



International Journal of Current Research and Academic Review

ISSN: 2347-3215 Volume 4 Number 11 (November-2016) pp 60-65

Journal home page: <http://www.ijcrar.com>

doi: <http://dx.doi.org/10.20546/ijcrar.2016.411.010>



Behavioral Problems and Activities Physical - In Connection with 4 Observations and Review

Itoua Okemba Jean^{1*}, Mouanga Alain Maxime², Mabassa David Sylvain¹, Massamba Elvina Lys Surêche¹, Fernandez Balou Gabin¹, Litoto Pambou Lucien¹ and Massamba Alphonse^{1,3}

¹Laboratoire d'Etudes et de Recherche sur les Activités physiques Adaptées, Institut Supérieur d'Education Physique et Sportive, Université Marien NGOUABI, Brazzaville (Congo)

²Service de psychiatrie, CHU de Brazzaville et Département de médecine, Faculté de Science de la Santé, Université Marien NGOUABI, Brazzaville(Congo)

³Laboratoire de Physiologie de l'Effort et Biomécanique, Institut Supérieur d'Education Physique et Sportive, Université Marien NGOUABI, Brazzaville (Congo)

**Corresponding author*

KEYWORDS

Behavior disorders,
Physical activity,
Personality.

A B S T R A C T

The positive influence of physical activity a person was a current problem. However, data on this aspect of management of young patients were not available in the Republic of Congo. We reported four cases identified in the Special School of Brazzaville in psycho referred, in order to attract the attention of psychiatrists and PE teachers from black Africa on non-pharmacological treatment of behavioral disorders in young.

Introduction

The beneficial influence of the physical activities on the behavior of an individual is largely documented (Erwein *et al.*, 1998; Smith *et al.*, 2010). It is at the origin of therapeutic experiments either on patients hospitalized in psychiatric medium (Bernard *et al.*, 2013; Segal, 1998), or on delinquent teenagers in specialized houses (Wartell, 1972), or on mental delayed children (Berger, 1996; Calin, 2015), to quote only some examples.

In sub-Saharan Black Africa, rare are the studies which are devoted there. We report 4 observations of young children of Congo (Brazzaville), free of driving problems or sensory deficiency, followed in an médico-educational specialized agency to character, the Special School of Brazzaville, managed by the Catholic Church of Congo. This approach, during 1 to 3 years, made it possible to specify the impact of the sport on the behavior of these children, their becoming psychological, emotional and

school, and to possibly draw up the possible limits of this influence in the Congolese context.

Our study remained primarily clinical. It held account:

- opinion in meeting of synthesis by the specialized teachers and the personnel of the establishment;
- evolution observed by the psychologist clinician (but if test of level and projective test are applied to the entry of the child in the center, they were remade only 3 to 4 times in the course of evolution);
- results of the talks ensured by a neuropsychiatrist of the CHU of Brazzaville, a psychologist clinician and specialized teachers attached to the establishment.

Observation 1

Gerard P. is boy an 11 years old, physically rather attractive, but of effeminate and unobtrusive appearance. He is presented in the form of a shy person, inhibited in his contacts with the adult; anxious, often depressed and sad, it suffers from phobic demonstrations with night terrors. These disorders which have existed for several years justified a stopped psychotherapy a few months afterwards.

The school delay of 2 years, is associated a dyslexia and a dysorthography. The psychometric tests show a hiatus between a low verbal level and a level of performance below the average.

The family problem is old; since his birth his/her father, ethyl, impulsive and brutal, does not deal with him His/her mother H., whereas Gerard has 9ans, leaves the marital home with her son and asks for the divorce.

One year later, Mrs H., in full knowledge of sound badly, undergoes a hysterectomy for cancer of the uterine collar at the stage II these events reinforce the attachment erotized and obsessionalized Mrs. H. with her son. Gerard undergoes the requirements and the over-protection of his/her mother; it is affectivement dependent on a sick mother. It creates for itself an ideal image of his father, who gave up it and who is constantly devalued by his mother. It is in this context that Gerard between at the Special School of Brazzaville. Its integration is difficult. Incompetent to create correct relationships to his entourage, it masks his emotional request under aggressive behaviors which cause its rejection within the group-class.

It does not invest schoolwork where he knows the difficulties as in the past. The a long time prohibited play by the mother, because of the school failure, is lived as making feel guilty by the child who prefers, by masochism to be bored.

In a few four months of life at the Special School, insertion is slow and difficult. It appreciates little by little the physical exercises and its behavior changes. It succeeds in football and its positive sports results give again the taste to him to play and also to do something. It gives back to the sport, he enjoys the competition where he values. These first results obtained in one year, seem to motivate Gerard to remain a second year. During this one, an improvement of the behavior is observed. Gerard, more at ease, is gradually capable of autonomy, it shows himself more independent of the adult; he can pose choices alone and takes part in discussions. He seems to have taken place an assumption of responsibility of the child by itself which, through an invested and successful motor activity, became aware of its body and

psychological identity. On the other hand, Gerard does not make an academic progress.

Observation 2

Bruno I is 9 years old on his arrival at the Special School in November 2010; he presents speech difficulties and a school delay. This former premature, born at 7½ months of fetal life, a self-destructive behavior in the early years of his life. His mother is very rejejtante over his son; his father is away from home, living with another woman. The couple is divorcing and Bruno, raised by his grandmother, suffering from these emotional disturbances. After a first year spent to the Special School, the behavior is modified little. The teacher notes that Bruno is unstable, talkative, not very considered, aggressive, brawler... The school results are very weak. However, the child changes class and teacher.

This new teacher detects the interest of Bruno for the sport. The child is endowed and succeeds in all the sports practiced within the center: bicycle, race with foot, but it excels in football. It is the king of football said the teacher, and as such he has his little court of admirers. With through his sporting success, Bruno ties a relation privileged with the teacher. Its behavior changes: it is less aggressive, less anxious, it gives up less easily in front of a difficulty, it takes part in the plays and the school work. It is always very sthenic but tends to get excited and to give their all. It finishes the school year to the maximum of its possibilities considered to be average. It seeks to like to have a public. Bruno in 3 years, starting from the sports activities, acquired a certain opening and an interest for the sport.

He wants to continue the practice of football besides. It should however be framed to give him limits.

Observation 3

Calixte G, 11 years, is placed at the Special School for corporate names (alcoholism and unemployment of the father, unhealthy housing) and for school reasons (very large delay). Its behavior strikes from the start by a constant instability in all the school and manual activities. It reacts in a characterial way; it is insubordinate and passive, it refuses any school work.

After a difficult first quarter, an opening is made possible through sport, positive discipline of children. Whereas it was lower than his comrades in all the sectors, Calixte approached them and exceeded them in a field, football. He became captain of the team and his/her comrades accepted it like such. This success made it possible Calixte to continue with itself and the others; to create relation of an adult type between him, as a captain of the team and the teacher. Calixte, during last six months of the year, became more disciplined, less aggressive, more smiling and more frankly. It is more sociable. The child started to work seriously in class and orthoepy; notable progress is carried out in reading and calculation in particular.

Observation 4

The last observation brings back the history of Seraph, 11 years, allowed in the center for behavioral problems in connection with a degradation of the family atmosphere. Of practically normal intelligence (IQ = 93), Séraphin is a proud child, very interiorized, very individualistic, who does not like to yield with any rule, with any constraint. There remains always rather solitary and rather liability. It only takes part very little in the activities of the establishment. It rejects any collective activity because it is always afraid to be in failure and to be

ridiculous with the eyes of the others. It flees the effort, is not at all perfectionist and thus remains always below its possibilities.

It has a good physical condition which enables him to succeed in sport, but it refuses any participation in a collective sport; it is, moreover, difficult to make him admit the need for a technique.

The stay in shift at the time of a vacation camp was however the starter of a dialogue with the group and the staff supervisory. In addition, Séraphin appreciates the long jump because it dominates the others there; and when it made a success of the best jump, it looks at well opposite; what it never does differently.

If it is asked to him whether he likes the sport, the answer is evasive. With the question: «That the sport represents, for you? »It says: " a play ". This answer corresponds to certain provisions which it also has for the puppets, it succeeds in there still collecting the attention of his comrades. It avoids any situation of competition always fearing the failure that it cannot assume.

Seraph remains still immature; but the insurance which the practice of certain sports gives him seems to be at the origin of a favorable psychiatric evolution.

Results and Discussion

The whole of the observations imposes a certain number of reflexions.

From premium then, it arises from the recension of the writings that the children with behavioral problems which begin more readily in a regular practice of the physical activity and which hold the greatest benefit of it are boys (Copin, 2009). Indeed, in our experiment, 48% of the boys of the Special School of Brazzaville appreciate the

physical activity 16% against girls. The same observation is made by the teaching ones of physical education in sections of specialized studies of college (Davis *et al.*, 2005). They note that the girls make systematic opposition at the time of the meetings of adapted gymnastics. It should however be noticed that, in the institution where this work was carried out, the physical and sporting activities suggested are rather virile. However don't the girls in this phase of latency préoedipienne project a feminized image, an image of dependent and passive woman? Wouldn't they prefer other activities more practiced by the girls in the medium Congolese?

Then, the age of the children intervenes in their motivation with the practice of a physical and / or sporting activity. We noted in the center that the percentage of participants decreases before 8 years and after 12 years. It is at this age that the boy says that his manly and aggressive and violent impulses can find a way in the sport. Moreover, Wartell (2006) stresses the body that carries a place of satisfaction, pleasure in movement impulses to muscle eroticism recognized in reference to a rule. One finds in this analysis, the fact that its body intervenes not like anatomical entity but like image of body carrying signs.

In addition, our observations concerning of the boys from 9 to 12 years, of intelligence normal or subnormal, which present behavioral problems and a school delay in connection with psychoaffectives disturbances of the family medium. The sport seems to be in a clear way the initiator of the improvement of behavior of 18 children out of the 69 files studied into 2014. The 4 observations presented appear to us to summarize the contribution and the limits of this contribution in this population of children.

Indeed, the sport acts as an invested and successful play activity (Copinop. cit.). These children feel with acuity their difficulties and fear new failures. They are often interested in the sport as a play. They have indeed, a need still very infantile for play and this ludic behavior is often reproached to them in their family medium. However, the success in this play activity is developing for the image which they are made of themselves, for the opinion that them their comrades are made and finally for the recognition that bring to them the teacher, the director and the various teaching actors of this center.

Moreover, the physical activity very notably helps the children inhibited and apathetic support some at all the so significant energy expenditure among boys of this age to impose itself as a future strong man (observation). In addition, some children, as in the observation 2, is fully engaged in sports activity. This attitude is sometimes so marked in these impulsive children, whom it can generate a driving instability, which returns on the ground, the completely disordered gestures, ineffective. In addition, certain children like exclusively, in their sporting or competitive success, the public which often largely rewards them by their applause. This is partly illustrated in observations 1, 2 and 3. This observation is very answered; one must only be wary of the cases where to like the public became the exclusive goal of the child, reinforcing its narcissism.

The selected sport is the collective play of football. To succeed, it is necessary to know to collaborate; the establishment of relations in the play is necessary and these last are also used as support with possible makings of contact apart from the play (Pelletier, 2006). More rarely (observation 1), the too rigid and defensive child can choose only one individual sport.

Moreover, any physical and sporting activity entraine of the successes and the failures (Purper - Ouakil *et al.*, 2002). Occurred of failures when one has, despite everything played good, is tolerated better and this especially if the collective play makes it possible to rest on others the responsibility; it constitutes a good training (observation 4) of the life for these narcissistic and characterial children, unable, on their arrival in the specialized establishment, to support reprimands, failures or constraint. Success is very developing and is often taken again by each player for his own account

Lastly, the discussions with the children about the sports activity, the modifications observed during years in their behavior, appear likely to us to help us in the follow-up of lived of the children Congolese through their sporting image, like Smith *et al.*, (1997) in American children, and to guide the educational personnel specialized in their task.

Conflict of interest: The authors state not to have a conflict of interest in relation to this article

Contributions: IOJ, project executor, conceived the first mounting of this article. MAX, followed the patients throughout the study. MDS, MELS, FBG and LPL contributed to the data-gathering. MA ensured the statistical work of the data and makes the final reading of the tapuscrit.

References

- Albinet, C., Fezzani, K., Thon, B. 2008. Vieillesse, activité physique et cognition. *Sci. Mot.*, 63: 9 – 36.
- Audiffren, M., André, N., Albinet, C. 2011. Effets positifs de l'exercice physique chronique sur les fonctions cognitives des seniors : bilan et perspectives. *Rev. Neuropsychol.*, 3(4): 207 – 225.

- Berger, M. 1996. Les troubles du développement cognitif. Approche par la pratique sportive chez l'enfant et l'adolescent avec retard mental. Paris : Dunod, 162 p.
- Bernard, P., Romain, A.J., Esseul, E., Artiguisse, M., Poy, Y., Baghdadli, A., Ninot, G. 2013. Barrières et motivation à l'activité physique chez l'adulte atteint de schizophrénie: revue de littérature systématique. *Science&Sports*, 28 : 247 – 252.
- Calin, D. 2015. Quelles prises en charge pour les enfants présentant des troubles associés à un retard mental, Disponible sur le site http://dcalin.fr/textes/troubles_comportement.html. Date d'acquisition : 02/11/2015
- Copin, R. 2009. Sport, thérapeutique moderne des troubles du comportement de l'enfant et de l'adolescent. *Med. Educ. Phys. Sport*, 16(14): 125 – 31.
- Davis, B., Byr, R.J. 2005. Effects of judo on the educable mentally retarded. *J. Sports Med.*, 45: 337 – 343.
- Erwein, V., Keller, D., Witterhein, G. 1998. Activités Physiques, fonctions mentales et rythmes scolaires. *Sci. & Sports*, 13: 159 – 67.
- Hillman, C.H., Kramer, A.F., Belopolsky, A.V., et al. 2006. A Cross – sectional examination of age and physical activity on performance and event – related brain potentials in a task switching paradigm. *Int. J. Psychophysiol.*, 59: 30 – 9.
- Pelletier, C. 2006. Role du football dans la prophylaxie et la thérapeutique des troubles du comportement chez l'enfant. Neuchated/Paris : Delachaux et Niestlé, 174 p.
- Purper – Ouakil, D., Michel, G., Baup, N., Mouren – Siméoni, M.C. 2002. Aspects psychologiques de l'exercice physique chez l'enfant et l'adolescent : mise au point à partir d'une situation clinique. *Annales Médico – psychologiques* 2002 ; 160 : 543 – 9
- Segal, J.A. 1998. Une expérience de rédaction par la pratique d'un sport d'équipe (Volley – ball) en milieu psychiatrique. *Annales Médico – psychologiques*, 129(2) : 261 – 274.
- Smith, P.J., Blumenthal, J.A., Hoffman, B.M., et al. 2010. Aerobic exercise and neurocognitive performance: a meta – analytic review of randomized controlled trials. *Psychosom. Med.*, 72: 239 – 52.
- Smith, R.J., Adams, D.W., Corke, L. 1997. The status of personality research and application in sports among young patients with behavior disorders. *Psychosomatics*, 38: 548 – 57.
- Wartell, R. 1972. Réflexions sur la pratique sportive chez les enfants handicapés en milieu spécialisé. *Rev. Med. Tours*, 6(8): 917 – 920.
- Wartell, R. 2006. La dynamique de la pratique sportive chez les enfants handicapés. Paris : Doin, 204 p.

How to cite this article:

Itoua Okemba Jean, Mouanga Alain Maxime, Mabassa David Sylvain, Massamba Elvina Lys Surêche, Fernandez Balou Gabin, Litoto Pambou Lucien and Massamba Alphonse. 2016. Behavioral Problems and Activities Physical - In Connection with 4 Observations and Review. *Int.J.Curr.Res.Aca.Rev.4(11): 60-65*. doi: <http://dx.doi.org/10.20546/ijcrar.2016.411.010>