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The role of sports practice in the social reintegration of juvenile delinquency

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Abstract

Sports practice is considered one of the most important mechanisms and means adopted by many societies today as an alternative culture to break the daily routine and renew the spirit. This is due to the various positive aspects of sports culture that impact different areas of an individual's life—physically, psychologically, and socially—especially for those who exhibit deviant behavior in society. Practicing sports helps individuals transition into a broader, more dynamic and energetic space. Scientific evidence supports this, as practical experiments confirm the importance of engaging in various physical activities due to their positive impact on multiple aspects of life. This is particularly true for delinquent individuals, who are among the most important social groups that should be integrated into society by raising their awareness about the benefits of sports practice, as they are a human category that requires support and social care. Accordingly, this research paper aims to explore the role of sports practice in the social reintegration of deviant individuals, considering it as one of the social approaches that can assist this group in integrating naturally into society.

Keywords: Sports practice, delinquency, deviant behavior.

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Introduction:

Sport, physical activity, or physical education is one of the most important fields that emphasize practical application and active participation over theoretical instruction. This is what sets it apart from other areas of life that often address societal issues on a superficial level, thereby reducing the chances of effectively solving the problems faced by humanity. Sport is a purposeful and practical activity that seeks to achieve social service in all its dimensions for those who practice it.

There is no doubt that sports practice plays a significant role in addressing various social problems prevalent among young people. It helps reduce the psychological and social effects of these issues on the individual and enables them to overcome risks that threaten their lives and futures. Moreover, it supports the most vulnerable segment of society—those who exhibit deviant behavior—by helping them reintegrate into society and reorganize their lives.

Deviant individuals often exhibit socially unacceptable behaviors, which lead to their exclusion and marginalization within society. Such behavior reflects a deeper dysfunction in the social system, particularly in the failure to instill core societal values. This negatively affects social cohesion and stability. Numerous factors contribute to the emergence of deviant behavior, most notably the failure of both formal and informal socialization institutions to fulfill their expected roles in transmitting values and behavioral norms. Added to this are economic hardships such as poverty and unemployment. As such, the deviant individual can be seen as a victim in need of support and care. Many studies stress the importance of integrating this group into society by guiding and correcting their behavior, which can help prevent recidivism. One effective method is the implementation of awareness programs that promote the value of sports practice in this process, encouraging individuals to use their free time in healthy, productive ways that benefit them physically, mentally, socially, and economically—rather than falling into criminal behaviors that further deepen their marginalization.

Based on the above, this research paper aims to shed light on the role of sports practice in the social reintegration of deviant individuals. The study is guided by the following main research question: To what extent does sports practice contribute to the social reintegration of juvenile delinquents?

1. Sports Practice

1.1 Definition of Sports Practice: Given the importance of sports practice in individuals' lives, it has received considerable attention from scholars and researchers in this field. As a result, the definitions of this concept vary from one researcher to another, indicating that there is no single, universally agreed-upon definition of sports practice. Therefore, we will highlight a few examples of how sports practice has been defined, without claiming to cover all possible interpretations:

-It is the organized practice of games with established origins and rules, through which the aim is to strengthen the body, nourish the mind, and refine the soul by acquiring virtuous qualities such as perseverance, patience, endurance, gentleness, etc. (Kadri, 2011, p. 7).

This definition emphasizes the role of sports practice in enhancing both the physical and mental structure of the individual, echoing the well-known saying, "a sound mind in a sound body." It also highlights the impact of sports on refining the psychological aspect of the individual, allowing them to experience an aesthetic dimension through the acquisition of noble traits.

-It is the individual's participation in any physical activity characterized by the nature of games, practiced either individually or with others, and it must follow the rules and regulations that govern those games. Through this, physical and cognitive abilities, as well as various attitudes, are developed. (Khouli, 2001, p. 31).

This definition highlights the nature of sports activities, whether practiced individually—such as running and walking—or collectively, like football and other team sports involving two or more players. It also emphasizes the importance of participants adhering to the rules of the game, which ensure order and calm during play, thus reinforcing discipline and respect for regulations.

-It is the process of implementing theoretical data and transferring it to reality. It involves an educational level, the practice of principles, approaches, and pedagogical techniques, as envisioned. Practice is considered an essential condition for learning; there is no learning without practicing the responses that lead to acquiring the required skill, whether it is a physical, verbal, or cognitive skill. (Toto, 2011, p. 172).

This definition points to the methodological aspect of sports practice and emphasizes the nature of physical activity as being more of an applied practice than a theoretical aspect, with the goal of ensuring that the learner acquires the various required skills.

1.2 Concept of Sports Activities: "Matetif" defines sports activities as an activity with a specific form, its essence being organized competition aimed at measuring physical abilities and ensuring their maximum development. "Lochen and Sagg" define it as an activity full of competitive play, both internal and external, involving individuals or teams participating in a contest where results are determined.

Sports activities, in general, are a set of voluntary physical movements that involve all or some parts of the body. They may not be intended for their own sake, such as when one is engaged in a particular task, or they may be purely athletic activities performed by an individual with the aim of strengthening the body and refining the soul. These activities take the form of individual or team games, with movements varying in intensity, speed, slowness, weakness, and moderation, all according to regulated rules that players are committed to respecting. (Al-Tarif, 2014, p. 35).

1.3 Types of Physical Sports Activity: The types of physical sports activities that an individual practices are diverse. Team sports (such as football, basketball, etc.) are conducted within the

framework of sports teams, where each member is expected to perform their designated roles based on the position they occupy within the team. In contrast, there are individual sports, such as running, walking, etc.

Physical sports activities can also be categorized based on the nature of the activity and the manner in which it is performed. Some activities require equipment and tools, while others do not. In general, we mention some of them as follows: (Kaboura, 2008, pp. 74, 73).

- **Competitive Games:** These require skill, muscle coordination, and physical effort that correspond to the type of games in which individuals compete either individually or as part of a team. This type of physical activity enhances the principle of free competition in individuals and helps strengthen human relationships, as it is based on competition and team play. Additionally, it is a sport that improves an individual's physical fitness and health.

- **Calm Games:** These do not require physical effort from the individual or their peers, and are typically performed in a calm environment such as an indoor game hall or with a team. Most of these games are used for relaxation after a long day of exertion. This type of sport relies on calmness as a fundamental principle, helping to relax the body's muscles. Therefore, it rejects the indicators of chaotic noise that increase the tension and anxiety of the person. It works to foster a sense of psychological comfort, which is essential for maintaining the state of this sport.

- **Simple Games:** The simplicity of this type of game is reflected in the details and numerous rules, which often include songs, stories, and simple movements that are suitable for children. Since competition requires two or more opponents, all conditions must be met by one of the competitors in order to achieve victory. As for the physical activity associated with schools, referred to as extra-curricular physical education activities, it is considered a complementary part of the physical education program and achieves the same goals. It is divided into school team activities and recreational activities (such as camps and trips).

Physical sports activity can also be divided into three types:

-Recreational Sports Activity

-Competitive Sports Activity

-Utilitarian Physical Sports Activity

1.4 Physical Exercise and its Psychological Impact on the Individual:

There is no doubt that physical exercise holds significant importance in the life of an individual and society. It goes beyond the simple understanding of being just physical movements, whether simple or complex, performed by an individual, as it represents a culture of living. We can draw from the deep understanding and general cultural acquisition of exercise in the societies of developed countries, where individuals (both men and women, young and old) incorporate physical exercise into their daily routines. They begin their day by waking up early, followed by outdoor exercise (such as running, walking) for a set period of time, then proceed with a healthy breakfast

before heading to work. However, the scene changes in our Arab world, either due to ignorance of its importance for general health or because of a societal culture that dominates our actions, making us prisoners to it, and forcing us to follow it. In fact, we are often left in astonishment and surprise when we see a man (particularly) engaging in physical activity in public, and the situation becomes even more peculiar to the point of societal disapproval when women or ladies take part in such activities.

Physical exercise in various physical activities plays a role in improving the morale of those who practice them. It makes them feel energetic and lively, providing them with positive energy that drives them to form positive social relationships and also motivates them towards effective performance. Among the potential outcomes of this physical exercise, we can mention:

- Increases psychological comfort for the individual and modifies their mood.
- Modifies deviant and negative behaviors, transforming them into more balanced and socially acceptable behaviors.
- Makes the individual more organized in their life, moving away from the randomness they experienced before regularly engaging in physical exercise.
- Helps the individual rid themselves of bad habits such as smoking, drug use in various forms, alcohol consumption, etc.
- Strengthens social relationships among groups of individuals participating in physical exercise activities.
- Enhances various abilities in the individual engaging in physical activity, such as physical and mental capabilities, and supports the notion of "a healthy body in a healthy mind."

From what has been mentioned, we can understand the role of physical exercise in achieving a quality life, starting with contributing to building a well-balanced personality capable of forming healthy social relationships. In my opinion, this is linked to the successful choice of the type of physical activity practiced. For example, recreational sports activities can achieve the following: (Bou Abdallah, Ben Jeddou. 2014. p. 14, 15):

- Recreational physical activity provides opportunities to experience new experiences and a sense of reassurance and self-importance.
- It offers opportunities to develop self-confidence, eliminate shyness, and promote happiness and success.
- It helps develop traits such as honesty, emotional control, and authenticity.
- It provides the greatest opportunities to eliminate aggressive tendencies in socially acceptable conditions.
- It enhances mental health and promotes emotional maturity.
- It satisfies the tendencies and motives associated with play and hobbies, contributing to the psychological satisfaction of the individual participating in physical activity.

- It promotes the emotional health of the individual and restores their psychological balance through participation in recreational physical activity, which helps reduce or eliminate psychological stress, anxiety, and the intensity of depression.

2. The Concept of Social Integration

2.1 Definition of Social Integration: Definitions of social integration are varied; however, it is commonly understood through an individual's ability to be accepted as a new member of a group, establishing healthy social relationships, especially by internalizing its values and culture and then adopting its behaviors.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines social integration as: "An inclusive society is a society for all," where every person enjoys rights and responsibilities and plays an active role. An inclusive society should be based on respect for human rights, all fundamental freedoms, cultural and religious diversity, social justice, and addressing the needs of vulnerable and marginalized groups, as well as democratic participation and the rule of law. Achieving this requires the appropriate mechanisms to ensure equal opportunities for individuals to realize their full potential and participate in decision-making processes that affect their daily lives and determine their future. Social integration can be described as "multifaceted" in nature and has the following advantages:

- Visibility: To attract attention and be recognized.
- Consideration: Policy-makers take into account an individual's interests and needs.
- Access to social interactions.
- Rights: The right to act and claim, which includes the right to difference (identity), the right to access available social services, etc. (United Nations Educational, Scientific and Cultural Organization, 2013, p. 8).

Additionally, many definitions state that social integration is a concept created by every society and group, aiming to transition individuals and groups from a state of confrontation and conflict to a state of living together. This process occurs in three stages: social solidarity, social adaptation, and social integration.

This definition suggests that the behavior of social integration is a societal product aimed at restoring balance within a specific group of society. Through this process, the group transitions from a state of confrontation and conflict to a state of peaceful coexistence with the rest of the community. This coexistence contributes to behavior regulation within the framework of the commonly accepted norms, rules, and laws of society.

- It is the process of coordination between various classes, groups of different ethnicities, and other societal patterns into an integrated unity.

- In this definition, the concept of social integration refers to a coordinating process that strengthens various human relationships across the layers of society, aiming to promote the principle of social solidarity and achieve social unity.

- It is a set of measures adopted by society and the group to accept a new member into its ranks and facilitate the acceptance process. In other words, social integration is a set of practical procedures adopted by society or the group when accepting a new member who wants to belong to that society, facilitating the acceptance process.

2.2 Concepts Related to Social Integration

Below are some concepts related to the concept of social integration (Khalifa, Salmi. 2014. p. 4, 5):

- **Social Solidarity:** It refers to the network of social bonds that bind the members of society together. Durkheim is considered one of the early sociologists who extensively discussed this topic. According to him, this phenomenon is controlled by another phenomenon, which is the division of labor. Mechanical solidarity is found in primitive, primary, or tribal societies, where the division of labor is absent. However, as these societies evolved into urban societies, the division of labor emerged, resulting in a new type of solidarity known as organic solidarity.

- **Social Adaptation:** This refers to the mechanisms by which an individual engages with the group and participates in its values, opinions, and stances. For example, the youth's response to family adaptation conditions in terms of behavior, respect for hierarchy, dress, and other factors. (Khalifa Abdelkader, Fatima Salmi. 2014, p. 4, 3). Social adaptation, in this context, means the individual's ability to harmonize with the ethical and legal norms governing society, ensuring the principle of social compatibility so that the individual can adapt, integrate, and align with the requirements of a particular society.

3. Juvenile Delinquency

3.1 Definition of Deviance: This concept arose due to changes in an individual's behavior from a normal state to an abnormal one, which caught the attention of many scholars who expressed this concept through various theoretical perspectives reflecting their views. Therefore, we will present some definitions that address the concept of deviance, as follows:

- **Deviation of motives by the actor to violate a standard:** It is a significant deviation from the normal personality, as well as not adhering to social norms (Al-Saleh, 1999, p. 160). This refers to an emotional drive that directs an individual to achieve their desires and express them through aggressive behavior toward others, making them an abnormal person in the eyes of society, which holds beliefs, traditions, and ethics that reject such negative behaviors, thus violating social norms and principles.

- This term, which emerged relatively recently, replaced the term "disorganization" or "illness." It was not used in American sociology until the late 1950s. It refers to a set of individual or collective behaviors that do not align with the expectations, norms, or values shared by members of a group, leading to tensions, conflicts, rejection, and resulting in sanctions, isolation, and blame (Feryoul, 2011, p. 70).

- Failure to conform to social norms: Sociologists prefer using this term instead of "deviant behavior," as the latter is more associated with mental illness than with non-conformity or conflict. Deviance is a phenomenon present in the life of every human being (Maatouq, 2014, p. 377).

- Violation of rules, regulations, and laws: Deviance is characterized by a sufficient degree of departure from the limits of general tolerance in society (Al-Hassani, 2015, p. 621). This definition highlights the danger of deviance and its potential to disrupt societal balance by violating its systems, rules, and laws that maintain security and stability, i.e., its departure from the general tolerance in society.

- Deviation from social norms: It refers to deviation from the complex norms of public behavior within the social or cultural environment in which the young person lives.

- A set of maladaptive behaviors: These behaviors distinguish certain individuals from their peers in terms of their departure from accepted and normative behavior, as well as their failure to align with social norms and concepts (Khalifa, n.d., p. 181).

3.2 Definition of a Juvenile: The definition of a juvenile varies from one society to another, and this is due to its connection with determining the legal age for criminal capacity. We will present its definition in sociology. A juvenile or child is defined as a young person from birth until they reach social maturity and the full development of their adulthood. While it is easy to define the childhood stage based on this definition, determining its end is not straightforward (Saqr & Saber, 2008, pp. 7-8).

3.3 Concepts Related to Deviant Behavior: There are several concepts considered to be among the most common deviant behaviors in society, through which a deviant individual is distinguished from others—those who exhibit normal and acceptable behavior in society. These deviant behaviors, when committed against others, are considered crimes with all their characteristics, including the following:

- Aggression: This refers to the tendency or series of conflicts manifested in real or imaginary actions that aim to harm, damage, or destroy another person and coerce them. It is behavior accompanied by an internal drive to fulfill the desires of the self, without concern for the seriousness of the act. Aggressive behavior often causes significant harm to the other party, which is considered a direct result of this behavior. It is classified as a deviant behavior; also referred to as juvenile delinquency.

- **Criminal:** From a legal perspective, a criminal is an individual who violates certain behavioral principles and is considered harmful to both themselves and others in the community. As a result, society punishes them according to the laws of that society (Fadil, 2013, pp. 26-27). The term "criminal" is a derogatory label for an individual who has committed a crime against another person. Therefore, this individual will bear responsibility for their actions before the law, rules, and norms that govern society, as such behavior is viewed as a breach and deviation from the social norms of the community.

3.4 Characteristics of Deviant and Criminal Behavior: "Hall" clarified that there are seven characteristics that must be present in order to classify behavior as deviant or criminal, which are:

- **Harm:** This refers to the external manifestation of the behavior. Criminal behavior causes harm to individual or social interests, or both. Harm is one of the most important characteristics distinguishing criminal behavior, as it leads to damage to both private and public interests, or to one of them in society.

- **Legality:** The harmful behavior must be legally prohibited and specified in the criminal law. This means the effort to reject such violent behaviors in society through their prohibition in legal texts, with the aim of deterrence and reducing criminal behavior within society.

- **The occurrence of the act causing harm:** There must be a behavior that results in harm, whether it is positive or negative, intentional or unintentional. This means there must be conclusive evidence that the individual has committed this criminal act.

- **Criminal intent or awareness:** The individual must be aware of the criminal behavior they are engaging in and their responsibility for it. In other words, the individual must be conscious of their violent actions toward others, meaning they are in a natural state while committing the crime.

- **Conformity between the act and criminal intent:** For example, self-defense or defense of honor.

- **There must be a tangible link between the legally prohibited harm and the misconduct or behavior in order for it to be criminalized.** The offender is not held accountable for the result of their action unless there is a causal link between the act and the outcome.

- **There must be a prescribed penalty for the criminalized act.** (Ismaili & Omaroun, 2015, pp. 131-132). This means that the type of punishment for the criminal must be clearly specified.

3.5 Causes Leading to Deviant Behavior: These can be summarized in the following points:

- **Personal Causes:** These concern the individual who commits the deviant act, and they can be divided into:

- **Impaired Biological Structure:** A juvenile who suffers from problems or congenital defects that affect their physical appearance or mental faculties may experience a strong sense of inferiority

and inadequacy compared to their normal peers. This often drives them to seek compensatory mechanisms, such as engaging in deviant behavior.

- **Impaired Psychological Structure:** Freud explained that criminal or deviant behavior stems from one of two causes: either the failure of the mind to control and refine the soul, or the lack of conscience, which is unable to elevate natural impulses and tendencies to a level of calm, lawful satisfaction. In both cases, innate impulses break free from the unconscious and become conscious, leading to partial or complete gratification, surpassing all necessary restraints and limitations. (Mansour, 2009, p. 28)

- **Social Causes:** These can be outlined as follows:

- **Family Environment:** The family is the primary environment into which a child is born and where they acquire societal values and culture through both direct and indirect methods. Within this environment, a child's personality can either develop in a healthy or unhealthy way, according to psychological theories (the first five years of life). However, the family environment may sometimes face crises that affect its stability and cohesion, which can, in turn, negatively impact the child's behavior and personality, pushing them towards deviant actions. Among the factors contributing to such behavior are:

- **Family Disintegration:** Whether through divorce, widowhood, or abandonment, this is considered one of the most important causes of juvenile delinquency. The child experiences psychological disturbances due to ongoing family issues, coupled with a lack of attention from the parents, who fail to provide the care and affection needed by children.

- **Absence of Role Models within the Family:** This refers to the lack of guidance and advice within the family regarding the dangers of social vices if a child becomes involved in them.

- **Parental Involvement in Work with Neglect of Childcare:** Parents often focus on life's material aspects, neglecting the importance of caring for and nurturing their children. This neglect exacerbates the child's psychological condition, pushing them to fulfill their needs in negative ways through deviant behaviors.

- **Excessive Allowance with Poor Spending Habits:** Sometimes, parents excessively spoil their children with money, and without the proper financial guidance, children spend it on harmful behaviors. Over time, this leads to a major internal conflict, resulting in the child engaging in deviant behaviors and eventually facing the consequences. Parents find themselves dealing with the aftermath of their unintentional actions.

- **The Family as a Source of Deviant Culture:** In some cases, parents themselves may exhibit deviant behavior, which leads to their children adopting similar behaviors. If parents are involved in deviant activities, their children are likely to follow suit.

- **Child Labor Due to the Absence of a Provider or Unemployment:** This phenomenon is a significant contributor to juvenile delinquency, as children who are forced into work due to social cir-

cumstances lack proper guidance and mentorship. This lack of support can lead them to engage in deviant behavior.

- **Disparity in Parenting Styles and a Tendency Towards Authoritarianism:** Authoritarian parenting, characterized by harshness, aggression, and violent punishment (e.g., swearing and physical abuse), can lead to a lack of affection, love, and cooperation within the family. The child, in search of affection, will often seek this outside the family, making them vulnerable to exploitation and increasing the likelihood of deviant behavior.

- **Family Poverty and Inability to Meet Basic Needs:** Poverty is another significant cause that forces individuals, including children, to engage in deviant behavior to meet their daily needs and survive.

- **Lack of Parental Supervision:** The absence of parental supervision results in a lack of control over the child's behavior in a world full of dangers. The consequences are often negative, as the parents are too preoccupied with work and earning a living to pay attention to the needs of their children.

-**The School Environment:** The school may have a number of factors that contribute to delinquency, such as the lack of role models in the classroom, repeated failure, school dropout, violence, etc. All of these factors play a role in an individual's deviant behavior due to the problems faced within the school environment. The school fails to address the needs of the students and to focus on their education, guidance, and direction toward what benefits them and away from what does not.

-**Peer Groups:** There is no doubt that bad company plays a significant role in the development of deviant behavior. This is supported by Sutherland's differential association theory, which suggests that an individual gradually adopts the behaviors of their peers, eventually internalizing these behaviors as part of their own. This process is sometimes referred to as "habitus" by sociologists, where an individual becomes influenced by their peers in everything they do. Sometimes, they may deliberately imitate them, including their gestures, clothing, and deviant behaviors.

- **Media and Communication:** The media is one of the socializing institutions that plays an important role in the life of a child. However, some of its content promotes deviant behavior, contributing to the development of such behaviors. This is evident in the content of various new technologies that are increasingly used in daily life, where the lack of family supervision and the absolute freedom of the individual play a significant role.

-**Weak Religious Commitment:** This refers to the complete distance from the principles and fundamentals of Islam, which encourage uprightness and the development of good morals that help an individual develop a refined character and behavior.

4. The Role of Sports Practice in the Social Reintegration of Juvenile Delinquents

The process of social reintegration is a psychosocial mechanism aimed at providing psychological and social assistance to delinquent individuals, meaning those who exhibit deviant behavior. It is used as an intervention in various societal institutions with the goal of modifying the aggressive behavior of the delinquent and shaping it in accordance with societal requirements through a set of rehabilitative programs designed to bring about a change in the life of the behaviorally deviant individual.

We believe that developmental cooperative programs can be adopted to help this segment of society keep up with societal demands and adhere to them, with the aim of gradually integrating them into the habits and traditions of society, thus enabling them to become active members of the community. This can be achieved through the following:

- Containing this behaviorally deviant group from a psychological and social perspective.
- Diagnosing their medical condition and identifying the main causes that led this individual to deviant behavior, in order to determine the appropriate treatment for the problem they are facing.
- Encouraging them to participate in various sports programs and practice their chosen sports hobbies willingly and consciously, with the aim of filling their free time and releasing all the repressed emotions or even toxins in their bodies as a result of prior drug use, for example.
- Helping them integrate into sports clubs to refine their behavior and increase their interaction and engagement with different social groups.
- Boosting their self-confidence by assigning them certain responsibilities, monitoring their progress, and assisting them in accomplishing these tasks.
- Sports are one of the most important means for achieving social mobility.
- There is an inverse relationship between practicing sports as a rehabilitation program and the use of alcohol or drugs, or getting into trouble with the police.
- Sports contribute to emotional stability and balance.
- Sports help in building self-reliance, a sense of belonging, and respect for social laws. (Al-Tarif, 2014, 48-49)

This discussion on how to reintegrate behaviorally deviant individuals and help them vent their repressed emotions through regular engagement in various sports activities can be supported by the theoretical foundations of the Catharsis Theory, also known as the theory of releasing repressed emotions. Proponents of this theory in the field of sports psychology believe that:

"Sports activities that involve a high degree of physical contact can serve as an outlet for aggressive behavior, as researchers have pointed out. For adolescents, this allows them to learn how to use emotional catharsis to release repressed emotional energy through physical exercises such as play, which is a form of symbolic conflict based primarily on organized aggression that is socially accepted. Experts believe that an athlete is an individual who can transcend aggression and be directed to practice sports based on their interests and readiness, as it is a socially acceptable outlet.

Thus, sports, as previously mentioned, are a channel accepted by society as a means of catharsis. Some scientists argue that aggressive impulses are an inherent biological instinct." (Kabboura, 2008, p. 125).

Therefore, it can be said that engaging in sports plays a significant and important role in helping behaviorally deviant individuals reintegrate into society and become productive, self-reliant members. This will benefit them, their families, and society at large. The importance of this is not limited to just this group, but also extends to all categories in society, including the disabled, homeless, and individuals with psychological issues, etc. These groups need sports practice as an effective and successful way to release their repressed emotions and adjust their moods, which in turn allows them to communicate naturally with various social groups within the community.

Conclusion

Juvenile delinquents in society often face exclusion and social marginalization due to the negative image associated with them, which is frequently reinforced by their socially disapproved behaviors—reflecting their difficulty in assimilating into the prevailing societal culture. This alienation may increase the likelihood of their return to deviant behavior, making it a collective responsibility to support their reintegration by removing barriers to their adoption of social values. One effective approach is through sports, as physical activity represents more than just movement; it embodies a culture of discipline, values, and social norms that facilitate the understanding of societal communication. To enhance the reintegration process, several recommendations should be considered: establishing legally supervised clubs and associations tailored to delinquent youth; promoting sports in correctional and educational institutions; creating inclusive public and private spaces for sports participation across genders; strengthening the role of school sports through increased time allocation; organizing sports events in neighborhoods and urban settings; and fostering a progressive cultural mindset that elevates the social value of sports while raising awareness of the risks associated with excessive immersion in virtual life.

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