



# The Educational Role of the Physical Education Teacher in Identifying and Addressing the Phenomenon of School Violence Among Primary School Students

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**Abstract:** *The research aims to understand the educational role of the physical education teacher in identifying differences in the average scores of school violence and the theoretical average of the scale, as well as identifying differences in the average of school violence according to the variable of type of violence (physical - verbal), and identifying differences in the average of school violence according to the variable of gender (male - female students). The researcher used the descriptive approach using the survey method. To achieve this, the researcher used the questionnaire as a tool to collect data and information from a random sample of (20%) of the research community, which numbered (750) male and female physical education teachers in the Diwanayah Education Directorate, who were regularly attending the official school year (2022-2023). Accordingly, the sample size reached (150) male and female physical education teachers, with (100) male teachers, which constitutes (67%) of the research sample, compared to (50) female teachers, which constitutes (33%) of the research sample. Appropriate statistical methods were used for the current research, and the research results showed the presence of school violence among primary school students, as it came with a larger arithmetic mean. From the theoretical mean of the scale used to measure it, the percentage of physical school violence was generally higher than that of verbal school violence among elementary school students. The average level of school violence among male students was*

*higher than the average level of school violence among female students, meaning that male students were more violent than female students.*

**Keywords:** *Educational Role of the Physical Education Teacher, School Violence.*

## Introduction

The role of the school comes after that of the family in shaping students' personalities and in guiding and directing them. This role is even greater in some cases where the family lacks the means and components of the educational process. The school has an impact on the student's psychological health, as it is a force capable of creating and exacerbating problems, while also limiting and mitigating them. The teacher represents a good model of educational behavior, possessing appropriate educational experiences that assist him in carrying out educational processes, including skills in classroom management, stimulating motivation, controlling, and directing student activity inside and outside the classroom. The more aware the teacher is of the components and dimensions of sound educational

behavior, the more capable he is of guiding his students, developing their abilities, and interacting with them. The physical education teacher, with his vital and important role, is one of the prominent pillars in achieving the goals of physical education. Through him, ideals and values are disseminated, and he is a role model to be emulated. His personality also has a significant impact on the students, in addition to his role in developing the physical and skill capabilities of students. Physical education plays an important role in providing appropriate growth opportunities in preparing young people in a sound and integrated manner from the physical, mental, psychological and social aspects. It represents the smallest educational unit in the school curriculum, contributing with both internal and external school sports activities that are directed educationally and scientifically in forming correct concepts about physical education by giving students the ability to experience the activity, understand it and modify their behavior. School violence among students is one of the most difficult things facing the security and stability of educational institutions, especially what occurs in schools.[1] The behavior of a student at any time or place is affected by various factors, as it is affected by the student's gender, personal and social needs, childhood experiences and mental abilities, as well as by the circumstances of the family to which he belongs and its social and cultural level. The violence issued by the student towards his colleagues is a reflection of the influence of a group of social, economic and academic factors. These behaviors appear in schools in the form of verbal violence such as cursing, insults, threats and intimidation, or symbolically such as refraining from looking towards A colleague, returning a greeting, looking with contempt, not participating, cooperating, or interacting with a particular group, or in the form of physical violence, such as kicking, pushing, obstructing, hitting, pulling, and engaging in hand-to-hand combat or using sharp instruments. This aggression (behavior) may be dual, taking more than one form of violence, including verbal, physical, and symbolic.[2]

"Aggression is a common phenomenon among humans, practiced by individuals in a variety of ways. It takes the form of competition in work, commerce, and education, verbal expression, physical aggression, or the destruction, burning, or damage of what people love and desire. It is behavior that sometimes finds its way to individual expression or, at other times, collective expression.[3]

The importance of this research lies in identifying the role of physical education lessons and internal and external sports activities in uncovering and reducing manifestations of school violence through the educational role of the physical education teacher.

## **Methodology**

### **Research Problem**

One of the negative phenomena prevalent in the school environment and one of the major problems facing educational institutions is school violence among students. This phenomenon manifests itself in verbal and physical forms, including physical assault, the use of sharp objects, the destruction of school furniture, vandalism of school property, assaults by older students on younger students, rioting and disrupting order within the school and classroom, or verbal abuse, cursing, swearing, and threatening students. It is well known that all educational institutions strive to limit or mitigate this negative social

behavior in schools. Based on the above, the research problem lies in uncovering school violence by answering the following questions:

1. Are there differences in the average scores of school violence and the theoretical average of the scale?
2. Are there differences in the average scores of school violence based on the type of violence variable?
3. Are there differences in the scores of school violence based on the gender variable?

### **Research Objectives**

1. Identify the differences in the average scores of school violence and the theoretical average of the scale.
2. Identify the differences in the average of school violence according to the variable of type of violence.
3. Identify the differences in the average of school violence according to the variable of gender.

### **Research Hypotheses**

1. There are no statistically significant differences between the average scores of school violence among the sample members as a whole and the theoretical average of the scale.
2. There are no differences between the average scores of school violence according to the variables (type of violence - gender) and the theoretical average of the scale.

### **Methods and Procedures**

The researcher used the descriptive approach using a survey method, as all scientific research resorts to choosing the appropriate method to solve a problem. "Descriptive research, by its nature, is highly suitable for addressing problems on a broad scale, and it is often used as a preliminary procedure to open up new areas of study." (Salama, 1980: 49).

#### **1. Research Community**

The research community consisted of all male and female physical education teachers in Diwanayah Governorate who were regularly attending the official school year (2022-2023), totaling (750) male and female physical education teachers, comprising (500) male and (250) female teachers.

#### **2. Research sample**

The sample selection must be representative of the original community and "this sample must meet a main condition, which is the possibility of generalizing its results to the group from which it was taken". The research sample was selected at a rate of (20%) from the research community, which amounted to (750) male and female teachers. Accordingly, the sample number reached (150) male and female physical education teachers, with (100) male teachers, which constitutes a rate of (67%) of the research sample, compared to (50) female teachers, which constitutes a rate of (33%) of the research sample. They were selected using the random stratified method and the proportional method.

#### **3. Main Research Procedures**

The following are the procedures that were carried out to prepare the school violence scale:

- Preparing the initial version of the school violence scale: After reviewing the psychological scales that were constructed in this field, the researcher was able to collect a number of paragraphs and after excluding similar and unclear paragraphs, the number of paragraphs reached (40) paragraphs (see Appendix 1). They were presented to experts in educational and sports psychology, testing and measurement, numbering (16) experts. After the researcher retrieved the questionnaire forms from the experts, he collected and transcribed the data. The (Chi-square) test was used to identify the valid paragraphs. The results showed the validity of all paragraphs, as shown in Table (1).

**Table 1.** Results of the Chi-square test for experts’ opinions on the validity of the items of the school violence scale

Paragraph numbers in the scale	Number of paragraphs	Number of experts				Chi-square		Indicator
		Agree	percentage	Disagree	percentage	Calculated	Tabulated	
-16-14-8-1 -25-22-18 36-31-27	10	16	100%	0	0%	16	3,84	Sig.
-17-10-9-3 -30-24-21 40-35	9	15	93.75%	1	6,25%	12,25		Sig.
-19-13-5 -29-26-23 39-34	8	14	87.5%	2	12.5%	9		Sig.
-28-12-7-4 37-32	6	13	81.25%	3	18.75%	6.25		Sig.
-15-11-6-2 -38-33-20	7	12	75%	4	25%	4		Sig.

The tabular chi-square "value was 3.84 at a degree of freedom (n-1) = 2-1 = 1 and a significance level of (0.05)."

After the results showed the validity of all items by experts and specialists, the items were randomly redistributed on the scale form in a new form. The scale consisted of (40) items distributed across the domains of school violence, as shown in Table (2).

**Table 2.** shows the type of domains, the number of items, and their order

Fields		Number of paragraphs	Paragraph numbers
Verbal	Direct	10	19,17,15,13,11,9,7,5,3,1
	Indirect	10	20,18,16,14,12,10,8,6,4,2
physical	Direct	10	39, 37, 35, 33, 31, 29, 27, 25, 23, 21
	Indirect	10	40, 38, 36, 34, 32, 30, 28, 26, 24, 22
Total		40	

- Keys to Correcting the School Violence Scale: "Calculating the score obtained by each individual in the research sample on the scale is an important step. The score

depends on the method of constructing the items and the number of answer alternatives. After the experts approved the answer alternatives according to the five-point Likert scale and the method of evaluating others, they were as follows: always (5) points, often (4) points, sometimes (3) points, rarely (2) points, and never (1) points. The theoretical arithmetic mean for the scale reached (120) points."

- Main Application of the School Violence Scale: After the School Violence Scale, with its instructions and items, was ready for application, the researcher began applying the scale to the research sample, which numbered (150) male and female physical education teachers, from October 13, 2022 to March 17, 2023. After sorting the sample questionnaires, it became clear that all questionnaires were valid for completion. The researcher then calculated and statistically analyzed their scores.
- Statistical analysis of the paragraphs of the school violence scale: "The statistical analysis of the paragraphs is more important than the logical analysis, as it verifies the content of the paragraph in measuring what it was designed to measure, relying on some indicators such as its ability to distinguish between respondents and its coefficient of validity and difficulty".[4] The sample for the statistical analysis consisted of (150) male and female physical education teachers, and the researcher followed the following procedures after the process of correcting the forms and transcribing their data.

A- The two extreme groups method (external consistency):[5] To calculate the discriminatory power of the school violence scale items, the scores were arranged in descending order from the highest score to the lowest total score for the individuals in the analysis sample, which numbered (150) male and female physical education teachers. The two extreme groups in the total score were then identified, representing (27%) of the highest scores and (27%) of the lowest scores. The number of individuals in each group was (40.5) male and female physical education teachers. "A t-test was applied to two independent samples to determine the statistical significance of the difference between the means of the upper and lower groups. The t-value was considered an indicator of the validity of the item by comparing it to the tabular value of (1.99) at a degree of freedom of (79) and a significance level of (0.05). The analysis results revealed that all items were distinct, as shown in Table (3)."

**Table 3.** shows the t-test values for the discrimination coefficient using the two extreme groups method for the school violence scale items.

Paragraphs	Top Group		Lower group		(t) value	Statistical significance at the 0.05 level
	Mean	SD	Mean	SD		
1	43,2	63,0	2, 33	48,0	14,10	Sig.
2	80,3	96,0	07,2	0, 26	5, 33	Sig.
3	31.2	61,0	4, 24	0, 43	10, 5	Sig.
4	33.2	73.0	24.3	55.	8. 83	Sig.
5	15.2	90.0	5. 02	0. 14	9. 13	Sig.

6	22.2	0.8	2.1	0.32	9.32	Sig.
7	24.2	89.0	17.5	0.38	8.18	Sig.
8	09.2	83.0	07.6	0.26	8.59	Sig.
9	39.2	0.71	07.2	0.26	73.12	Sig.
10	52.2	0.61	3.07	0.33	15.4	Sig.
11	00.2	0.78	2.06	0.23	8.56	Sig.
12	07.2	0.82	5.13	0.34	7.82	Sig.
13	31.2	0.72	3.22	0.42	9.61	Sig.
14	2.1	0.74	3.20	0.45	8.03	Sig.
15	2.2	0.84	5.17	0.42	8.25	Sig.
16	2.1	0.86	6.39	0.56	5.16	Sig.
17	87.4	0.78	4.02	0.14	7.92	Sig.
18	54.2	0.61	3.37	0.49	03.11	Sig.
19	44.2	0.66	2.20	0.41	72.11	Sig.
20	44.2	0.69	3.70	0.74	5.36	Sig.
21	41.2	0.74	6.39	0.63	7.72	Sig.
22	09.2	0.81	7.07	0.33	8.59	Sig.
23	28.2	0.74	7.04	0.19	97.11	Sig.
24	94.3	0.86	3.09	0.23	7.37	Sig.
25	80.2	0.79	3.15	0.36	5.51	Sig.
26	04.2	0.87	2.06	0.23	8.03	Sig.
27	39.2	0.76	3.13	0.39	80.10	Sig.
28	19.2	0.83	5.07	0.33	6.86	Sig.
29	46.2	0.72	4.28	0.45	25.10	Sig.
30	19.2	0.80	5.19	0.39	8.23	Sig.
31	17.2	0.77	6.39	0.60	5.87	Sig.
32	33.2	0.73	2.20	0.45	9.71	Sig.
33	46.2	0.66	6.33	0.55	9.63	Sig.
34	81.5	0.80	2.07	0.26	6.44	Sig.
35	04.2	0.87	5.04	0.19	8.27	Sig.
36	43.2	0.69	2.52	0.57	7.43	Sig.
37	94.3	0.88	4.04	0.19	7.42	Sig.
38	3.04	0.82	5.04	0.19	8.70	Sig.
39	72.5	0.76	2.000	00.0	6.96	Sig.
40	06.2	0.90	5.06	0.23	7.92	Sig.

Tabular t-value at a significance level of (0.05) and degrees of freedom (n1 + n2) -2 (40.5 + 40.5) -2 = 81 - 2 = 79 = 1.99

B- Internal consistency (relationship of item score to the total score of the scale): "This method is primarily based on ensuring that each item of the scale follows the same path as the scale itself. A high correlation between each item of the scale and its total score indicates that this item belongs to the scale, thus obtaining a homogeneous scale".[6] Therefore, "the researcher used the Pearson correlation coefficient to extract the correlation coefficient between the scores of each item and the total score of the individuals on the scale. The number of questionnaires analyzed was (150), which were the same questionnaires analyzed using the two-party method. All values for the items in the list were significant when compared to the tabular value of (0.15), at a significance level. (0.05) and a degree of freedom of (148)," as shown in Table (4).

**Table 4.** shows the correlation between the item score and the total score on the school violence scale

Paragraph s	Degree of associatio n	Paragraph s	Degree of associatio n	Paragraph s	Degree of associatio n	Paragraph s	Degree of associatio n
1	0. 657	11	0, 617	21	0, 544	31	0, 465
2	0. 450	12	0. 564	22	0. 578	32	0. 569
3	0. 582	13	0. 603	23	0. 636	33	0. 606
4	0. 529	14	0. 486	24	0. 508	34	0. 491
5	0. 579	15	0. 544	25	0. 422	35	0. 600
6	0. 602	16	0. 387	26	0. 527	36	0. 477
7	0. 544	17	0. 535	27	0. 641	37	0. 519
8	0. 555	18	0. 578	28	0. 503	38	0. 598
9	0. 618	19	0. 650	29	0. 583	39	0. 519
10	0. 683	20	0. 417	30	0. 581	40	0. 532

Table (r) value at a significance level of (0.05) and degree of freedom  $(n-2) = 150 - 2 = 148 = 0.15$

Reliability: Reliability is one of the basic components of the test and one of the most important characteristics of a good test. To determine the reliability of the school violence scale, the researcher relied on the internal consistency method - Cronbach's alpha to determine the reliability of the responses of the research sample, which numbered (150) male and female teachers. Table (5) shows this.

**Table 5.** shows the reliability coefficient using the Cronbach's alpha equation for the domains and for the school violence scale.

field	Internal consistency using Cronbach's coefficient
Verbal	0. 910
Kinesthetic	0. 915
Scale	0. 948

The tabular "value of (r) at a significance level of (0.05) and a degree of freedom of  $(n-2=150-2=148) = (0.15)$ ".

- Calculating the total score for the school violence scale: The scale, in its final form, consists of (40) items. The five-point scale was used, using the method of evaluating others for each item: (always, often, sometimes, rarely, never). The correction scores ranged from (5-1), respectively. Therefore, the highest possible score for a respondent is (200), and the lowest score is (40). Note that the hypothetical average for the scale is (120).

## Result and Discussion

This section includes a presentation of the results reached by the current research and an interpretation of those results in light of its established objectives, which are:

- Identifying the differences in the average scores of school violence and the theoretical average of the scale:

After analyzing the responses of the research sample, which amounted to (150) male and female physical education teachers, on the school violence scale and calculating each individual's score on the basis that the respondent's score on the

scale represents the level of school violence among students, it was found that the highest score was (200) points, "and the lowest score was (40) points, with an average of (131.87) points, and a standard deviation of (15.17). To identify the level of school violence for the research sample, the average of the research sample was compared to the theoretical average of the scale (120) using a single-sample t-test. The results showed that the calculated t-test value (2.98) was greater than the tabular t-value (1.97) at a significance level of (0.05), meaning that the difference is statistically significant, indicating that there are differences. Between the sample mean and the theoretical mean of the scale, this means that students exhibit a higher level of school violence than the theoretical mean of the scale," as Table (6) shows.

**Table 6.** shows the level of school violence between the arithmetic mean of the sample members and the theoretical mean of the scale

Number	Mean	SD	Theoretical average	degree of freedom	T-value		Statistical significance at the 5 level 0.0 Sig.
					The calculated	Tableau	
150	131.8	15.17	120	149	98.2	97.1	

The tabular t-value at a degree of freedom of  $150-1 = 149$  and a significance level of 0.05 equals 1.97.

This result can be interpreted as indicating that primary school students, aged 6-12, are characterized by activity and vitality. At the beginning of this stage, children are forced by teachers to sit in classrooms for long periods of time, and they express their dissatisfaction through nervous tension and leg movements. Children at this stage also exhibit motor disorders, such as impaired balance, difficulty walking, or difficulty staying in one place.[7] They may also be hyperactive in some cases, such as irritability and easily aroused. These behaviors may appear during physical education classes in the form of verbal violence, such as cursing, insults, threats, and intimidation; symbolic violence, such as refusing to look at a classmate or return a greeting; looking with contempt; not participating, cooperating, or interacting with a particular group; or physical violence, such as kicking, pushing, obstructing, hitting, pulling, and engaging with hands or sharp objects. This aggression (behavior) may be twofold. Violence takes many forms, including verbal, physical, and symbolic.[8]

"At school, you often see children resorting to harming and harassing others. Their behavior is characterized by noise, excessive excitement, a desire for destruction, and aggression. We call such children "kinetic children".[9]

- Identifying differences in average school violence according to the variable of type of violence (physical-verbal):

To achieve this goal," a t-test was used for two independent samples. It was found that the calculated t-value (3.55) was greater than the tabulated value, with a degree of freedom of (1.97) and a degree of freedom of (1.48). This means that the difference is statistically significant between the two domains, in favor of the physical domain, as the

average for this domain was (41.51), while the average for the verbal domain was (30.40)." As shown in Table (7)

**Table 7.** shows the differences between the average scores of the physical and verbal domains among the research sample members

Field	Mean	SD	T-value		Statistical significance at the 0.05 level
			The calculated	Tableau	
Physical	41. 51	9. 59	55.3	1. 97	Sig.
Verbal	30. 40	89.9			

The tabular t-value at  $150-2 = 148$  degrees of freedom and below the significance level of 0.05 equals 1.97.

This result indicates that physical violence is more prevalent among primary school students than verbal violence. This may be due to the increased physical activity of students at this stage and the excess kinetic energy that students need to release through physical violence. "Many behaviors are controlled and regulated shortly after a child begins school, but there are other abnormal behaviors characterized by inappropriate or directed bodily movements and excessive, unstable physical activity that are difficult to control. They may persist and become evident in the behavior of some school students, leaving extremely negative effects on the school system and the general educational environment. These effects may also be transmitted to the student himself".[10]

- Identifying differences in average school violence according to the gender variable (male students - female students):

Regarding the third objective, "a t-test was used for two independent samples. It was found that there are differences between male and female students. The calculated t-value reached (6.74), which is greater than the tabular value (1.97), and in favor of male students. This means that the average school violence of male students is higher than the average school violence of female students, "as shown in Table (8).

**Table 8.** shows the difference between the average scores of male and female students on the school violence scale

Gender	Number	Mean	SD	degree of freedom	T-value		Statistical significance at the 0.05 level
					The calculated	Tableau	
Teachers	100	87. 07	75.17	148	74.6	97.1	Sig.
Female teachers	50	75. 31	81.16				

The tabular t-value at a degree of freedom of  $150-2 = 148$  and at a significance level of (0.05) equals (1.97).

Table (8) shows a significant difference between male and female students in terms of school violence. The average violence among male students rose to (87.07), while the average violence among female students reached (75.31). The results of the gender variable

(male students - female students) can be summarized in Table (9), which shows the difference between the two genders in school violence (physical - verbal). The average physical violence among male students is higher than that of female students, and the average verbal violence among male students is higher than that of female students. The results are shown in Table (9).

**Table 9.** shows a higher average of physical and verbal school violence among male students compared to female students

Field	Gender	Mean	SD	degree of freedom	T-value		الدلالة الإحصائية بمستوى 0,05
					The calculated	Tableau	
Physical	Teachers	44.56	28.9	148	56.7	97.1	Sig.
	Female teachers	37.73	59.8				
Verbal	Teachers	42.51	70.9	148	5.10	97.1	Sig.
	Female teachers	37.58	47.9				

The tabular t-value at 150-2 degrees of freedom = 148 and under a significance level of 0.05 equals 1.97.

This result is due to several factors, including the students' self-efficacy and vitality, physical makeup, social and psychological conditions, as well as the impact of socialization, which enhances the components of physical activity and excess energy in an inward direction for males. It also develops their personalities toward challenge and violence, which is less important for females, especially with regard to the components of violence and challenge.[11][12]

"It can be said that violence is particularly undesirable for females compared to males, and that society and the family punish females for it more than they punish males. In other words, society encourages violence in males more than in females.[13] If we were to analyze this from the perspective of the sample members, girls would show more concern about violence than boys do".[14] Therefore, violence is a behavior consistent with the male role in society and acceptable to the model of masculinity, but it is inconsistent with the female role. Such a prevalent masculine tendency in education may be responsible for the increase in violence among males [15]

## Conclusion

1. The presence of school violence among primary school students was found to be greater than the theoretical mean of the scale used to measure it.
2. The percentage of physical school violence was generally greater than verbal school violence among primary school students.
3. The average level of school violence among male students is higher than the average level of school violence among female students, meaning that male students are more violent than female students.

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