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Title in English: An analytical study of bullying in physical education classes among primary school children

Title in Arabic: دراسة تحليلية لظاهرة التنمر في حصص التربية الحركية بين أطفال التعليم الابتدائي

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Abstract:

This analytical study aims to answer the central question related to the degree of effectiveness of movement and physical education in reducing the incidence of school bullying among primary school children.. Based on descriptive analytical methodology and literature review, the study confirmed that bullying (defined as repetitive aggressive behavior based on power imbalance) poses a serious threat to the educational environment, in line with the theories that explain it. The most prominent theories are the ecological theory, which states that a poor school environment promotes this phenomenon, and the social learning theory, which is based on the imitation of aggressive behavior observed from adults.

The study revealed a contradiction in research results regarding the role of physical education: on the one hand, physical education is considered to be high-risk environments where bullying (especially physical and verbal) is encouraged due to differences in motor skills, a competitive situation and weak guidance in some areas. On the other hand, other studies have shown that early childhood physical education can be a powerful preventive and therapeutic tool if it focuses on cooperative rather than competitive activities, thereby increasing social skills and building confidence and physical self-efficacy in children.

The study concluded that physical education is a "double-edged sword" that can be used as a building tool for the student's personality, and recommends the need to increase the hours allocated to the subject, entrust the teaching to specialized professionals and focus on educational activities with a social dimension, while avoiding competitive activities to ensure the achievement of one's wider educational goals and a reduction of negative phenomena such as bullying.

Keywords: Bullying Phenomenon, Motor Education, Primary Education

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Introduction:

The school environment is fundamental to social and cognitive and moral development, as it is where students spend the most important years of their lives acquiring knowledge and skills. It is believed that it is a place where they feel safe and valued, but the emergence and spread of some negative phenomena such as bullying and aggression in schools has endangered this important role of educational institutions and has led to the decline of their security and their educational and social role.

Bullying is perhaps one of the most serious behavioral and social problems that threatens the educational and social environment in general, and affects the development and psychological and physical well-being of individuals, especially in primary school. In this context, the importance of physical education or physical education and sports training appears as an effective educational tool that is not limited to physical development, but extends to psychological and social aspects, which play an important role in addressing this phenomenon if appropriate investments are made in it.

Many scientific studies and research have pointed to the positive and effective role that physical education and sports activities play in reducing bullying and aggressive behavior in the school environment, for example the study (Amari Hayat, 2021), which concluded that physical education and sports lessons play a positive role in reducing school bullying, and a study (Ayman Ali et al., 2020) bullying, which proved that physical activities play an important role.

Effective role in reducing abnormal behavior, helping to acquire communication skills and providing means to vent and release suppressed aggression, which has a positive impact on student behavior. This is if the planning is based on scientific foundations, as indicated in a study (Ben Shahra and Makran, 2025).

Other research confirms that physical activity not only directly reduces bullying, but also addresses its underlying causes, namely aggression and poor social skills. Many studies have also come to the same conclusion, for example the study by (Sharky Ayman and Ben Mohammed Saeed Agilas) entitled The Effect of Sports Activities on Aggressive Behavior and Social Adaptation, as well as a study (Yassin Amirat and Sahnoon Amhamed, 2024) entitled The Practice of Semi-Athletic Games in Physical Education and Sports Classes and Their Importance in Reducing School Violence. Both studies concluded that physical education plays a positive role in reducing aggressive behaviour.

On the other hand, several studies, such as those conducted by Lian et al. (2020) and Bejrot et al. (2013), that physical education classrooms are an environment where bullying is prevalent due to the emergence of differences in motor skills among students, which leads to bullying, especially physical and verbal bullying, if the conditions are present.

Based on the difference between the results of previous and similar studies on the role of physical education in reducing or increasing bullying, we considered it necessary to conduct an analytical study on this topic in order to clarify the issue and convey to experts the idea of how to deal with such negative phenomena that have a negative impact in the short term on primary school children and in the long term for men's personality.

• the problematic:

According to Olweus (1993), school bullying is repeated and deliberately aggressive behavior intended to harm the weaker party in an unbalanced power relationship. UNESCO

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(2017) emphasizes that this global phenomenon hinders the right to safe education and negatively affects the general school environment.

Despite the prevalence and diversity of bullying (verbal, physical, social, etc., as defined by Smith et al., 2008), scientific studies often focus on the direct psychological effects on victims (such as depression and anxiety, as noted by Titofi et al., 2011). They do not attach sufficient importance to preventive programs.

Although some intervention programs exist, such as Olweu's Bullying Prevention Program (OBPP), their effectiveness varies greatly from one cultural and social context to another, as noted by Farrington et al. (2009).

Based on the above, we wanted to highlight physical education as a core subject in the education program and its role in preventing bullying in schools. We formulated the research question as follows:

Does physical education play an effective role in reducing bullying among primary school children?

• Study objectives:

Given that schools, especially public schools, bring together different sections of society and different social classes, bullying has become a striking phenomenon, especially in primary school. Therefore, through this study we aim to:

- Make officials and players in the education sector aware of the phenomenon that undermines safety in the school environment, namely bullying in schools.
- Emphasize physical education and sports in primary school and their role in reducing bullying among primary school pupils if used in the right way.
- To convey the message to actors in the education sector about the need to leave the subject to experts, given its effective role in increasing the number of hours for physical education or physical education and physical education in primary school and in shaping various aspects of the students' personality (psychological, cognitive and social) and reducing negative phenomena such as bullying.

• Importance of the study:

- The importance of the study lies in its role as a tool for diagnosing and proposing solutions to a serious social and educational problem that threatens the security and development of generations.
- To raise awareness among the education sector's actors about the sensitivity to bullying in schools and possible future consequences.
- Understanding the phenomenon of bullying paves the way for the development of effective preventive and corrective strategies to curb it.

• Study method:

Descriptive and analytical approach through review of previous and similar studies and academic literature.

1- Study terms:

1-1 Bullying:

Researchers and experts agree that bullying is a complex phenomenon that goes beyond just momentary aggressive behavior, and its definition is based on three basic criteria:

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1-1-1 broad academic definition:

The definition of Dan Olwes (1993), a pioneer in the study of bullying, is the most accepted internationally: bullying is defined as 'deliberate and repeated negative behaviour, directed at a student who finds it difficult to defend himself, and based on a pronounced imbalance of power between perpetrator and victim.'

Mohammed (2021, p. 519) also defines bullying as: 'Intentional behavior that causes physical, psychological or verbal harm, carried out by a powerful, influential person against a weaker person who is unable to defend himself against aggression or react with force, and who does not report the bullying to adults, which is the secret of bullying'.

1-1-2 Definition according to international organisations:

International organizations working in the field of child protection adopt definitions that emphasize different dimensions of bullying:

1-1-2-1 UNICEF:

"Bullying is the repeated display of negative behavior, including harassment, aggression, or verbal, physical, or behavioral violence, by a student or group of students toward another student with the intent to cause harm."

1-1-2-2 PACER (Prevention of Aggression and Bullying against Children) in the USA:

Bullying is defined as "unwanted, aggressive behavior that involves a real or perceived power imbalance."

1-1-3 Definition according to psychological and social dimensions:

This definition focuses on three important elements that must be present for any behavior to be classified as bullying (as explained in Hindo's study, 2021).

Table (01) shows the elements of bullying.

Element	Detail
Repetition	Aggressive behavior continues over time and is not a one-time event
Intentionality	There is a clear intention to harm another person physically, psychologically or socially.
Power Imbalance	The bully has an advantage (physical, social, popularity, numerical) over the victim.

Source: Hindo, S. H. (2021)

1-2 types of bullying:

Bullying is generally divided into four main types, which are further divided into subtypes:

1-2-1 physical bullying :

This type is the most obvious and involves the use of physical force against the victim or their property.

Arab studies have confirmed that it is the most dangerous in terms of direct impact, but not necessarily the most common (Anwar Nasser al-Mahjan (2021), p. 20).

1-2-2 verbal bullying :

This type involves the use of words and language to hurt the victim and cause them psychological and emotional harm. This is the most common type in schools.

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1-2-3 Social/relational bullying :

Also known as indirect bullying, it aims to damage the victim's social status or relationships with others, which can lead to isolation and ostracism. It is very common in women.

1-2-4 Cyberbullying :

This is the use of digital tools (telephones, internet, social media) to engage in bullying. Its specialty is that it has the ability to reach the victim at any time and from anywhere and often remains anonymous.

1-3 Physical education:

Several researchers have defined Physical education, including: (Anshrah Ibrahim Al-Musharraf, DT, p. 27)

The American Alliance for Health, Physical Education, Recreation, and Dance (AAHPRD) defines physical education as "the fertile conditions provided by physical education that enable children to acquire cognitive, emotional, physical, motor, and health skills through movement."

Galeho (1996) defined physical education as: "Education through physical activity, which teaches children about themselves and their bodies, and through which they develop their fitness, concepts and values at all mental, physical, emotional and motor levels.

2- An analytical study of bullying and physical education in primary school:

2-1 Theories about bullying in school :

2-1-1 Ecological theory :

This theory is the most widespread and influential framework in the study of bullying, especially after it was adopted by Dan Olweus, a pioneer in the field. This theory suggests that bullying is not only an individual problem, but is the result of complex interactions between the individual (bully and victim) and various levels of the surrounding environment, including family, school and peer group.

This theory emphasizes that characteristics of the school environment (such as weak supervision and tolerance for aggression) play a decisive role in the prevalence of bullying. In other words, the school system as a whole contributes to creating or suppressing this phenomenon (Bronfenbrenner, U., 1979).

2-1-2 Social learning theory :

This theory focuses on how individuals adopt aggressive and threatening behavior after observing others.

The theory states that children learn bullying behavior through imitation and modeling, especially from parents, peers or the media. When children see that aggressive behavior brings rewards such as power, attention, or control over others, they are more likely to repeat it. Likewise, not punishing school bullies sends a message of "rewarding" or "implicit acceptance" of the behavior. Pepler, D.J., Craig, W.M. and O'Connell, P. (2008).

2-1-3 Theory of social information processing (SIP) :

This theory, developed by Dodge, K.A. (1986) and Dodge, K.A., and Frame, C.L. (1982) focus on the cognitive processes that bullies undergo before and during their aggressive behavior, so that bullies differ from others in the way they perceive, interpret and respond to ambiguous social signals. They do this:

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- Hostile attribution bias: They perceive others' neutral or ambiguous behavior as hostile or aggressive.
- Generating aggressive reactions: They have a limited repertoire of non-aggressive reactions to resolve conflicts.
- Positive outcome appraisals: They view bullying as having positive outcomes (such as feeling powerful) and ignore or downplay negative outcomes.

2-1-4 Ethical/evolutionary theories :

This theory explains bullying as a residual mechanism of human development associated with the struggle for social status and control. This suggests that bullying is behavior in which an individual seeks to achieve or maintain dominance and social status in his group, an evolutionary tendency aimed at achieving superiority. Bullies use aggression (bullying) as an effective tool to climb the social hierarchy and gain resources or attention, and victims who appear socially or physically weak are selected to minimize the risk of retaliation. Hawley, P.H. (1999)

2-1-5 Theory of social skills deficit :

This theory focuses on the inability of both the bully and the victim to interact in a socially appropriate manner. People involved in bullying lack the social skills necessary for constructive conversation or non-aggressive self-defense.

The bully may lack empathy and conflict resolution skills, which leads them to use force to achieve their social goals. Victims may lack verbal or physical self-defense skills, making them easy targets. Dodge, K.A., Coe, J.D. and Bracke, N.P. (1982)

2-2- An analytical comparison of the theories that explain the phenomenon of bullying in school and their application in physical education:

There are several psychological and sociological approaches to explain the origins of bullying behavior, each school of thought focusing on a particular angle (environment, perception, learning or innate development). The following is a presentation and analysis of the scientific contradictions between these theories:

2-2-1 Ecological systems theory :

This theory, established by Bronfenbrenner, considers bullying to be not only a defect in the child's personality, but a product of a defect in the "environmental system".

• **Focus**: Interaction between individual and environment (family, school, education policy).

• **Explanation**: Bullying occurs when the school fails to establish preventive rules or when the school has an authoritarian climate.

• **In the physical education classroom**: Bullying here is attributed to weak supervision by teachers or the absence of rules for conditions on the playground.

2-2-2 Social learning theory :

Bandura believes that bullying is an "acquired" behavior rather than an innate one.

• **Focus**: Reinforcement and modeling.

• **Explanation**: Children learn bullying by observing successful aggressive models (a controlling father, a movie hero, or a classmate who achieves fame through bullying). If the bully receives a reward (such as control or peer praise), the behavior is reinforced.

• **In the physical education classroom**: Students imitate aggressive activities they see in professional sports or from older peers.

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2-2-3 theory of social information processing :

This theory explains bullying from a 'cognitive' perspective (how does the bully think?).

• **Focus**: Mental processes and social decoding.

• **Explanation**: Bullies suffer from 'hostile attribution bias'; They interpret unintentional actions (such as a classmate bumping into them on the playground) as intentional attacks, and react with excessive aggression.

• **In physical education class**: The bully interprets the loss of the game or a classmate's mistake as a personal insult that requires a violent response.

2-2-4 Theory of evolution :

This is one of the latest approaches that sees bullying as a "strategy" to achieve goals.

• **Focus**: Control of resources and social status.

• **Explanation**: Bullying is a clever (albeit unethical) tool that some people use to prove their power and secure their position at the top of the social hierarchy at school, which gives them greater access to social benefits.

• **In the physical education classroom**: Here bullying appears as a tool to prove physical superiority and leadership in the team.

Table (2) :Summary of Analytical Comparison

Theory	Basic Analysis Unit	Her view of the bully	The aim of therapeutic intervention
Ecology	The system (society and school)	Victim of an unregulated environment	School environment reform and oversight
Social learning	Observed behaviour	Imitator of bad examples	Providing positive role models and penalties
Social treatment	Mental processes	Suffers from misunderstanding signals	Cognitive training in impulse control
Evolutionary	Social status	Seeking sovereignty and power	Directing leadership towards positive tasks

3- Interpreting the results of the comparison:

It follows from the above that the phenomenon of bullying in physical education classes cannot be understood from a single perspective; While the ecological theory explains the lack of organization in the playground, the cognitive theory explains the impulsivity of the students during play, which requires a comprehensive intervention strategy that combines environmental modification and the development of the students' cognitive skills.

Based on the above, there are different opinions and interpretations about the role physical education plays in reducing or increasing bullying in primary school children. This is due to the theoretical and philosophical background on which each party bases its interpretation of the phenomenon, in addition to the peculiarities of the school environment, prevailing social customs and traditions and other factors. In general, there are two opinions:

- First Opinion**:** Physical education is considered a fertile environment for bullying.
- Second opinion**:** Physical education is considered a preventive and therapeutic environment for the occurrence of bullying.

3-1 First opinion: Physical education classes as a "risk environment" for bullying

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Some studies indicate that, for reasons related to the inherent characteristics of the classroom, physical education (PE) classes are one of the most important places where bullying occurs:

3-1-1 Bullying related to motor skills and body image :

Given the significant differences in motor skills and physical development among primary school children (ages 6–12), children with poor motor skills such as running, jumping and ball throwing, or who suffer from body image problems such as obesity, are more likely to be targeted and bullied. Some studies, such as that by Bejarot et al. (2013) have indicated that students with below average motor skills are more likely to be bullied at school, especially in physical education activities, where differences in motor skills become a "weapon" for bullies to harm children who are not physically able.

3-1-2 Bullying linked to a competitive environment :

Physical education classes often involve competitive sports or require physical contact. Castelli, D.M. and Rink, J.E. (2009) and Bejarot et al., this contact, especially when not well managed, can give bullies an opportunity to display power or aggression under the guise of "play" or "competition". (2013) point out that involvement in competitive sports or physical contact increases the likelihood of aggressive behavior and vulnerable students become easy targets.

3-1-3 Bullying in closed rooms and less supervised areas:

Most incidents of bullying in primary school occur in playgrounds, changing rooms or at entrances and exits, which are places where the teacher's supervision is minimal (Olweus, D. (1993)

3-2 Second opinion: Physical education as a preventive and therapeutic environment for bullying:

Some analytical studies, such as the research conducted by Lian et al. (2020) have shown that the problem of bullying can be effectively addressed by including specific components in physical education classes:

3-2-1 Promote collaborative activities and social integration (collaborative activities) :

Using cooperative and organized physical sports rather than focusing on competitive activities can reduce bullying by promoting positive behavior and social cohesion. Lian et al. (2020)

Participating in organized sports promotes social skills and values such as respect and empathy, and reduces the likelihood of a child becoming a victim or a bully, as mentioned in a study by Garigordobile and Onederra (2010) entitled The Impact of a Cooperative Sports Program on Anti-Mobbing and Positive Behavior.

3-2-2 Improve self-concept and self-esteem (self-concept and self-esteem) :

Physical activities in primary school help to build physical self-esteem, making students less likely to become easy targets.

(Lian et al., 2020) and other studies have indicated that students who regularly participate in physical activities have a lower incidence of bullying, partly due to improved physical self-concept, which reduces feelings of vulnerability and weakness.

3-3 Role as physical education teacher in prevention (Role as sports teacher) :

Teachers play an important role in changing the dynamics of bullying in physical education classrooms by analyzing behavior and intervening, focusing on avoiding

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embarrassing situations related to physical appearance or poor motor skills. Jiménez-Barbero et al. (2020) recommend promoting students' self-efficacy and social skills and avoiding methods that increase social comparison.

4- conclusion:

Studies show that physical education in primary school is a double-edged sword when it comes to bullying:

1. Negative: Classrooms and playgrounds can be environments that increase bullying (especially physical and verbal) due to differences in motor skills and physical development characteristics of this age group, as well as the availability of places with less supervision that provide an environment suitable for bullies. Add to this the competitive nature of some classes.

2. Positive aspects: It can be a powerful tool for prevention and treatment when used to promote cooperation, respect, self-esteem and social integration through the following mechanisms: building self-efficacy, social learning and developing the ability to deal with aggression.

From this perspective, although physical education is physical or motor based in its general form, its aims and objectives are mental, social and emotional. Therefore, it was necessary for us to choose clear goals that would determine teacher preparation methods, develop an appropriate curriculum and establish appropriate teaching methods in line with available resources. (Anshara Ibrahim Al-Musharraf, D.T., p. 29), so that it can become a tool to build the student's personality instead of destroying it.

5- Recommendations:

- Avoid competitive activities in physical education lessons as much as possible and focus on educational activities with cognitive and motor dimensions, especially emotional and social dimensions, to reduce bullying.
- Plan play activities that improve motor skills and physical confidence, so that students with low motor skills are less bullied.
- Program team play that enforces strict rules of fair play and respect for opponents, and instills values of tolerance and cooperation rather than dominance.
- Provide a safe and socially acceptable space to vent excess energy and aggression (especially between "bullies") away from harmful behavior.
- To place greater emphasis on physical education in primary school by increasing the number of hours allocated to it, it has an important role in shaping the character of today's children, who are tomorrow's adults, if "properly utilised".
- Place physical education programs with different development, taking into account the differences between one environment and another, to achieve your desired goals such as developing social skills and reducing negative phenomena such as bullying.

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