Research Article

The Relationship between Bullying, Organizational Silence and Sports Behaviors of Secondary School Students

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Article Info	Abstract
	This research was conducted to examine the perceptions of bullying, organizational silence and sports of secondary school students. According to the results of the research, the vast majority of the participants (75%) stated that they broke the rules at school. First of all, almost half of the participants stated that they prefer not to be exposed to bullying. Participants stated that they tried to explain the situation in general to those they thought were superior. In addition, resorting to physical violence, using psychological superiority and being patient are among the opinions expressed. It was determined that there were the same behaviors in the reactions given to them or given by themselves in the face of these behaviors. In the study, when the participants showed a bullying attitude to their friends, they stated that they would generally intervene and apply solutions in different ways in their own way.

Introduction

People, who are a social being, after meeting their basic physiological needs while continuing their lives, first of all, trust; they want to be respected, understood, have an environment where they can have healthy relationships, feel like they belong somewhere, and realize themselves (Kılıç, 2009). Especially in this period, it is important for young people to approve or reject their behavior by their environment (Demir, et al., 2005; Kayıran, 2023). Adolescents can experience difficult situations for their families, friends, teachers and even themselves with the change in mood during this period. The rapid development in this period affects students socially and psychologically, for better or for worse. Young people who experience negative things during adolescence may have difficulty in establishing positive relationships in society later on (Şahin, et al., 2010). It can be said that these negativities also bring about antisocial behaviors, desire for isolation, aggression and

bullying behaviors. Bullying; it is defined as a person who physically or psychologically disturbs, intimidates and threatens the people around him without any reason (Çınkır, 2006). In order for the movement to be bullying, there must be a particular inequality of power. The bully must be confronted by a victim whom he or she can easily crush (Olweus, 1997). In this case, it is expected that the bullied party will not be able to defend and protect himself (Pişkin, 2002).

Olweus (1994) divided bullying into 3 types. These;

 1) Physical bullying (pushing, vandalism, kicking, etc.)

 2) Verbal bullying (teasing, swearing, etc.)

 3) Exclusion (cyberbullying, exclusion from the group, spreading gossip and slander, etc.).

Of these types of bullying, "exclusion" is not directly directed to the person but is indirectly stated as harming the person, while physical bullying and verbal bullying are characterized as direct bullying directly to the person (Olweus, 1994).

According to the European Community European Social Fund, bullying;

-       Physical bullying
-       Disruptive bullying
-       Sexual bullying
-       Behavioural bullying
-       Emotional bullying
-       Verbal bullying
-       It has divided it into groups as stealing and hiding bullying (Akt. Koç, 2006).

Bullying behavior occurs in various areas where we live jointly or individually. Accordingly, there is a relationship between the type of bullying and the area where it occurs. People are bullied on the road, in the neighborhood, at work, at school and even in the gardens of their homes (Öksüz, et al., 2012). However, as a result of the researches, school canteens and cafeterias were stated as the places where the most bullying behavior was seen as changing rooms (Parault, et al., 2007). Based on this situation, it is seen that bullying behaviors, especially those that occur at school, occur more in places where adults or teachers cannot see them (Craig, et al., 2000). What can be done to prevent bullying behavior in schools, what precautions can be taken? What are the ways to reduce these behaviors? It is known that social and sporting activities are especially important in preventing bullying and other negative behaviors in schools.

The importance of social and sports activities in preventing bullying and other negative behaviors at school is known. Mahoney (2000) conducted a study on adolescents and stated that social and sports activities reduced bullying and aggressive behaviors. It has been suggested that the social relations of the students participating in these activities also develop positively and support the positive behaviors of the students. The fact that students participated in dance and sports activities at school again showed that bullying and negative behaviors were minimized (Parault, et al., 2007).

In addition to the researches that indicate the importance of sports on bullying behavior, the results of the research that concludes that sports reveal more bullying behavior are also reached. For example; It has been suggested that adolescent female athletes tend to bully more than their peers (Volk & Lagzdins, 2009). In another study, it is stated that 26% of students, especially in judo and football branches, are exposed to different types of bullying (Collot, et al., 2010). According to Jachyna (2013), bullying behaviors are often displayed in gym locker rooms that adults don't usually see. In particular, it is suggested that students who do not perform well enough in team sports and fall behind than their other friends are more likely to be bullied (D'Escury & Durink, 2009). In another study, it was conducted with secondary school students and no difference was seen in the bullying tendency of sedentary and sports students (Öz, et al., 2011). Asma, et al. (2019) found that students who played sports were away from the stress of the lesson and protected from bad habits, and it was stated that students who played sports at all grade levels showed less bullying behavior than students who did not do sports.

As mentioned in the relevant literature, a definite relationship between bullying tendency and sports habit has still not been found and the results of the study have emerged differently from each other. Studies were generally conducted with quantitative methods and no research was conducted using only qualitative methods. While creating the research questions, questions were chosen that included organizational silence. The attitudes of students towards bullying are also related to their silence. For this purpose, the following research questions were asked.

1- Do you break the rules at school? What are the rules you break?

2- What is your attitude towards people you don't like?

3- Have you been bullied? How was bullying done?

4- What do you do when you are bullied?

5- What is your attitude towards those you think you are superior to on issues with which you disagree?

6- What do they do to annoy your friends or to make you angry - what is the reward?

7- How has sports changed your reaction to the events you have experienced in your life?

8- What do you do when your friend is bullied?

Method

Research Model

This research is a qualitative research conducted to examine the perceptions of bullying, organizational silence and sports of secondary school students and has been prepared in the phenomenology (phenomenology) design. Qualitative research attempts to explain the causes of group and human behavior. The aim of a qualitative research; to try to explain the causes and effects of human behavior and how they are affected by the events in their social environment (Arslan, 2012). The phenomenon science approach is a scientific research design that is used at the basis of all qualitative research and is aimed at enabling people to reflect their own life world and actions (Merriam, 2009).

Study Group

In this study, the study group consisted of 9th, 10th and 11th grade students attending secondary education in Malatya. 12th class students do not come to school frequently due to the university exam and are not included as participants in the research in order not to interfere with the exam studies. Purposeful sampling method was chosen in the study. Since those who do sports and those who do not are taken into consideration when creating the research group, the purposeful sampling method was used. 10 of the students were selected from the students who did not do sports and 10 of them were selected from the students who continued to participate in sports. The distribution of students according to some demographic characteristics is indicated in the table below.

Table 1. Demographics of participants

Variables		f	%
Gender	Male	10	50
	Woman	10	50
Class	9th grade	7	35
	10th grade	10	50
	11th grade	3	15

The state of doing sports	Students who do not play sports	10	50
	Students playing sports	10	50

Data Collection Tool and Data Collection

In the study, a semi-structured interview form prepared to measure the tendency of secondary school students to bully, organizational silence and the effect of sports on these behaviors was used. It has been stated that the semi-structured interview form is more suitable in educational studies due to the flexibility and standardity it provides (Türnüklü, 2000). After scanning the literature, a semi-structured interview form was created. The created interview form was shared with two field experts and after the necessary corrections were made, it was finalized. Then, the interview form was applied to three students. After the pilot study, the interview form was applied to the participants other than these three.

In the first part of the two-part structured interview form, 3 questions including the demographic characteristics of the participants are included. In the second part of the interview form, 8 open-ended questions are included.

The data were taken in the 2022-2023 academic year and were interviewed outside the classroom at the school where the students were educated. Students were informed that participation in the study was not compulsory and was voluntary. The students were given brief information about the research and interviewed alone to avoid distraction. The interviews were conducted in the school's science laboratory to ensure a quiet environment. In order to ensure the comprehensibility of the research questions, brief briefings were provided while asking some questions (e.g., what is bullying?).

Analysis of Data

In the study, content and descriptive analysis were used in the analysis of the data. In order to ensure the validity of the research, expert opinion was obtained, participant confirmation was provided and direct quotations were included. In addition, the data collection tool and process are described. The data analysis process is explained and the features of the working group are included. For the reliability of the research, it was ensured that data loss was prevented by using a recording device. A direct presentation of the findings was made and the consistency between the data was checked (Patton, 2014; Türnüklü, 2000). In addition, the consensus among experts for the external reliability of

the research was examined. In the evaluation, the formula of Miles and Huberman (1994) (reliability = consensus / consensus + disagreement) was used. The reliability coefficient specific to this study was calculated as 0.91. It can be said that this research is reliable since the reliability coefficient is greater than .70.

Finding

This section is presented in six headings in line with the research questions. In this part of the research, the findings of the results of the research questions and the interpretations of the findings are included.

In the study, participants were asked "*Do you break the rules in school? What are the rules you break?"* question has been asked. Participant opinions are given below in Table 2.

Table 2. Breaking the rules

Theme	Code
Breaking the rules	Failure to comply with dress code
	Running away from school
	Defiling the school
	Speaking in class
	Slang and abusive speech
	Don't get involved in a fight
	Follow the rules

In the study, participants were asked whether they broke the rules. The vast majority of respondents (75%) said they broke the rules at school. The participants who stated that they followed the school rules were also female students. The rules that are broken in school are mostly rules such as not following the dress code and running away from school. Verbatim excerpts from the participants' opinions are given below.

"I don't like wearing a school uniform in general. That's why this rule is broken so much, not just me, but almost all my friends." K6 "I run away from school every now and then, except during exam times, and I wear very little school clothes anyway. I can't expect everyone to do the same things, but the people I've already run away from school and interviewed are my friends at school." K14 "When I see that my friends are throwing garbage on the floor at school and not picking it up, I don't hesitate to throw garbage on the floor. Anyway, even if there is too much to clean all kinds of schools, nothing will happen." K8 "When we're bored with class, we can't stop talking. Either I make my friends talk or they make me talk." K18 "I'm a little too slang and abusive when I speak. It's unpleasant to talk like that inside the school, but I can't get used to it." K11 "No, I don't break school rules. I pay attention to the fact that my father is also a teacher. I'm not in a position to break the rules anyway." K3

In the study, participants were asked the question, *"What is your attitude towards people you don't like?"* Participant opinions are given below in Table 3.

Table 3. Attitude towards unloved people

Theme	Code
Attitude towards unloved people	Be respectful Don't ignore Don't try to annoy Lack of sincerity I'd be tough Not being polite

In the study, participants were asked how they behaved towards people they did not like. Some of the participants stated that they were respectful and ignored, while others stated that they tried to annoy, acted harshly and did not act politely. Verbatim excerpts of the participants are given below.

> *"If I have to speak respectfully, without being too interlocutory, I will. After speaking, I keep my respect and walk away." K5 "I always ignore people I don't like, my attitude doesn't change even if I'm in the same environment by necessity, I act like I don't have a conversation." K4 "I try to make them angry by doing things they don't like. I never have people I don't like, so that's how I act." K6 "I don't be sincere with them. When there is a person I don't like and he wants to come to me, if he tries to be by my side, I make excuses for not being intimate and walk away. I don't want to stand next to someone I don't like for a minute." K15 "I usually get a little too people I don't like. I make it clear in every way that I don't like it. I make it clear that I don't want him." K19 "I don't mean to be kind to people I don't like. I can make it clear in rough every way that I don't like them. I even do things they don't like, and I make them nervous." K20*

In the study, participants were asked *"Have you been bullied? How was bullying done?"* question has been asked. Participant opinions are given below in Table 4.

Table 4. Bullying

Theme	Code
Bullying	Verbal bullying Cyberbullying Physical bullying

In the study, participants were asked whether they had been bullied before. They were asked how the bullying was done. 95% of the participants have been bullied. The majority of this bullying behavior is verbal bullying. In addition, there are also participants who are exposed to a small amount of cyberbullying and physical bullying behavior. Excerpts from the participants are given below.

"Yes, I did, they excluded me a lot, they made fun of me. Because I was a brunette, because I wore glasses, my friends made fun of me in elementary school and middle school. I started to feel so ugly, and that was their purpose." K5 "When I was in middle school, my friends used to make fun of me all the time for being overweight. I was very upset at that time because of this situation I had suffered. I started playing sports and I became very weak, but I don't do the same to anyone. I was very upset when I was subjected to this behavior." K4 "I experience this kind of behavior a lot on social media. There are curses and insults. I'm blocking them, and they're attacking again from somewhere else." K11 "I got into a bit too many fights. When I was in the 9th grade, I was very involved in the fight of the upper classes and they beat me up a lot because I was small. At that time, because I was so young in age and physique, I was so scared and couldn't complain to anyone." K20

In the study, participants were asked the question, *"What do you do when you are bullied?"* Participant opinions are given below in Table 5.

Table 5. Attitude towards bullying

Theme	Code
Attitude towards bullying	Non-contact
	Issue a warning
	Don't fight back
	Get help from someone strong
	Retreat
	Notify a contact person

In the study, participants were asked what they would do if they were bullied. First of all, almost half of the participants stated that they prefer not to be exposed to bullying. Apart from this, there are also different opinions such as verbally warning, responding, getting help from a strong person. Some excerpts from the participants' opinions are given below.

"When faced with bullying, I try not to be the addressee. For this reason, I leave the environment and take care not to be in the same place. I do my best not to communicate." K9 "When I encounter such a situation, I give a warning, I warn that what he is doing is wrong. I certainly wouldn't get into an argument." K1 "If I encounter such a problem, I will do the same thing to the other party. I will get recompense from me and try to get revenge. K19 "I tell a strong person I trust in situations like this, and if it's not going to solve the problem, I find someone else strong." K3 "If I'm stronger than them, which I usually don't. If I'm being bullied by people stronger than me, I'd rather withdraw." K18 "In this case, I immediately went to the manager and told him. Since it is in the school, I prefer to tell the administrators and authorized people about this attitude. They solve this problem immediately." K16

In the study, participants were asked the question, *"What is your attitude towards the people you think you are superior to on the issues you disagree with?"* Participant opinions are given below in Table 6.

Table 6. Attitude towards incomprehensible issues

Theme	Code
Attitude towards incomprehensible issues	Trying to explain Physical violence Using psychological superiority Don't be patient

In the study, participants were asked how they would behave on issues with which you disagreed with those you thought you were superior to. Participants stated that they tried to explain the situation in general. In addition, resorting to physical violence, using psychological superiority and being patient are among the opinions expressed. Participant opinions are given below.

> *"I usually try to explain it by talking. I try to express myself by speaking. If he doesn't understand, I'll try to explain anyway." K19 "If I'm superior to the other person, of course I try to explain it verbally first. If we don't get along, I may not be able to control my nerves and resort to physical violence." K2 "I never use physical force, I prefer to pressure psychologically. I think psychological pressure is worse and more effective than physical violence. That's why I use this feature." K5 "Even if I'm superior, I try to explain it to him somehow. I prefer to patiently tell it again and again. Sometimes I think being patient without taking advantage of it can help." K8*

In the study, participants were asked the question, *"What would they do to annoy your friends or to make you angry – what would be the reward?"* Participant opinions are given below in Table 7.

Table 7. Irritating behaviors

Theme	Code
Irritating behaviors	Don't get kidnapped Nickname Don't play a joke
Attitudes towards behavior	Issue a warning Reacting verbally Respond with the same behavior Break a relationship

In the study, participants were asked what they did to annoy your friends or to annoy you, and how they responded. It turned out that the participants generally had the same things done to them as they did themselves. Joking, nicknames and making jokes are included in these behaviors. It was determined that there were the same behaviors in the reactions given to them or given by themselves in the face of these behaviors. It was determined that warning, reacting verbally, responding with the same behavior and cutting

the relationship were the behaviors that were done in response. Excerpts from the participants are given below.

"I usually annoy my friends by playing with tiki by touching, I make a hand joke. They usually make fun of me on a joke. I don't get too angry, I don't care. If I have a very angry memory, I'll do what they did." K18 "With friends, there are usually nicknames. We can nickname and make fun of each other. But once I saw my friend get very upset, and I never did it again. If something like this is done, I will be very upset and I will cut off my relationship with that person." K3 "When we hang out with friends, there's usually no problem because we hang out jokingly. Sometimes when I get too angry, I get angry, I warn. I state that the attitude is wrong. That's how we handle it." K4 "We joke with each other a lot. Sometimes we miss the dose, in which case I react by talking to my friends. Sometimes our voices can be raised, but somehow we get it done by talking." K13

In the study, participants were asked the question *"How has sports changed your reaction to the events you have experienced in your life?"*. Participant opinions are given below in Table 8.

Table 8. Changing reactions

Theme	Code
Changing reactions	Reduction of stress
	Ensuring self-control
	Increased self-confidence
	A solution other than violence
	Establishing physical superiority
	Keeping focus
	Being a source of morale

In the study, participants stated that sports changed their reactions to the events they experienced in their lives. This question was answered by the participants who did the sport. Reducing stress, achieving self-control, increasing self-confidence, and having a solution other than violence are some of the participatory views. Excerpts from the participants are given below.

"After I started playing sports, I noticed that the stress in my life decreased. I'm obsessed with fewer things, I'm less stressed. A sense of relief came." K1 "Before sports, when I was angry about something, I had different reactions. After my sport, I learned to maintain self-control. If you don't know how to maintain self-control over the opponent, you lose. I brought that into my normal life." K2 "I was extremely timid before I started playing sports. I was incredibly reluctant to talk to people. With the sport, my self-confidence increased. I can behave very comfortably in all the environments I enter and I can communicate easily." K13 "Before I played sports, I honestly thought that there could be a physical solution to everything. I was very aggressive, but after sports I realized that everything can be solved more easily, that violence is not the only solution." K10 "Before I went to the gym, I couldn't focus on classes at all. I used to talk in lectures all the time. It would prevent my friends from listening to lectures. Now with the sport I do (shooting) I can focus better." K8 "When I wasn't doing sports, I was obsessed with little things. But

playing sports is very good for me. I'm very happy. It's a great source of morale for me."
K16

In the study, participants were asked the question, *"What do you do when your friend is bullied?"* Participant opinions are given below in Table 9.

Table 9. Attitude exhibited

Theme	Code
Attitude exhibited	Trying to protect
	Trying to solve the problem
	Responding physically
	Taking a stand according to the bullying
	Notifying the person in charge
	Not intervening

In the study, when the participants showed a bullying attitude to their friends, they stated that they would generally intervene and apply solutions in different ways in their own way. They have produced solutions to the problem in various ways, such as trying to protect their friend, trying to solve the problem, responding physically, taking a stand according to the bullying. Verbatim excerpts of the participants are given below.

> *"When I see a bad attitude towards my friend, I try to protect him no matter what the end is. I wouldn't leave it alone in any way." K3 "I try to calm things down, then try to figure out what's wrong. I will look for a common solution to the problem between them." K10 "If the other person uses physical force, it will definitely pay off. I respond physically. I won't leave him alone." K9 "I take a stand according to the bullying they do, the response varies according to the situation. And according to which side is superior." K20 "If it's something I can't interfere with, I'll tell the principal if I'm at school, and any of my elders if I'm outside." K15 "I never interfere, I never interfere as a third person. I always prefer to stay away from such things." K12*

Discussion and Conclusion

This research was conducted to examine the perceptions of bullying, organizational silence and sports of secondary school students. In the study, participants were first asked if they had broken the rules. The vast majority of respondents (75%) said they broke the rules at school. The participants who stated that they followed the school rules were also female students. The rules that are broken in school are mostly rules such as not following the dress code and running away from school. When the gender of those who did not break the rules was examined, it was determined that the female students were narrated to the rules. In another study of high school students, the top five behaviors in which their students violated

school rules; talking to friends in class, calling friends nicknames, talking without permission from the teacher during the lesson, waiting in front of the class door despite ringing the class bell, cheating in the exam (Öztürk & Göksoy, 2022). According to another study in the literature, it was determined that there was an increase in violating school rules as the grade level increased. Similar to this study, it is seen that male students violate school rules more than female students and the rate of behavior contrary to school rules increases (Kuş & Karatekin, 2009). In the research conducted by Ayas and Pişkin (2011), it was concluded that male students are bullied more than female students. Based on the research results, it can be said that male students who violate the rules the most are also bullied the most. In the research conducted by Seçer et al., (2006), it was determined that middle and upper age children formed an awareness about social rules such as not running in the school corridor and not leaving the books scattered in the library. It turns out that they accept that these rules depend on authority.

In the study, participants were asked how they behaved towards people they did not like. Some of the participants stated that they were respectful and ignored, while others stated that they tried to annoy, acted harshly and did not act politely. It was also determined that the attitude of the participants who did not do sports was harsher towards people they did not like. Accordingly, it can be said that the behavior of students who do sports towards society is more conscious than students who do not do sports. In the study conducted by Çiriş (2014) for secondary school students, it was found that the positive social behaviors of the students who were interested in sports were higher than those who were not interested in sports and that there were significant differences between the two groups. In a study, Yıldırım (2011) compared the social ability levels of students who did not do sports with students who engaged in team sports and personal exercise. It found that there was a significant difference in the total scores of the students' social skills and in the sub-dimensions of affective expressionism, affective sensitivity, social expressionism, social sensitivity and social control in favor of individual and team sportsmen.

In the study, participants were asked whether they had been bullied before. They were asked how the bullying was done. 95% of the participants have been bullied. The majority of this bullying behavior is verbal bullying. In addition, there are also participants who are exposed to a small amount of cyberbullying and physical bullying behavior. It was found that bullying behaviors were more common among participants who did not play sports.

Mehmet et. al., (2019) conducted a study on secondary school students and similar to the results of this study, it was understood that the group that did sports had significantly lower bullying tendency scores than the group that did not do sports. In addition, it was seen that the tendency to bullying decreased more according to the frequency of sports. It was concluded that the level of not being unresponsive to bullying behavior was higher in students who played sports more often (Yıldırım, 2022).

In the study, participants were asked what they would do if they were bullied. First of all, almost half of the participants stated that they prefer not to be exposed to bullying. Apart from this, there are also different opinions such as verbally warning, responding, getting help from a strong person. Those who play sports do not act reactively in the face of bullying done to them. He prefers to spend more calmly and not interloculate. In other words, it has been determined that they prefer to remain silent. In a study conducted by Burnukara and Uçantok (2012), a significant portion of the students stated that they told the teacher or their family that they were bullied, while the majority of the students interviewed stated that they did not react to the bullying. This result also suggests that students who are not involved in bullying in any way do not significantly support students who are being bullied. In other words, a great power is watching its friends be bullied. In the same research, it was stated that adolescents used more behaviors such as ignoring bullying, telling bullies to stop it, asking for help from an adult person and giving up the struggle, while crying, getting help from friends and running away were less successful. According to these results, it can be thought that the reason why bullying behavior continues for centuries is due to the silent behavior of the people who are bullied.

In the study, participants were asked how they would behave on issues on which they disagreed towards those they thought were superior. Participants stated that they tried to explain the situation in general. In addition, resorting to physical violence, using psychological superiority and being patient are among the opinions expressed. Here, too, it was determined that the participants who played sports were more moderate and did not use their superiority. Although the research has personal superiority, it has been concluded that athletes prefer to remain silent. The results obtained in another study support the view that participation in sports in the research sample reduces the bullying tendencies of the students. Regular participation in sports activities has many physical, social, emotional and psychological benefits for children and young people. Children especially during

adolescence; it is important to be directed to sports in order to protect them from bad habits, to use their energy correctly, to increase their social development and self-confidence (Anokye, et al., 2012).

In the study, participants were asked what they did to annoy their friends or to make you angry, and how they responded. When the word "bullying" was used instead of "annoying" in the question, it was thought that the participants could not give subjective answers considering that they were high school level. The main purpose of this question, which is asked to the participants, is to reveal whether the participants exhibit bullying behavior. It turned out that the participants generally had the same things done to them as they did themselves. Joking, nicknames and making jokes are included in these behaviors. In the research, it was seen that the bullying behaviors exhibited in this way were more common in 9th grade students. It was determined that there were the same behaviors in the reactions given to them or given by themselves in the face of these behaviors. It was determined that giving warnings, reacting verbally, responding with the same behavior and breaking the relationship were the behaviors that were done in response. Young (2007) found in a study conducted in high school students that the most common type of bullying was verbal bullying. It was determined that the students who were bullied exhibited behaviors such as demoralization, restlessness and revenge as a reaction against it. The reason for this is considered as the student's orientation process to the school. In addition to this study, a study also showed that students in the 9th grade experienced more bullying and victimization, and that students were less bullied and victimized towards the upper grades. Towards the senior year, students are more attuned to school and develop friendship relationships (Wreath & Stars, 2019).

In the study, participants stated that sports changed their reactions to the events they experienced in their lives. This question was answered by the participants who did the sport. Reducing stress, achieving self-control, increasing self-confidence, and having a solution other than violence are some of the participatory views. As can be seen from these results, self-confidence increases, but at the same time the self-control of the individual is ensured. In the study, it is thought that the behavior of the athlete participants to be quieter than the other participants is related to this. Especially during adolescence; It is important to be directed to sports in order to be protected from bad habits, to use their energy correctly, to increase their social development and self-confidence. In another study, it was concluded

that sedentary students had lower levels of both internal and external self-confidence than athlete students (Özbek, et al., 2017). According to Zorba (2012), regular exercise helps to improve self-esteem, increase self-confidence, etc. in individuals and increase positive results. Since sports activities are an application that requires regular work, superior technique, aesthetics and competition within the framework of individuals' own abilities, they affect the personality image and harmony of the student (Akgül, et al., 2012; Bozyiğit, et al., 2023).

In the study, when the participants showed a bullying attitude to their friends, they stated that they would generally intervene and apply solutions in different ways in their own way. They have produced solutions to the problem in various ways, such as trying to protect their friend, trying to solve the problem, responding physically, taking a stand according to the bullying. While athletes exhibit calmer behavior when bullying about themselves, it has been determined that this calm attitude is replaced by a more protective attitude when their friends are bullied. Participants who did not play sports were found to exhibit mostly non-interference behavior when their friends were bullied. Şakar and Kızılkaya Namlı (2023), on the other hand, in a study conducted with athletes, revealed that unlike this research, athletes who are pressured and wanted to be intimidated also exhibit an attitude of silence because they think that they do not care and do not cause unrest. In this study, it is thought that students who do not do sports want to prefer to stay away from their friends in order not to get into trouble and not to experience unrest when their friends are bullied. As can be seen from the results of the study, while the athlete participants assimilated the bullying behavior for themselves, they did not do it for their friends.

Ethical Committee Permission Information

Name of the board that carries out ethical assessment:

Fırat University Ethics Committee of the Institute of Educational Sciences

The date and number of the ethical assessment decision: 09.02.2024 / 21992

Author Contribution Statement

Çetin TAN: *Literature review, conceptualization, implementation, data analysis, translation, and writing.*

Aysel KIZILKAYA: *Literature review, conceptualization, methodology, data analysis, and writing.*

Neşe YAĞMURLU: *Literature review, conceptualization, implementation.*

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