

Additionally, the researchers believe that the rhythmic exercise section in the physical education lesson helped the students relieve their fear, tension, and anxiety, even if only slightly. This aligns with the results of the studies by Rehaba Mustafa (2021) (9) and Sheikha Nasser (2016) (11), which indicated that "the traditional program has a positive impact in reducing chaotic behavior in the samples under study."

Thus, the second hypothesis of the study is confirmed, which states: "There are statistically significant differences between the pre-test and post-test mean scores of the control group in reducing the chaotic behavior under study, in favor of the post-test."

The researchers attribute the result related to Table (12), which shows the experimental group's superiority over the control group in reducing the level of chaotic behavior under study, to the positive effect of the innovative dance program in the study. It significantly contributed to controlling the students' behavior and reducing the severity of chaotic behavior among them.

The researchers also attribute the improvement of the experimental group over the control group to the variety of activities within the program, including individual, pair, and group activities. Through these, the students practiced leadership, followership, adhering to instructions, helping others, collaborating with them to achieve the desired goal, and accepting both winning and losing. All of this played a significant role in reducing the chaotic behavior among the experimental group compared to the control group.

This, in addition to the accuracy, comprehensiveness, and adherence to proper scientific principles in planning, implementing, and evaluating the proposed training program in a manner consistent with the circumstances, capabilities, and training requirements of the experimental group. This is in line with the results of the studies by Ibrahim Hussein (2021) (1), Rehaba Mustafa (2021) (9), and Amanda & Macurdy (2017) (15), where the key findings of their studies concluded that "innovative dance programs, movement expression, and goal-oriented play have an effective impact in reducing the severity of chaotic behavior in their study samples."

Thus, the third hypothesis of the study is confirmed, which states: "There are statistically significant differences between the post-test mean scores of the experimental and control groups in reducing the chaotic behavior under study, in favor of the experimental group."

The researchers attribute the result related to Table (12), which shows the experimental group's superiority over the control group in reducing the level of chaotic behavior under study, to the positive effect of the innovative dance program being studied. It significantly contributed to controlling the students' behavior and reducing the severity of chaotic behavior among them.

The researchers also attribute the progress of the experimental group over the control group to the diversity of activities within the program, including individual, pair, and group activities. Through these activities, the students practiced leadership, followership, adherence to instructions, helping others, collaborating with them to achieve the desired goal, and accepting both winning and losing. All of these played a significant role in reducing the severity of chaotic behavior among the experimental group compared to the control group.

The researchers attribute the improvement in reducing chaotic behavior in the experimental group compared to the control group to the inclusion of a movement phrase designed by the students at the end of the proposed program. This allowed the students to express their ideas through

movement performance according to their personal views and individual abilities, without fear of failure or mistakes in performance. This helped the students gain self-confidence, independence, self-reliance, and the ability to imagine, as well as overcome fear, anxiety, and tension, which positively affected the reduction of chaotic behavior in the experimental group more effectively than in the control group.

Additionally, the accuracy, comprehensiveness, and adherence to proper scientific principles in planning, implementing, and evaluating the proposed training program, in line with the conditions, capabilities, and training requirements of the experimental group, were also crucial. This aligns with the results of the studies by Ibrahim Hussein (2021) (1), Rehaba Mustafa (2021) (9), and Amanda & Macurdy (2017) (15), where the key findings of their studies concluded that "innovative dance programs, movement expression, and goal-oriented play have an effective impact on reducing the severity of chaotic behavior in their study samples."

**Conclusions and Recommendations:**

**First: Conclusions**

In light of the research objectives, hypotheses, sample, methodology used, and the statistical method employed in data analysis, and after presenting and discussing the results, the researchers concluded the following:

1. The proposed innovative dance program has a positive effect on reducing chaotic behavior in the experimental group students, with an improvement rate of (27.64%).
2. The traditional method has a positive effect on reducing chaotic behavior in the control group students, with an improvement rate of (7.24%).
3. The proposed innovative dance program has a more significant positive effect than the traditional **method in reducing chaotic behavior, with the improvement rate difference reaching (20.40%).**

**Second: Recommendations**

**Based on the results of the study, the researchers recommend the following:**

1. **The use of the proposed innovative dance program to address chaotic behavior in schoolchildren.**
2. **The incorporation of the proposed innovative dance program into the main part of physical education lessons.**
3. **Conducting similar studies using other programs on different sports activities, with various samples and age groups, and exploring other variables.**

## المراجع

**أولاً :المراجع الإنجليزية :**

1. Amanda & Mccurdy :Effects of the good behavior games on students and teacher behavior , Education and treatment of children , 85- 98, 2017.
2. Lowenthal, B : Precursors of learning dis abilities in the inclusive preschool . us. university of Illinois , 2002.
3. Petra klein : Dance therapy and dance of life training programs further education publication copyright IIDT . 2002 .
4. Yelson , R , Smith , D , Young , B : Relation Ship in disruptive behavior children : Developmental analysis of peer and teacher ratings journal of behavior dis order , 2016 .

**ثانيا :المراجع العربية**

٥. **إبراهيم حسين إبراهيم** : برنامج ترويحى بإستخدام الرقص الإبتكارى الحديث لدى طالبات المرحلة الثانوية ، بحث منشور ، مجلة الوادى الجديد لعلوم الرياضة ، كلية التربية الرياضية ، جامعة جنوب الوادى ، ٢٠٢١م .

٦. **إجلال محمد إبراهيم ونادية محمد درويش** : الرقص الإبتكارى الحديث ، مركز الكتاب للنشر ، القاهرة ، ٢٠٠٠م .

٧. **أبو النجا أحمد عز الدين** : الإتجاهات الحديثة فى طرق تدريس التربية الرياضية ، دار الأصدقاء للنشر ، المنصورة ، ٢٠٠٢م .

٨. **أحمد أبو أسعد** : الإرشاد المدرسى ، دار المسيرة للنشر ، الأردن ، ٢٠٠٩م .

٩. **أحمد محمد أبو زيد وهبة جابر عبد الحميد** : إضطرابات السلوك الفوضوى ، مكتبة الأنجلو المصرية ، القاهرة ، ٢٠١٥م .

١٠. **آمال محمد عبد المولى** : مدى فاعلية برنامج للحد من السلوك الفوضوى لدى تلاميذ مرحلة التعليم الأساسى ، رسالة دكتوراة ، غير منشورة ، معهد دراسات الطفولة ، جامعة عين شمس ، ٢٠١٣

١١. **جمال محمد الخطيب** : تعديل السلوك الإنسانى ، دار حنين للنشر ، عمان ، ٢٠٠٣م.

١٢. **حسن السيد أبو عبده** : أساسيات تدريس التربية الحركية والبدنية ، مكتبة الإشعاع الفنية للنشر ، الإسكندرية ، ٢٠٠٢ .

١٣. **رحاب مصطفى مبروك** : برنامج تعبير حركى للحد من السلوك الفوضوى وأثره على بعض الصفات البدنية لتلاميذ المرحلة الإبتدائية ، بحث منشور ، المجلة العلمية لعلوم وفنون الرياضة ، كلية التربية الرياضية بنات ، جامعة حلوان ، ٢٠٢١م .

١٤. **زينب الإسكندرانى وآمال يوسف وإنتصار عبد العزيز** : الأسس النظرية والعملية للتعبير الحركى ، صلاح لاشين للنشر ، الزقازيق ، مصر ، ٢٠٠١م .

١٥. **شيخة ناصر محمد** : أثر برنامج تدريبى قائم على اللعب فى خفض السلوك الفوضوى لدى التلاميذ ذوى صعوبات التعلم فى الكويت ، رسالة ماجستير ، غير منشورة ، كلية الدراسات العليا ، جامعة الخليج العربى ، البحرين ، ٢٠١٦م .

١٦. **صفية أحمد محى الدين وسامية محمد** : البالية والرقص الحديث ، مطابع جامعة حلوان ، القاهرة ، ٢٠٠٥م .

١٧. **عماد عبد الرحيم الزغول** : الإضطرابات الإنفعالية والسلوكية لدى الطفل ، دار الشروق ، للنشر ، عمان ، ٢٠٠٦م .

١٨. **يوسف محمود قطامى ونايفة محمود قطامى** : إدارة الصفوف ، دار الفكر للنشر ، عمان ، الأردن ، ٢٠٠٢م.