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## Effectiveness Of Physical And Sports Education In Reducing The Phenomenon Of School Bullying For Children Aged 6-11 Years

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### Abstract:

This study aims to identify the effectiveness of the physical and sports education in reducing the phenomenon of school bullying for children aged 6-11 years. The two researchers followed the comparative prescriptive method. The sample of the research was in primary pupils aged 6-11 years who show indicators of school bullying. 30 child bullies at the level of three primary schools in Algeria. The measure of bullying behaviour of children and adolescents was applied to Dr. Majdi Mohamed El Dsouqi's 19 phrases, spread over two axes: The 13-items verbal bullying axis, and the 06-items physical bullying axis, a pre-test of bullying behaviour in children was made three months before the practice of physical education and post-test three months after the practice. The following results were achieved:

- Physical and sports education is effective in reducing verbal bullying for children aged 6-11 years.
- Physical and sports education is effective in reducing physical bullying for children aged 6-11 years.
- Physical and sports education is effective in reducing school bullying for children aged 6-11 years.

**Keywords:** education, physical and sports education, school bullying, verbal bullying, physical bullying.

### Introduction:

Bullying is a serious and long-standing social phenomenon that has long existed in individuals and is practised in different forms and to varying degrees when appropriate conditions exist. Although bullying behavior exists in societies, scientific research on this subject is relatively recent.

Behaviour is defined as bullying when it involves an unjustified psychological, verbal or physical attack on the victim. This behaviour begins to appear at an early stage in the child's life, about two years ago, where the child forms a primary concept of bullying, and this concept

gradually grows to a peak during the last three years of primary school. About 30% of children and adolescents in the 6th to 1st primary classrooms are bullied by their peers. (Nansel et al., 2001), and bullying peaks during early adolescence and gradually decreases as adolescence progresses (Eastberg and Alasma Esenbeerg & Aalsma, 2005), confirmed by Alan Benn (2005) He said that he starts enrolment in preschool and peaks during middle school and then takes a drop during high school. Except for irony, we do not hear much about incidents of bullying in universities.

Bullying behaviours appear in schools at all levels of school (primary, middle and secondary), and the bullying process consists of several key elements: bully, victim, and spectators. Bullying has multiple patterns, most notably: verbal bullying, physical bullying, psychological social bullying and cyberbullying.

Many pupils suffer from the negative effects of this phenomenon, where Heath et al see (2013) School bullying affects the psychosocial construction of the school community pupil ", where the victim of bullying feels rejected and undesirable, He also feels fear, anxiety, discomfort, withdrawal, school activities or school escape for fear of bullying. And when other children attack them, their common reaction is to cry and withdraw from school activities and escape school for fear of bullying, When other children attack them, their common reaction is to cry and withdraw. They rarely defend themselves and are afraid to go to school as an unsafe place. Moreover, the bully exposes himself to expulsion from school and may engage in serious criminal acts in the futur.

This is confirmed by Helisburg and the plumber Hillsberg & Spak (2006) where they see that the bully person (victim) suffers from loneliness, poor psychosocial compatibility, low self-esteem, social withdrawal, fear of going to school and low level of educational attainment and consequently affected by his psychosocial development, and not only the effects on the victim, but the bully also often has many aggressive and anarchic behaviours, psychosocial misconduct and antisocial behaviours.

Therefore, those interested in the educational, psychological and social process seek ways to address this phenomenon and reduce its prevalence.

The causes of bullying vary, including biological, family and social causes, as well as information and technological reasons. Bullying is a form of aggression, whether physical, verbal, social or sexual, that has negative effects on the bully himself, the victim and the school environment as a whole, affecting the security, psychological and social structure of the school community and society at large.

There are many scientific theories that explain bullying behaviour, including: The psychoanalytic theory of its owner, "Sigmund Freud", 1856-1939 which interpreted this behaviour that a bullied pupil lives a harsh family life, being the manufacture of a parent with punishment and abuse, It is the product of a family with a model of aggression, a father who engages in violence and abuse towards his children and his wife, so the child unites with his father and his bullying behaviour is nothing but uniting with the model, which is dominated by power, influence and control over others.

The behavioral theory founded by John Watson "Watson" (1878-1958) which considers that bullying behaviour is repeatable if associated with reinforcement If the child beats another

child and gets what he wants, he repeats this behaviour again in order to achieve his goal, Consequently, responses followed by a good effect or reinforcement are proven and tend to be repeated by the individual responses that are not followed by reinforcement are extinguished, faded and not tended to be repeated by the individual, That is, conduct strengthens or weakens based on its effect and result with respect to the individual and this is known as the Law of Effect when "Thorndyk", according to which behaviour promoted and led to a sense of comfort and satisfaction tends to be repeated by the individual and, on this basis, the behaviour of bullying occurs as a result of the process of reinforcement that the bully receives from his peers, The bully may also be enhanced by the harm it inflicts on the victim in the sense that when I bully the victim and the victim tends to cry, especially in primary school, it promotes the bully's behaviour positively, the bully repeats this behaviour again, but if the victim responds and retaliates against the bully - This rarely happens - this adversely enhances the bully's behaviour.

We therefore find that the bully has strengthened his behaviour of the individuals around him, such as colleagues and friends, which has made him feel privileged and that the bully's acquisition of what he wants is an enhancement that leads him to create bullying attitudes to attack the individuals around him.

Pandora's social learning theory shows that bullying behaviour is learned by the pupil through family models, through peers and from the social environment in which he lives. The pupil in his family sees many models of aggression and learns from his peers about acts of violence, aggression and bullying. and thus bullying can be said to be a modelling situation for the behaviour of a bully model, be it the father, older brother, teacher or companion.

"Neil Miller et al.", founders of the theory of frustration-aggression, also argues that frustration produces an aggressive motive that provokes behaviour that hurts others. and that this aggressive motivation gradually decreases after harm is inflicted on the other person as this process is called venting or discharging because frustration causes anger and a sense of injustice which makes the individual ready to carry out aggression, Most of the pre-school children's quarrels also arise from a conflict over property and toys s frustration, which in turn leads to aggression (Ahmed al-Qar 'an, 2004).

Physiological theory suggests that deviant behaviour, particularly bullying, is due to biological factors in a person's composition, which is a natural expression of a number of repressed instincts, and that the expression of bullying and violence is necessary for the continuation of the human community because all human relations are driven from within by this sense of aggression. (Mas' ad Abu al-Diyar, 2010), and the proponents of this theory also consider that there is a difference in the physical composition of criminals from that of the general public; They emphasize the existence of certain hormones that have an impact on the motivation towards violence, or aggression, and that are associated with the increase in the hormone masculinity, as well as that this hormone is the direct cause of the aggression between individuals (Tahani Munib and Aza Suleiman, 2007).

Therefore, bully pupils are physically powerful than victims, making them enjoy such behaviour on others, and these bully pupils have genetic predispositions that make them inclined to bully and abuse their peers.

The bullying behaviour of pupils is manifested in various subjects of study, and the physical and sports education quota is one of the subjects of the pupil's primary level, it is no less important than the rest of the other scientific subjects, and in this regard Fouad Ibrahim al-Sarraj points out (2011) Sports is not a school programme but a vital and fundamental aspect of the educational process outdoor sports and various games promote physical health and improve mental health, Its practice in the halls and swimming pools also works towards an active and entertaining life Since sports education is the integral part of public education, if an individual knows that all physical work and other activities are an essential part of the educational process, we can say that the relationship between public education and education is an intimate one aimed at the individual's social, psychological and mental development as well as physical development through various actors, And that education is an upbringing through the body and as such can be a leading education for one and society. and that the process of education is at the same time constructive, making one's life better adapted to society.

According to Amin Anwar Al-Khouli (2001), the importance of physical and sporting education is demonstrated by the student's investments during physical sports activity. s development ", which enables it to adapt to all social oceans and also develops communication and compatibility between desire and action through an activity based on structured and targeted educational consensus aimed at operationalizing intellectual, dynamic and background knowledge and expertise as a means of fostering beneficial human relations.

Through visits to some elementary schools, we have observed that there are many signs of bullying among pupils, such as some profanity on their colleagues, and constant beatings, which is why through our study we aim to identify the effectiveness of the physical and sports education quota in reducing the phenomenon of school bullying in children aged 6-11 years.

The problem arose when we considered the following general question:

**Is physical and sports education effective in reducing the phenomenon of school bullying for children aged 6-11 years?**

**Partial questions:**

1/Is the share of physical and sports education effective in reducing the phenomenon of verbal bullying for children aged 6-11 years?

2/Is physical and sports education effective in reducing the phenomenon of physical bullying for children aged 6-11 years?

**Research hypotheses:**

**General hypothesis:**

Physical and sports education is effective in reducing the phenomenon of school bullying for children aged 6-11 years.

**Partial hypotheses:**

1/The physical and sports education class is effective in reducing the phenomenon of verbal bullying for children aged 6-11 years

## 2/Physical and sporting education is effective in reducing the phenomenon of physical bullying for children aged 6-11 years

Many previous studies have dealt with phenomenon of school bullying in various respects, to which we recall the following:

School bullying is a pervasive issue that can have severe consequences on children's psychosocial development (Travlos et al., 2021). It is a subset of aggressive behavior that can manifest in various forms, including physical, verbal, and relational bullying (Travlos et al., 2021). Recognizing the detrimental effects of bullying, researchers have sought to identify potential factors that may contribute to or mitigate this phenomenon.

One area of interest has been the role of physical activity and sports participation in influencing bullying behaviors. Several studies have explored the relationship between these factors and their impact on both the perpetrators (bullies) and victims of bullying.

Scarpa et al. (2012) investigated the relationship between peer-victimization during sports practice and the enjoyment of physical activity. Their study, which involved 395 middle school students aged 12-13 years, found that few correlations between peer-victimization during sports practice and physical activity enjoyment were negative. Linear regression analysis further revealed a subtle influence of peer-victimization during sports practice on the enjoyment of physical activity. The authors concluded that peer-victimization during sports practice seems to be a poor predictor of low enjoyment of physical activity.

On the other hand, Méndez et al. (2019) examined the impact of the frequency of healthy physical activity on the risks of students being directly involved in school bullying as either perpetrators or victims. Their study, which included 1,248 secondary school students aged 11-18 years, found that students who engaged in recommended levels of physical activity (at least four times per week) exhibited higher values in aggressiveness indicators compared to those who practiced with lower frequency. This relationship was more pronounced among male students than female students.

Travlos et al. (2021) explored the effect of moral disengagement on bullying behaviors and the moderating role of personal and social factors, such as gender, age, school type, and sports participation. Their study, which involved 2,252 students aged 13.57 years on average, demonstrated moderation effects of gender on the moral disengagement–physical bullying relationship and of age on the moral disengagement–verbal bullying relationship. However, no significant moderating effects were found for school type and sports participation.

While the existing literature presents mixed findings regarding the relationship between physical activity, sports participation, and bullying behaviors, it is evident that these factors can play a role in influencing bullying dynamics among school-aged children. Further research is needed to explore the effectiveness of physical education and sports classes in reducing the phenomenon of school bullying, specifically among children aged 6-11 years.

This proposed study aims to contribute to the existing body of knowledge by investigating the potential of physical education and sports classes as an intervention strategy for mitigating bullying behaviors among primary school children aged 6-11 years. By leveraging the findings from previous studies and addressing gaps in the literature, this research endeavor can provide

valuable insights and inform evidence-based practices for promoting positive social interactions and creating a safe and inclusive learning environment for young students.

**Methods:**

**Participants:**

The study sample consisted of fifty male children, aged (6-11) years, distributed among three primary schools in the city of Souk Ahras.

**Procedures:**

During a working visit to primary schools and our contact with teachers, we noticed that most of them complained about widespread school bullying among pupils, and therefore we identified a list of pupils with bullying indicators at the level of three elementary schools whose number was estimated at 30. (Male) Aged 6-11, we initially measured my pre-test level of school bullying among these pupils at the beginning of the school season. (September 2023), with the aim of knowing the level of bullying in children before exercising a physical and sports education class, and after the end of the first trimester of the school year, equivalent to (03 months) The end of December 2023 we did a post-test of the sample study to see the impact of the effect of physical and sports education in lowering the level of this phenomenon.

**Instruments:**

the behaviour bullying scale of children and adolescents, by Dr. Majdi Mohamed Al-Dsouki, Cairo, Egypt, Arabic, designed in 2016. This measure consists of (40 items) spread over (04) axes, the first axis (psychological bullying), the second axis (verbal bullying), the third dimension (social bullying) and the fourth dimension (physical bullying).

In this study, the researchers measured only two axes: the second (verbal bullying), consisting of 13 items, and the fourth (physical bullying), consisting of (06) items, i.e. in total (19 items).

The instrument's psychometric properties (validity, reliability) have been confirmed.

**Data analysis:**

**Table (01):Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig
<b>Pre-test</b>	.104	30	200*	.976	30	.714
<b>Post-test</b>	.152	30	.075	.954	30	.218

\*. This is a lower bound of the true significance. (p>0.05)

The data were checked for assumption of normality (Shapiro-wilk); value of the Shapiro-Wilk Test in Pre- test (p = .714 ) is greater than 0.05, the data is normal. same for the Post-test where it was estimated value of the Shapiro-Wilk Test in Pre- test (p = .218 ) is greater than 0.05, the data is normal.

**Results:**

**Table (02) :Paired Samples Statistics (first Axis)**

		Mean	N	Std. Deviation	Std. Error Mean
Pair1	Pre-test	45.10	30	3.994	.729
	Post-test	29.27	30	3.493	.638

The table (02) shows Paired Sample Statistics of first axis (verbal bullying) which contains 13 items. The summary statistics table contains 5 columns and 1 row for each of the two variable to be tested. After the first column which contains the name of each variable, next we see that the mean of variable **Pre-test** is 45.10 whilst the mean of variable **Post-test** is 29.27.

Hence the variable **Post-test** has the lower mean and the t test will now establish if this difference is statistically significant. We next see the number of valid observations for each variable, i.e. cases with valid values for both **Pre-test** and **Post-test**. Here we have 30 valid observations for both variables.

In the next column we see the standard deviations for **Pre-test** and **Post-test**. In this case the standard deviation of **Pre-test** is 3.994 whilst for **Post-test** it is 3.493. In the final column are the standard errors of the means for each group. Whilst the standard deviations measure the variability in the data the standard errors of the means measures how confident we are in the estimates of the means. As we collect more data the standard error of the mean gets smaller as we get more confident in the mean estimate and in fact the formula for the standard error of the mean = standard deviation /square root of N. In this case the standard error of the mean for **Pre-test** is .729 whilst for **Post-test** it is .638.

**Table (03) :Paired Samples Test (Paired Differences of first Axis)**

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre – Post Test	15.833	3.524	.643	14.517	17.149	24.608	29	.000

The table (03) shows Paired Sample Test between Pre-Test and Post-Test measurement in the first axis ( verbal bullying), where the average differences are (Mean = 15.833), while the standard deviation of differences is (Std. Deviation = 3.524) and average standard error (Std. Error Mean= .643), The t statistic (t) is 24.608, and p-value (Sig. (2-tailed)) is .000<

$\alpha=0.05$  Therefore we may reject the null hypothesis (of no difference between the means of the two groups) with 99% confidence.

This means that physical and sports education lesson reduces the level of verbal bullying of children aged 6-11 years.

**Table (04) :Paired Samples Statistics (Second Axis)**

		Mean	N	Std. Deviation	Std. Error Mean
Pair1	Pre-test	18.40	30	3.136	.573
	Post-test	13.83	30	2.036	.372

The table (04) shows Paired Sample Statistics of second axis (physical bullying) which contains 06 items. The summary statistics table contains 5 columns and 1 row for each of the two variable to be tested. After the first column which contains the name of each variable, next we see that the mean of variable **Pre-test** is 18.40 whilst the mean of variable **Post-test** is 13.83.

Hence the variable **Post-test** has the lower mean and the t test will now establish if this difference is statistically significant. We next see the number of valid observations for each variable, i.e. cases with valid values for both **Pre-test** and **Post-test**. Here we have 30 valid observations for both variables.

In the next column we see the standard deviations for **Pre-test** and **Post-test**. In this case the standard deviation of **Pre-test** is 3.136 whilst for **Post-test** it is 2.036. In the final column are the standard errors of the means for each group. Whilst the standard deviations measure the variability in the data the standard errors of the means measures how confident we are in the estimates of the means. As we collect more data the standard error of the mean gets smaller as we get more confident in the mean estimate and in fact the formula for the standard error of the mean = standard deviation /square root of N. In this case the standard error of the mean for **Pre-test** is .573 whilst for **Post-test** it is .372.

**Table (05) :Paired Samples Test (Paired Differences of Second Axis)**

				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
<b>Pre – Post Test</b>	4.567	2. 208	.403	3.742	5.391	11.329	29	.000



The table (05) shows Paired Sample Test between Pre-Test and Post-Test measurement in the first axis ( verbal bullying), where the average differences are (Mean = 4.567), while the standard deviation of differences is (Std. Deviation = 2.208) and average standard error (Std. Error Mean= .403), The t statistic (t) is 11.329, and p-value (Sig. (2-tailed)) is .000 <  $\alpha=0.05$  Therefore we may reject the null hypothesis (of no difference between the means of the two groups) with 99% confidence.

This means that physical and sports education lesson reduces the level of physical bullying of children aged 6-11 years .

**Table (06) :Paired Samples Statistics (School Bullying Scale)**

		Mean	N	Std. Deviation	Std. Error Mean
Pair1	Pre-test	43,10	30	4,172	,762
	Post-test	63,50	30	4,554	,831

The table (06) shows Paired Sample Statistics of second axis (physical bullying) which contains 06 items. The summary statistics table contains 5 columns and 1 row for each of the two variable to be tested. After the first column which contains the name of each variable, next we see that the mean of variable **Pre-test** is 43.10 whilst the mean of variable **Post-test** is 63.50. Hence the variable **Post-test** has the lower mean and the t test will now establish if this difference is statistically significant. We next see the number of valid observations for each variable, i.e. cases with valid values for both **Pre-test** and **Post-test**. Here we have 30 valid observations for both variables.

In the next column we see the standard deviations for **Pre-test** and **Post-test**. In this case the standard deviation of **Pre-test** is 4.172 whilst for **Post-test** it is 4.554. In the final column are the standard errors of the means for each group. Whilst the standard deviations measure the variability in the data the standard errors of the means measures how confident we are in the estimates of the means. As we collect more data the standard error of the mean gets smaller as we get more confident in the mean estimate and in fact the formula for the standard error of the mean = standard deviation /square root of N. In this case the standard error of the mean for **Pre-test** is .762 whilst for **Post-test** it is .831

**Table (07) :Paired Samples Test (School Bullying Scale)**

				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)

<b>Pre – Post Test</b>	-	4.073	.744	-	-18.879	-	29	.000
	20.400			21.921		27.430		

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The table (07) shows Paired Sample Test between Pre-Test and Post-Test measurement in Total Scale (School Bullying Scale), where the average differences are (Mean = -20.40), while the standard deviation of differences is (Std. Deviation = 4.073) and average standard error (Std. Error Mean= .744), The t statistic (t) is - 27.43, and p-value (Sig. (2-tailed)) is .000 <  $\alpha=0.05$  Therefore we may reject the null hypothesis (of no difference between the means of the two groups) with 99% confidence.

This means that physical and sports education lesson reduces the level of School Bullying Scale of children aged 6-11 years.

### **Discussion:**

This study revealed the effectiveness of physical and sports education in reducing the phenomenon of school bullying for children of aged (6-11) years, the most innovative aspect of this study is its application to primary children, The researchers went to primary schools, and after communicating with physical and sports education professors and teachers in the schools involved in the study, then identifying the bullied children based on the indicators of bullying that show them, Their number was estimated at 30 bully children, and then a tribal measurement of these children's school bullying was made prior to the beginning of their physical and sports education, Three months after the exercise, a post-measurement of the same sample was performed.

The results of our study revealed that the share of physical and sports education reduced the level of verbal bullying in children sample research. This confirms the validity of the first hypothesis. This is what I indicated (Karmesh Nadia Amal, 2021) that the more physical activity the higher the level of psychological adjustment it greatly contributes to the formation of a balanced personality.

The researchers also found that the share of physical and sporting education reduced the level of physical bullying in children. This confirms the validity of the second hypothesis, as noted by the researchers. Hisham, 2021, notes that body building can lead to positive development in their behaviour patterns towards others, because they exercise this type of sport in order to recreate themselves and improve their body image, avoiding the values of winning and defeating that characterize most other types of sport.

Thus, physical and sports education has proved effective in reducing the level of school bullying among children aged 6-11 years. This is confirmed by a study of Méndez et al. (2019) that examined the impact of the frequency of healthy physical activity on the risks of students being directly involved in school bullying as either perpetrators or victims. Their study, which included 1,248 secondary school students aged 11-18 years, found that students who engaged in recommended levels of physical activity (at least four times per week) exhibited higher values in aggressiveness indicators compared to those who practiced with lower frequency. This relationship was more pronounced among male students than female students.

As noted by Amin Anwar Al-Khouli (2001), the importance of physical and sports education is demonstrated by the student's investments in physical and sporting activities. s development ", which enables it to adapt to all social oceans and also develops communication and compatibility between desire and action through an activity based on structured and targeted educational consensus aimed at operationalizing intellectual, dynamic and background knowledge and expertise as a means of fostering beneficial human relations.

I also confirmed my surname Fatum. KVI Yasmina, 2021) that the school's interest only in teaching students routine curricula and neglecting them by developing students' sports skills, technical and social, contributes significantly to the emergence of many bullied students in school, because they find no way to vent themselves and their energy except by damaging and hurting their friends

He also noted (Al-Zayoud, 2012) that physical and sports education in its various forms and foundations is a field of education in general and a powerful factor in the formation of a good individual's personality and the preparation of an integrated and balanced number.

He also emphasized (Al-Khuli, 1980) that physical and sports education according to the educational concept is concerned with the preparation of the teenage pupil in health, Psychologically and socially through improved motor, physical and cognitive abilities psychological, emotional and social, while reducing the tensions caused by daily life in general, In particular, school life contributes to the individual's self-fulfilment through conflict and effort, thus being a factor of social progress.

### **Conclusion:**

Physical and sports education courses are effective in reducing the phenomenon of school bullying in children aged 6-11 years. in which it has demonstrated its positive impact on the reduction of both verbal and physical behaviour in children, This phenomenon has become very widespread among children and adolescents. and the results of the current study have shown that there is a clear difference in the behaviour of bullied children before and after physical and sports education.

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