The Role of Physical Education and Sports Class in Reducing the Phenomenon of School Bullying among Middle School

Benlarbi Yahia[1]*, Rabouh Mohamed [2] ,Hachi Belkheir[3]

[1]Ziane Achour –Djelfa(Algeria), y.benlarbi@mail.univ-djelfa.dz
[2] Ziane Achour –Djelfa (Algeria), rabouh.staps@gmail.com
[3] Ziane Achour –Djelfa(Algeria), belkheir.hachi@mail.univ-djelfa.dz

Abstract:

This study aims to identify the role of physical education and sports class in reducing school bullying. For this purpose, we used the descriptive approach on a sample of 100 students chosen randomly. Furthermore, in order to collect data, we used the school bullying as measuring tool. After collecting the results and treating them statistically, it was concluded that Physical education and sports class have a positive role in reducing school bullying. On this basis, the results of this study require attention interest to it.
Keywords: physical education and sports; School Bullying; Middle School.

* Auteur correspondent

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Introduction:

The school is one of the most important social institutions in which students interact. In addition, it plays a major role in building a healthy personality for the child and his cognitive, social and psychological development, and in which he develops problem-solving methods and this in turn help him build values and set future goals. (**Sarayra, 2009**) Therefore, school bullying is an extremely dangerous educational, social and personal problem, with negative consequences for the general school environment and the cognitive, emotional and social development of students; in fact, it is an increasingly widespread phenomenon. (**Muawiya A., 2009**) When defined, bullying is a group of actions that a group of students practice on a student (boy or girl) or more whether in class or school through repeated physical or verbal aggression. In detail, the teenager might be provoked about his physical characteristics: such as color, shape, manner of speech, or even about his mental characteristics, or ethnicity. (**Al-Abbasi**, **2016**)

Moreover, Bullying has negative effects, as the student (the victim of bullying) feels rejected and unwanted, in addition to feeling fear, anxiety and uneasiness, and he may not participate in school activities or even worse as he might escape from school for fear of bullying. On the other hand, as for the bully, he may be deprived or expelled from school. (**Asaad, 2012**) Also, the danger of these individuals lays in the future extension of this problem to the society in which they live, as they are more likely to be involved in behavioral problems such as smoking, drinking alcohol and drugs; actually, they may even develop to the state of being criminals. (**Badran**, **2012**)

Indeed, one of the most important things that characterize modern people in our time is the appreciation of sport and the way they work to support and develop it. Sport is of great importance in various aspects: psychologically, kinetically, physically, mentally and socially. Therefore, physical education and sports class, with its various colors, foundationsand systems, is considered as one of the fields of education in general. It is regarded as a strong factor in the formation of a decent and fit individual, as well as preparing him an integral preparation physically, socially, mentally and psychologically by providing him with the broad skills that enable him to achieve integration, adaptation and cooperation with his society. Besides, with the increase of global waves of

changes and tremendous development, the Arab society experience multiple social, economic, political and cultural changes which created many problems that had various impacts on society. (**Al-Zyoud, 2006**)

To enrich the topic of our research, some previous and similar studies were used, including **the study of (Salehi Saadia, 2017-2018),** entitled *The Level of School Bullying among Pupils*. It is a Field study carried out in the states of Al-Bayadh and Saeeda on third and fourth year middle school students. It was executed for the fulfillment of master's degree LMD, counseling and mentoring specialty. The general question was: What is the level of bullying among middle school students? The differences between the intermediate students were studied according to the variables of sex, educational level and age, using the descriptive method on a sample of 40 male and female students selected randomly. The study was based on the scale of "vision behavior in children and adolescents". Hence, In light of the results of the study, the researcher recommends the following: the preparation of training courses in behavior modification for teachers to confront bullying students in schools using educational methods in addition to conducting research that reveals the causes of bullying and the consequences of it.

The study of (Sophie Fatima Zahraa, 2017/2018) entitled *School Climate and its Relation to School Bullying among High School Pupils*, a field study on a sample of secondary students in Saida, a dissertation dedicated for the fulfillment of master's degree LMD, counseling and mentoring specialty. With a general question, how common is bullying at the secondary stage? The study sought to identify the prevalence of bullying behavior among high school students, using the descriptive approach. A sample of 36 male and female students were distributed by gender into (18) males and (18) females. The researcher relied on the questionnaire as a tool to collect data. Among the results of the study is the interest in detecting bullies and victims of bullying in schools and preparing appropriate programs to treat this problem.

Mahmoud Ahmad Hamdan et al 2017/2018, under the title *The Reality of the Phenomenon of School Bullying among High School Students in Khan Yunis Governorate and Ways to Confront It*. Based on a chief question, what is the reality of the phenomenon of school bullying among secondary school students in Khan Yunis, and the means of confrontation? The aim was to identify the most prominent manifestations of bullying among secondary school students from the point of view of educational counselors and to identify the causes that lead to

bullying among students. The research team followed the descriptive analytical approach. The number of secondary schools in Khan Yunis, which is (42) government, in which the questionnaire was applied, reached 10 questionnaires for ten counselors distributed among the schools. The questionnaire was used as a tool to gather information. The most important results of the study are programs to educate high school teachers about school bullying and how to deal with it.

Based on these theoretical presentations of our topic and other similar studies along with the reached results and without neglecting the importance of the topic of bullying, a general question was raised for the topic of our research, which is:

• Does physical education and sports class have a role in reducing the phenomenon of school bullying among middle school students?

The sub-inquiries came as follows:

1 / Does physical education and sports class have a role in reducing the phenomenon of physical bullying amidst intermediate school students?

2 / Does physical education and sports class have a role in reducing the phenomenon of verbal bullying amongst middle stage pupils?

3 / Does physical education and sports class have a role in reducing the phenomenon of psychological bullying among intermediate stage pupils?

4 / Does physical education and sports class have a role in reducing the phenomenon of social bullying over middle school pupils?

Method and tools:

Community of study:

Our community of study included a group of middle school students in the district of Ain Wasarah (Wilaya of Djelfa).

The sample:

It is a part of the community on which the study is being conducted, and the researcher chooses it to conduct his study on it according to special rules in order for the community to be properly represented **(Rahim Yunus Kru Al-Azzawi,**

2008). Moreover, since the study community is on a homogeneous level (intermediate stage students), the researcher relied on an occasional sample in which the number reached 100 students. In order to test the validity of the proposed hypotheses for this research, a random sample of 100 students was chosen, distributed over five middle schools.

Table 1: Names of the institutions under study

The institution	Number of students
Ziani Hafith	20
Mofdi Zakaria	20
Alaakid Si Lhawas	20
Bouzidaoui Ben Azouz	20
Bahous Othmani	20

Study approach:

Based on the current topic of our study (physical education and sports session's role in reducing the phenomenon of school bullying) that deals with a psychological and social study, we chose the descriptive and the scanning approach for its appropriateness with the nature of the topic under study.

Study variables:

The independent variable: It is the variable that the researcher controls. In this research, it is the physical education and sports class.

The dependent variable: It is the result of the dependent variable, and in this research it is school bullying.

Study tool:

In light of the research objectives, the nature of this study, and in order to test the research hypotheses and determine the extent to which they are achieved, we have adapted the school bullying scale to match the nature of the studied sample and the Algerian society.

Initial image of the scale:

In light of the research objectives, the nature of this study, and in order to test the research hypotheses and determine the extent to which they are achieved, we have adapted the school bullying scale to match the nature of the studied sample and the Algerian society. By presenting it to refereed teachers , where the initial image of the scale was shown to a number of teachers at the Institute of Science and Technology of Physical and Sports Activities, and they are respectively: Ouanoki Yahia, Raash Kamal, Kassar ElMahi, Saidi Mustafa in order to express their opinions on the scale axes, the validity, and the appropriateness of the phrases designed to measure school bullying among the studied group; also, these teachers were asked to add some phrases and items that would enrich the scale and even delete or amend some inappropriate phrases and clauses. The process resulted in a number of observations that were taken into consideration, as some appropriate modifications were made to the phrases number:

1/2/3/4/5/6/11/12/13/14/18/19/20/21/22/24/31/32/33/34/35/36/37

Scale description:

Table 2: Explanation of the scale axes along with noting the number of statements.

Number	Name of axe	Number of phrases	includes
01	Physical bullying	06	It includes hitting, kicking, shoving and destroying private properties.
02	Verbal bullying	11	It includes mockery, blackmail, threats, teasing, harsh comments and spreading false rumors.
03	Psychological bullying	14	It includes belittling the victim through ignorance, isolation, ridicule and contempt of the victim, distancing the victim from their peers, staring at the victim with an aggressive gaze,

			laughing in a low voice, and using aggressive physical cues.
04	Social bullying	06	It includes isolating the victim from the group of comrades, observing his behavior, harassing him, rejecting his friendship or participating in various activities, and deliberate neglect.

Table 3: the distribution of phrases on the axes of the school bullying scale.

	Axes	Number of statements
1	Physical bullying	1/2/3/4/5/6.
2	Verbal bullying	7/8/9/10/11/12/13/14/15/16/17.
3	Psychological bullying	18/19/20/21/22/23/24/25/26/27/28/29/30/31.
4	Social bullying	32/33/34/35/36/37.

The statements of the school bullying scale are divided into four (04) axes as follows:

Executive and administrative procedures for the field study:

- The study tool has been adjusted and prepared for the field application.

- The school bullying scale was distributed randomly to a group of intermediate stage students by the student researcher and the help of some teachers (physical education and sports) in the middle school.

- The search tool was applied in a uniform way in all the middle schools, and the students were asked to answer all the scale phrases after explaining the instructions.

- The period of distribution and collection of the scale took about 15 days, starting from March 8, 2020 until March 22 of the same year.

- About (100) scales were distributed by the student and his assistants, and all (100) scales were retrieved. They were all suitable for study.

Statistical analysis and treatment method:

After the implementation phase, data was dumped into the computer for the purpose of analysis and treatment through the SPSS Statistical Package for Social Science, and this is in order to discuss the hypotheses in light of the research objectives. In addition, we used the following statistical methods:

* Calculate the Pearson Correlation Coefficient; to study the relationships between school bullying of pupils and the correlations between the statements of the scale axes (honesty).

* Calculation of the Alpha Cronbach equation; Correlation coefficients in codifying and determining the psychometric properties of the search tool (stability).

Presentation, analysis and discussion of the first hypothesis

Presentation of the results of the statistical tables for the first hypothesis:

The first hypothesis: physical education and sports class has a role in reducing the phenomenon of physical bullying among intermediate stage students

statistics / hypothesis	Chi-squared	α	Df	Sig	Decision
Physical bullying	561.760	0.01	10	0.000	Significant Statistically

Table 04 represents the statistical analysis of the results of the students 'answers to the first hypothesis.

Analyzing and discussing the results of the first hypothesis: After presenting the results obtained from the questions, which were specified from No (01) to No (06) and the ones related to the first hypothesis, which says, " physical education and sports class has a role in reducing physical bullying." from the Previous table, we note that the value of Chi-squared was always large, estimated at (561.760), and since the value of the probability in all the expressions was (0.00), and by comparing it with the level of significance (0.01), we find that the value of the

significance level is greater than the value of the meaningful probability and This indicates that the first hypothesis has been fulfilled.

 Presentation, analysis and discussion of the second hypothesis:

Presentation of the results of the statistical tables for the second hypothesis:

The second hypothesis: Physical education and sports class has a role in reducing the phenomenon of verbal bullying.

Table 05 represents the statistical analysis of the results of the students 'answers to the second hypothesis.

statistics ⟋ hypothesis	Chi-squared	α	Df	Sig	Decision
Verbal bullying	402.860	0.01	10	0.000	Significant Statistically

Analyzing and discussing the results of the second hypothesis: After presenting the results obtained from the questions, which were specified from No (07) to No (17) and the ones related to the second hypothesis, which says: "Physical education and sports class has a role in reducing verbal bullying." we note from the tables(the previous one) that the value of Chi-squared was always big, estimated at (402.860), and since the value of the meaningful probability in all the expressions was (0.00) and by comparing it with the level of significance (0.01), we find that the value of the significance level is greater than the value of the meaningful probability and this means that the second hypothesis was realized.

Presentation, analysis and discussion of the third hypothesis:

Presentation of the results of the statistical tables for the third hypothesis:

The third hypothesis: Physical education and sports class has a role in reducing psychological bullying.

statistics ╱ hypothesis	Chi-squared	A	Df	Sig	Decision
Psychological	680.840	0.01	10	0.000	Significant Statistically

Table 06 represents the statistical analysis of the results of the students 'answers to the third hypothesis.

Analyzing and discussing the results of the third hypothesis: After presenting the results obtained from the questions, which were identified from No (18) to No (31) and the ones related to the third hypothesis, which says: "Physical education and sports class has a role in reducing psychological bullying." We note from the table, the previous one, that the value of Chi-squared was always considerable, estimated at (680.840), and since the value of the meaningful probability in all statements was (0.00), and by comparing it with the level of significance (0.01), we find that the value of the significance level is greater than the value of the meaningful probability, and this indicates that the third hypothesis has been achieved.

Presentation, analysis and discussion of the fourth hypothesis:

Presentation of the results of the statistical tables of the fourth hypothesis:

The fourth hypothesis: the physical education and sports class has a role in reducing the phenomenon of psychological bullying.

statistics ╱ hypothesis	Chi-squared	α	Df	Sig	Decision
Physical bullying	375.280	0.01	10	0.000	Significant Statistically

Table No 7 represents the statistical analysis of the results of the students 'answers to the fourth hypothesis.

Analyzing and discussing the results of the fourth hypothesis : After presenting the results obtained from the questions, which were identified from No (32) to No (37) and the ones related to the fourth hypothesis, which says: "Physical education and sports class has a role in reducing psychological bullying." We note from the tables i.e. the previous one that the value of Chi-squared was always large, estimated at (375.280), and since the value of the meaningful probability in all statements was (0.00) and by comparing it with the level of significance (0.01), we find that the value of the significance level is greater than the value of the meaningful probability, and this indicates that the fourth hypothesis has been attained.

Discussion:

After completing the study, we found important results that indicate the fulfillment of the general hypothesis that we presented at the beginning of the study; it was found that physical education and sports class has a role in reducing the phenomenon of school bullying among middle school pupils, and this was confirmed by the results obtained through verifying the validity of all the four partial hypotheses including physical bullying, verbal bullying, psychological bullying, and social bullying. Thus, we can emphasize the important role of physical education and sports class in evaluating wrong behaviors as indicated by (**Al-Zyoud** 2012) in that physical education and sports session in its many colors, foundations and systems is a field of education in general and it is a strong factor in the formation of a decent and fit individual, as well as preparing him in an integral preparation physically, socially, mentally, and psychologically.

Likewise, what was indicated by (**Al-Khouli, 1980**) that physical education and sports class according to the educational concept is concerned with preparing the adolescent student healthily, psychologically, and socially and this is through improving the mobility, physical, cognitive, psychological, emotional and social abilities, while working to reduce the tensions resulting from daily life in general and school life. In particular, it contributes to the realization of the individual's self through struggle and effort, and thus is considered a factor in social progress.

Conclusion:

Through the study that we did, we tried to highlight the role of the physical education and sports class in reducing the phenomenon of school bullying among middle school students. Bullying has become a widespread phenomenon all over the world, and it should be noted that it is important to deal with the phenomenon of bullying seriously and with full awareness. We are talking about children and adolescents in schools who are still in the stage of building a personality and self-identity, and underestimating or denying this phenomenon would lead the bully to form a hostile personality that may lead him to societal crime in the future, and lead the victim to psychological, health and social problems that will last for life. Therefore, the solution must be integrated to include the school, and it is important for the school to organize awareness-raising programs and sessions to prevent bullying and introduce its practice, effects and danger, and the school law must be fair and sharp when dealing with such issues in order to preserve the right of the victim and punish the bully with the aim of reducing bullying behavior to the farthest limits. Eliminating bullying requires establishing supportive and socially caring environmental foundations in the school and in all classrooms, in addition to providing the necessary assistance to the individual and his family, so that the educational and pedagogical institution guarantees the right of all students to have an equal opportunity for success, distinction, and pave the way towards a prosperous professional future that might bring benefit to the person, his family and his society. Of course, this will not be done without the approach of each school to a therapeutic approach consistent with our school culture and the social environment of its members.

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