

Differences In bullying behavior between junior males and female practitioner of Competitive Sports

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Research Introduction and problem:

Bullying is considered an existing old phenomenon in all societies since long time practiced by human race that is done in various ways and degrees when certain conditions are available.

Though the Bullying behavior is existing in human race since long time, the research in this issue is relatively modern. A behavior is considered bullying when it includes physical, verbal, or psychological assault on the victim (**Hala Esmail, 2010 A.D.:137**)

Interactivity among individuals takes a great number of various good forms, such as cooperation, competitiveness, friendships that enrich individual's perception of prevailing social values, and help him enjoying good psychological health. (**Bean, 2005 A.D.:109**)

On the other hand, there are other undesired interaction patterns that appear in negative forms, such as when a person hits, obstructs, insults, or mocks another person which leaves negative social, physical, and psychological effects on the individual's life and on his psychological health. Bullying victims suffer from attention problems, various emotional problems, and instable emotions. (**Larsson.et al, 2005:59**)

Bullying takes one of the following behaviors; continual pushing, hitting, threatening, property destroying, or forcible taking, insulting, and mocking. The victim might also be expelled from activity without any justification, or being exposed to spreading malicious rumors around him. (**Gentry, 2001 A.D.:26**)

That means that Bullying might takes various psychological, physical, or verbal forms. Verbal bullying comes at first as the most common form, then the psychological bullying comes next, and finally the physical one.

(**Muhammed Al-Qadah, 2013 A.D .:796**)

Bullies are characterized with physical and psychological characteristics that allow them due to their physical strength to impose their authority on others as they feel they possess strength and authority. They are known meanwhile to be strongly nervous, temperamental, and aggressive. They enjoy also great self-confidence and they rarely feel sorry, compassionate, or forgiving towards their victims. (**Lwiza Farshan, 2008 A.D .155**)

“Trueman” sees that males practice more bullying behaviors than females due to male hormones which increase their desire to practice bullying behavior. (**Boultion Trueman 7 Fimengton 2002, 353**)

The age stage between (12 – 15) years old is called “adolescence stage” which corresponds to the “preparatory stage” in the educational system. This stage is characterized with quick growth accompanied with adolescence and continue to about one year to three years after adolescence when the biological changes are stable. An adolescent in adolescence stage tends to acquire independence and get rid of restrictions and authorities surrounding him; he starts growing feeling of himself and his identity. (**Hamed Abd El-Salam Zahran, 2005 A.D.:263**)

Through the continual and long attendance of the researcher of her children’s training courses in the club, the bullying phenomenon existence has attracted her attention, such as when a child either male or female shows his power to another child in his/her age or younger a little. If the bullied child is younger, that will be more dangerous and lead to harmful results.

Hence, the researcher has got the idea of the research so as to attract the officials’ attention and highlight its dangerous effects, from her viewpoint, that lead to isolation, or reluctance, or feeling of persecution by the weaker side, and consequently lead to withdrawal from sports practice.

Research Terminology:

Bullying Behavior of juniors:

It is “physical, or psychological, or verbal hurting by a junior to another weaker junior repetitively, it is measured in this research through calculating score of the junior’s response to the “Bullying Behavior Scale in Competitive Sports” “under research”. (**Procedural Definition**)

Competitive Sports:

It is “a sports situation or event determined with laws, regulations, accredited systems, an athletic player, or sports team tries to show and demonstrate the maximum of his abilities, skills, and aptitudes as a result of organized training operations to achieve success or win to a competitor or other competitors, or to try to fulfill the expected objective performance level by either of them.” (Muhammed Hassan Allawy, 2002 A.D.:p.2)

Research Importance:

1- Theoretical Importance:

The importance of the research lies in its being one of the modern researches, as far as the researcher knows, as there are few studies that dealt with bullying behavior in playgrounds, and consequently this research participates in developing scientific research series in sports psychology field.

2- Applied Importance:

Results of this research is going to assist researchers working in the field of Sports Psychology Science to recognize pervasive bullying behavior among junior's category who practice sports, and giving chance to workers in this field to exert more effort to overcome such an undesired behavior.

Research Objective

The research aims to:

Be aware of the differences in bullying behavior among junior males and female practitioners of competitive sports(team and individual sports)

Research Question:

Are there statistical significant differences between junior males and girls in their response to the scale “bullying behavior of competitive sports practitioners” under research?

Research procedures:

Firstly – Research Method

The researcher used the descriptive method as it is convenience to the research nature and its procedures.

Secondly – Research community

The research community includes (290) junior males and girls whose ages vary between (12 -15) years old from competitive sports practitioners in Cairo and Giza governorates This is from (1/1/2020) to (28/2/2020) .

Thirdly – Research sample

The exploratory research sample includes (50) juniors as per (25) junior males and (25) junior females for the exploratory study from within the research community and outside the main sample in order to calculate the scientific correlation of validity and reliability, and (240) of juniors as per (126) junior boys, and (114) junior females for the main study in activities of (football, basketball, volleyball, Kung Fu, swimming, and karat) in a number of clubs (Al-Ahly, Al-Tersana, Wady Degla, Maady, 6th October Youth Forum, and Sheikh Zayed club) to answer the research question.

Table (1) shows numerical distribution of the research sample and community according to gender.

Table (1)
Numerical Distribution of the Research Sample &Community

Research Community	Principal Research Sample		Exploratory Research Sample		Total
	Junior males	Junior females	Junior Boys	Junior females	
Total	70	42	10	12	134
Total	56	72	15	13	156
Total	126	114	25	25	290

Fourthly: Research Tool

The researcher prepared and applied the scale of “Bullying Behavior in Competitive sports”

Correcting Key of the Scale “Bullying Behavior in Competitive sports Practitioners”

The Scale contains (5) five axes, they are: (psychological bullying, social bullying, verbal bullying, electronic bullying, and physical bullying), it consists of (510) statements to realize degree of the bullying behavior of the juniors, response to scale statements will be in the following choices (often – sometimes – never), the junior gets scores (1 -2- 3) respectively, the scale has a total score varies from (153) as a maximum, and (51) as a minimum, noting that the junior’s high score that is near to the maximum score is an evident that the junior has a high bullying behavior, and as the junior’s score is lower and nearer to the minimum score of the scale under research, the lower his bullying behavior. Attachment (1)

Calculation of scientific correlations of the scale “Bullying Behavior of Competitive Sports Practitioners”

The researcher applied the scale under research to (50) of junior males and girls practitioners of competitive sports to extract scientific correlations of the responses of the exploratory research sample of validity and reliability.

Firstly: Calculating Validity correlation (internal consistency validity)

Table (2)
Correlation Coefficient between every statement and the axe it belongs to.
(N=50)

NO	Axe 1	Axe 2	Axe 3	Axe 4	Axe 5
1-	*0.427	*0.299	*0.555	*0.534	*0.511
2-	*0.522	*0.503	*0.352	*0.325	*0.412
3-	*0.378	*0.444	*0.438	*0.379	*0.426
4-	*0.310	*0.356	*0.425	*0.510	*0.382
5-	*0.477	*0.413	*0.387	*0.411	*0.502
6-	*0.413	*0.487	*0.291	*0.357	*0.336
7-	*0.366	*0.322	*0.402		*0.358
8-	*0.446	*0.377	*0.372		
9-	*0.359	*0.524	*0.334		
10-	*0.290	*0.472	*0.500		
11-	*0.478				
12-	*0.333				
13-	*0.504				
14-	*0.523				
15-	*0.400				
16-	*0.442				
17-	*0.505				
18-	*0.532				

Tabular value at a significant level (0.05) = (0.288)

Results of the table (2) show that there is a statistically significant relationship at the level of significance (0.05) between the degree of each of the phrase and the axis it belongs to.

Table (3)
Correlation coefficients between the score of each statement
And the total score of the scale

N	R	M	R	M	R	M	R
1	0.382* 14	14	0.412* 27	27	0.311* 40	40	0.453*
2	0.458* 15	15	0.517* 28	28	0.394* 41	41	0.518*
3	0.399* 16	16	0.531* 29	29	0.383* 42	42	0.405*
4	0.516* 17	17	0.415* 30	30	0.459* 43	43	0.526*
5	0.310* 18	18	0.528* 31	31	0.507* 44	44	0.313*
6	0.524* 19	19	0.463* 32	32	0.413* 45	45	0.395*
7	0.401* 20	20	0.523* 33	33	0.530* 46	46	0.460*

8	0.518* 21	21	0.506* 34	34	0.603* 47	47	0.404*
9	0.413* 22	22	0.601* 35	35	0.455* 48	48	0.384*
10	0.604* 23	23	0.513* 36	36	0.522* 49	49	0.508*
11	0.462* 24	24	0.390* 37	37	0.600* 50	50	0.527*
12	0.396* 25	25	0.605* 38	38	0.514* 51	51	0.456*
13	0.607* 26	26	0.519* 39	39	0.606*		

Tabular value at a significant level (0.05) = (0.288)

Results of the table (3) show that there is a statistically significant relationship between the degree of each phrase and the total score of the scale.

Table (4)
Correlation coefficients between scores of each axis
And the total score of the scale

(N=50)

N	Axis	R
1	Psychological Bullying	*0.652
2	Social Bullying	*0.701
3	Verbal Bullying	*0.491
4	Electronic Bullying	*0.567
5	Physical bullying	*0.600

Tabular value at a significant level (0.05) = (0.288)

Results of the table (4) show that there is a statistically significant relationship between the degree of the axis and the total score of the scale.

The results of tables (1), (2), and (3) show the reliability of the scale under research for its purpose.

Secondly: calculation of stability coefficient

The researcher calculated the stability coefficient using the Alpha Cronbach method on the exploratory research sample, table (5) shows that.

Table (5)
Alpha- Cronbach values to calculate the scale stability

(N=50)

Value	Statement
0.815	Correlation coefficient between the two parts
0.869	Jet man coefficient
0.919	Alpha coefficient first part
0.966	Alpha coefficient second part

Results of table (5) that correlation coefficient between the two parts is (0.815) and it is a satisfying value to accept scale stability under research and it is valid for application.

Applying the scale of “Bullying behavior in competitive sports” under research

After verifying the validity and stability of “Bullying behavior scale in competitive sports” – under research, it was applied to the main research sample, to be assured of the significance Bullying of differences between the response averages of junior males and girls practicing Bullying competitive sports on the scale.

Table 6
Demonstrates the arithmetic mean, standard deviation, and skewness coefficient on the axes of Bullying scale “Bullying behavior of junior practitioners Of competitive sports” according to gender coefficient

(N=240)

Axes	Junior females			Junior Boys		
	M	SD	SK	M	SD	SK
Psychological Bullying	21.66	4.87	1.46	22.80	6.14	1.35
Social Bullying	12.32	2.92	1.29	12.26	2.85	1.30
Verbal Bullying	11.81	3.30	1.51	12.80	3.82	1.06
Electronic Bullying	7.10	7.10	1.33	7.48	2.62	2.17
Physical Bullying	7.98	1.80	1.76	7.80	1.57	2.15
Total	60.89	14.30	63.15	1.47	14.30	60.89

Results of table (6) show that the arithmetic averages values of the two groups responses varied on axes of the scale under research, the skewness coefficient is also limited between (-3, +3) as well which is an evident of the reasonable data under research.

Table 7
The significance of the differences between male and female Juniors towards their response on the scale

Axes	Junior Females		Junior Males		D	Significance
	M	SD	M	SD		
Psychological Bullying	21.66	4.87	22.80	6.14	1.57	.117
Social Bullying	12.32	2.92	12.26	2.85	.147	.884
Verbal Bullying	11.81	3.30	12.80	3.82	*22.1	.035
Electronic Bullying	7.10	1.74	7.48	2.62	1.30	.195
Physical Bullying	7.98	1.80	7.80	1.57	.827	.409
Total Score	60.89	14.30	63.15	15.57	1.26	.244

Results of table 7 show that there are statistically significant differences in favor of juniors in their response on the axe of “verbal bullying” while there are not any statistically significant differences between junior males and junior females in the rest of the scale axes – under research – and its total score.

Results Discussion

Through demonstration of table (7), results show existence of statistically significant differences between junior males and junior females in their response on the “Verbal Bullying” axe on the scale of “Bullying Behavior of Competitive Sports Practitioners”

In favor of junior males, which means that “verbal bullying “ increases in the case of junior males more than junior females; the researcher attributes that as “verbal bullying” includes words or phrases used by person to hurt another person or calls him in offensive nicknames, or uses cursing or threatening methods which is common in the junior males’ behavior due to the natural baldness that distinguishes males from females, and because females’ practice of such expressions is uncommon and contrary to customs and traditions, and to the nature of females as well. Hence, males practice such expressions and fall preys to them, which matches with the opinion of “Muhammed Al Qadah, (2013 A.D) that verbal bullying is the most common, then comes the psychological bullying, and finally the physical bullying. (Muhammed Al Qadah 2013 A.D.: p. 796), it matches as well with the results of “Gradat” study (2008 A.D) whose results showed that males were most commonly practice “verbal bullying” more than females, this is also agreeing with what Seals & Young (2003 A.D.) mentioned that verbal bullying is more common in males more than females.

Consequently, the question of the research that states “Are there statistically significant differences between junior males and females in their response on the scale of “Bullying behavior of competitive sports practitioners “under research, has been answered.

Conclusions

In light of the research results and in order to achieve its goals and within the research sample limits and its procedures, the researcher concluded that the junior male practitioners of competitive sports have more bullying behavior than junior females.

Recommendations

- 1- Delivering awareness lectures to athletes about reasons of bullying occurrence, avoidance methods, and preventing it to eliminate the spread of such a phenomenon.
- 2- Encouraging players to report any bullying they might be exposed to by anyone in the club or in the playground.
- 3- Increasing self- confidence of the player in order not to be a prey to bullying.

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