

The Effectiveness Of School Sports Activities In Identifying And Eliminating The Phenomena Of School Bullying In Babylon Province

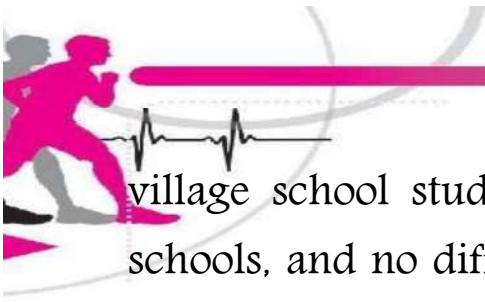
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Abstract:

The purpose of this study was to determine the role of school sports activities in detecting and limiting the phenomenon of school bullying, which includes both verbal and physical occurrences, in Babylon Province schools, as well as to identify differences in the level of school bullying based on variables such as school location and teaching stage. To accomplish this, the researcher used a questionnaire to gather data and information from a random sample of 120 physical education teachers in Babylon Province schools. The study's findings revealed that there were minimal signs of violent conduct in schools during sports activities, with physical school bullying coming in second and to a lesser extent than verbal school bullying. The findings showed that there were no differences in the phenomenon of school bullying due to the variable of school location on the total score, but there were differences in physical school bullying between



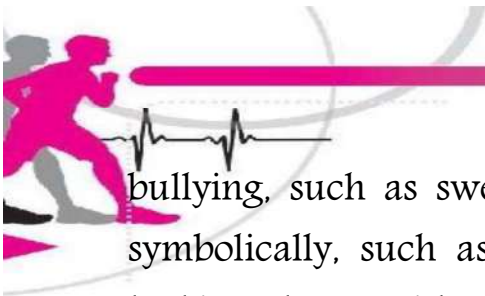
village school students and city school students, favoring city schools, and no differences in the phenomenon of verbal school bullying between students of different teaching levels. The study suggested focusing on investing in and enhancing positive behavior while restricting and correcting negative behavior.

Key words: aggression, verbal bullying school phenomenon, physical bullying school phenomenon.



Introduction :

Physical education has become one of the fields in the modern era that has grown significantly on a social level, as people's awareness of its health, recreational, educational, and academic value has grown. Sports activities have become inextricably linked in the minds of people of all ages, cultures, and socioeconomic backgrounds who have grasped the concept of sport and realized its meaning and significance.(Al-Khouli, 2002, p. 29) School sports play an important role in providing opportunities for appropriate growth and in preparing young people in terms of physical, mental, psychological, and social aspects. It is a critical component in the processes of growth and development. (Azmi, 1996, p. 20). The physical education lesson, which is the smallest educational unit in the school curriculum , internal and external sports activities that are guided educationally and scientifically , help in the establishment of appropriate concepts about school sports. Students that participate in organized school sports activities get the ability to live with activity, understand, and change their behavior. School bullying is one of the most difficult challenges facing educational institutions' security and stability, particularly in schools. The gender of the student, his personal and social requirements, his childhood experiences and mental talents, as well as the conditions of the family to which he belongs and its social and cultural level, all influence the student's behavior at any time or place. Al-Zoubi (2004) claims that the student's manifestations of bullying are a reflection of the impact of a number of social, economic, and academic variables. Aggression is not an absolute concept in the sense that it describes a fixed action with limited definitions; rather, it is a relative concept influenced by a variety of factors such as time, place, and social circumstances. These behaviors can be seen in schools as verbal school



bullying, such as swearing, defaming, threatening, and frightening, or symbolically, such as not looking at a colleague, returning peace, or looking down with contempt, and not participating, cooperating, and interacting with a certain group. Kicking, shoving, impeding, striking, dragging, and entangling with hands or cutting tools are all examples of physical school bullying. This aggression (behavior) can take several forms of violence and practice them vocally, physically, and symbolically.

Research issue.

The school is the community in which the student spends a part of his day interacting with the components of the educational process, which include both human (the headmaster, teachers, and students) and material (buildings, facilities, school furniture, playgrounds, devices, and tools), and this interaction may take the form of positive or negative behaviors. The phenomenon of school bullying, whether verbal or physical, spreads in the school environment and is one of the main problems facing educational and educational institutions. It manifests itself in the form of beatings with hands, using sharp tools, destroying school furniture, sabotaging its property, or assaulting young adults; rioting; disruption of school and class order; insulting and swearing; and threatening and bullying students and teachers. All educational institutions are well aware of the need to eliminate or moderate harmful social behavior in schools.

The researcher developed the plan to conduct this study in order to determine the role of school sports activities, including their components, physical education lessons, and each internal and external school sports activity, in detecting and reducing the phenomenon of school bullying in Babylonian schools (the study's sample) from the perspective of a physical education teacher.



The significance of this study:

Lies in its attempt to determine the extent to which school sports activities contribute to detecting and reducing the phenomenon of school bullying and (violence) in Babylon Governorate schools, and thus can contribute to understanding and strengthening positive student behaviors as well as identifying and modifying negative behaviors. It can also assist staff and those in charge of school sports in identifying student needs, as well as in the proper design and development of school sports programs and curriculum, as well as their implementation based on scientific results.

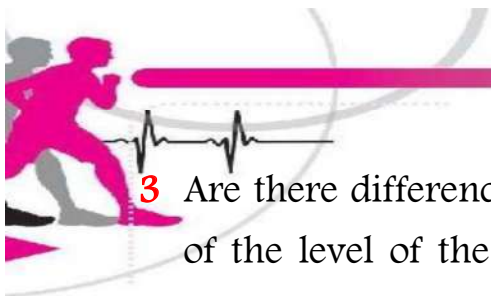
Objectives of the study:

- 1 The extent to which school sports activities in several primary schools in southern Babylon province contribute in detecting and controlling the occurrence of school bullying.
- 2 The occurrence of school bullying in several primary schools in southern Babylon province, according to school location and teaching stage elements (first, second, third, fourth, fifth, and sixth, and the entire stages).

Research Questions:

The following questions were attempted to be answered by the study:

- 1 What is the extent of the phenomenon of school bullying prevalent during the practice of school sports activities in some primary schools in the south of Babylon province?
- 2 Are there differences in the estimations of the study sample members of the level of the phenomenon of school bullying prevalent during the practice of school sports activities, and is this due to the variable of the school location?



3 Are there differences in the estimations of the study sample members of the level of the phenomenon of school bullying prevalent during the practice of school sports activities? Is it due to the educational stage variable?

Fields of study:

- The human domain consists of primary school students from the southern Babylon province.
- Spatial domain: government schools in Babylon province associated with the Ministry of Education.
- Temporal domain: the period from December 15, 2020 to April 10, 2021

Research procedures:

The study procedures are as follows:

Research methodology:

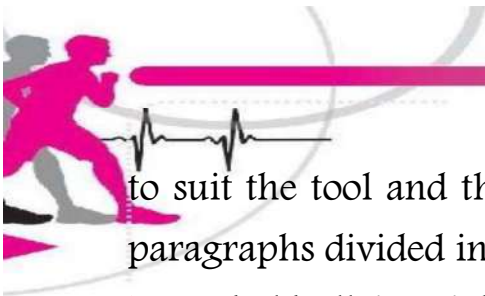
The descriptive approach in the survey method was chosen by the researcher due to its relevance to the nature of the study.

Research community:

The research community consisted of (527) primary school children in certain schools in southern Babylon province. According to Ministry of Education records for the academic year 2018/2019, the researcher chose a basic random sample of 120 students, which represented 22.77 percent of the original study's population.

Research tools:

The researcher used the questionnaire as a tool for collecting data and information. The tool he used (Al-Damour et al., 2011) formed the basis for the current tool, as a number of modifications were made, including reformulating, deleting some paragraphs, and arranging them



to suit the tool and the nature of the current study, which reached (28) paragraphs divided into two sections:

- Verbal bullying field (15) phrases
- Physical bullying field (13) phrases

Because they depict negative behavior, all of the paragraphs were formulated in a negative way.

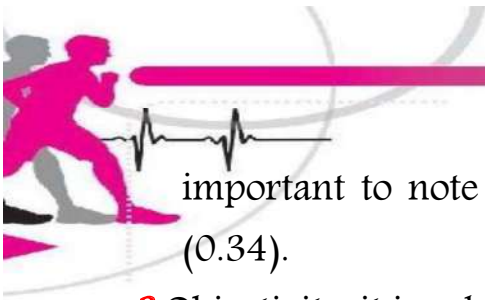
The exploratory experiment.

Was done on a sample of 20 students on December 20, 2018, and was repeated 15 days later, on January 5, 2018, on the same students. Its purpose was:

- 1 Recognizing the accuracy of the two scales' paragraphs for the sample.
- 2 Determining the time duration of the two scales.
- 3 Obtaining the scientific foundations (the stability and objectivity of the two scales)

The scientific foundations of the two scale.

- 1 The validity of the tool: the tool's content validity was determined by submitting it to a group of seven experts and professionals in physical education, with the items agreed upon by the experts being approved by the group (100 percent).
- 2 Stability of the tool: to verify the tool's stability, the researcher measured the reliability coefficient on the study sample through testing and re-testing, and the Pearson simple correlation coefficient was calculated, and its calculated value was (0.88), (0.86), as well as using the (Alpha-Cronbach) equation, and the stability coefficient on the domain of verbal aggressive behavior (0.84), the domain of physical aggressive behavior (0.81), and on the total (0.34), a stability coefficient that meets the needs of the current study, and it is



important to note that the tabular correlation has a value of (0.34).
(0.34).

3 Objectivity: it is achieved by using the correction key for the two scales.

Main experience.

The study was done on a sample of (120) students from both village and city schools between 5 and 28 January 2018.

Obtaining Results Methodologies.

The study instrument was applied to the sample members (120) students to extract the results, and the response scale on the paragraphs may consist of five replies based on the fifth Likert scale, which are: "always" (5) degrees, "frequently" (4) degrees, three degrees for "sometimes", two degrees for "rarely", and one degree for "never".

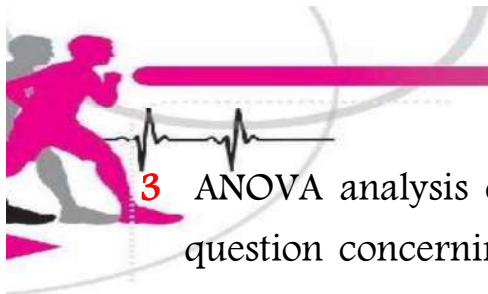
The following arithmetic averages were used to describe the data and determine the role of school sports activities in detecting the phenomena of aggressive school bullying:

- An arithmetic mean (less than 2.33) indicates a low level of behavior.
- An arithmetic mean (2.33–3.67) indicates a medium level of behavior.
- An arithmetic mean (more than 3.67) indicates a high level of behavior.

Statistical processing.

The researcher used the statistical package for the social sciences program (Spss) to conduct the following statistical treatments:

- 1** To answer the first study question about the occurrence of school bullying, arithmetic mean and standard deviations were used.
- 2** To answer the second study question on the school location variable, conduct a test (T) for independent samples.



- 3 ANOVA analysis of independent samples to answer the third study question concerning the teaching stage variable (first, second, third, fourth, fifth, sixth, and all stages).
- 4 The Kronbach Alpha equation, which indicates the degree of stability of the study axes as well as the overall score, (Muhammad Jassim Al-Yasiri, pp. 167–183)

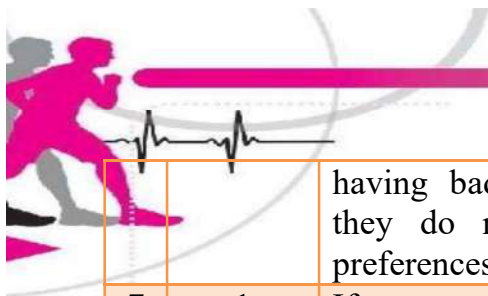
Finding of this research and discussion:

First, the results of the first question: What is the extent of the phenomena of school bullying that occurs during the practice of school sports activities in specific schools in Babylon province? To answer this question, the averages and standard deviations of the study sample members' responses were extracted for each of the fields of study and the total score, as shown in Tables (1) and (2), while Table (3) shows the arrangement of the two fields of study according to their total degree.

Verbal school bullying:

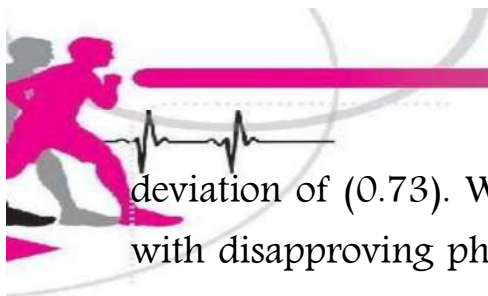
Table (1) shows the arithmetic averages and standard deviations for the field of verbal school bullying in general, categorized by means.

T	Number	Paragraph	Mean	Deviation	Degree
1	4	He starts shouting at his colleague if he takes too long to pass the ball to him	3.08	0.62	moderate
2	12	Reciprocity if one of his colleague shouts at him during the game	2.58	0.91	moderate
3	3	If he trips while running as because of his colleague, he shouts.	2.57	0.73	moderate
4	9	He scolds his colleague when he fails to score a goal or a point.	2.55	0.82	moderate
5	2	If the teacher punishes him in front of his classmates, he shouts at them while playing.	2.53	0.72	moderate
6	11	Describes and call the team that the teacher places him to, referring to him as	2.53	0.79	moderate



		having bad and negative attributes if they do not match his wishes and preferences			
7	1	If a student is forbidden from participating in a sporting activity, he uses bad words	2.51	0.90	moderate
8	13	In the case that he loses a sporting competition, he does not shake hands or congratulate his colleagues	2.49	1.12	moderate
9	10	If he loses control of the ball, he blames his colleague.	2.48	0.87	moderate
10	5	He complains if he is not chosen by the teacher to perform a model of a movement or skill	2.43	0.77	moderate
11	15	If his colleagues gather around him while he is in control of the ball, he shouts at them.	2.19	0.76	Few
12	8	He objects if the teacher chooses other students to lead the team	2.18	0.66	Few
13	6	If he doesn't pass the ball to his colleague in time, he shouts and curses at him.	2.09	0.72	Few
14	7	Shout at colleagues if he fails to perform a certain skill	2.08	0.82	Few
15	14	If a colleague makes an incorrect movement or pass, he uses offensive language to address him.	2.03	0.60	Few
		Total scores	2.42	0.31	moderate

Table 1. Paragraphs from the field of verbal school bullying in general, organized by averages, with "shouting at his colleague if he is slow in delivering the ball" at the top. It had an arithmetic mean of 3.08 and a standard deviation of 0.62, and it was reciprocated if one of his colleagues shouted at him while they were playing. (2.58) with a standard deviation of (0.91). It was followed by "He shouts if he stumbles while running because of his colleague..." (2.57) with a standard deviation of (0.73), while the lowest levels were "He shouts if he stumbles while running because of his colleague..." (2.57) with a standard



deviation of (0.73). While the lowest averages ("he directs his colleague with disapproving phrases if he performs a wrong movement or fails to pass (2.03) with a standard deviation of (0.60), then "he starts shouting at his colleagues if he fails to perform a certain skill." (2.08) with a standard deviation of (0.82), then "calls his colleague phrases he hates if he does not pass the ball to him in time." (2.09) with a standard deviation of (0.72).

The domain of physical school bullying.

Table (2) arithmetic means averages and standard deviations for the physical bullying domain.

T	Number	Paragraph	Mean	Deviation	Degree
1	7	Push his colleague if he takes his place in the game	2.92	0.74	moderate
2	10	If the ball is lost, he plays aggressively to regain it.	2.66	0.79	moderate
3	1	If a foul is committed against him during play, he protests by stomping his foot on the ground.	2.64	079	moderate
4	3	If he feels the referee is not looking at him, he pushes his colleague to take the ball from him.	2.26	0.72	moderate
5	9	If the referee does not see him, he pushes his partner and commits a foul in order to score a goal.	2.44	0.73	moderate
6	8	If he disagrees with his colleagues on a point during play, he will send and kick the ball away.	2.41	0.61	moderate
7	6	If he thinks his team will lose the match near the end of the competition, he will kick the ball a distance.	2.18	0.88	Few
8	11	When there are a large number of students around him in the stadium, he acts rough	2.09	0.59	Few
9	13	If the teacher punishes him in front of the class, he intentionally pushes his	1.88	0.60	Few

		classmates while playing.			
10	2	He kicks his foot when he succeeds in taking the ball away from his partner	1.81	0.65	Few
11	4	If he is the reason for his loss of the competition, he obstructs his colleague's movement while returning to the classroom.	1.79	0.71	Few
12	5	If the teacher punishes him in front of his colleagues, he kicks the ball out of the field.	1.65	0.71	Few
13	12	If he disturbs his teammate during play, he directs the ball forcefully at his body.	1.59	0.61	Few
Total scores			2.18	0.30	Few

Table (2) lists the paragraphs in the field of physical bullying, organized by averages, with "pays his colleague if he takes his place in the game" at the top. Its average was (2.72), with a standard deviation of (0.74), and it was followed by "rough play to recover the ball if he lost it." (2.66) with a standard deviation of (0.79). Then "strike the ground with his foot, complaining if a foul is committed against him during play" with a standard deviation of (2.64) with a standard deviation of (0.79). whereas the lowest averages were "He directs the ball aggressively at his opponent's body if he upsets him during play" with a standard deviation of (1.59) and a standard deviation of (0.61). "If the teacher punishes him in front of his colleagues, he kicks the ball off the court." (1.65) with a standard deviation of (0.71), and "obstructs his colleague's movements when returning to the classroom if he loses the competition (1.79)" with a standard deviation of (0.71).

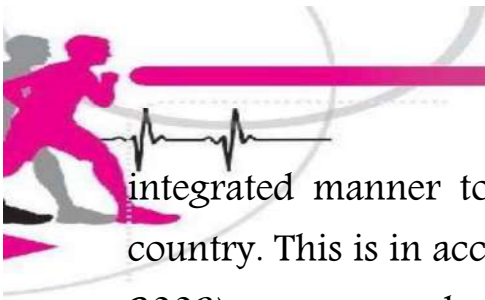
Organizing the two fields of study by total score for each field.

The researcher arranged the two fields of study using the arithmetic averages of the paragraphs on the overall scores, as indicated in Table No. (3):

Table (3) shows the arithmetic averages, standard deviations, degree, and order of the two fields of study based on responses from study sample members.

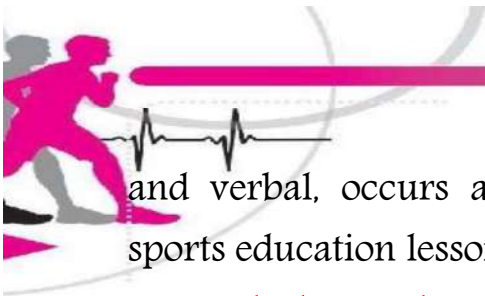
Sequences	Number	Field	Mean	Deviation	Degree
1	1	Verbal school bullying	2.42	0.32	moderate
2	2	physical school bullying	2.18	0.30	few
Total score			2.31	0.26	few

The results are presented in table (3) show that the degree of verbal school bullying manifestations prevalent during the practice of school sports activities in the schools of the province of Babylon were moderate in the field of verbal school bullying, as the arithmetic mean reached (2.42), and few in the field of physical school bullying, as the arithmetic mean reached (2.18), and also few in the total score in terms of the arithmetic mean (2.31). This finding indicates that the phenomenon of school bullying (violence) during sports activities is low in some schools in Babylon province. This result, according to the researcher, is due to the fact that these sports activities are an important means of providing a balanced education for the individual in all aspects of his personality, including mental, psychological, health, and social development, and this, in turn, is an important component of achieving the goal of physical education, which is to achieve comprehensive and balanced growth of the individual. (Abu Tamea, 2005) also stated the evolution of the concept of physical education and its status as an educational system with the goal of improving general human performance through selected sports activities as an educational mediator characterized by educational and academic outcomes that prepare the individual in a holistic and



integrated manner to be a good citizen who benefits himself and his country. This is in accordance with the definition of sports practice (Arar, 2003) as an educational process aimed at improving human performance through a mediator, which in this case is selected physical activities. Sports practice, according to Arar (2003), provides a state of saturation and psychological satisfaction, as well as increases the individual's awareness of himself as he realizes his abilities, skills, and limits and works to develop and improve them, and sports practice increases self-confidence as a result of the body's capabilities. Sports participation is popular among students, according to Moawad (1998), and has an impact on the individual in all aspects, including physical, mental, and psychological. A human being is an integrated unit in which the distinction between mind, body, and spirit is impossible.

This also supports the researcher's belief that the physical education lesson is based on scientific foundations, as (Faraj, 1998, p. 21) stated that one of the most important responsibilities of the physical education lesson is to achieve comprehensive development through the student's acquisition of knowledge and skills through the lesson and internal and external school sports activities through the path of focused education and training. It also refers to the physical education teacher who teaches this lesson, as Abu Tameh (2006) states that the teacher is the fundamental rule and cornerstone upon which school sports are founded, as he is one of the most important school educational figures and has a real opportunity for direct contact with students. He helps the students achieve their intended goals through his actions, giving, leading, and evaluating. This conclusion corroborated the findings of a study (Al-Damour et al., 2011), which found that school bullying, both physical



and verbal, occurs at a moderate rate during the implementation of sports education lessons.

Second, the findings of the second question are as follows:

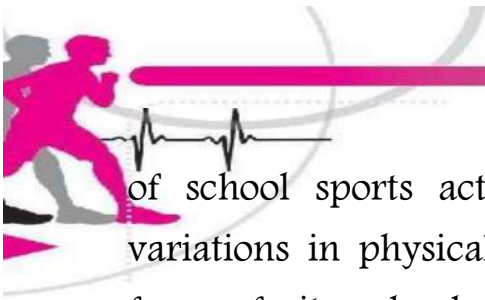
Is there a difference in the level of the prevailing phenomena of school bullying during the practice of school sports activities between the estimates of the study sample members, and is it linked to the variable of the school location? The researcher employed the (t-test) for independent samples in order to detect differences between the average estimations of the study sample members in order to answer the question, as shown in Table (4).

Table (4) The differences in the estimates of the study sample members of the degree of the phenomena of school bullying that are ascribed to the variable of school location as determined by the (t-test).

Field	School Location	Number	Mean	Deviation	T Value	Significance Level
Verbal school bullying	Village	91	2.42	0.34	0.27	0.78
	City	29	2.44	0.24		
	Total	120				
Physical school bullying	Village	91	2.14	0.31	2.54	0.01*
	City	29	2.30	0.19		
	Total	120				
total	Village	91	2.29	0.27	1.55	0.12
	City	29	2.37	0.16		
	Total	120				

* Function at Significance Level ($\alpha \leq 0.05$)

The T-value of the total score is (1.55), and the significance level is (0.12), which is higher than the significance level (0.05), indicating that there are no statistically significant differences between the averages of the study sample's estimate of the level of the prevalent phenomenon of school bullying due to the school's variable location, during the practice



of school sports activities. While the data indicates that there are variations in physical school bullying, the differences appear to be in favor of city schools. According to the researcher, this stems from the educational family's awareness of the importance of improving school sports, as it has worked hard to train physical education teachers and rehabilitate them in continuous courses to raise their competencies, skills, and performance regardless of their place of work, whether in village or city schools, and to develop a modern physical education curriculum that takes privacy and developments in modern education into account in the field of sports; the presence of a physical education teacher's guide as a curriculum element, a mediating source of education, and the first tool in the hands of the teacher; and the replacement of the old traditional guidance concept (inspection) with the modern technical concept that is based on aiding the teacher in solving problems and raising the level of his professional and personal competencies, including the goals of school sports; all of which have contributed to the development of the basic basis upon which school sports (the teacher) is built.

Third, the findings in relation to the third question: Are there differences in the estimates of the study sample members of the level of the phenomena of school bullying prevalent during the practice of school sports activities due to the teaching stage variable? To answer this question, the researcher estimated the arithmetic means of the total domain and the standard deviations according to the study stage variable, as shown in tables (5) and (6).

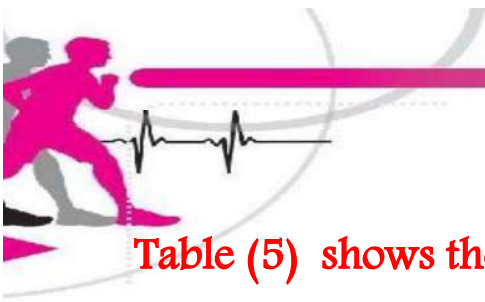


Table (5) shows the arithmetic averages and standard deviations of the study sample members' responses to questionnaire items based on educational stage variables.

Field	Teaching Stage	Number	Mean
Verbal school bullying	First, Second, Third	50	2.46
	Fourth, Fifth, Sixth	22	2.33
	First, Sixth	48	2.42
Physical school bullying	First, Second, Third	50	2.14
	Fourth, Fifth, Sixth	22	2.31
	First, Sixth	48	2.15
total	First, Second, Third	50	2.31
	Fourth, Fifth, Sixth	22	2.32
	First, Sixth	48	2.29

Table (5) shows that there are obvious differences in the average estimations of the study sample members of the level of the prevalent phenomena of school bullying during the practice of school sports activities, which may be related to the school stage variable. The researcher employed the One-Way ANOVA, as indicated in Table, to determine the significance of the differences (6).

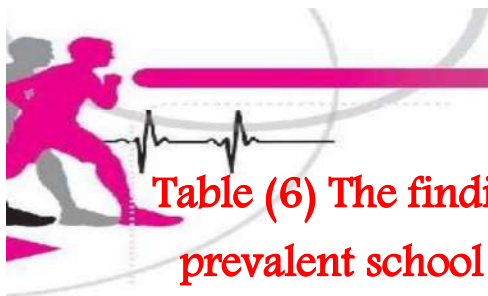
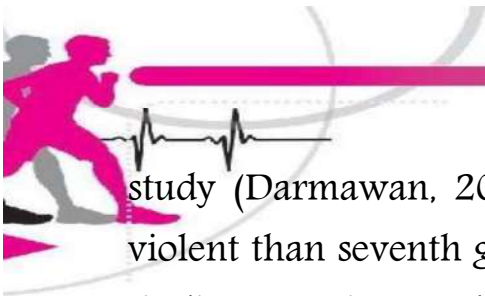


Table (6) The findings of a one-way ANOVA for the level of the prevalent school bullying phenomena during the practice of school sports activities, which is linked to the educational stage variable.

Field	Origin Of Variation	Sums Of Squares	Flexibility Degree	Mean	(F) Value	Significant
Verbal School Bullying	Between groups	0.26	2	0.13	1.27	0.28
	Within groups	12.20	117	0.11		
	total		119			
Physical School Bullying	Between groups	0.51	2	0.25	2.95	0.06
	Within groups	10.01	117	0.08		
	total		119			
Total	Between groups	0.01	2	0.005	0.09	0.91
	Within groups	7.91	117	0.07		
	total		119			

Table (6) shows that the total score value of "f" is (0.09), and the significance level is (0.91), which is higher than the significance level (0.05), indicating that there are no statistically significant differences between the average estimates of the study sample members and the level of the phenomenon of school bullying. This outcome, according to the researcher, is due to the wide range of school physical education fields and activities that serve the demands of children of various ages and academic levels. This finding contradicted previous research on the effects of age on classroom aggression, which stressed the significance of the age component and its impact on classroom hostility. According to the researcher, the difference is related to the different environments and nature of the studies, as this study tried to identify the phenomena of bullying during sports practice, whereas other studies looked at school bullying in general. This conclusion differed from that of Darmawan's



study (Darmawan, 2010), which found that eighth graders were more violent than seventh graders. And, according to Craig and his colleagues' findings (Craig, et al., 1998), the rate of assault exposure increases with age (school stages). It contradicted the findings of Huesmann and colleagues' study (Huesmann, et al., 1984) on the stability of aggression over time, which found that those who practiced school bullying phenomena at the age of eight were more aggressive at the age of (30).

Conclusions:

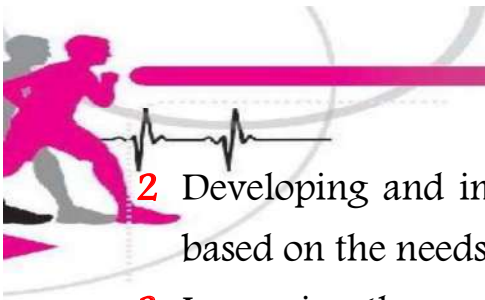
Depending on the study's findings and discussion, the researcher draws the following conclusions:

- 1 School sports activities help to reduce the occurrence of school bullying in Babylon province schools, and this is true for all schools.
- 2 There is a low level of physical and verbal expressions of school bullying in the Babylon province's schools.
- 3 There is a one-to-one ratio between students in village schools and students in city schools when it comes to the phenomena of school bullying in general.
- 4 Physical school bullying occurs more frequently among city school students than among village school students.
- 5 School bullying affects students at all academic levels (from first to sixth grade).
- 6 The occurrence of school bullying among students in Babylon province schools was not affected by aging.

Recommendations:

The researcher recommended the following in light of the study's objectives and findings:


- 1 Focusing in and reinforcing positive student behaviors while restricting and eliminating bad behaviors.



- 2 Developing and implementing school sports programs and curricula based on the needs and interests of students.
- 3 Increasing the number of physical education lessons and focusing on internal and external school sports activities to help students maintain their emotional balance.
- 4 Teaching physical education teachers effective communication skills with students, as well as how to deal with aggressive behavior.
- 5 Working on developing physical education rules and regulations in schools in order to create a standard that aids in the control of unwanted student behavior.
- 6 Raising school students' awareness of the concept of competition and sports practice, as well as assisting them in dealing with cases of winning and losing as a societal value and a life phenomenon with both positive and negative consequences, and directing them toward positive emotional field experiences.
- 7 Physical education teachers should define game rules so that students understand what is allowed and forbidden during group play in the school, as well as during both internal and external school sports activities, which will assist to reduce students' emotions.

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