

Bullying and its relationship to social skills among students of the Faculty of Physical Education, Minia University

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Introduction and research problem::

The university is the social and educational institution that occupies an important place in the life of the individual. It works to provide an environment full of stimuli in order to stimulate the latent energy of the individual and direct it in the right direction. Because the university receives students from the surrounding community from different environments and multiple cultures, this leads to the emergence of clear differences between students through the process of communication and interaction between them. Here, students may practice behaviors that may be unacceptable and have negative effects on the individual.

Recently, a form of aggression has emerged called "bullying", which is considered somewhat new and occurs when an individual is exposed to negative behavior on an ongoing basis that causes him harm and pain and is the result of an imbalance in abilities and skills. Bullying behavior is an acquired behavior from the environment in which the individual grows up, and hence, paying attention to these problems, studying them and treating them has become an urgent educational and social need.

Amina Abdel Qader (2022:88) indicates that the phenomenon of bullying is considered one of the most common anti-social phenomena at the present time, whether among school or university students. Bullying is one of the behaviors that clearly affects the student's personality, as the victim feels afraid of people who try to threaten them or reveal their secrets and publish their photos and other attacks.

Iman Al-Abbadi (15:2020) believes that the phenomenon of bullying is one of the phenomena that negatively affects the individual in all fields, his peers, and then the educational system in general. This phenomenon has become more common in the era of globalization, which requires us to pay attention to this phenomenon in order to reduce it.

Ortiz-Marcos (2022, 2) asserts that bullying is unwanted and aggressive behavior between individuals that involves a real or perceived imbalance of power and that is repeated or likely to be repeated over time.

Amina Al-Bakri, Boussy Abdel Rahim (906:2021) added that bullying is a set of actions that a group of students practice continuously against one or more male or female students, and this is done through repeated physical or verbal aggression, or the individual may be provoked about his physical characteristics, such as color, shape, weight, clothing, manner of speaking, or some mental characteristics or ethnic affiliation, or it may be through calling the male or female student (the victim) different names or by making up stories and situations to cause the victim problems with others.

Iman Al-Abbadi (7:2020) mentioned that this phenomenon is widespread among students, and the phenomenon of bullying is characterized by repetition, meaning that it may occur more than once. The bully always resorts to violence and harm in order to dominate others and control them all the time, and even humiliate them. Bullying is one of the behaviors that is widespread among individuals and has profound negative effects on the individual's psyche and future.

Amr Darwish and Ahmed Al-Laithi (2017:199) explain that bullying is one of the important psychological phenomena that should be studied due to its increase or spread in recent decades, especially in the educational environment, where it leaves behind many negative effects on all psychological, social and academic levels on both the bully and the victim, as bullying behavior is a reflection of many psychological disorders in the bully, and exposure to bullying causes many psychological and behavioral disorders in the victims, especially since the spread of bullying behavior contributes to educational climate disorders with the availability of abnormal behavioral models that weaken the chances of academic achievement and academic excellence, as students who are victims of bullying are preoccupied with feelings of distress, psychological crisis, frustration, weakness, loss of self-confidence, anxiety, tension, and attempts to coexist with direct confrontation with the bully periodically during the school day.

Smokowski, Evans, (2019, 130) indicated that in order for a behavior to be described as bullying, it must contain three basic elements or determinants that define the features of bullying, and these elements or determinants are: repetition, imbalance of power, and prior intent to cause harm. As indicated by Maria Carmen, et al., (2020), bullying affects the personal, emotional, academic, and social adjustment of university students, as they are predictive variables for being a victim of bullying, high levels of personal, emotional, and social adjustment reduce the likelihood of being a victim of bullying.

Bullying has become widespread in the university environment and may be due to several reasons, including the weakness of the family's role and neglect in following up on their children's behavior and education, and the delay in correcting their bad behavior, as well as the lack of interest in the problems of university students despite the importance of the university education stage, which is a prelude to adulthood. In addition, there is an important reason that may expose the university student to falling victim, which is the student's inability to master life skills, which reduces his effectiveness and limits his ability to build successful social relationships with others, and to achieve the desired social acceptance, which increases his negative view of himself, his feeling of deficiency, and his avoidance of social mixing, relationships and social interactions.

"Mohamed Abdel Mawgoud and others" (2005) explain that the individual's mastery of life skills and their practice in itself makes the individual feel proud and self-esteem. When he is asked to do a job and masters it, he will inevitably make others feel confident in him and increase his self-confidence and raise his self-esteem. Therefore, the individual always tries to maintain the appreciation of others and always receive looks of admiration. Perhaps this applies to the common saying "success leads to success."

"Ahmed Abu Al-Khair and others" (2013) indicated that life skills are among the most important requirements of this era, as technological progress and cognitive acceleration require the individual to have a set of skills that enable him to achieve adaptation and compatibility with society in light of these developments, as these skills help the individual to face problems positively and enable him to think constructively about what is happening around him and absorb technological development and rely on himself in making decisions and interacting well with society. It also contributes to achieving psychological and social compatibility for the individual, which benefits the individual and society as a whole.

"Ali Barakat" states, (2019) Integrating life skills into physical education curricula in a planned scientific manner contributes to developing higher

mental processes, refining and building a balanced personality in all its aspects. It also helps provide the individual with the practical life skills he needs to deal with and interact positively with the requirements of his life at home, on the street, at school and at university. The human instinct to love playing can be invested in an excellent way in helping individuals acquire many of the necessary life skills related to real life through play and physical activity, as experts believe that the amount of success in life is directly proportional to the ability to use types of thinking to solve problems.

Therefore, bullying in its various forms, verbal, physical or social, is one of the problems that have negative effects on the victim of bullying, the bully or the educational environment. It is dangerous to society as a whole, as it includes the threat of psychological and physical harm and is characterized by a combination of abnormal aggressive behavior and makes the student, the victim of bullying, isolated and introverted, avoiding gatherings and avoiding forming social relationships. Thus, it may limit his abilities and social skills and may make him unable to solve the problems he is exposed to and unable to make decisions regarding any situations he is exposed to as a result of being abused by another student who is stronger than him, the bully. He may also withdraw from participating and communicating with others, which causes some students to refrain from learning and performing skills for fear of embarrassment and escaping from it in front of their colleagues as a result of negative comments from some of them. Hence, the idea of conducting this study came to identify the relationship between bullying and social skills among students of the Faculty of Physical Education, Minia University.

Research Importance:

1. The research presents a theoretical framework that includes multiple perspectives on bullying, its determinants, and methods of measuring it to deepen its understanding and open the way for other studies.
2. The research presents a scale for measuring bullying among university students that can be applied in the Egyptian and Arab environment.

Research Objectives:

Research Aim:

The current research aims to identify the nature of:

1. The relationship between bullying and social skills among fourth-year students at the Faculty of Physical Education, Minia University.

Research hypotheses

In light of the research objectives, the researchers hypothesize the following:

1. There is a statistically significant correlation between bullying and social skills among fourth-year students at the Faculty of Physical Education, Minia University.
2. There is a statistically significant correlation between bullying and social skills among fourth-year female students at the Faculty of Physical Education, Minia University.

Search terms:

"Bullying": (operational definition)

In this research, it means: "It is an intentionally harmful behavior carried out by a university student or a group of students, directly or indirectly, against a student or a group of other students repeatedly, using multiple patterns of verbal, physical, social, and psychological threats, with the aim of imposing control over them and harming them."

"Social Skills"

Arafat "Ayad Suleiman" (26: 2015): It is the individual's ability to perceive the social rules of acceptable behavior, and his knowledge of the conditions of the psychological map of the members of society to interact with them socially, and have a positive impact on those around him.

Previous studies:

1-The study of "Zeina Ahmed, Safaa Al-Rashed" (2022) entitled "Exposure to bullying and its relationship to social withdrawal among female university students", the current research aims to find the relationship between exposure to bullying and social withdrawal among female university students, and in order to achieve the research objectives, the researchers prepared a scale to measure exposure to bullying consisting of (47) paragraphs distributed over five areas based on Bandura's theory, and built a scale to measure social withdrawal consisting of (45) paragraphs distributed over three areas based on Adler's theory, and each of the scales has five alternatives, and after finding the psychometric properties of the two scales in terms of validity and reliability of (0.85) for the bullying exposure scale and (0.81) for the social withdrawal scale, the two tools were applied to a sample of (600) female students, and the results showed that the relationship between exposure to bullying and social withdrawal is a statistically significant direct relationship.

2- The study of "Debora, et al" (2021) entitled "Bullying Behavior among College Students at the University of Nusa Cendana", the aim of the study was to identify bullying behavior, types of bullying and how students feel about it at the University of Nusa Cendana, this study followed quantitative research with a Man-Whitney analysis design and the study sample consisted of (335) students from the University of Nusa Cendana, the results showed that bullies mostly came from students aged (22-24) years and that students aged (18-19) years were bullied more often, and male students were more likely to be bullied and to be victims of bullying than females.

3- The study of "Ufuk Guven, et al" (2021) entitled "The Relationship between Bullying and Students' Academic Achievement", this research aims to study the impact of physical bullying on the academic achievements of eighth grade students in mathematics, and the other purpose of the study is to compare the incidence rates of physical bullying in different countries and to study the impact of physical bullying on achievement in different countries. The study sample consisted of (10927) students, namely (3144) students from the United Kingdom, (4009) from Turkey, (3774) from Qatar, and in this study, the relationship between bullying and academic achievement was examined using the correlational research method, and student data (TIMSS 2019) were used, which is available to everyone and can be downloaded from the TIMSS database in the study, which is one of the quantitative research methods, and the results of the study showed that there is a statistically significant and negative relationship between the frequency of bullying and student success.

4- Khairul, Yeni's study (2020) entitled "The Relationship between Bullying Behavior and Students' Ability to Interact Socially", this study aimed to reveal the relationship between bullying behavior and students' social interaction skills in upper secondary school. The study followed the descriptive approach, and the study sample consisted of (242) male and female students using the stratified random sampling technique. The data collection tool used a questionnaire on a self-collected correlation scale in data collection using the Google Forms application. The results showed that there is a statistically significant negative relationship between bullying behavior and students' ability to interact socially.

5- The study of "Muhammad Hussein" (2018) entitled "Bullying and its relationship to social behavior among middle school students", the current research aims to measure bullying among middle school students and social behavior among middle school students, and to identify the relationship between bullying and social behavior among middle school

students. In order to achieve the research objectives, the researcher prepared a bullying scale and adopted a social behavior scale, which were composed in their final form after completing the conditions of validity and reliability and distinguishing paragraphs (20) for the bullying scale and (46) paragraphs for the social behavior scale. The research was limited to male middle and secondary school students in the General Directorate of Education in Babylon. The research community consists of (2600) male and female students. The research adopted the descriptive approach, and to achieve the research objectives, the researcher applied the bullying scale and the social behavior scale to the research sample, then the data were analyzed using the Statistical Package for Social Sciences program in data processing (SPSS). The results of the study showed that middle school students suffer from a high level of bullying, a low level of social behavior, and a weak correlation between the level of bullying and behavior. Social.

6-Wing, et al (2017) study titled "Bullying Behaviors Among Adolescents: The Association of Psychosocial Variables", the current study examines the psychological and social conditions and demographic characteristics in distinguishing between the following four subgroups of student victims, bullies, bullying victims, and a comparison group of adolescents. Participants included (2288) adolescents from (13) primary and secondary schools in Macau, aged between (20, 10) years. The results showed statistically significant differences between the groups and indicated that adolescents who participate in bullying suffer from greater psychological and social adjustment. Specifically, among the four subgroups of students, bullying victims reported the most severe feelings of anxiety, depression, and negative affect, and expressed the lowest levels of life satisfaction, compared to students who did not participate in bullying and victimization.

Research Methodology: The researchers used the descriptive method as it is the appropriate method for the nature of the research.

Research community and sample: The research community includes students of the Faculty of Physical Education, Minia University - Fourth Year for the academic year 2021 AD / 2022 AD, numbering (974) nine hundred and seventy-four male and female students, where the number of students reached (539) students, and the number of females reached (435). The researchers selected the research sample randomly, and its composition reached (120) male and female students, with (65) male students, (55) female students for the basic sample, and (50) male and female students for the standardization sample. Table (1) shows the sample description.

Table (1)
Description of the research sample

variable	Research community		total	Basic sample		total	Sample of regulation		total
	Male	Female		Male	Female		Male	Female	
Fourth Division	539	435	974	65	55	120	28	22	50
percentage	%55	%45	%100	%12	%12	%12	%5	%5	%5

The normal distribution of the research sample: The researchers calculated the normal distribution of the sample in the variables under study (bullying, social skills) and Table (2) shows the results:

Table (2)

Arithmetic mean, median, standard deviation and skewness coefficient for the research sample in the variables under study

variable			Male(n=65)				Female(n=55)			
			mean	median	standard deviation	skewness	mean	median	standard deviation	skewness
1	bullying	Verbal	35.51	35.00	5.420	0.28	32.69	34.00	7.216	0,54-
		Physical	26.46	27.00	5.265	0.31-	24.85	25.00	6.781	0,07-
		Social	15.23	15.00	4.572	0.15	14.73	15.00	4.743	0,17-
		against property	16.26	16.00	4.052	0.19	14.82	15.00	3.963	0,14-
		Psychological	13.23	13.00	3.673	0.19	11.91	11.00	2.655	1,03
		Total score	106.69	109.00	15.038	0,45-	99.00	104.00	19.569	0,77-
1	Social skills	Understanding others' feelings	43.85	44.00	2.802	0.16-	42.78	43.00	4.026	0,16-
		Social Media	36.34	37.00	2.131	0,93-	35.65	36.00	3.642	0,29-
		Social participation	39.32	39.00	2.047	0,47	38.84	39.00	3.900	0,12-
		Total score	119.51	119.00	5.748	0,27	117.27	117.00	9.241	0,09

Table (2) shows the following:

- The skewness coefficients for the variables under study ranged between (-0.93-: 1.03), and thus they are limited to (± 3), which indicates the moderate distribution of the sample in these variables.

Data collection tools:

To collect the research data, the researchers used the following tools:

1. Bullying Scale Prepared by / Researchers
2. Social Skills Scale Prepared by / Iyad Suleiman (2015)

First: Bullying Scale:

1. The researchers reviewed previous studies related to the field of this study, and also reviewed some scales that addressed bullying behavior, including the bullying scale prepared by "Lubna Al-Hajjaj" (2010), the bullying behavior scale prepared by "Ahmed Muhammad" (2021), and the bullying scale prepared by "Iman Al-Rubaijat" (2021).
2. Through the theoretical review of previous studies and scales related to bullying, the researchers identified (5) four dimensions, which are: (verbal bullying, physical bullying, social bullying, bullying against property, psychological bullying).
3. The researchers presented the dimensions of the scale - Appendix (1) - to a group of experts specialized in the fields of: sports psychology, and general psychology, consisting of (8) experts - Appendix (5) - in order to express their opinion on the extent to which the dimensions are appropriate for what they were created for, as well as determining the relative importance of each dimension, or adding other dimensions they see.
4. In light of the opinions of the specialized experts, all dimensions were approved and their relative importance was determined as follows: Next:
 - Verbal bullying 27%.
 - Physical bullying 24%.
 - Social bullying 17%.
 - Bullying against others' property 17%.
 - Psychological bullying 15%
5. The researchers placed a set of phrases under each dimension of the scale in light of the relative importance of each dimension. The number of phrases reached (55) phrases - Appendix (1) - as follows:
 - Verbal bullying (15) phrases.
 - Physical bullying (12) phrases.
 - Social bullying (11) phrases.
 - Bullying against others' property (9) phrases.
 - Psychological bullying (8) phrases.
6. The dimensions and phrases of Appendix (1) were presented to a group of experts specializing in the fields of: sports psychology and general psychology, consisting of (8) experts, to express their opinion on the extent to which the phrases are appropriate for the dimension under which they fall, as well as to modify the wording, add or delete any phrases. The phrases that obtained a percentage of (75%) or more of the total opinions were selected, and the following table (3) shows the percentage of experts' opinions on the scale phrases

Table (3)
Percentage of opinions of specialized experts on the bullying
phenomenon scale statements (n = 8)

Verbal bullying				Physical bullying				Social bullying				bullying against other people's property				Psychological bullying			
phrase numbers	agree	Disagree	percentage	phrase numbers	agree	Disagree	percentage	phrase numbers	agree	Disagree	percentage	phrase numbers	agree	Disagree	percentage	phrase numbers	agree	Disagree	percentage
1	3	5	% 37.5	1	7	1	%87.5	1	8	-	%100	1	4	4	% 50	1	8	-	%100
2	8	-	%100	2	7	1	%87.5	2	4	4	% 50	2	8	-	%100	2	8	-	%100
3	3	5	% 37.5	3	8	-	%100	3	8	-	%100	3	3	5	% 37.5	3	3	5	% 37.5
4	8	-	%100	4	8	-	%100	4	7	1	%87.5	4	7	1	%87.5	4	7	1	%87.5
5	8	-	%100	5	8	-	%100	5	3	5	37.5 %	5	8	-	%100	5	8	-	%100
6	7	1	%87.5	6	8	-	%100	6	8	-	%100	6	4	4	% 50	6	4	4	% 50
7	8	-	%100	7	4	4	%50	7	8	-	%100	7	8	-	%100	7	8	-	%100
8	8	-	%100	8	4	4	%50	8	8	-	%100	8	7	1	%87.5	8	3	5	% 37.5
9	6	2	%75	9	8	-	%100	9	3	5	37.5 %	9	8	-	%100				
10	8	-	%100	10	8	-	%100	10	4	4	% 50								
11	7	1	%87.5	11	8	-	%100	11	3	5	37.5 %								
12	7	1	% 87.5	12	7	1	%87.5												
13	8	-	%100																
14	8	-	%100																
15	6	2	% 75																

Table (3) shows the following:

1- The statements that did not obtain a percentage of (75%) or more from the opinions of the specialized experts were excluded, and therefore three statements were deleted from the first dimension and two statements from each of the following dimensions, and thus the number of statements of the dimensions became as follows: (the first dimension (13) statements, the second dimension (10), the third dimension (6), the fourth dimension (6), the fifth dimension statements (5).

2- The wording of some statements was modified as follows: the first dimension (9, 15), the third dimension (6), the fourth dimension (7).

3- The scale was put in its final form (40) forty statements, Appendix (2), and it was applied to a sample from the study community and

from outside the main study sample, in order to calculate the scientific transactions of validity and reliability.

Scientific transactions of the scale:

Validity: To verify the validity of the scale, the researchers calculated the validity of internal consistency by applying the scale to a random sample of (50) fifty male and female students from the study community and outside the basic study sample. The correlation coefficient was calculated between the score of each statement and the total score of the dimension to which it belongs, as well as calculating the correlation coefficient between the score of each statement and the total score of the scale. The correlation coefficient was also calculated between the total score of each dimension and the total score of the scale. The following tables (4, 5, 6) illustrate this:

Table (4)

Correlation coefficients between the score of each statement of the bullying phenomenon scale and the total score of the dimension to which it belongs (n=50)

Verbal bullying		Physical bullying		Social bullying		bullying against other people's property		Psychological bullying	
phrase	Correlation	phrase	Correlation	phrase	Correlation	phrase	Correlation	phrase	Correlation
1	0.485	1	0.551	1	0.645	1	0.508	1	0.478
2	0.572	2	0.466	2	0.484	2	0.503	2	0.460
3	0.504	3	0.521	3	0.680	3	0.434	3	0.721
4	0.580	4	0.781	4	0.513	4	0.549	4	0.542
5	0.651	5	0.637	5	0.703	5	0.413	5	0.520
6	0.392	6	0.589	6	0.309	6	0.669		
7	0.397	7	0.447						
8	0.349	8	0.395						
9	0.476	9	0.369						
10	0.524	10	0.360						
11	0.497								
12	0.528								
13	0.580								

The tabular value of (r) at a degree of freedom of (48) and a significance level of (0.05) = 0.288

Table (4) shows the following:

- The correlation coefficients between the score of each phrase of the verbal bullying dimension and the total score of the dimension ranged

between (0.392: 0.651), which are statistically significant correlation coefficients indicating the validity of the dimension.

- The correlation coefficients between the score of each phrase of the physical bullying dimension and the total score of the dimension ranged between (0.360: 0.781), which are statistically significant correlation coefficients indicating the validity of the dimension.

- The correlation coefficients between the score of each phrase of the social bullying dimension and the total score of the dimension ranged between (0.309: 0.703), which are statistically significant correlation coefficients indicating the validity of the dimension.

- The correlation coefficients between the score of each phrase of the bullying against others' property dimension and the total score of the dimension ranged between (0.413: 0.669), which are statistically significant correlation coefficients indicating the validity of the dimension.

The correlation coefficients between the score of each statement of the psychological bullying dimension and the total score of the dimension ranged between (0.460: 0.721), which are statistically significant correlation coefficients, indicating the validity of the dimension.

Table (5)
Correlation coefficients between the score of each statement of the bullying phenomenon scale and the total score of the scale (n = 50)

Verbal bullying		Physical bullying		Social bullying		bullying against other people's property		Psychological bullying	
phrase	Correlation	phrase	Correlation	phrase	Correlation	phrase	Correlation	phrase	Correlation
1	0.413	1	0.385	1	0.507	1	0.577	1	0.482
2	0.441	2	0.580	2	0.407	2	0.583	2	0.405
3	0.458	3	0.441	3	0.445	3	0.432	3	0.608
4	0.432	4	0.417	4	0.324	4	0.558	4	0.527
5	0.625	5	0.613	5	0.569	5	0.417	5	0.348
6	0.455	6	0.530	6	0.432	6	0.621		
7	0.347	7	0.385						
8	0.434	8	0.504						
9	0.374	9	0.441						
10	0.457	10	0.356						
11	0.459								
12	0.495								
13	0.406								

The tabular value of (r) at a degree of freedom of (48) and a significance level of (0.05) = 0288

Table (5) shows the following:

- The correlation coefficients between the score of each statement of the bullying scale and the total score of the scale ranged between (0.324: 0.625), which are statistically significant correlation coefficients, indicating the validity of the scale.

Table (6)

Correlation coefficients between the total score for each dimension and the total score for the bullying phenomenon scale (n=50)

Dimensions		Correlation coefficient
1	Verbal bullying.	0.840
2	Physical bullying.	0.870
3	Social bullying.	0.825
4	Bullying against other people's property.	0.784
5	Psychological bullying	0.768

The tabular value of (r) at a degree of freedom of (48) and a significance level of (0.05) = 0.288

Table (6) shows the following:

The correlation coefficients between the total score for each dimension and the total score for the bullying scale ranged between (0.768: 0.870), which are statistically significant correlation coefficients, indicating the validity of the scale.

B - Stability: The researchers calculated the stability of the scale using Cronbach's alpha coefficient, as the scale was applied to a random sample of (50) fifty male and female students from the study community and from outside the basic study sample, and Cronbach's alpha coefficient was calculated, and Table (7) shows this:

Table (7)

Reliability coefficients using Cronbach's alpha coefficient for the dimensions of the bullying phenomenon scale (n=50)

Dimension		Cronbach's alpha	Dimension		Cronbach's alpha
1	Verbal bullying.	0.75	4	Bullying against other people's property.	0.82
2	Physical bullying.	0.73	5	Psychological bullying	0.74
3	Social bullying.	0.71	Total score		0.91

Table (7) shows the following:

- The values of the Cronbach's alpha coefficient for the dimensions of the bullying scale ranged between (0.71: 0.82), and the alpha coefficient for the scale as a whole reached (0.91), which are statistically significant coefficients, indicating that the scale has an acceptable degree of stability.

B_ Final image of the scale: Appendix (2)

After verifying the scientific transactions of the scale for validity and reliability, the researcher developed the final image of the scale (40) forty phrases, distributed as follows:

-The first dimension: Verbal bullying, consisting of (13) phrases: It is represented by the following phrase numbers (1, 6, 11, 16, 21, 26, 30, 32, 34, 36, 38, 39, 40)

-The second dimension: Physical bullying, consisting of (10) phrases: It is represented by the following phrase numbers: (2, 7, 12, 17, 22, 27, 31, 33, 35, 37).

-The third dimension: Social bullying, consisting of (6) phrases: It is represented by the following phrase numbers: (3, 8, 13, 18, 23, 28).

-The fourth dimension: bullying against others' property consists of (6) phrases: It is represented by the following phrase numbers: (4, 9, 14, 19, 24, 29).

-The fourth dimension: psychological bullying consists of (5) phrases: It is represented by the following phrase numbers: (5, 10, 15, 20, 25).

The application instructions were also set where the scale phrases are responded to in light of a five-point rating scale as follows:

- Always, with a score of (5) five.
- Often, with a score of (4) four.
- Sometimes, with a score of (3) three.
- Rarely, with a score of (2) two.
- Never, with a score of (1) one.

Second: Social Skills Scale: Appendix (5)

Description of the scale: It was prepared by "Ayad Suleiman" (2015), and consists of (30) thirty-two phrases distributed over three dimensions: (perceiving the feelings of others, social communication, social participation), and the scale phrases are responded to in light of a five-point rating scale (always, often, sometimes, rarely, never), and the score is estimated (5, 4, 3, 2, 1) respectively, in light of the scale's correction key, and the scale is given a score for each dimension, and the sum of the dimension scores gives the total score for the scale, and thus the scale score ranges between (30) and (150) degrees, where a high score on the scale indicates a high degree of social skills among students and vice versa.

Scientific transactions of the scale:**-Validity:**

"Ayad Suleiman", (2015), calculated the validity of the social skills scale:

Validity of the arbitrators: The validity of the scale was calculated by presenting it to experts specializing in psychology, special education, measurement and evaluation at the University of Amman and specialists in psychotherapy in the Nazareth region and directing an arbitration letter including arbitration criteria, such as the suitability of the paragraphs to the scale, the suitability of the paragraphs to the field, and the linguistic formulation, and (80%) was adopted as the percentage of agreement of the arbitrators to modify the paragraphs of the scale.

-Reliability: To ensure the stability of the scale, Ayad Suleiman (2015) chose a survey sample of secondary school students in the Nazareth area, from outside the study sample, consisting of (35) male and female secondary school students in the city of Nazareth, and applied the scale to them twice with a two-week time interval between the two applications, then calculated the stability using two methods: the test and its repetition (- Re Test test), and the stability was calculated using Cronbach's alpha on the students' grades in the first application.

Scientific transactions of the scale in the current research:

The researchers calculated the scientific coefficients of the scale as follows:

A- Validity: (Internal consistency validity)

To verify the validity of the scale, the researchers used internal consistency validity by applying it to a sample of (50) fifty male and female students from the research community and from outside the basic sample. Then the researchers calculated the correlation coefficients between the score of each statement of the scale and the total scores of the dimension to which it belongs, the correlation coefficient between the score of each statement and the total score of the scale, the correlation coefficient between the total scores of each dimension and the total score of the scale, and Tables (8, 9, 10) show the results.

Table (8)

Correlation coefficients between the score of each statement of the social skills scale and the total score of the dimension to which it belongs (n=50)

Understanding others' feelings		Social Media		Social participation	
phrase	Correlation	phrase	Correlation	phrase	Correlation
1	0.420	12	0.662	21	0.669
2	0.752	13	0.680	22	0.760
3	0.660	14	0.890	23	0.763
4	0.643	15	0.793	24	0.734
5	0.570	16	0.841	25	0.618
6	0.472	17	0.712	26	0.801
7	0.574	18	0.712	27	0.781
8	0.544	19	0.711	28	0.812
9	0.570	20	0.750	29	0.670
10	0.492			30	0.760
11	0.653				

The tabular value of (r) at a degree of freedom of (48) and a significance level of (0.05) = 0288

Table (8) shows the following:

- The correlation coefficients between the score of each phrase of the dimension of awareness of others' feelings and the total score of the dimension ranged between (0.420: 0.752), which are statistically significant correlation coefficients, indicating that the dimension has an acceptable degree of validity.
- The correlation coefficients between the score of each phrase of the dimension of social communication and the total score of the dimension ranged between (0.662: 0.892), which are statistically significant correlation coefficients, indicating that the dimension has an acceptable degree of validity.
- The correlation coefficients between the score of each phrase of the dimension of social participation and the total score of the dimension ranged between (0.618: 0.812), which are statistically significant correlation coefficients, indicating that the dimension has an acceptable degree of validity.

Table (9)

Correlation coefficients between the score of each statement of the Social Skills Scale and the total score of the scale (n = 50)

Understanding others' feelings		Social Media		Social participation	
phrase	Correlation	phrase	Correlation	phrase	Correlation
1	0.461	12	0.671	21	0.714
2	0.672	13	0.753	22	0.640
3	0.645	14	0.801	23	0.480
4	0.709	15	0.721	24	0.711
5	0.382	16	0.645	25	0.576
6	0.751	17	0.582	26	0.490
7	0.635	18	0.712	27	0.546
8	0.620	19	0.688	28	0.520
9	0.545	20	0.544	29	0.546
10	0.612			30	0.550
11	0.722				

The tabular value of (r) at a degree of freedom of (48) and a significance level of (0.05) = 0288

Table (9) shows the following:

The correlation coefficients between the score of each statement of the social skills scale and the total score of the scale ranged between (0.382: 0.801), which are statistically significant correlation coefficients, indicating that the scale has an acceptable degree of validity.

Table (10)

Correlation coefficients between the total score for each dimension and the total score for the social skills scale (n = 50)

Dimensions		Correlation coefficient
1	Understanding others' feelings.	.829
2	Social communication.	.862
3	Social participation.	.886

The tabular value of (r) at a degree of freedom of (48) and a significance level of (0.05) = 0288

Table (10) shows the following:

The correlation coefficients between the total score of each dimension and the total score of the social skills scale ranged between (0.829: 0.886), which are statistically significant correlation coefficients, indicating that the scale has an acceptable degree of validity.

B- Stability: The researchers calculated the stability of the scale using Cronbach's alpha coefficient, as the scale was applied to a random sample of (50) fifty male and female students from the research community and from outside the basic research sample, and Cronbach's alpha coefficient was calculated, and Table (10) shows the result.

Table (11)

Cronbach's alpha coefficient for the social skills scale (n=50)

Dimensions		Cronbach's alpha
1	Understanding others' feelings.	0.753
2	Social communication.	0.806
3	Social participation.	0.714
Total score		0.878

Table (10) shows the following:

- The values of the Cronbach's alpha coefficient for the dimensions of the social skills scale ranged between (0.714: 0.806), and the alpha coefficient for the scale as a whole reached (0.878), which are statistically significant coefficients, indicating that the scale has an acceptable degree of stability.

Research plan and procedures:

Exploratory study:

The researchers conducted an exploratory study to identify the suitability, clarity, and appropriateness of the scales used for application to the sample under study. The application was carried out on a sample of (9) nine students, five males and four females from the research community and outside the basic research sample. The results of the study showed the clarity of the phrases and the sample's understanding of the application instructions, indicating their suitability for application to the basic sample under study.

Application of research tools:

The researchers applied the psychological scales under study to the exploratory sample and the standardization sample in the period from 17-21/4/2022 AD, and the basic experiment was applied in the period from 8-18/5/2022 AD.

Statistical methods used:

The researchers used the following statistical methods:

- Skewness coefficient.
- Pearson correlation coefficient.

- Cronbach's alpha coefficient.
- Arithmetic mean.
- Median.
- Standard deviation.

The researchers used the significance level (0.05) to ensure the significance of the statistical results of the research, as well as the SPSS V.25 program to calculate the statistical coefficients.

Presentation, interpretation and discussion of research results:

First: Presentation and interpretation of the research results:

- Verification of the first hypothesis: which states:

"There is a statistically significant correlation between bullying and social skills among fourth-year students at the Faculty of Physical Education, Minia University."

Table (12)
Correlation coefficients between bullying and social skills among fourth-year students at the Faculty of Physical Education, Minia University (n= 65)

Variables	Understanding others' feelings	Social communication	Social sharing	Total score
Verbal	0.435-	0.354-	0.409-	0.465-
Physical	0.393-	0.349-	0.416-	0.445-
Social	0.388-	0.319-	0.374-	0.432-
Against Property	0.334-	0.289-	0.315-	0.366-
Psychological	0.410-	0.318-	0.312-	0.345-
Total Score	0.435-	0.367-	0.426-	0.460-

The tabular value of (r) at a degree of freedom of (63) and a significance level of (0.05) = 0.250

Table (12) shows the following:

There is a negative and statistically significant correlation between all dimensions of bullying and its total score and all dimensions of social skills and its total score among students of the Faculty of Physical Education, Minia University.

Verifying the second hypothesis: which states: "There is a statistically significant correlation between bullying and social skills among fourth-year female students at the Faculty of Physical Education, Minia University."

Table (13)
Correlation coefficients between bullying and social skills among
fourth-year female students at the Faculty of Physical Education,
Minia University (n= 55)

Variables	Understanding others' feelings	Social communication	Social sharing	Total score
Verbal	0.388-	0.289-	0.397-	0.432-
Physical	0.331-	0.305-	0.360-	0.391-
Social	0.350-	0.298-	0.367-	0.409-
Against Property	0.304-	0.271-	0.330-	0.356-
Psychological	0.390-	0.340-	0.380-	0.372-
Total Score	0.391-	0.331-	0.415-	0.453-

The tabular value of (r) at a degree of freedom of (53) and a significance level of (0.05) = 0.273

Table (13) shows the following:

- There is a negative and statistically significant correlation between the dimensions of bullying and its total score and the dimensions of social skills and its total score among female students of the Faculty of Physical Education, Minia University.

Second: Discussion of the research results:

The results of the research in Table (12) show the following:

There is a negative and statistically significant correlation between all dimensions of bullying and its total score and all dimensions of social skills and its total score among students of the Faculty of Physical Education at Minia University.

The researchers attribute this result to the reflection of the effects of bullying on the behavior of the bullied student, the victim of bullying, and also on the bullying student, as bullying behavior is a reflection of psychological and behavioral disorders in the bully. The person who deliberately uses a loud voice when talking to his colleagues and distorts their image in front of others and talks to them in an inappropriate manner and embarrasses them, in addition to using force in dealing with them and threatening and intimidating them to get what he wants without right, and if someone disagrees with him, he directs sarcastic comments at him or the clash between them intensifies, which results in immoral behavior such as cursing, insulting and vandalism, which hurts the feelings of others, reaching physical violence towards the victim of bullying, such as beating and

throwing to the ground, whether seriously or jokingly as a joke, which may cause him embarrassment and shame and make him isolated and introverted, avoiding forming social relationships, which affects his enjoyment of some social life skills as a result of his reluctance to his colleagues and avoiding social participation with them for fear of being bullied by one of the colleagues who wants to impose his control over him, and this is what is confirmed by Results of the study by: “Zeina Ahmed, Safaa Al-Rashed” (2022), which concluded that the relationship between exposure to bullying and social withdrawal is a statistically significant direct relationship.

The bully's behavior does not stop at this point, but extends to spreading rumors among students, hiding things, accusing the student who is the victim of bullying, and stirring up strife among students to satisfy the desire of the bullying student or to belittle a colleague to appear as the best, strongest, or most worthy. These behaviors, when repeated, become a characteristic of their owner, so he gets used to inventing jokes, ostracizing with nicknames, mockingly imitating colleagues, finding fault with them, and accusing them of weakness and helplessness, especially if the student who is the victim of bullying is a quiet or shy person who is greatly affected by the behavior of others, or those who do not possess an adequate level of life skills, and tend to avoid interacting with colleagues for fear of being exposed to many forms of bullying by some colleagues.

Perhaps one of the most important and dangerous results of not denying bullying behaviors, even by the weakest means, which is distancing oneself from the bully and not interacting with him, is the bully's persistence in this behavior due to the negative behavior he has encountered from others. His sick mind and his evil-commanding self tempt him to believe that he is right, and the evidence is the acceptance of these behaviors by those around him as long as they do not affect them. However, the circle quickly turns and the turn comes for the silent ones, and this is the way of life. The circle expands, so instead of being one bully, there become many of them, one bullying the other, and the victim of bullying did not remain silent for long, so he may also bully the one he bullied, and so on until he reaches a stage where bullying becomes a societal behavior and not a negative phenomenon that we reject and seek to limit.

Students' habit of negative behaviors such as rushing, focusing on small things, and finding faults makes them lose the ability to focus on themselves and hone their abilities because they are interested in belittling others rather than strengthening themselves. This exposes them to making mistakes such as using sports tools and equipment incorrectly or dealing incorrectly with some injuries that they are

exposed to during lectures or practical training as a result of their failure to adhere to safety and security factors.

The bullying student greatly misses a loyal companion and a faithful friend because he has seen nothing but harm from him. He has not helped anyone or cooperated with anyone, whether in lectures, scientific lessons, private training, or even life interactions. This has affected the trust and acceptance of those around him, even if he has close people who show him kindness, but they basically fear his brutality and bad behavior, and at the earliest opportunity to avoid him, they will do so. Accordingly, bullying behavior among students in its various forms, whether verbal, physical, social, or even against the property of others, represents an inverse relationship with life skills among students, such as social relationships, the ability to make good decisions, solve problems effectively, adhere to security and safety factors, and the ability to work within a team within a constructive group work framework. This is confirmed by the results of the study by "Ufuk Guven, et al." (2021), which indicated the existence of a statistically significant and negative relationship between the frequency of bullying and the student's success. The results of the study by Amna Abdel Qader (2022) differed and indicated that there was no statistically significant relationship between cyberbullying and positive social interaction, and no statistically significant relationship between cyberbullying and negative social interaction (9).

Thus, the first hypothesis was achieved, which states: "There is a statistically significant correlation between the phenomenon of bullying and life skills among students of the Faculty of Physical Education, Minia University."

As shown in the results of the study, Table (13) shows the following:

- There is a positive and statistically significant correlation between the dimensions of bullying and its total score and the dimensions of social skills and its total score among female students of the Faculty of Physical Education at Minia University.

The researchers also attribute this result to the fact that bullying behavior greatly affects the university student's enjoyment of life skills as a result of her reluctance to interact socially with her colleagues for fear of being exposed to many forms of bullying from them, such as physical bullying, verbal bullying, or social bullying, as well as bullying of other people's property. As a result of the repeated assault on the victim (the bullied student), she becomes reclusive and distances herself from her fellow university students, which makes her unable to interact and participate in society with her colleagues. This

is confirmed by the results of the study by "Mohamed Hussein" (2018), which showed that middle school students suffer from a high level of bullying, a low level of social behavior, and a negative correlation between the level of bullying and social behavior.

The widespread bullying behavior among female university students makes them more aggressive than their normal colleagues, who do not follow the bullying behavior against female university students. Jealousy and competition among female university students are strong motivations for bullying, not only academic competition but also emotional competition, and competition for various university privileges. Victims of bullying often have stable characteristics that make them vulnerable to bullying throughout the academic study period, such as excess weight or the way they choose clothes... etc., in addition to some common personality traits among victims of bullying at university, such as shyness, fear of confrontation, quick provocation, and inability to integrate into a group of friends. As for female students who bully, they share some characteristics such as resorting to bullying to compensate for feelings of inferiority and low self-confidence, and their superiority over victims in physical strength, strength of character, or popularity.

Bullying significantly affects adaptation to university life at all academic and social levels, as university adaptation is considered a basic condition for achieving university study goals on the one hand, and for maintaining psychological and social balance at a sensitive stage in the lives of male and female students on the other hand, which negatively affects their life skills, and also due to the loss of motivation and drive to study and the feeling of shame and disgrace as a result of continuous exposure to bullying, and the academic level of some female students may decline significantly, and some female students avoid attending certain classes or certain activities to escape bullies, which affects their academic achievement and final grades.

High school students usually expect that university is the best stage for forming special relationships with others, but bullying is one of the main obstacles that lead university students to isolation and avoid social interaction. The effects of bullying are stronger on female students who already suffer from social shyness and the inability to build strong and stable social relationships. Many studies have noted that there is a close link between exposure to continuous bullying and feeling moderate depression and even severe depression. It is common for victims of university bullying to suffer from social anxiety and fear of confrontation, which is reflected in their academic achievement and acquisition of skills, which may also affect their social future. It may not be common for a female student to stop studying at university as a

result of bullying, but some female students may not be able to tolerate bullying at university, which prompts them to stop studying or change universities or majors to escape bullies. Bullying leaves long-term effects on victims, whether they were bullied at schools or universities. It is believed that victims of university bullying who were unable to confront bullies are less able to confront bullying in later stages of their lives, as confirmed by The study of "Khairul, Yeni" (2020) confirmed the existence of a statistically significant negative relationship between bullying behavior and female students' abilities to interact socially.

Thus, the second hypothesis was achieved, which states: "There is a statistically significant correlation between the phenomenon of bullying and life skills among female students of the Faculty of Physical Education, Minia University."

Conclusions:

In light of the research results, the researchers concluded the following:

- 1- There is a negative and statistically significant correlation between all dimensions of bullying and its total score and all dimensions of social skills and its total score among students of the Faculty of Physical Education at Minia University.
- 2- There is a negative and statistically significant correlation between dimensions of bullying and its total score and dimensions of social skills and its total score among female students of the Faculty of Physical Education at Minia University.

Second: Recommendations:

In light of the results of the study, the researchers recommend the following:

- 1- Use the bullying scale in more similar psychological studies.
- 2- Set strict laws in universities and apply them practically against all forms of bullying.
- 3- Hold intellectual and educational forums with students in order to closely learn about the problems of this group, listen to their suggestions and meet their psychological needs.
- 4- Pay attention to teaching social skills in universities, especially educational colleges.
- 5- Conduct more psychological and social studies on the phenomenon of bullying and its negative effects on the individual and society.
- 6- Develop development programs in the field of behavior modification to reduce bullying rates among students and apply them in programs to develop the capabilities and skills of university students

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