

VIOLENT INTERPERSONAL BEHAVIORS AND BULLYING AS A SOCIAL PROBLEM IN CONTEMPORARY PHYSICAL EDUCATION AND SPORTS

Jaciūnė GINTARĖ, Fominienė Vilija BITĖ

Lithuanian Sports University, Kaunas, Lithuania

Background. Research into violent behavior and bullying in various contexts has been extensively studied in scientific literature, including violence in the workplace or family, and bullying in schools or on social media. Unfortunately, comprehensive research into the prevalence and manifestation of these behaviors in sports is not common and comprehensive. However, despite the lack of research and variety of concepts, different aspects of phenomenon are studied and analyzed locally and observation in the context of physical education and sports, are often attributed to aspects of negative interpersonal relationships. As a result, the significance and frequency of expression of these phenomena vary from low to critical and depends on a wide variety of circumstances – the methodology of the study, the socio-demographic characteristics of the subjects, the context (Newman et. al., 2021). Moreover, there is a lack of research that fully investigates the consequences of these behaviors on human health and well-being, especially in young people. Therefore, it is important to identify whether the violent interpersonal behaviors and bullying that exist in physical education and sports and can be identified as a social problem.

The research object: violent interpersonal behaviors and bullying as a social problem.

The aim of this analysis is to discuss theoretically the concept of violent behavior and bullying as a social problem in contemporary physical education and sports.

Research methods. This analysis is prepared by using the methods of analysis, interpretation and generalization of scientific literature on the topic of the research.

Results, discussion. A social problem is defined as a social condition that a segment of society views as harmful to its members and needs a remedy (Mooney et. al., 2021). It occurs when a social entity (for example, a social change group, the media, or influential politicians) begins to draw attention to a condition or behavior that is considered as undesirable and has to be corrected (Woods and Butler, 2020). Over the past decade, scientists have paid particular attention to the violent interpersonal behavior and bullying that manifests itself in physical education and sports (Vveinhardt and Fominienė, 2021; Young, 2019). However, despite increase of the ongoing research, only a few have identified them as a social problem (Woods and Butler, 2020). It can be related to the fact that violent interpersonal behavior and the consequences of bullying are defined differently in the scientific literature. Although, the growing interest of scientists and policymakers in these phenomena has led to a better understanding of negative aspects of interpersonal relationships, including in physical education and sports, most of the discussions are still focused on naming the phenomenon itself, but not investigating its causes or consequences. After all, the expression, causes and consequences of violent interpersonal behavior and bullying in youth physical education and sports are complex and interrelated, therefore it is necessary to examine not only the phenomenon itself or its consequences, but also the deeply rooted flawed sports culture, from which these phenomena are emerging.

Conclusions. Based on the refined concept of social problems, we found that violent interpersonal behavior and bullying in physical education and sports can rightly be considered a social problem. This is associated with the prevalence of these phenomena in the context of physical education and sports, with the number of participants involved in these phenomena and with the negative consequences experienced both for the person himself and for society.

Keywords: social problems, violent interpersonal behaviors, bullying, physical education, sports.

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