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## **The effect of cooperative and competitive exercises on the phenomenon of bullying and emotional intelligence from the teachers' point of view for some schoolchildren in Kerbala governorate**

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### **Abstract**

The importance of the research was manifested in identifying the extent of the preference of competitive cooperative exercises in reducing the phenomenon of bullying and working to curb this phenomenon, as well as the role of competitive cooperative exercises in developing the emotional intelligence of some students in Kerbala governorate schools. By informing researchers about many problems of bullying and its spread within the school, since researchers are specialists in the educational field and have direct knowledge and contact in this field, as well as by meeting with some educators and specialists, and watching and following up the education processes in schools, it was noted that there is a spread of the phenomenon of bullying in some schools and a clear weakness in the use of the physical education lesson in dealing with the phenomenon of bullying and its negative impact on the development of emotional intelligence among students. Therefore, the researchers decided to use competitive cooperative exercises and know their impact on the phenomenon of bullying and emotional intelligence among students of some schools in Kerbala governorate. The aim of the research is to prepare competitive cooperative exercises for students of some schools in Kerbala governorate and to identify the effect of cooperative competitive exercises on the phenomenon of bullying and emotional intelligence on the members of the research sample from the viewpoint of physical education teachers and educational counselors. The researchers used the experimental design with one experimental group with a pre and post-test for its suitability to the nature of the problem studied. The researchers identified the research community with some physical education teachers, educational counselors and primary school students in Kerbala Governorate, which numbered (20) schools. (15) schools were selected as a sample for the research, where the research sample was divided into a research sample and a target sample. It was applied to the experimental group competitive cooperative exercises according to personal discrimination on the students who are the target sample.

**Keywords:** Cooperative, competitive, phenomenon, emotional intelligence.

### **Introduction**

We often hear in recent years about the term bullying, as this term is given to a person who has a lot of negative feelings (hatred, envy and hatred) for a particular person or for a group of people, which motivates him always to work on harming them by all possible means, which can injure their dignity and feelings. By talking and belittling them, or sometimes reaching physical abuse, or spreading rumors and obscene words in order to block his personal instincts.

There are many types of bullying, the most important and most common are school bullying, electronic bullying, political bullying and societal bullying. School bullying is also one of the most difficult types of bullying because of their ages. This is divided into two stages, the primary stage, which is characterized by the initial building of the personality and the self, and the second stage is the secondary stage, which is characterized by the age of puberty and the change in the tendencies and needs of the person, and each stage has a specificity that distinguishes it from the other stage.

One of the most important causes of bullying, especially in the first age stage, is due to weakness in the educational level, or because of the external appearance and clothes, or for pathological reasons, such as the bully wearing glasses, polio, or hair loss. Also, one of the causes of bullying is the color of the bully's skin or his short stature if he gains weight, etc.

Hence, the importance of the research was demonstrated by recognizing the superiority of competitive cooperative exercises in reducing the phenomenon of bullying and working to curb this phenomenon, as well as the role of competitive cooperative exercises to developing the emotional intelligence of some students in Kerbala governorate schools.

### Research problem

By informing researchers about many problems of bullying and its spread within the school, since researchers are specialists in the educational field and have direct knowledge and contact in this field, as well as by interviewing some educators and people of specialization, and watching and following up on education processes in schools, it was noted that there is a spread of bullying phenomenon in some schools and a clear weakness the use of the physical education lesson in dealing with the phenomenon of bullying and its negative impact on the development of emotional intelligence among students. There is also a clear deficiency in the special information in the impact of cooperative and competitive exercises on the phenomenon of bullying and emotional intelligence from the teachers' point of view for some schoolchildren in Karbala governorate. so, the researchers decided to use competitive cooperative exercises and know their impact on the phenomenon of bullying and emotional intelligence among students of some schools in Karbala governorate, hoping that this research will be of assistance to teachers, teachers and specialists in the educational field in controlling the phenomenon of bullying and developing emotional intelligence among students.

### Research objectives

- Preparing competitive cooperative exercises for students of some schools in Kerbala governorate.
- Identifying the impact of cooperative competitive exercises on the phenomenon of bullying and emotional intelligence on the members of the research sample from the point of view of physical education teachers and educational counselors.

### Research hypothesis

- There are statistically significant differences for the competitive cooperative exercises in the phenomenon of bullying and emotional intelligence from the teachers' point of view for students of some schools in Kerbala Governorate.

### Research fields

**The human field:** Some physical education teachers, educational counselors and schoolchildren in Kerbala Governorate (2021-2022).

**Time field:** from 7/11/2021 to 25/1/2022.

**Spatial field:** Number of schools in Kerbala governorate.

### Research methodology and field procedures

#### Research Methodology

The researchers used the experimental design with one experimental group with a pre and post test for its suitability to the nature of the problem studied.

#### Research community and sample

The researchers identified the research community with some physical education teachers, educational counselors

and primary school students in Kerbala governorate, which numbered (20) schools. (15) schools were selected as a sample for the research, where the research sample was divided into a research sample and a target sample. It was applied to the experimental group competitive cooperative exercises according to personal discrimination on the students who are the target sample. Where the questionnaire form was distributed to (30) physical education teachers and educational guides, before and after the start of the experimental curriculum, and they are the research sample.

### Means, tools and devices used in the research

#### Means of collecting information

- Tests and measurements.
- Note.
- Questionnaire.

#### Tools and equipment used

- Papers.
- Pens.
- 1 LENOVO laptop calculator.
- An electronic watch to measure the time type (DIMOND).
- Whistle.

### Field Research Procedures

#### Description of the tests

**First: The scale of the phenomenon of bullying.** (El Desouky, Magdy Mohamed, 2016, p. 71) <sup>[1]</sup>

A questionnaire was used for bullying behavior, which contains a set of phrases, behaviors, or paragraphs that describe the behavior of some individuals, and in front of each statement there are five options that explain the severity or severity of these behaviors. The form contains 40 items.

**Second: The emotional intelligence scale.** (Al-Alwan, Ahmed, 2011, p. 142) <sup>[2]</sup>

Where a questionnaire was used for emotional intelligence containing five options that explain the severity or severity of these behaviors. The scale consists of 41 items distributed over five dimensions as follows.

1. The first dimension: knowledge of emotions.
2. The second dimension: the regulation of emotions.
3. The third dimension: managing emotions.
4. The fourth dimension: empathy.
5. The fifth dimension: social communication.

#### Exploratory experience

The researchers conducted an exploratory experiment on (Sunday) corresponding to (7/11/2021), on a group of sample members, which numbered (3) schools.

#### Pre-test

Questionnaire forms were distributed to physical education teachers and educational counselors (research sample) to conduct the tribal scale on the research sample on (Monday) corresponding to 8/11/2021 in their schools.

#### Main experience

After completing the implementation of the tribal standards, the researchers inserted the exercises they prepared, which are cooperative and competitive exercises, within the physical education lesson plan for the targeted schools. At

the beginning of the main part of the lesson, then the main part is completed together with the same exercises as the teacher, and it was done according to the following:

1. The start date of the exercises was on (Wednesday) corresponding to 10/11/2021.
2. The exercises were applied at the end of the preparatory section and the beginning of the main section.
3. The duration of the experiment was (10) weeks, distributed over (20) lessons, at a rate of two lessons per week.
4. The training volume of the exercises was (10-15) minutes of the lesson size.
5. The end date of the experiment was on (Sunday) corresponding to 23/1/2022.

### Post-test

Questionnaire forms were distributed to physical education teachers and educational counselors in order to conduct the

post-test on the research sample on (Tuesday) corresponding to (1/25/2022).

**Statistical means:** The researchers used the SPSS statistical bag.

### Presentation, analysis and discussion of the results:

This chapter contains the presentation, analysis and discussion of the results obtained from the research sample, after the data were statistically processed.

### Presenting and discussing the results of the tests in the pre and post-test of the two research groups, analysis and discussion

#### Presenting the results of the tests in the pre and post-test of the two research groups and their analysis:

For the purpose of testing the first hypothesis, the researchers used the (T) test for the corresponding samples, as shown in the table (1).

**Table 1:** Shows the means, standard deviations, the calculated (t) value, the level and type of significance for the group, a comparison between the pre- and post-test for the experimental group:

Variables	Tests	Mean	Std. deviation	means Difference	Std. deviation Difference	T value	Sig level	Sig type
Bullying	Pre	108.8065	7.90114	42.93548	1.69435	25.340	0.000	Sig
	post	65.8710	7.97806					
Emotional intelligence	Pre	65.9032	6.51334	-46.67742	1.55224	-30.071	0.000	Sig
	post	112.5806	7.77078					

Below significance level (0.05).

The results showed that the mean values of the variable (bullying) were lower in the post test than the pre test, and there was a significant change between the two tests in favor of the post test, since these variables have inverse value, meaning the lower the mean, the better the level, because they deal inversely with measurement.

As for the variable (emotional intelligence), the mean value was greater in the post-test than the pre-test, and a significant change occurred between the two tests in favor of the post-test, which indicates the existence of significant differences between the two tests.

### Discussing the results of the tests in the tribal and remote measurements of the two research groups

The researchers attribute the reason for the development of the group members in the post-tests to the regularity in the training process and work according to the exercises prepared and organized by the researchers, so that the use of competitive cooperative exercises, as these exercises directed and codified in terms of (intensity, size and intensity) were credited with the development What happened in the post-test. Hence, the effectiveness of these exercises and their clear impact on the research sample, which showed a clear superiority between the two tests, as the researchers attribute this to the methodology he followed in formulating the vocabulary of the exercises within the main part of the lesson plan and on the basis of a scientific method in putting up the exercises and the correct gradation in giving and repeating the exercises, which Positively reflected in their bullying and emotional intelligence. Where researchers believe that the spread of bullying in society in general and in schools in particular is caused by the lack of cooperation between students in addition to the lack of competitiveness among students. Magdy Mohamed El-Desouky sees the tension inside the school, frustration,

ineffective teaching methods, and the failure to cultivate a spirit of cooperation and competition among students. All of these are reasons that lead to planting the seeds of bullying in some students, as one of the most important ways to treat the phenomenon of bullying is to insist on the student to participate with his colleagues and listen to him by the teacher, As one of the most important lessons in which the phenomenon of bullying can be addressed is the physical education lesson, as it has been observed that some students evade performing physical exercises because of bullying, due to the lack of appropriate teaching methods and the neglect of some teachers for this aspect and focusing only on the physical aspect without paying attention psychologically (Haider Sobhi Ibrahim and others, 2020, p.34) [3]. Some targeted exercises have an important and significant role to curb bullying (addressing the phenomenon of bullying) among students, especially if these exercises were developed scientifically and under direct supervision by the physical education teacher, where he can control the class, diagnose mistakes and bullying and treat them by planting a spirit of cooperation and putting the bully and the bully student in exercises Joint competition contributes to the elimination of this phenomenon (Gomaa, Ali Safwat Ali & Abdel Salam, Rasha Mohamed, 2019) [4]. All specialists in the field of sports psychology, training, learning and teaching methods emphasize the role of sports in nourishing the self and controlling bad habits and qualities. In particular, the phenomenon of bullying. As for the role of the physical education lesson, it has the greatest role in this particularity by setting special goals and developing targeted competitive exercises to address this problem. As for emotional intelligence and its relationship to the physical education lesson on the one hand, and sports performance on the other, a study indicates.

Laura 1998 indicated that emotional intelligence has a significant role in the performance of exercises, as it affects the level of performance of the individual in general, and through which it is possible to predict the level of the student in the future. Where the researchers found that there is a strong relationship between the student's ability to regulate his emotions and his ability to overcome in solving his problems by allocating competitive exercises with special goals that work on developing this aspect. The study of (Richardson and Tommy Richardson-Tomy 2000) confirmed that emotional intelligence has a clear impact on the level of student performance, which leads to the development of his abilities to achieve achievements, as emotional intelligence has a significant correlation in achieving a high degree of achievement, and from here the researchers conclude that exercises The stomach, which is characterized by objectives, has a large and active role in the development of emotional intelligence in the same research. The study (Lubna Al-Qaisi) confirmed that the most important thing that develops the emotional intelligence of the student is to work with his peers in one team, as one of the most important reasons for excellence is the student's ability to work and interact within the group (Al-Qaisi, Lubna Natiq Abdul-Wahhab, 2005, p. 93) <sup>[5]</sup>. Also, the rise in the level of emotional intelligence will be the result of success in all areas of life in general and in the field of Riyadh in particular, as it will distinguish students through emotional intelligence skills, the student will be better in his performance and has a high experience in facing all problems and difficulties (Ibrahim, Ahmed Nabih, 2007, p.46) <sup>[6]</sup>. We can also say that students who engage in sports activities develop highly emotional intelligence, and this reflects on their ability to manage their personal emotions and emotions. As well as the feelings of others, as they are characterized by having emotional awareness and the ability to employ feelings and share them with the people around them, unlike students who are not interested in sports activities (Daleem Radwan and others, 2021, p. 45) <sup>[7]</sup>. Here, the researchers concluded, through the dimensional results obtained through the form that was distributed to teachers and mentors, who were representing the research sample, which is nothing but evidence of the role of the physical education lesson in general and the exercises used in particular in addressing the phenomenon of bullying among students. Where the physical education lesson had a great role in addressing many behavioral problems of the individual and making him a normal student capable of keeping pace with his peers inside and outside the school, as well as developing emotional intelligence among students.

## Conclusions and recommendations

### Conclusions

1. The lesson of physical education has a positive impact on controlling the phenomenon of bullying and developing emotional intelligence among some schoolchildren in Kerbala governorate
2. Competitive cooperative exercises had a role to developing the emotional intelligence of some students in Kerbala governorate schools
3. Competitive cooperative exercises had a role to controlling the phenomenon of bullying among some schoolchildren in Kerbala governorate

## Recommendations

1. Great interest in the physical education lesson and the development of correct and purposeful scientific plans and goals that serve the student and the educational process.
2. Using competitive cooperative exercises for the purpose of controlling the phenomenon of bullying and developing emotional intelligence.
3. Conducting similar studies on different age groups in middle and middle school.

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