



UNIVERSITAT DE  
BARCELONA

## El bullying a l'esport i a l'Educació Física

Una aproximació des de la perspectiva de les víctimes  
de bullying en el context esportiu, dels entrenadors i les  
entrenadores, i del futur personal docent d'Educació Física

Xènia Ríos Sisó

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**Xènia Ríos Sisó**

Tesi doctoral  
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Universitat de Barcelona  
Facultat d'Educació  
Institut Nacional d'Educació Física de Catalunya (INEFC)



**UNIVERSITAT DE BARCELONA**

Facultat d'Educació

**Institut Nacional d'Educació Física de Catalunya (INEFC)**

Centre de Barcelona

**Programa de Doctorat**

Activitat Física, Educació Física i Esport

## **EL BULLYING A L'ESPORT I A L'EDUCACIÓ FÍSICA**

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en el context esportiu, dels entrenadors i les entrenadores, i del  
futur personal docent d'Educació Física**

**Tesi doctoral presentada per:**

Xènia Ríos Sisó

**Dirigida i tutoritzada per:**

Dr. Carles Ventura Vall·llovera

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Al meu motor, Marc.

Als meus referents, *mama* i *papa*.

A la meva sort, la meva família.

Als meus imprescindibles, les meves amistats.

A totes les persones que m'han acompanyat a ser qui soc.



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La feina ben feta no té fronteres,  
la feina mal feta no té futur.

*El que el papa m'ha repetit tantes vegades des que era ben petita.*



# Agraïments



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## Resum

El bullying, una problemàtica social d'abast mundial, es va començar a estudiar als anys 70. La investigació, centrada principalment en el context escolar, ha posat de manifest la necessitat d'abordar el fenomen degut a les greus conseqüències que comporta. Estudis recents han demostrat la presència del bullying en contextos socials més enllà de l'escolar, on infants i adolescents interactuen i conviuen, com és el cas de l'entorn esportiu. Al mateix temps, l'atenció de la recerca s'ha centrat també en el bullying que pot desenvolupar-se en l'àmbit de l'Educació Física (EF). Ambdós contextos, l'esportiu i el de l'EF, tot i les diferències sobre la finalitat última que persegueixen, poden compartir certes similituds pel que fa, per exemple, a l'espai de realització de les sessions (espais oberts, poliesportius, etc.), a les activitats que es duen a terme (amb interacció directa entre les persones), al possible ús del vestidor, etc.

La investigació sobre el bullying a l'esport s'ha dedicat, principalment, a analitzar la seva prevalença i a valorar la percepció que tenen els entrenadors i entrenadores, els i les esportistes i les famílies respecte al fenomen. Manquen, però, recerques que s'hagin ocupat d'analitzar en profunditat les experiències de les víctimes de bullying a l'esport, així com de valorar els coneixements que disposen els entrenadors i entrenadores sobre la temàtica. Pel que fa al bullying a l'EF, s'han portat a terme estudis que, entre d'altres, han estudiat els factors de risc d'esdevenir víctima de bullying en aquesta assignatura, així com el paper de l'EF en la prevenció del fenomen. Tot i també comptar amb investigacions que posen de manifest la importància del rol del personal docent en el tractament del bullying, hi ha una absència d'estudis que s'hagin ocupat de valorar quina és la percepció del fenomen que té concretament el futur personal docent d'EF, així com d'analitzar les estratègies que disposa el col·lectiu per prevenir, detectar i actuar davant d'un possible cas de bullying. Amb tot, la present tesi doctoral, constituïda per un compendi de tres publicacions, té l'objectiu general d'elaborar una diagnosi del bullying en el context de l'esport i de l'EF a partir de les experiències de les víctimes de bullying en el context esportiu, del coneixement dels entrenadors i entrenadores respecte a aquest fenomen, i de la formació i percepció que disposa el futur personal docent d'EF pel que fa a la problemàtica del bullying.

El primer estudi persegueix l'objectiu de conèixer les experiències de víctimes de bullying a l'esport durant la seva etapa de formació esportiva. Per la seva consecució, es van portar a terme entrevistes semi-estructurades a quatre dones i set homes de nacionalitat espanyola, d'entre 17 i 27 anys ( $M_{edat} = 21$  anys,  $SD = 3.69$ ), les quals van permetre recollir dades que, posteriorment, es van tractar a través d'una anàlisi de contingut jeràrquic. Els resultats mostren la presència de bullying de caràcter físic, verbal i social en el context esportiu, essent el vestidor l'espai on es desenvolupen amb una major freqüència aquests tipus de comportaments. La majoria de les víctimes mostren una atribució del succés de bullying de forma interna (auto-culpa), relacionada amb l'habilitat motriu i amb les característiques físiques i psicològiques personals. S'observa una doble victimització al club esportiu i al centre educatiu. Es fan ús d'estratègies passives per fer front a la situació, alhora que es mostra poc recolzament per part dels agents esportius (companys i companyes d'equip, entrenadors i entrenadores, etc). Les víctimes, com a conseqüència de l'experiència de bullying viscuda, pateixen efectes negatius, a curt i llarg termini, a nivell psicosocial. L'estudi conclou que la creació d'ambients segurs de



pràctica esportiva passa pel disseny d'actuacions de sensibilització i formació a les organitzacions esportives per prevenir el bullying, detectar-lo i elaborar protocols d'actuació.

El segon estudi es proposa valorar el coneixement del bullying en una mostra d'entrenadors i entrenadores d'esport formatiu de Catalunya (Espanya), així com analitzar les estratègies de prevenció que disposen. Els i les participants van ser 161 entrenadors i entrenadores (75.8% homes i 24.2% dones) de diferents modalitats esportives, amb una mitjana d'edat de 20.3 anys ( $SD = 3.15$ ). Se'ls va administrar un qüestionari *ad hoc* amb les preguntes obertes: "Com definiries el bullying?", "Quines tipologies de bullying existeixen?" i "Quines estratègies utilitzes per prevenir el bullying a l'esport?". Es va realitzar una anàlisi de contingut mitjançant un procés deductiu de la definició de bullying i de les seves tipologies, i un procés inductiu per les estratègies de prevenció. A la vegada, es van calcular les freqüències (%) de les respostes en cadascuna de les categories de les diferents dimensions. Els resultats mostren poca concreció en la definició del fenomen atenent als conceptes clau (repetició, intencionalitat de fer mal i desequilibri de poder). La tipologia indicada amb més freqüència és el bullying físic, seguit del cyberbullying. Els entrenadors i entrenadores esmenten estratègies de prevenció relacionades amb el foment d'un clima positiu entre els i les esportistes, i amb menor mesura les relacionades amb l'observació, la sensibilització, la normativa, la comunicació, l'educació emocional i la intervenció davant conflictes. En general, es detecta poc coneixement entre els entrenadors i entrenadores sobre el bullying, considerant-se rellevant que aquests agents disposin d'una major formació específica al respecte.

L'últim estudi se centra en conèixer les creences que té el futur personal docent d'EF sobre el bullying a l'assignatura, analitzar la seva formació i identificar les estratègies que disposen per l'abordatge de la problemàtica. Els i les participants van ser 44 futurs i futures docents d'EF ( $M_{edat} = 23.91$ ;  $SD = 2.96$ ) de sis universitats espanyoles. Les dades van ser obtingudes mitjançant el desenvolupament de grups focals i es va realitzar una anàlisi de contingut jeràrquic de les mateixes. Els resultats de l'estudi reporten que els futurs i futures docents d'EF perceben que aquesta assignatura pot esdevenir un espai sensible en relació a l'aparició de bullying tot i que, segons el rol i l'actuació del professorat, també pot ser un context on prevenir el fenomen. El futur personal docent d'EF exposa no haver rebut formació sobre el bullying durant l'etapa universitària, mostrant poca concreció en les estratègies i una manca de confiança en l'abordatge del fenomen. L'estudi suggereix la necessitat d'incorporar la temàtica del bullying en els plans d'estudis universitaris del futur personal docent d'EF, on s'especifiquin aspectes teòrics relacionats amb la conceptualització del fenomen, es proporcionin estratègies i recursos específics per prevenir-lo i es presentin pautes clares d'intervenció davant la detecció d'un cas.

Després de la realització de les tres investigacions, es posa de manifest la necessitat de dissenyar, aplicar i valorar programes per l'abordatge de la problemàtica del bullying a l'esport i a l'EF, així com d'articular formació entre entrenadors i entrenadores i entre el futur personal docent d'EF sobre la temàtica.

## Resumen

El bullying, una problemática social de alcance mundial, comenzó a estudiarse en los años 70. La investigación, centrada principalmente en el contexto escolar, manifiesta la necesidad de abordar el fenómeno debido a las graves consecuencias que conlleva. Estudios recientes muestran la presencia del bullying en contextos sociales más allá del escolar, donde los niños y niñas interactúan y conviven, como es el caso del entorno deportivo. Al mismo tiempo, la atención de la investigación se ha centrado también en el bullying que puede desarrollarse en el ámbito de la Educación Física (EF). Ambos contextos, el deportivo y el de la EF, aun presentando diferencias sobre la finalidad última que persiguen, pueden compartir ciertas similitudes por lo que refiere, por ejemplo, al espacio de realización de las sesiones (espacios abiertos, polideportivos, etc.), a las actividades que se llevan a cabo (con interacción directa entre las personas), al posible uso del vestidor, etc.

La investigación sobre el bullying en el deporte se ha dedicado principalmente a analizar su prevalencia y valorar la percepción que tienen los entrenadores y entrenadoras, los y las deportistas y las familias respecto al fenómeno. Falta literatura que analice en profundidad las experiencias de las víctimas de bullying en el deporte, así como de valorar los conocimientos que disponen los entrenadores y entrenadoras sobre la temática. En cuanto al bullying en la EF, se han estudiado los factores de riesgo de convertirse en víctima de bullying en esta asignatura, así como el papel de la EF en la prevención del fenómeno, entre otros. Aunque también se han realizado estudios que exponen la importancia del rol del personal docente en el tratamiento del bullying, hay una ausencia de investigaciones que se hayan ocupado de valorar cuál es la percepción del fenómeno del futuro personal docente de EF concretamente, así como de analizar las estrategias que dispone el colectivo para prevenir, detectar y actuar frente un posible caso de bullying. Ante todo lo expuesto, la presente tesis doctoral, constituida por un compendio de tres publicaciones, tiene el objetivo general de elaborar una diagnosis del bullying en el contexto del deporte y de la EF a partir de las experiencias de víctimas de bullying en el contexto deportivo, del conocimiento de los entrenadores y entrenadoras respecto a este fenómeno, y de la formación y percepción que dispone el futuro personal docente de EF en referencia a la problemática del bullying.

El primer estudio persigue el objetivo de conocer las experiencias de víctimas de bullying en el deporte durante su etapa de formación. Para su consecución, se llevaron a cabo entrevistas semiestructuradas a cuatro mujeres y siete hombres de nacionalidad española, de entre 17 y 27 años ( $M_{edad} = 21$  años,  $SD = 3.69$ ), las cuales permitieron recoger datos que, posteriormente, se trataron a través de un análisis de contenido jerárquico. Los resultados muestran la presencia de bullying de carácter físico, verbal y social en el contexto deportivo, siendo el vestidor el espacio donde se desarrollan con mayor frecuencia estos comportamientos. La mayoría de las víctimas muestran una atribución del suceso de bullying de forma interna (auto-culpa), relacionada con las habilidades motrices y con las características físicas y psicológicas personales. Se observa una doble victimización en el club deportivo y en el centro educativo. Se hacen uso de estrategias pasivas para hacer frente a la situación, a la vez que se muestra poco apoyo por parte de los agentes deportivos (compañeros y compañeras de equipo, entrenadores y entrenadoras, etc.). Las víctimas, como consecuencia de la experiencia de

bullying vivida, sufren efectos negativos a nivel psicosocial, a corto y a largo plazo. El estudio concluye que la creación de ambientes seguros de práctica deportiva pasa por el diseño de actuaciones de sensibilización y formación en las organizaciones deportivas para prevenir el bullying, detectarlo y elaborar protocolos de actuación.

El segundo estudio se propone valorar el conocimiento del bullying en una muestra de entrenadores y entrenadoras de deporte formativo de Cataluña (España), así como analizar las estrategias de prevención que disponen. Los y las participantes fueron 161 entrenadores y entrenadoras (75.8% hombres y 24.2% mujeres) de diferentes modalidades deportivas, con una media de edad de 20.3 años ( $SD = 3.15$ ). Se les administró un cuestionario *ad hoc* con las preguntas abiertas: “¿Como definirías el bullying?”, “¿Qué tipologías de bullying existen?” y “¿Qué estrategias utilizas para prevenir el bullying en el deporte?”. Se realizó un análisis de contenido mediante un proceso deductivo de la definición de bullying y de sus tipologías, y un proceso inductivo para las estrategias de prevención. A su vez, se calcularon las frecuencias (%) de las respuestas en cada una de las categorías de las diferentes dimensiones. Los resultados muestran poca concreción en la definición del fenómeno atendiendo a los conceptos clave (repetición, intencionalidad de hacer daño y desequilibrio de poder). La tipología indicada con mayor frecuencia es el bullying físico, seguido del cyberbullying. Los entrenadores y entrenadoras mencionan estrategias de prevención relacionadas con el fomento de un clima positivo entre los y las deportistas, y con menor medida las relacionadas con la observación, la sensibilización, la normativa, la comunicación, la educación emocional y la intervención ante conflictos. En general, se detecta poco conocimiento entre los entrenadores y entrenadoras sobre el bullying, considerándose relevante que éstos dispongan de una mayor formación específica al respecto.

El último estudio se centra en conocer las creencias que tiene el futuro personal docente de EF sobre el bullying en la asignatura, analizar su formación e identificar las estrategias que disponen para el abordaje de la problemática. Los y las participantes fueron 44 futuros y futuras docentes de EF ( $M_{edad} = 23.91$ ;  $SD = 2.96$ ) de seis universidades españolas. Los datos fueron obtenidos mediante el desarrollo de grupos focales y se realizó un análisis de contenido jerárquico de los mismos. Los resultados del estudio reportan que los futuros y futuras docentes de EF perciben que esta asignatura puede convertirse en un espacio sensible en relación a la aparición de bullying, aunque, según el rol y la actuación del profesorado, también puede ser un contexto donde prevenir el fenómeno. El futuro personal docente de EF expone no haber recibido formación sobre el bullying durante la etapa universitaria, mostrando poca concreción en las estrategias y una falta de confianza para su abordaje. El estudio sugiere la necesidad de incorporar la temática del bullying en los planes docentes universitarios del futuro personal docente de EF, donde se especifiquen aspectos teóricos relacionados con la conceptualización del fenómeno, se proporcionen estrategias y recursos específicos para prevenirlo y se presenten pautas claras de intervención ante la detección de un caso.

Tras la realización de las tres investigaciones, se expone la necesidad de diseñar, aplicar y valorar programas para el abordaje de la problemática del bullying en el deporte y en la EF, así como de articular formación entre entrenadores y entrenadoras y entre el futuro personal docente de EF sobre la temática.

## Abstract

Bullying, a global social problem, began to be studied in the 70s. The research, mainly focused on the school context, has highlighted the need to address the phenomenon due to the serious consequences it entails. Recent studies have shown the presence of bullying in social contexts beyond school, where children and adolescents interact and live together, as is the case in the sports environment. At the same time, research attention has also focused on bullying that can develop in the field of Physical Education (PE). Both contexts, sports and PE, despite the differences on the ultimate purpose they pursue, can share certain similarities regarding, for example, the space where the sessions are held (open spaces, sports centre, etc.), to the types of activities carried out (with direct interaction between people), to the possible use of the changing room, etc.

Research on bullying in sport has mainly focused on analysing its prevalence and assessing the perception of coaches, athletes and families regarding this phenomenon. However, there is a lack of research that has dealt with analysing in depth the experiences of victims of bullying in sport, as well as assessing the knowledge that coaches have on the subject. With regard to research into bullying in PE, research has been carried out which, among others, has been aimed at analysing the risk factors of becoming a victim of bullying in this subject, as well as the role of PE in the prevention of the phenomenon. Despite also having studies that highlight the importance of teachers in the handling of bullying, there is an absence of research that has dealt with assessing what is the perception of the phenomenon that PE preservice teachers have in particular, as well as analysing the skills and strategies available to this group to prevent, detect and act in the face of a possible case of bullying. All in all, the present doctoral thesis, made up of a compendium of three publications, has the general objective of developing a diagnosis of bullying in the context of sport and PE, based on the experiences of bullying victims in the sports context, of the knowledge of coaches regarding this phenomenon, and of the training and perception available to PE preservice teachers regarding the problem of bullying.

The first study pursues the objective of knowing the experiences of victims of bullying in sport during their youth sport training. To achieve this, semi-structured interviews were carried out with four women and seven men of Spanish nationality, aged between 17 and 27 years old ( $M_{age} = 21$  years old,  $SD = 3.69$ ), which made it possible to collect data that, subsequently, were treated through a hierarchical content analysis. The results show the presence of physical, verbal and social bullying in the sports context, the changing room being the space where this type of behaviour occurs with greater frequency. Most victims show an internal attribution of the bullying incident (self-blame), related to motor skills and personal physical and psychological characteristics. A double victimization is observed, at the sports club and at the educational centre. Passive strategies are used to deal with the situation, while showing little support from sports agents (teammates and coaches). Victims, as a result of the lived experience of bullying, suffer negative effects at a psychosocial level, in the short and long term. The study concludes that the creation of safe environments for sports practice requires the design of awareness-raising and training actions in sports organizations to prevent bullying, detect it and develop action protocols.

With regard to the second study, the aim is to assess the knowledge of bullying in a sample of formative sport coaches from Catalonia (Spain), as well as the prevention strategies they have. The participants were 161 male and female coaches (75.8% men and 24.2% women) from different sports, with an average age of 20.3 years old ( $SD = 3.15$ ). An *ad hoc* questionnaire was distributed to them with open questions: “How would you define bullying?”, “What typologies of bullying exist?” and “What strategies do you use to prevent bullying in sport?”. A content analysis was carried out through a deductive process of the definition of bullying and an inductive process for prevention strategies. At the same time, the frequencies (%) of the responses in each of the categories of the different dimensions were calculated. The results show little precision in the definition of the phenomenon according to the key concepts (repetition, intent to harm and power imbalance). The most frequently indicated typology is physical bullying, followed by cyberbullying. Coaches mention prevention strategies related to promoting a positive climate among athletes, and to a lesser extent those related to observation, awareness-raising, regulation, communication, emotional education and conflict intervention. In general, there is little knowledge among coaches about bullying, and it is considered important that they have more specific training regarding the phenomenon.

In the last study, the objectives are to find out the beliefs of the PE preservice teachers about bullying in the subject, and to examine opinions about training received in this area and the strategies they would use to deal with this phenomenon. The participants were 44 PE preservice teachers ( $M_{age} = 23.91$ ;  $SD = 2.96$ ) from six Spanish universities. Data were obtained through the development of focus groups and a hierarchical content analysis was carried out. The results of the study report that PE preservice teachers perceive that this subject can become a sensitive space in relation to the appearance of bullying although, depending on the role and performance of the teacher, it can also be a context in which to prevent the phenomenon. PE preservice teachers report not having received training on bullying during the university stage, showing little concision in strategies and a lack of confidence in addressing the phenomenon. The study suggests the need to incorporate the topic of bullying into the university curricula of PE preservice teachers, where theoretical aspects related to the conceptualization of the phenomenon are specified, strategies and specific resources are provided to prevent it and clear intervention guidelines are presented in the face of a case.

After the completion of the three investigations, the need to design, apply and evaluate programs to address bullying in sport and PE, as well as to articulate training between coaches and PE preservice teachers on the topic is highlighted.

# Índex de continguts

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<b>Nota autobiogràfica .....</b>	<b>25</b>
<b>1. Introducció.....</b>	<b>27</b>
1.1 Justificació de la investigació .....	29
1.2 Objectius de la tesi doctoral .....	30
1.3 Estructura de la tesi doctoral .....	31
1.4 Publicacions .....	32
<b>2. Marc teòric .....</b>	<b>33</b>
2.1 Una aproximació conceptual sobre el bullying.....	35
2.2 El bullying a l'esport i a l'Educació Física .....	40
2.3 El rol del professorat d'Educació Física i dels entrenadors i entrenadores en relació al bullying .....	46
<b>3. Objectius .....</b>	<b>51</b>
3.1 Objectiu general .....	53
3.2 Objectius específics .....	53
<b>4. Mètode.....</b>	<b>57</b>
4.1 Participants.....	59
4.2 Instruments.....	60
4.3 Procediments.....	61
4.4 Anàlisi de dades .....	62
<b>5. Estudis realitzats .....</b>	<b>65</b>
5.1 Estudi I.....	67
5.2 Estudi II.....	89
5.3 Estudi III .....	103
<b>6. Informe de resultats.....</b>	<b>117</b>
6.1 Resultats de l'Estudi I.....	119
6.2 Resultats de l'Estudi II.....	121
6.3 Resultats de l'Estudi III .....	123

<b>7. Discussió.....</b>	<b>127</b>
7.1 La presència de bullying a l'esport i a l'Educació Física .....	129
7.2 Els factors de risc d'esdevenir víctima de bullying a l'esport i a l'Educació Física ...	132
7.3 L'afrontament de les situacions de bullying a l'esport .....	133
7.4 Les conseqüències de patir bullying a l'esport i a l'Educació Física.....	134
7.5 El paper dels iguals, de la família i dels entrenadors i entrenadores en el bullying a l'esport .....	135
7.6 La formació dels entrenadors i entrenadores, i del futur personal docent d'Educació Física sobre el bullying .....	136
7.7 Les estratègies que disposen els entrenadors i entrenadores, i el futur personal docent d'Educació Física per l'abordatge del bullying .....	137
<b>8. Conclusions.....</b>	<b>143</b>
<b>9. Propostes pel tractament del bullying a l'esport i a l'Educació Física i futures línies de recerca .....</b>	<b>147</b>
<b>Bibliografia .....</b>	<b>153</b>
<b>Annexos.....</b>	<b>175</b>
Annex 1. Guió d'entrevista de l'Estudi I .....	177
Annex 2. Qüestionari <i>ad hoc</i> de l'Estudi II .....	183
Annex 3. Guió pel desenvolupament dels grups focals de l'Estudi III .....	189
Annex 4. Certificat del Comitè d'Ètica d'Investigacions Clíniques de l'Administració Esportiva de Catalunya .....	193
Annex 5. Document escrit de consentiment informat de l'Estudi I a participants majors d'edat .....	197
Annex 6. Document escrit de consentiment informat de l'Estudi I a participants menors d'edat .....	201
Annex 7. Document escrit de consentiment informat de l'Estudi II .....	205
Annex 8. Document escrit de consentiment informat de l'Estudi III .....	209
Annex 9. Estudi I. "I gave up football and I had no intention of ever going back": Retrospective experiences of victims of bullying in youth sport .....	213
Annex 10. Estudi II. Bullying in youth sport: Knowledge and prevention strategies of coaches .....	227
Annex 11. Estudi III. "We've never studied bullying at university": Bullying-related beliefs, training, and strategies among Physical Education preservice teachers .....	239

## Índex de taules

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Taula 1. Objectius específics de la tesi doctoral i estudis realitzats .....	31
Taula 2. Classificació de les tipologies de bullying tradicional.....	36
Taula 3. Síntesi del disseny metodològic de la investigació.....	64
Taula 4. Temes i categories de l'Estudi I.....	119
Taula 5. Temes i categories de l'Estudi II .....	121
Taula 6. Temes i categories de l'Estudi III .....	124



## Índex de figures

---

Figura 1. Cercle del Bullying adaptat de la proposta d'Olweus (2001).....	38
Figura 2. Model ecològic proposat per Bronfenbrenner (1979) .....	39
Figura 3. Esquema dels objectius de la tesi doctoral .....	55

## Abreviatures

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CAFE:	Ciències de l'Activitat Física i l'Esport
CEICGC:	Comitè d'Ètica d'Investigacions Clíniques de l'Administració Esportiva de Catalunya
EF:	Educació Física
GF:	Grups Focals
GISEAFE:	Grup d'Investigació Social i Educativa de l'Activitat Física i l'Esport
GSHS:	Global School Health Survey
HBSC:	Health Behavior in School-aged
INEFC:	Institut Nacional d'Educació Física
JCI:	Journal Citation Indicator
JCR:	Journal Citation Report
LGBTBIQ+:	Lesbian, Gay, Trans, Bisexual, Intersex, Queer and others
PE:	Physical Education
PPETs:	Pre-service Physical Education teachers
SD:	Standard Deviation
SJR:	Scimago Journal Rank
UB:	Universitat de Barcelona
UNESCO:	United Nations Educational, Scientific and Cultural Organization



# Nota autobiogràfica

Des de ben petita he practicat esport i he tingut l'oportunitat de provar múltiples modalitats, com el tenis, la rítmica, la natació, l'esquí... però quan vaig descobrir el món del bàsquet, m'hi vaig quedar atrapada. Als cinc anys vaig començar a jugar a l'escola del club del meu barri, el combinava amb altres esports i, anys més tard, el bàsquet va passar a ser l'única activitat extraescolar esportiva que practicava, convertint-se en una part imprescindible del meu dia a dia. Fins als 25 anys el bàsquet m'ha acompanyat en el meu desenvolupament personal, m'ha fet coincidir amb persones increïbles i m'ha ensenyat alguns dels valors que vull que em defineixin com a persona. Amb tot, puc dir que em considero una amant de l'esport en general i del bàsquet en particular.

Per altra banda, des de l'inici de la meva escolarització, l'Educació Física ha estat sempre la meva assignatura preferida. Recordo que quan m'annotava l'horari escolar a l'agenda personal al començament del curs, l'Educació Física l'escrivia sempre en gran, amb colors ben llampants. Gaudia moltíssim de les sessions, eren moments de diversió, d'aprendre, de passar-ho bé amb els meus companys i companyes i de fer activitats que m'encantaven. Els dies que tenia classe d'aquesta assignatura eren diferents, recordo anar més contenta a l'escola. Imagino que, per això, a la pregunta "*Què vols "ser" de gran?*", sempre responia el mateix: professora d'Educació Física. Des que tinc ús de raó somio en ser docent d'aquesta assignatura.

La meva estima per l'esport i per l'Educació Física em van empènyer a estudiar el Grau en Ciències de l'Activitat Física i l'Esport, amb l'objectiu de poder convertir la meva passió en la meva professió i, alhora, arribar a aconseguir allò que somiava. Així, l'any 2014 vaig arribar a l'Institut Nacional d'Educació Física de Catalunya, al centre de Barcelona. Allà vaig viure els millors quatre anys de la meva vida. Estudiar el que m'agradava em feia sentir una persona molt afortunada. Tenia clar que havia escollit el camí correcte.

En l'últim any a la universitat, va arribar el moment de dissenyar el meu Treball de Final de Grau. Tenia molts dubtes sobre com encarar aquest projecte, però sabia que volia que comportés un aprenentatge significatiu en mi i, alhora, pogués esdevenir una proposta realista i pràctica. En aquell moment, vaig tenir la sort de treballar amb qui després es va convertir en el meu director i tutor de tesi, el Dr. Carles Ventura. Després de presentar-li certes preocupacions personals i seguit d'algunes converses llargues, vaig decidir destinar el meu Treball de Final de Grau al desenvolupament d'un projecte que pogués tenir certa relació amb una temàtica que em preocupava per motius força personals: el bullying. Una problemàtica que, per desgràcia, m'ha tocat viure de ben a prop.

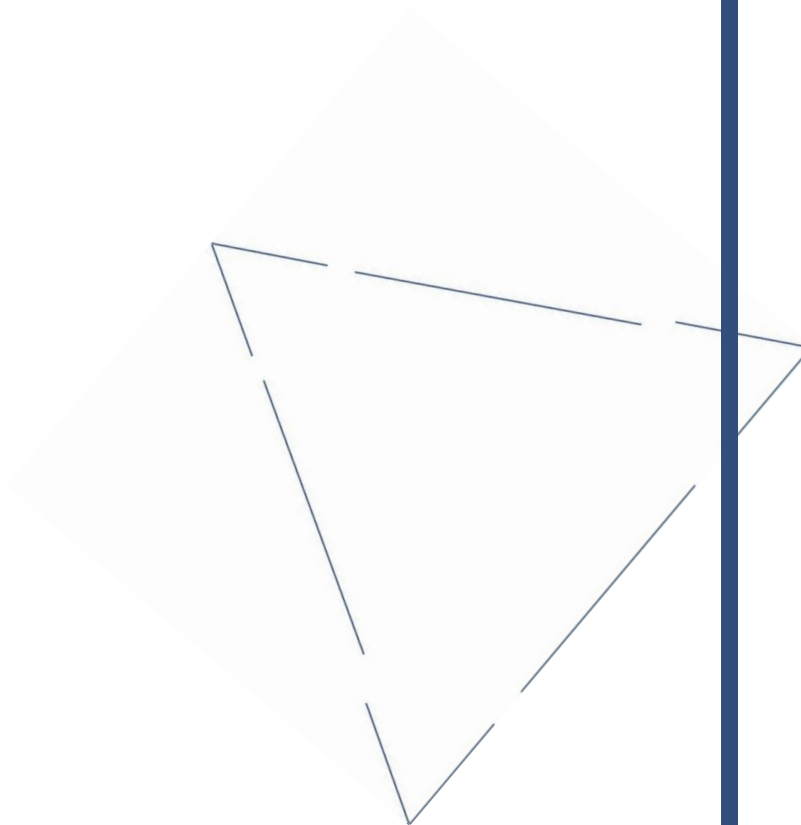
Veure què significa ser víctima de bullying durant la infància i l'adolescència ha despertat en mi sensacions que em costen expressar. Considero que el bullying és una problemàtica excessivament present en la nostra societat i que molts nens i nenes pateixen situacions injustes que els provoca conseqüències molt greus, tant a curt com a llarg termini. Des de la meva perspectiva, i tal com vaig observar-ho quan era més petita, l'escola a vegades no disposa de recursos suficients per respondre de manera correcta davant aquestes situacions

o de prevenir que es desenvolupin certs episodis. És per això que, d'alguna manera, volia aportar el meu gra de sorra per revertir aquesta situació, i generar possibles eines per reduir les possibilitats que aquestes problemàtiques es desenvolupessin en un centre educatiu. Amb tot, el Treball de Final de Grau, em va permetre donar el primer pas en aquesta fita personal, elaborant una petita estratègia per evitar el desenvolupament de la problemàtica en un centre escolar concret, mitjançant un projecte de patis actius vinculat a la prevenció del bullying.

Un cop acabat el Grau, vaig realitzar el Màster de Formació del Professorat. I també, en aquell cas, el Treball de Final de Màster el vaig vincular a la temàtica del bullying, proposant un projecte interdisciplinar de reflexió crítica envers la problemàtica, involucrant a l'assignatura d'Educació Física. Tot amb el mateix objectiu que l'anterior projecte: aportar recursos per prevenir el bullying en un entorn educatiu.

Paral·lelament a cursar el Màster, vaig tenir l'oportunitat de participar en un projecte d'investigació de la mà de la Fundació Barça, el qual girava entorn de l'estudi de la problemàtica del bullying en el context esportiu, concretament al futbol formatiu. Col·laborar-hi, a més de significar un gran aprenentatge, va despertar en mi noves inquietuds, noves preguntes i ganes de seguir investigant sobre aquesta temàtica per tal d'aconseguir noves dades que permetessin demostrar que aquesta problemàtica era present inclús en espais fora de l'escola i que, en conseqüència, calia també una actuació al respecte.

Més tard, un cop finalitzat aquell projecte, va sorgir l'oportunitat d'ampliar-lo en format de tesi doctoral. El Dr. Carles Ventura va ser qui em va donar la primera empenta, presentant-me un projecte que m'anava com anell al dit i que tenia la finalitat d'estudiar el bullying a l'esport formatiu i a l'Educació Física. D'aquesta manera, sense saber gairebé què significava fer-ho, ni tampoc imaginar-me, en cap cas, l'aventura que acabaria vivint, vaig començar la tesi doctoral.



# 1. Introducció

En el present capítol s'introdueix l'objecte d'estudi de la tesi doctoral tot exposant la necessitat de la investigació, seguit dels objectius que es pretenen assolir als estudis associats, l'estructura que presentarà el document i, per últim, les publicacions derivades dels treballs que s'han realitzat.



## 1.1 Justificació de la investigació

El bullying és una problemàtica d'abast mundial, amb una prevalença de victimització a l'entorn escolar propera al 35% de l'alumnat (Modecki et al., 2014). En l'última dècada han aparegut nombrosos estudis que s'han dedicat a analitzar la problemàtica en el context escolar, convertint-se en una temàtica d'interès en l'àmbit de la recerca (P. K. Smith, 2016). El bullying, però, es desenvolupa més enllà dels centres educatius, essent present en altres entorns on infants i adolescents conviuen i interactuen, com pot ser el context esportiu (Monks & Coyne, 2011). En aquest sentit, l'esport pot esdevenir un entorn en el qual poden normalitzar-se comportaments violents i on, sense una correcta orientació pedagògica, esdevé possible l'aparició de casos de bullying (Logan et al., 2019; Milovanović et al., 2020).

Darrerament han aparegut estudis que s'han dedicat a analitzar el fenomen del bullying a l'entorn esportiu (Nery et al., 2021), així com també a l'àrea de l'Educació Física (EF) (Jiménez-Barbero et al., 2020; Martínez-Baena & Faus-Boscá, 2018). Més enllà del fet diferencial que hi ha quant a la finalitat d'ambdós contextos, la realització d'EF als centres educatius i el desenvolupament d'activitats esportives extraescolars comparteixen certes similituds pel que fa, per exemple, a l'espai on es desenvolupen les sessions (espais oberts, poliesportius, etc.), al tipus d'activitats que es duen a terme (jocs motrius, activitats esportives, etc.), al possible ús del vestidor i a les interaccions freqüents que poden establir-se entre les persones practicants i al contacte físic que poden portar implícites.

Pel que fa a l'àmbit esportiu, trobem investigacions que s'han ocupat d'estudiar la prevalença del bullying en diferents països com Portugal (Nery et al., 2019), Canadà (M. B. Evans et al., 2016; Mishna et al., 2019), Lituània (Vveinhardt et al., 2017), Països Baixos (Collot & Dudink, 2010) i Catalunya (Ríos et al., 2022). Els resultats sortints indiquen prevalences de victimització variants: un 10% entre esportistes masculins portuguesos (Nery et al., 2019), un 48.8% entre esportistes canadencs (Mishna et al., 2019), un 8.9% entre jugadors i jugadores catalanes de futbol formatiu (Ríos et al., 2022), un 27.3% entre jugadors de bàsquet lituans (Vveinhardt et al., 2017), un 25.5% entre esportistes de futbol i judo dels Països Baixos (Collot & Dudink, 2010) i un 14% entre jugadors i jugadores d'esports d'equip canadencs (M. B. Evans et al., 2016). Aquesta disparitat entre els índex de prevalença de víctimes de bullying a l'esport pot estar condicionada pels criteris metodològics emprats en cadascun dels estudis, ja sigui per les característiques de la mostra com pels instruments de mesura utilitzats (P. K. Smith, 2019). D'altres investigacions s'han dirigit també a analitzar la percepció del fenomen des de la perspectiva dels entrenadors i entrenadores (Nery et al., 2020a; Vveinhardt et al., 2019b), d'esportistes i d'ex-esportistes (Nery et al., 2020a), de capitans i capitanes d'esports d'equip (Kerr et al., 2016) i de jugadors professionals (Newman et al., 2021). També des d'una perspectiva més global, tenint en compte la visió de les famílies, dels entrenadors i entrenadores, i dels propis esportistes (Flores et al., 2020).

Tot i al rol primordial que s'atorga als entrenadors i entrenadores enfront la problemàtica en aquest context (Nery et al., 2020a; Vveinhardt et al., 2019b), manquen investigacions que s'hagin orientat en valorar els coneixements que tenen aquests agents sobre la temàtica, així com d'analitzar les estratègies preventives que coneixen sobre el fenomen. Per altra banda, encara que hi ha estudis que han valorat les experiències de víctimes de bullying a



l'entorn escolar (Moore et al., 2017), hi ha una absència al nostre país d'investigacions que s'hagin ocupat d'analitzar en profunditat les experiències de víctimes de bullying a l'esport, tot i que darrerament s'han iniciat algunes investigacions en altres països (Jewett et al., 2019; Vveinhardt et al., 2019a).

A l'àrea de l'EF s'han portat a terme diferents estudis en relació al bullying; des d'investigacions destinades a analitzar els factors de risc associats a esdevenir víctima en aquesta assignatura (Bejerot et al., 2011, 2013; Peterson et al., 2012), la caracterització del bullying a l'EF (Bascón-Seda & Ramírez-Macías, 2020; Melim & Pereira, 2015; Seang-Leol, 2016; Shehu, 2009), la relació entre el clima d'aula i el bullying que es desenvolupa en aquesta àrea (Gano-Overway, 2013; Roman & Taylor, 2013), fins estudis que s'han ocupat d'analitzar la percepció dels membres de la comunitat educativa respecte el bullying a l'EF (O'Connor & Graber, 2014). Amb tot, aquesta assignatura pot ser un context sensible en relació al desenvolupament de bullying (Bascón-Seda & Ramírez-Macías, 2020), tot i que alhora, pot esdevenir un escenari idoni per treballar i portar a terme programes antibullying, tal com ja s'ha observat amb èxit per Benítez-Sillero et al. (2020). En relació aquest aspecte, és important destacar el rol dels i les docents, i encara que s'han portat a terme recerques que s'han ocupat d'analitzar els coneixements, les actituds i les habilitats que presenten els futurs i futures docents generalistes per a l'abordatge del bullying (Lester et al., 2018; Mahon et al., 2020), o entre els docents en actiu d'EF (Sağın et al., 2022), hi ha una manca d'investigacions en el context específic dels futurs i futures docents d'EF. Així doncs, es considera necessari conèixer quina percepció té el futur personal docent d'EF sobre la temàtica concreta del bullying, la formació que han rebut sobre el fenomen i les estratègies que disposen per a l'abordatge de la problemàtica.

Amb tot, valorar de forma àmplia i profunda el bullying en l'àmbit de l'esport formatiu i a l'EF ajudarà a tenir una perspectiva més acurada sobre la problemàtica. Alhora, podrà ser d'utilitat per elaborar posteriorment programes formatius orientats als entrenadors i entrenadores, i al futur personal docent d'EF per a la prevenció i abordatge del fenomen.

## **1.2 Objectius de la tesi doctoral**

En base a la problemàtica detectada i les qüestions descrites a l'apartat anterior, la tesi doctoral planteja com a objectiu general: elaborar una diagnosi del bullying en el context de l'esport i de l'EF a partir de les experiències de les víctimes de bullying en el context esportiu, del coneixement dels entrenadors i entrenadores respecte a aquest fenomen, i de la formació i percepció que disposa el futur personal docent d'EF pel que fa a la problemàtica del bullying.

Aquest objectiu general es pretén assolir mitjançant el desenvolupament de diversos objectius específics, vinculats als tres estudis que conformen la tesi doctoral (veure Taula 1).

**Taula 1.**

*Objectius específics de la tesi doctoral i estudis realitzats*

<b>Objectius específics</b>	<b>Estudis realitzats</b>
<p><b>1</b> Conèixer les experiències de víctimes de bullying a l'esport formatiu durant la seva etapa de formació esportiva.</p>	<p>Ríos, X., Ventura, C., &amp; Mateu, P. (2022). "I gave up football and I had no intention of ever going back": Retrospective experiences of victims of bullying in youth sport. <i>Frontiers in Psychology</i>, 13(819981), 1–12. <a href="https://doi.org/10.3389/fpsyg.2022.819981">https://doi.org/10.3389/fpsyg.2022.819981</a></p>
<p><b>2</b> Valorar els coneixements dels entrenadors i entrenadores d'esport formatiu sobre el bullying en base a la seva conceptualització (definició i tipologies).</p>	<p>Ríos, X., &amp; Ventura, C. (2022). Bullying in youth sport: Knowledge and prevention strategies of coaches. <i>Apunts Educació Física i Esports</i>, 148, 62-70. <a href="https://doi.org/10.5672/apunts.2014-0983.es.(2022/2).148.07">https://doi.org/10.5672/apunts.2014-0983.es.(2022/2).148.07</a></p>
<p><b>3</b> Analitzar les estratègies de prevenció del bullying que coneixen els entrenadors i entrenadores d'esport formatiu.</p>	<p>Ríos, X., Ventura, C., &amp; Prat, M. (2022). "We've never studied bullying at university": Bullying-related beliefs, training, and strategies among Physical Education preservice teachers. <i>Journal of Teaching in Physical Education</i>. Advance online publication. <a href="https://doi.org/10.1123/jtpe.2022-0124">https://doi.org/10.1123/jtpe.2022-0124</a></p>
<p><b>4</b> Conèixer les creences que té el futur personal docent d'Educació Física sobre el bullying a l'assignatura.</p>	<p>Ríos, X., Ventura, C., &amp; Prat, M. (2022). "We've never studied bullying at university": Bullying-related beliefs, training, and strategies among Physical Education preservice teachers. <i>Journal of Teaching in Physical Education</i>. Advance online publication. <a href="https://doi.org/10.1123/jtpe.2022-0124">https://doi.org/10.1123/jtpe.2022-0124</a></p>
<p><b>5</b> Analitzar la formació que percep tenir el futur personal docent d'Educació Física sobre el bullying.</p>	<p>Ríos, X., Ventura, C., &amp; Prat, M. (2022). "We've never studied bullying at university": Bullying-related beliefs, training, and strategies among Physical Education preservice teachers. <i>Journal of Teaching in Physical Education</i>. Advance online publication. <a href="https://doi.org/10.1123/jtpe.2022-0124">https://doi.org/10.1123/jtpe.2022-0124</a></p>
<p><b>6</b> Identificar les estratègies que disposa el futur personal docent d'Educació Física per l'abordatge del bullying.</p>	<p>Ríos, X., Ventura, C., &amp; Prat, M. (2022). "We've never studied bullying at university": Bullying-related beliefs, training, and strategies among Physical Education preservice teachers. <i>Journal of Teaching in Physical Education</i>. Advance online publication. <a href="https://doi.org/10.1123/jtpe.2022-0124">https://doi.org/10.1123/jtpe.2022-0124</a></p>

**1.3 Estructura de la tesi doctoral**

La present tesi doctoral respon al format de compendi d'articles i està constituïda per nou capítols. El primer consta de la present introducció, en el qual es troba la justificació de la investigació, els objectius de la mateixa, l'estructura del document i, per últim, les publicacions sortints del projecte. En el segon capítol s'exposa un marc teòric on es realitza una primera aproximació conceptual del bullying i s'introdueix el fenomen en l'àmbit de l'esport i de l'EF. Alhora, s'aborda el rol dels entrenadors i entrenadores en relació a l'abordatge de la problemàtica del bullying en el context esportiu, així com el paper que adopta el professorat en àmbit escolar i, més concretament, en l'àmbit de l'EF. En el tercer capítol es presenta l'objectiu general de la tesi doctoral i es defineixen i detallen els objectius específics que configuren cadascun dels estudis que conformen la tesi. En el quart capítol es realitza una explicació rigorosa de la metodologia utilitzada en cadascun dels estudis. En el cinquè capítol s'exposen els estudis realitzats tal com han estat publicats i acceptats. Cada article segueix les directrius que marca la revista on s'han presentat, però segueixen l'estructura estàndard amb els apartats d'introducció, mètode, resultats, discussió i conclusions. En el sisè capítol es presenta l'informe de resultats, en el qual es pretén sintetitzar els resultats sortints de les tres investigacions. En el

setè capítol s'elabora una discussió general dels resultats obtinguts en cadascun dels estudis realitzats. En el vuitè capítol s'exposen les conclusions finals derivades de la tesi doctoral. En el novè capítol es detallen propostes d'actuació segons els resultats obtinguts i es descriuen les necessitats futures derivades de les investigacions. Finalment, s'exposa la Bibliografia i els Annexes.

## 1.4 Publicacions

La tesi doctoral presenta tres articles científics publicats en revistes acadèmiques d'àmbit internacional. A continuació es detallen un seguit d'informacions respecte el títol, l'estat de la publicació, el nom de la revista, el seu l'índex d'impacte, l'autoria dels estudis i, finalment, s'inclou la referència completa.

### 1.4.1 Estudi I

- **Títol:** "I gave up football and I had no intention of ever going back": Retrospective experiences of victims of bullying in youth sport.
- **Estat:** article publicat.
- **Revista:** *Frontiers in Psychology*.
- **Índex d'impacte:** JCR: 4.232, Q1 (2021); SJR: 0.87, Q1 (2021).
- **Autoria:** Xènia Ríos, Carles Ventura i Pau Mateu.

**Referència:** Ríos, X., Ventura, C., & Mateu, P. (2022). "I gave up football and I had no intention of ever going back": Retrospective experiences of victims of bullying in youth sport. *Frontiers in Psychology*, 13(819981), 1–12. <https://doi.org/10.3389/fpsyg.2022.819981>

### 1.4.2 Estudi II

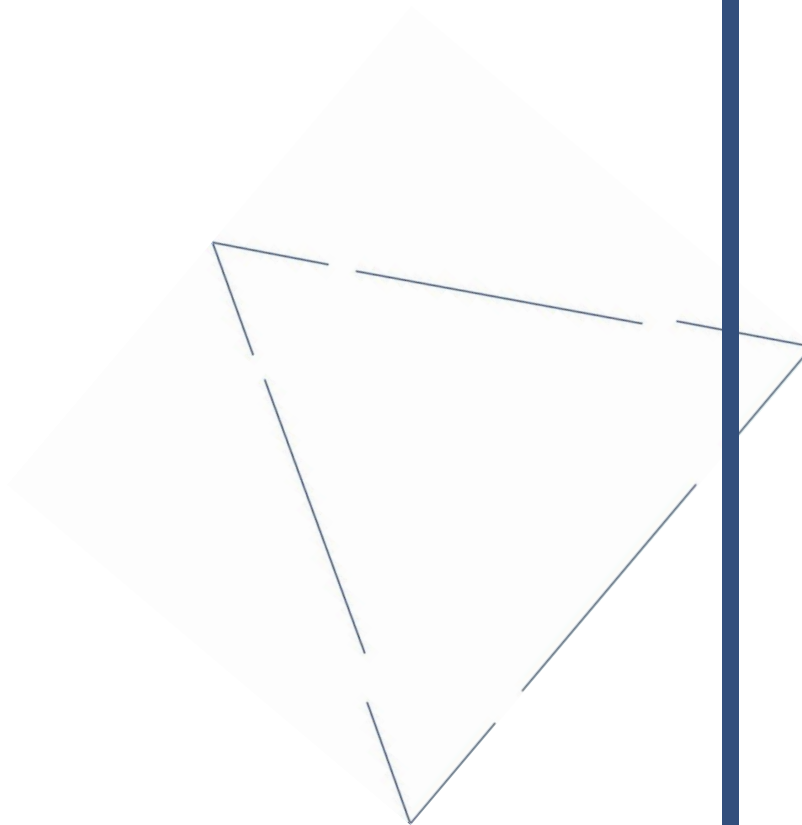
- **Títol:** Bullying in youth sport: Knowledge and prevention strategies of coaches.
- **Estat:** article publicat.
- **Revista:** *Apunts. Educació Física i Esports*.
- **Índex d'impacte:** JCI: 0.81, Q2 (2021); SJR: 0.4; Q1 (2021).
- **Autoria:** Xènia Ríos i Carles Ventura.

**Referència:** Ríos, X., & Ventura, C. (2022). Bullying in youth sport: Knowledge and prevention strategies of coaches. *Apunts Educació Física i Esports*, 148, 62-70. [https://doi.org/10.5672/apunts.2014-0983.es.\(2022/2\).148.07](https://doi.org/10.5672/apunts.2014-0983.es.(2022/2).148.07)

### 1.4.3 Estudi III

- **Títol:** "We've never studied bullying at university": Bullying-related beliefs, training, and strategies among Physical Education preservice teachers.
- **Estat:** article publicat en línia.
- **Revista:** *Journal of Teaching in Physical Education*.
- **Índex d'impacte:** JCR: 2.660, Q2 (2021); SJR: 1.15, Q1 (2021).
- **Autoria:** Xènia Ríos, Carles accep Ventura i Maria Prat.

**Referència:** Ríos, X., Ventura, C., & Prat, M. (2022). "We've never studied bullying at university": Bullying-related beliefs, training, and strategies among Physical Education preservice teachers. *Journal of Teaching in Physical Education*. Advance online publication. <https://doi.org/10.1123/jtpe.2022-0124>



## 2.

# Marc teòric

En aquest capítol es realitza una aproximació conceptual sobre el bullying, s'introdueix el fenomen en l'àmbit de l'esport i de l'Educació Física i, per últim, s'exposa el paper dels entrenadors i entrenadores d'esport formatiu així com el del professorat d'Educació Física respecte a l'objecte d'estudi.



## 2.1 Una aproximació conceptual sobre el bullying

### 2.1.1. Definició i conceptualització del bullying

Les primeres investigacions sobre el bullying s'inicien a finals dels anys 70, a partir dels treballs portats a terme en l'univers escolar a Noruega per l'investigador suec Dan Olweus (Olweus, 1978, 1986, 1994) i des de llavors les investigacions han anat incrementant-se al llarg dels anys (P. K. Smith, 2016). Malgrat això, a dia d'avui encara existeix un debat en relació a la conceptualització del bullying, amb una manca de consens en la forma de delimitar-lo (Slattery et al., 2019; P. K. Smith, 2016; Younan, 2019). Aquesta falta d'acord ha provocat certa limitació en l'àmbit de la recerca del bullying, tant a l'hora de comparar resultats entre els diferents estudis, com a l'hora de promoure normatives i regulacions per l'abordatge del mateix, afectant a la investigació aplicada i d'intervenció (Bachand, 2017; Volk et al., 2017). Tot i aquesta falta de consens, la definició que proposa Olweus (1993) és la més acceptada i utilitzada per les investigacions que s'encarreguen d'analitzar i estudiar el fenomen (Hellström et al., 2021; Volk et al., 2014). Segons Olweus (1993) el bullying s'entén com un seguit de comportaments negatius agressius realitzats per part d'una o més persones cap a una altra, de forma repetida i al llarg del temps, amb intencionalitat de fer-li mal, que suposa una dinàmica caracteritzada per un desequilibri de poder entre les persones implicades, i que comportarà que la víctima tingui problemes per defensar-se per ella mateixa. Així doncs, el bullying no es tracta d'un simple conflicte entre dues o més persones. El conflicte es produeix quan hi ha una diferència d'interessos (Vargas et al., 2018) i no implica necessàriament un desequilibri de poder entre les persones implicades (Chaux, 2012), alhora que pot tractar-se d'un fet puntual i no repetir-se al llarg del temps (Blanco et al., 2020). També es diferencia de qualsevol altre tipus d'assetjament que es produeixi entre un infant o adolescent i una persona adulta, ja que es tracta d'una dinàmica que es desenvolupa entre iguals (Calmaestra et al., 2016). Tampoc es pot confondre amb els concepte *moobing*, associat a l'assetjament moral que es produeix en l'àmbit laboral (Sánchez, 2009), ni amb el concepte *grooming*, associat a l'assetjament de caràcter sexual i al procés de guanyar-se la confiança de l'infant o adolescent per part d'una persona adulta (Craven et al., 2006), ni tampoc amb el *dating violence*, entès com un assetjament entre parelles d'adolescents, on preval el xantatge emocional, considerat com l'avantsala de la violència de gènere (Hernández & Saravia, 2016).

Cal afegir, a més, que el bullying es tracta d'un fenomen grupal que passa entre iguals (López & Sabater, 2018) i on la dinàmica generada comporta que les persones que ho pateixen segueixin l'anomenada "lleï del silenci" i no informin de la situació, ja sigui per vergonya o per por a les represàlies que això podria significar (Sánchez, 2009). A la vegada, aquest silenci és compartit amb les persones que observen els incidents, ja que tendeixen a abstenir-se a intervenir i a comunicar-ho, sovint per temor a convertir-se en víctimes i sortir-ne perjudicades (Hernández & Saravia, 2016). Aquesta absència de denúncies caracteritza la majoria de casos de bullying i provoca que s'agreugi el procés (Calmaestra et al., 2016; Chen et al., 2017). A més, generalment, esdevé complicat detectar-ho, ja que els episodis tendeixen a donar-se en espais i moments on hi ha poca o nul·la supervisió per part de qualsevol persona adulta (Ruiz et al., 2015; Zych et al., 2019).

Per altra banda, seguint les indicacions del Centre de Terminologia de la Generalitat de Catalunya i del Diccionari de la Real Academia Española, s'entén el concepte “*bullying*” com un anglicisme i es recomana utilitzar, respectivament, el terme “*assetjament escolar*” en llengua catalana i “*acoso escolar*” en llengua castellana. Tanmateix, parlar d’“*assetjament escolar*” o “*acoso escolar*”, podria suposar una limitació, ja que no comprendria la totalitat del significat del concepte, quedant reduïda la seva presència a un entorn merament escolar, tot i que s'hagi constatat la seva presència més enllà de l'escola, essent una dinàmica que es pot desenvolupar en qualsevol context on els infants i adolescents convisin i es relacionin (Monks & Coyne, 2011). És per això que, amb la finalitat de fer extensiu el significat del fenomen, es considera més apropiat fer ús del concepte d’“*assetjament entre iguals*”, entenent que és un tipus d'assetjament que passa entre persones que pertanyen al mateix grup d'iguals, independentment del context on aquest es desenvolupi.

### 2.1.2 Les tipologies de bullying

Una persona víctima de bullying pot patir diferents tipus d'agressions, que es recullen segons diferents taxonomies. Una classificació molt utilitzada d'aquests comportaments és aquella que diferencia dues dimensions: el bullying tradicional i el ciberbullying (Chu et al., 2019).

El bullying tradicional es refereix a tots aquells comportaments realitzats *off-line* i es classifiquen en les tipologies de bullying físic, bullying verbal i bullying social (Casper, 2021; Menesini & Salmivalli, 2017; Shannon, 2013). Aquestes tres tipologies recullen diferents comportaments que es poden presentar mitjançant accions de caràcter directe (cara a cara entre la víctima i l'agressor/a) o bé de caràcter indirecte (sense interacció explícita entre la víctima i l'agressor/a) (Casper, 2021; Olweus, 2006; Salmivalli et al., 1996). A la Taula 2 s'exposa la classificació de les tipologies de bullying tradicional, juntament amb alguns exemples.

#### Taula 2.

##### *Classificació de les tipologies de bullying tradicional*

Tipologia	Caràcter	Exemples
<b>Bullying físic</b>	Directe	Donar empentes, pegar, colpejar...
	Indirecte	Robar objectes, fer malbé les pertinences d'una altra persona...
<b>Bullying verbal</b>	Directe	Insultar, amenaçar verbalment, burlar-se, posar sobrenoms...
	Indirecte	Parlar malament d'una altra persona, difondre falsos rumors...
<b>Bullying social</b>	Directe	Excloure del grup, no deixar participar...
	Indirecte	Ignorar, menysprear...

El ciberbullying, per la seva banda, ha aparegut en els últims anys degut al creixent ús de les tecnologies de la informació i de la comunicació *online*, les quals han provocat l'aparició de noves formes de violència (R. M. Kowalski et al., 2014). Així, el ciberbullying s'entén com una forma d'assetjament que implica l'ús de tecnologies de comunicació electrònica per assetjar als iguals (Olweus, 2012; P. K. Smith, 2019). Enviar i difondre missatges o imatges que atempten contra la intimitat de la persona, generar rumors a través de xarxes socials, manipular les contrasenyes personals, enviar missatges anònims i crear perfils falsos a la xarxa

són alguns dels comportaments que caracteritzen aquesta tipologia de bullying (Cantera et al., 2021). Actualment és considerada una forma de bullying molt perillosa ja que els agressors/es poden ocultar la seva identitat, al mateix temps que es tracta d'un assetjament molt difícil de controlar i que pot arribar a un gran nombre de persones en un temps molt limitat (Dogar, 2019; P. K. Smith et al., 2008).

Tanmateix, en la literatura es recullen altres taxonomies de bullying, com el bullying ètnic, relacionat amb la raça o l'ètnia de la persona (McKenney et al., 2006; Palladino et al., 2020), el bullying homòfob, dirigit a persones que pertanyen al col·lectiu LGTBIQ+ (P. K. Smith, 2016), el bullying sexual, el qual es basa en un comportament amb una dimensió sexual específica (UNESCO, 2018) i el bullying psicològic o emocional, que afecta a l'autoestima, creant inseguretats i por (Fisher & Dzikus, 2017; Hernández & Saravia, 2016).

### **2.1.3 Els rols en una situació de bullying**

El bullying es caracteritza per produir-se en un microsistema social (López & Sabater, 2018). No s'ha d'entendre com un comportament agressiu individual, sinó com un conjunt de processos psicosocials de grup (González-Cabrera et al., 2020). Per tant, no pot reduir-se a una dialèctica bidireccional agressor/a-víctima, ni aïllar-se del context on es produeix (Salmivalli et al., 1996). D'aquesta manera, els incidents d'assetjament entre iguals involucran directa o indirectament a infants i adolescents més enllà de la pròpia víctima i agressor/a (Olweus & Limber, 2010). Així doncs, en el desenvolupament d'una situació de bullying es distingeixen tres rols principals: el de víctima, el d'agressor/a i el d'espectador/a (Menesini & Salmivalli, 2017). La víctima és aquella persona que experimenta la situació de bullying, sobre la qual s'exerceix l'assetjament. L'agressor/a és la persona o les persones que inicien i duen a terme l'agressió, tenint un paper líder en l'assetjament, entenent que les agressions poden ser obra d'un sol individu o d'un grup de persones (Olweus, 2006). Els espectadors/es són les persones que presencien les interaccions entre la víctima i l'agressor/a i esdevenen testimonis d'aquest assetjament. Aquests espectadors/es adoptaran comportaments i actituds que influenciaran en el desenvolupament de la dinàmica de bullying, tenint un paper de gran transcendència per mantenir o inhibir aquestes situacions (Nocentini et al., 2020; Salmivalli, 2010).

Malgrat existir aquests tres papers principals, una mateixa persona pot tenir un o diversos rols al mateix temps. Així, hom pot presentar un rol "pur", quan només té el paper de víctima, agressor/a o espectador/a, o bé presentar la combinació de dos rols (víctima-agressor/a, víctima-espectador/a o espectador/a-agressor/a), o inclús dels tres (González-Cabrera et al., 2020). Alhora, entenent el bullying des d'una perspectiva complexa i dinàmica, aquests rols poden variar al llarg del temps, de manera que les persones poden adoptar-ne de diferents i no mantenint-se sempre en el mateix paper (Ryoo et al., 2015; Zych & Farrington, 2021), tot i que s'ha constatat que hi ha rols més estables al llarg del temps, com el rol de víctima i el rol d'agressor/a, i rols més inestables que pateixen transicions de manera més freqüent, com el rol de víctima-agressor/a (Zych et al., 2020).

Olweus (2001) representa els rols implicats en una situació de bullying mitjançant l'anomenat "Cercle del Bullying" (veure Figura 1). Aquest esquema també permet classificar

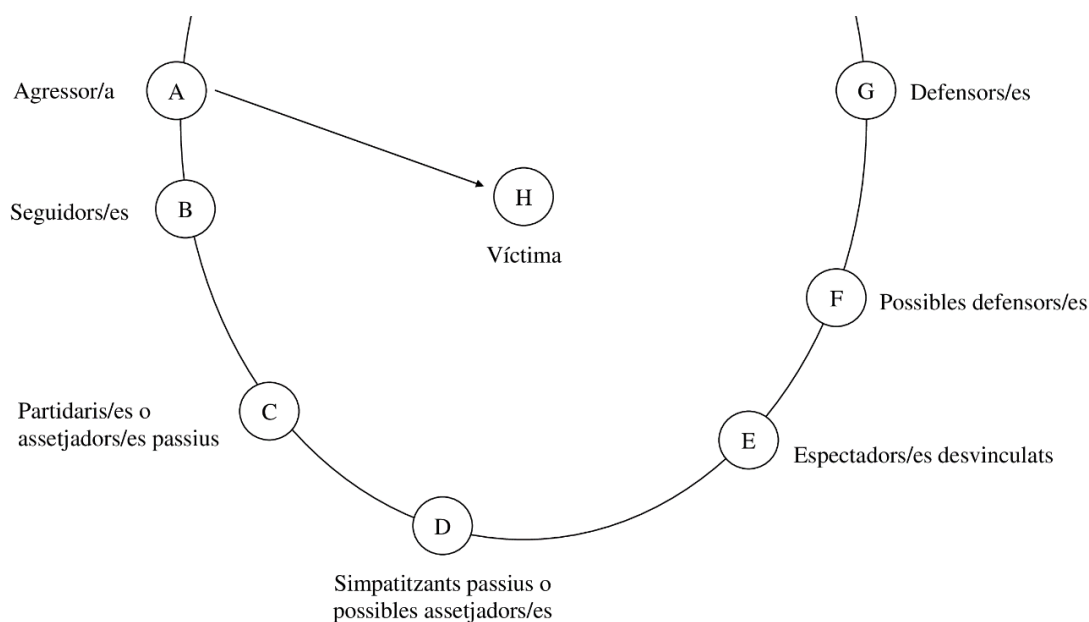


diversos tipus d'espectadors/es en relació a les seves conductes o estils d'intervenció davant el bullying, com són:

- Els i les seguidors/es: persones positives davant l'assetjament que participen activament en les agressions, tot i que no solen iniciar-lo ni tenir un paper protagonista.
- Els i les partidaris/es o assetjadors/es passius: persones que donen suport de manera activa i oberta a l'assetjament mitjançant, per exemple, l'encoratjament, tot i que no se sumen a les agressions de manera directa.
- Els i les simpatitzants passius o possibles assetjadors/es: persones que fan costat a l'agressor/a, però no li donen suport obertament.
- Els i les espectadors/es desvinculats: persones que no s'impliquen ni prenen posició, ni participen activament en cap de les dues direccions.
- Els i les possibles defensors/es: persones en desacord amb el bullying les quals creuen que haurien d'ajudar a la víctima però no fan res.
- Els i les defensors/es: persones en desacord amb el bullying que ajuden o tracten d'ajudar a la víctima.

**Figura 1.**

*Cercle del Bullying adaptat de la proposta d'Olweus (2001)*



#### **2.1.4 El bullying entès des d'una perspectiva ecològica**

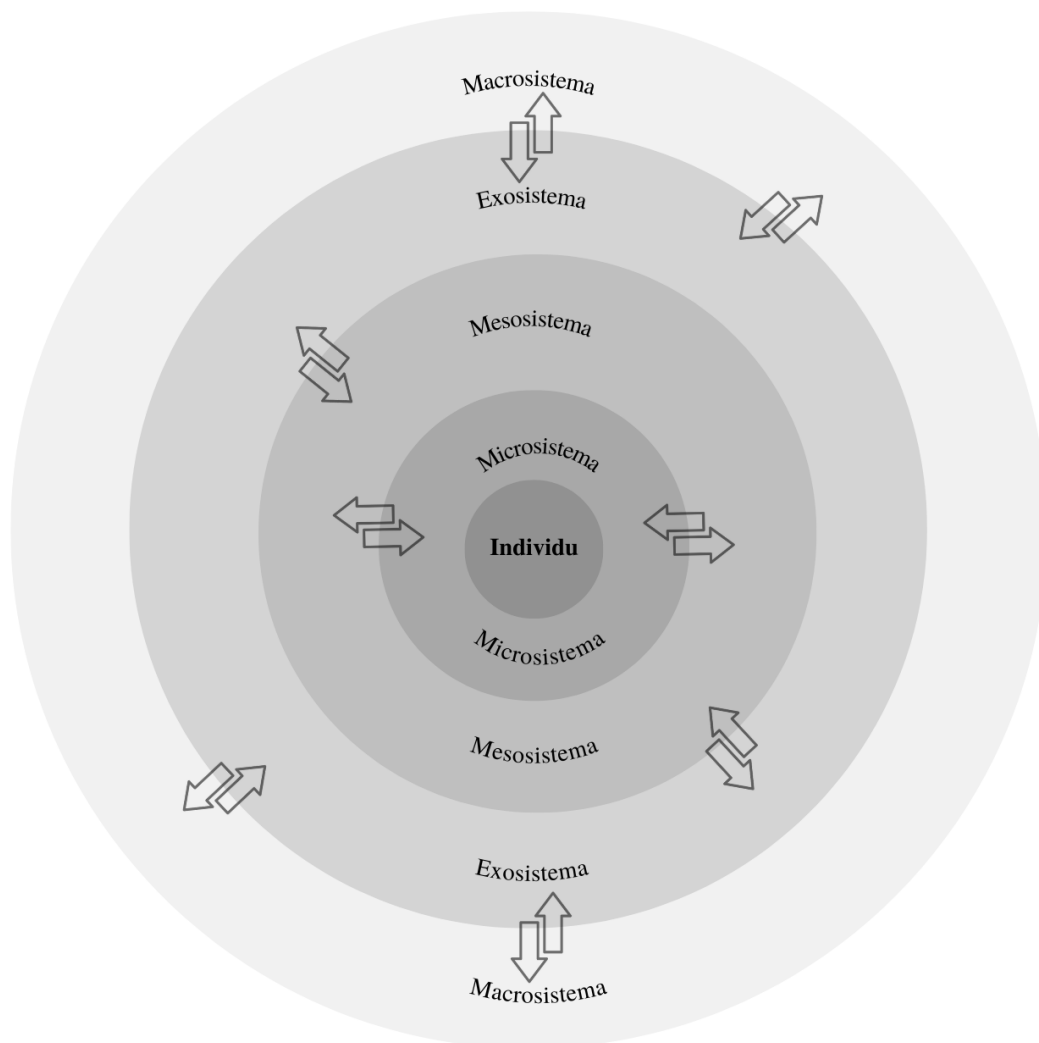
Partint del model ecològic proposat per Bronfenbrenner (1979), el context que configura l'entorn de l'individu afecta directament al seu desenvolupament. Aquesta teoria es basa en organitzar l'entorn que envolta la persona en diverses capes o nivells, que van des d'una dimensió més pròxima de l'individu (microsistema), fins a una de més llunyana (macrosistema), els quals influenciaran de manera directa en la persona, tot i que en diferent mesura, essent els nivells més pròxims els que tindran més influència (Gini et al., 2021).

Aquesta teoria ha estat adaptada al fenomen del bullying per Espelage (2014) i se centra en analitzar com les característiques individuals dels infants i adolescents interactuen amb els

contextos o sistemes ambientals que els envolten, els quals promouen o prevenen la victimització i l'agressió, alhora que s'utilitza per valorar els factors de risc i de protecció associats al bullying per articular posteriors intervencions (López & Sabater, 2018). D'aquesta manera, s'entén que la dinàmica del bullying no es produirà d'una manera aïllada i els comportaments agressius tendiran a ser recolzats, o no, pels entorns on es desenvoluparan (Gini et al., 2021). Per tant, es tracta d'un fenomen en què es trobaran implícites moltes persones i estructures culturals (Shannon, 2013) i que sorgirà de la interconnexió entre la persona i els contextos que l'envolten, els quals s'agruparan en: microsistema, mesosistema, exosistema i macrosistema (Espelage, 2014; López & Sabater, 2018) (veure Figura 2).

**Figura 2.**

*Model ecològic proposat per Bronfenbrenner (1979)*



El microsistema és l'entorn més proper on es desenvolupa l'individu. Entre els agents més rellevants que el formen i que, al mateix temps, són claus per prevenir, mantenir o inhibir les situacions de bullying, es troben la família, l'escola i els iguals (Espelage, 2014; Lambe et al., 2019; López & Sabater, 2018; Zych et al., 2019). Per altra banda, el mesosistema fa

referència a les interaccions entre dos o més dels components que formen el microsistema (Mazzone et al., 2020). Aquestes interaccions poden ser entre la família, l'escola i/o els iguals. Pel que fa a l'exosistema, comprèn els contextos més enllà de l'entorn immediat on es troba l'individu (Espelage, 2014). Són aquells entorns socials en els quals la persona no participa activament, però poden afectar en el seu dia a dia. Un exemple podria ser l'ambient del barri on es desenvolupa l'individu, la política escolar de l'escola o institut o els mitjans de comunicació, a través dels quals i degut a una exposició continuada de violència en els mateixos, els infants i joves poden aprendre patrons d'actuació agressius i traslladar-los en els seus contextos més propers (López & Sabater, 2018). I, finalment, el macrosistema fa referència al model cultural que determinarà les estructures i les activitats socials que es produeixen als nivells més immediats on es desenvoluparà l'individu (Bronfenbrenner, 1979). Així, en aquest últim nivell s'inclou la ideologia, els valors dominants d'una cultura i també el context polític (Espelage, 2014).

## **2.2 El bullying a l'esport i a l'Educació Física**

### **2.2.1 L'esport formatiu i l'Educació Física**

La pràctica esportiva fora de l'horari lectiu és una de les activitats més freqüents entre infants i adolescents (Gould, 2019). A Europa, aproximadament dos de cada tres joves realitzen algun tipus de pràctica esportiva a clubs esportius (Kokko et al., 2019). La realització d'aquestes activitats en etapa de formació (6-16 anys) proporciona a les persones practicants múltiples beneficis tant a nivell social, emocional com cognitiu, alhora que permet prevenir diverses malalties (Vveinhardt & Fominiene, 2019) i treballar la responsabilitat individual i la convivència grupal (Méndez, Ruiz-Esteban, et al., 2019). El context de l'esport formatiu també ofereix als infants i adolescents l'oportunitat de relacionar-se amb els iguals i experimentar un sentiment de pertinença a un grup (Bailey, 2006), alhora que es considera una eina molt potent per la transmissió de valors (Monjas et al., 2015). Aquest caràcter formatiu que s'atribueix a l'esport però, no és quelcom que es produeixi només gràcies a la seva aplicació, sinó que cal desenvolupar i portar a terme accions concretes que permetin que l'esport tingui aquest potencial (Monjas et al., 2015). Per aquest motiu, esdevé rellevant el paper dels agents de la comunitat esportiva, com els entrenadors i entrenadores, els equips directius de les organitzacions i les famílies (Jeckell et al., 2020).

Per altra banda, l'EF a Catalunya és una assignatura present en el currículum durant tot el període d'escolarització obligatòria. Es tracta d'una matèria que permet als i les estudiants desenvolupar un seguit de competències relacionades amb el cos i l'activitat motriu, des de l'etapa d'educació primària fins a batxillerat (Decret 119/2015, de 23 de juny; Decret 187/2015, de 25 d'agost; Decret 142/2008, de 15 de juliol). El desenvolupament d'aquestes competències de l'assignatura evoluciona al llarg de les etapes segons el grau de maduració i creixement de l'alumnat, tot i que sempre amb la finalitat general d'assolir un desenvolupament integral de la persona i de millorar la seva qualitat de vida. Amb l'EF es fa possible adquirir habilitats, coneixements i actituds per portar a terme una vida activa i saludable (Hurley & Mandigo, 2010) i promoure-la durant tota la vida (Hand, 2016). Alhora, ofereix la possibilitat de la millora de la convivència grupal promovent actituds i comportaments contraris a la violència (Jiménez-Barbero et al., 2020; Méndez, Ruiz-Esteban, et al., 2019). Aquestes finalitats

s'aconsegueixen mitjançant el desenvolupament d'unes competències, les quals inclouen el treball de certs continguts i en el qual el rol del professorat esdevindrà clau per determinar les experiències dels i les estudiants en aquesta assignatura (O'Connor & Graber, 2014).

### **2.2.2 La prevalença del fenomen del bullying a l'escola i a l'esport**

A nivell escolar i segons una meta-anàlisi de Modecki et al. (2014), la prevalença del bullying és, de mitjana, d'un 35% de víctimes en el bullying tradicional i d'un 15% de víctimes de cyberbullying. Per altra banda, l'informe *School violence and bullying: global status and trends, drivers and consequences* de la UNESCO (2018) i que recull les revisions del Global School Health Survey (GSHS) i del Health Behavior in School-aged Children (HBSC), amb una mostra d'estudiants d'entre 11 i 17 anys de 144 països i territoris d'arreu del món, mostren uns rangs de prevalença molt amplis, amb valors que van d'un 7.1% al 74% (GSHS) i del 8.7% al 55.5% (HBSC). Aquesta variació pot anar condicionada per l'ús diferencial de criteris metodològics (tipologia de la mostra, instruments de mesura utilitzats, etc.), a més de la conceptualització del bullying que s'adopta en cada estudi (Menesini & Salmivalli, 2017; Salmon et al., 2018; P. K. Smith, 2019; Vivolo-Kantor et al., 2014).

Els episodis de bullying poden començar a aparèixer als 7-8 anys (P. K. Smith, 2019), però la tendència de la prevalença de la vitimització de bullying tradicional és de disminuir amb l'edat (Eyuboglu et al., 2021; UNESCO, 2018), malgrat que el cyberbullying tendeix a augmentar (UNESCO, 2019). Pel que fa a les diferències en relació al gènere, els nois adopten més el rol d'agressors que les noies (Chu et al., 2019; Eyuboglu et al., 2021; P. K. Smith et al., 2019). Com a víctimes, mentre alguns estudis afirmen que els nois són més propensos a ser víctimes que les noies (Bouffard & Koeppel, 2017), d'altres indiquen el contrari (Calmaestra et al., 2016; Merrill & Hanson, 2016); en general, però, les diferències en relació al gènere són mínimes (Zych et al., 2015). Sobre les tipologies, els nois presenten una major incidència de bullying físic, i les noies de caràcter social, verbal (Boel-Studt & Renner, 2013; Menesini & Salmivalli, 2017) i de cyberbullying (Eyuboglu et al., 2021; P. K. Smith et al., 2019). Pel que fa a la prevalença específica de bullying en l'àmbit de l'EF, l'estudi realitzat per Hurley & Mandigo (2010) a Canadà va trobar que l'11.1% de l'alumnat van experimentar bullying físic, un 13.6% verbal i un 12.8% social a les classes d'aquesta assignatura. Presentar baixa habilitat motriu va predir de manera significativa la presència de bullying, i els comentaris de burla sobre l'aparença física i el rendiment eren freqüents a les classes d'aquesta assignatura. Es va constatar també que les mateixes víctimes normalitzaven certs comportaments de bullying físic (ex. puntades de peu, empentes, etc.), considerant-los part de la cultura de l'EF. Pel que fa al gènere no van trobar-se diferències significatives quant a la tipologia de bullying físic, però sí en l'assetjament indirecte, el qual va ser major entre les noies que entre els nois.

Pel que fa a l'àmbit esportiu formatiu, els estudis que analitzen la prevalença del bullying són menors que els que ho fan en context escolar, considerant que actualment hi ha una manca d'investigació sobre la temàtica en aquest entorn concret (Nery et al., 2021). Tot i això, es tracta d'una problemàtica creixent en aquest entorn, la qual cosa ha provocat que mereixi d'una atenció en l'àmbit de la recerca (Fisher & Dzikus, 2017). En aquesta línia, els treballs que analitzen el fenomen en aquest context mostren, igual que a l'entorn escolar, un rang variable de resultats, degut també a l'ús diferencial de criteris metodològics relacionats

amb les característiques de la mostra, així com la conceptualització del bullying i l'instrument d'anàlisi que s'utilitza (Nery et al., 2021). Així, mentre Nery et al. (2019) en una recerca amb joves esportistes portuguesos masculins de diferents modalitats esportives van trobar un 10% de víctimes, un 11% d'agressors i un 35% de testimonis, Mishna et al. (2019), per altra banda, en un estudi amb esportistes canadencs, els percentatges van ser d'un 48.8% de victimització, un 31% d'agressors/es i un 62% d'espectadors/es en el bullying tradicional, i d'un 7%, 9%, i 15% respectivament, en el cyberbullying. A Catalunya, Ríos et al. (2022), amb una mostra de jugadors i jugadores de futbol formatiu, van observar una prevalença d'un 8.9% de víctimes, un 14.8% d'agressors/es i un 34,7% d'espectadors/es. Per altra banda, quan es compara en una mateixa mostra d'estudi la victimització a l'escola i a l'esport, aquesta és superior a nivell escolar (M. B. Evans et al., 2016; Ríos et al., 2022; Volk & Lagzdins, 2009). Aquesta superioritat de bullying al context escolar versus l'esportiu pot explicar-se perquè quan s'estudia la prevalença en mostres esportives, pot ser que l'infant víctima ja no estigui fent esport; ja que a diferència de l'escola, el nen o la nena pot abandonar aquesta pràctica (Nery et al., 2020a). També pot ser degut a la normalització en la cultura tradicional esportiva de certs comportaments d'assetjament (insults, sobrenoms, atacs intencionats, etc.), la qual cosa provoca que alguns d'aquests no siguin considerats com a bullying per part dels i les esportistes (Nery et al., 2020b; Volk & Lagzdins, 2009). Alhora, els infants passen moltes més hores al centre educatiu que no pas al context de pràctica esportiva extraescolar organitzada (Nery et al., 2021; Peguero, 2008) i s'exposen a un major nombre d'interaccions amb els seus iguals (Ríos et al., 2022).

En relació al gènere i al bullying desenvolupat en el context esportiu, mentre hi ha estudis que detecten una major prevalença, com a agressors/es i víctimes, entre els nois respecte a les noies (Vveinhardt & Fominiene, 2019), d'altres no detecten diferències entre nois i noies en relació al rol de víctima (Ríos et al., 2022). Pel que fa al rol d'agressors/es, alguns observen uns índexs superiors en els nois (M. B. Evans et al., 2016; Ríos et al., 2022; Tilindienè et al., 2008) i d'altres una major incidència de bullying, com a víctimes i agressores, entre les noies d'esports d'equip que entre els nois (Mishna et al., 2019). Aquestes diferències podrien explicar-se per la conceptualització del bullying i els procediments que se segueixen en les investigacions (Ríos et al., 2022). És per aquest motiu que és necessària més investigació que estudiï la relació entre el gènere i el bullying que es desenvolupa en aquest context (Jewett et al., 2019). Per altra banda, la tipologia de bullying més freqüent a l'esport és la verbal i la que té menys presència és el cyberbullying (Mishna et al., 2019; Nery et al., 2019; Ríos et al., 2022). S'observa una major presència de bullying físic entre els nois respecte a les noies (Vveinhardt & Fominiene, 2019) i, en canvi, una major presència de bullying social entre les noies (Ríos et al., 2022). Sobre l'anàlisi de la presència de bullying per grups d'edat, es detecta una incidència major entre els i les esportistes més petits/es (8-9 anys) en comparació als i les més grans (12-13 anys) (Ríos et al., 2022). En altres estudis no s'observen diferències, encara que sí respecte a la seva tipologia, on els i les esportistes de més edat mostraven un bullying més subtil o de caràcter indirecte que els i les esportistes d'una menor edat (Vveinhardt & Fominiene, 2019).

### **2.2.3 Els llocs i els moments potencials de desenvolupament de bullying**

Les situacions de bullying tenen lloc quan el control per part d'una persona adulta (docents, famílies, entrenadors i entrenadores, etc.) és poca o gairebé nul·la (Ruiz et al., 2015; Zych et al., 2019), com per exemple al pati o als passadissos de l'escola (Monks et al., 2009). Tot i que també poden ocórrer durant el camí d'anada al centre educatiu o de tornada a casa (Olweus, 2006), de manera que es desenvolupen episodis també al carrer, al barri o als parcs, provocant inclús que el bullying pugui arribar a produir-se entre alumnat de diferents centres escolars (Nocito, 2017).

A l'esport i també a l'EF, els episodis de bullying encara que poden desenvolupar-se en el terreny de pràctica esportiva o fora d'aquest (Mishna et al., 2019; Nery et al., 2020a; Ríos et al., 2022), el vestidor esdevé un lloc sensible. Es tracta d'un espai normalment reduït, on es produeixen interaccions socials entre els iguals i on la presència i la supervisió per part de la persona adulta és gairebé inexistent (Kerr et al., 2016; Nery et al., 2020a; Vveinhardt et al., 2019a). Així, s'ha constatat que és on més freqüentment tendeixen a donar-se les situacions de bullying a l'esport (Mishna et al., 2019; Nery et al., 2021; Ríos et al., 2022) i també a l'EF (Bascón-Seda & Ramírez-Macías, 2020; O'Connor & Graber, 2014). Concretament, els episodis de bullying que ocorren al vestidor, en ocasions, poden estar relacionats amb atacs homòfobs i amb elements d'identitat sexual (Iida & McGivern, 2014; White & Hobson, 2017), alhora que també poden aparèixer accions de ciberbullying (K. M. Moen et al., 2018).

### **2.2.4 Les víctimes, els agressors/es i els espectadors/es**

Encara que no hi ha un perfil estàndard per esdevenir víctima de bullying, no tots els grups poblacionals presenten les mateixes probabilitats de ser-ne. En aquest sentit, s'ha observat que les persones que tenen alguna discapacitat, ja sigui física, sensorial o intel·lectual, tenen un risc major d'esdevenir víctima de bullying (Danes-Staples et al., 2013; Farmer et al., 2012; Haegele et al., 2020; P. K. Smith, 2019). També aquelles persones que pertanyen a grups socials minoritaris o a algun determinat grup ètnic presenten una major probabilitat de patir bullying (Díaz-Aguado et al., 2013; McKenney et al., 2006; Palladino et al., 2020; P. K. Smith, 2019). Alhora, les persones que no s'ajusten a les expectatives de gènere masculí i femení tradicionals es troben més exposades a la victimització en comparació a aquelles que s'ajusten a les normes binàries tradicionals (Camodeca et al., 2019; UNESCO, 2018).

Per altra banda, s'ha observat una forta associació entre la victimització i la baixa habilitat motriu, suposant un factor de risc que pot augmentar les probabilitats d'esdevenir víctima, tant en un context esportiu com a l'EF (Bejerot et al., 2013; Kim & Craig, 2020). En el cas de l'EF, l'alumnat amb una menor habilitat motriu pot tenir més dificultats a les classes d'aquesta matèria, sobretot si les sessions que es plantegen presenten alts components competitiu (Méndez, Ruiz-Esteban, et al., 2019; Shannon, 2013). Aquest fet es magnifica degut a que a les classes d'EF l'alumnat té la possibilitat d'observar directament les habilitats dels demés, juntament amb els èxits i els fracassos durant els jocs i les activitats que es proposen (Sağın et al., 2022), de manera que els i les estudiants queden exposats a qualsevol tipus de valoració pública (Beltrán-Carrillo et al., 2012). L'alumnat amb baixa habilitat motriu pot tendir a ser exclòs (Hurley & Mandigo, 2010) essent, per exemple, les últimes persones escollides quan es fan les tries per formar part d'un equip, fet també que els pot comportar una

disminució del sentiment de competència en les seves capacitats físiques (Flintoff & Scraton, 2005). Per altra banda, en el context de pràctica esportiva, la pressió sobredimensionada per assolir la victòria i el rendiment esportiu, pot potenciar també que aquell jugador o jugadora que presenta una baixa habilitat motriu pugui esdevenir víctima degut al poc suport que tindrà per part dels seus companys i companyes en un ambient altament competitiu (Kim & Craig, 2020; Menesini et al., 2018; Mishna et al., 2019). Alhora, els nois i noies amb el sobrepès o obesitat tenen també més probabilitats d'esdevenir víctima en el context escolar (Bacchini et al., 2015; Koyanagi et al., 2019), especialment a les classes d'EF (Peterson et al., 2012) i també al context de la pràctica esportiva organitzada o extraescolar (Collot & Dudink, 2010).

Les víctimes també es caracteritzen per tenir una baixa autoestima (Garaigordobil et al., 2013) i disposar de poques habilitats per relacionar-se amb els demés, tant a l'escola (Hernández & Saravia, 2016; Menéndez et al., 2020), com en el context esportiu (M. B. Evans et al., 2016). També sol ser una persona introvertida i tímida, i a l'escola no sol ser escollida pels companys i companyes de classe a l'hora de realitzar activitats conjuntes, tant a l'aula com en el moment del pati (Nocito, 2017). Així, són persones que es troben rebutjades i aïllades pels seus iguals i aquesta debilitat social que perceben els companys i companyes en relació a la víctima, comportarà que s'alimenti l'esquema de domini-submissió en el qual s'hi veuen immerses (Ortega & Mora-Merchán, 2008).

En relació a les característiques de l'agressor/a, malgrat hi ha certes tendències que poden repetir-se, no existeix un perfil estàndard (Zych et al., 2017). En aquest sentit, pot tractar-se d'una persona popular entre el seu grup d'iguals, però que presenta una autoestima baixa, un desenvolupament de certes conductes d'impulsivitat i arrogància i que prové d'un possible entorn familiar violent (Roa et al., 2012). En general, mostren problemes de conducta i de control de les seves pròpies emocions i presenten un nivell d'empatia baix. Alhora, poden tenir un mal rendiment acadèmic o presentar fracàs escolar (Zych et al., 2017).

El procés d'elecció de la víctima per part dels agressors/es, no és dona de forma aleatòria, sinó que escullen la persona que veuen més dèbil o amb menys capacitat de resposta a les seves accions (Castro, 2007). Després d'escollir-la, l'agressor/a utilitza les vulnerabilitats de la víctima per perjudicar-la o fer-li mal i es crea el desequilibri de poder que caracteritza la situació d'assetjament (Menesini & Salmivalli, 2017). Tanmateix, els agressors/es tendeixen a desenvolupar poca consciència moral sobre els seus actes, sense sentiments de culpa personals, ni comprensió cap al sentiment de les víctimes (Hernández & Saravia, 2016) i sovint tendeixen a justificar les accions immorals que realitzen (Zych et al., 2017). Cal indicar que els agressors/es poden actuar segons diferents motius. En alguns casos ho fan per un desig d'intimidat i dominar a algun company o companya i exercir un abús de poder (Méndez & Cerezo, 2010). En d'altres, ho fan per una necessitat personal de sentir-se admirats i reconeguts per un grup social determinat (Roa et al., 2012), volent aconseguir un "estatus alt" (Salmivalli, 2010).

Per altra banda, el paper que desenvolupen els espectadors/es d'una situació de bullying és clau tant pel manteniment del fenomen com per la seva anul·lació (Menesini & Salmivalli, 2017; Salmivalli, 2010; Smokowski & Evans, 2019). Les reaccions davant d'una situació de bullying poden ser diverses per part dels espectadors/es i poden venir determinades per l'edat,

per les relacions d'amistat que tinguin amb les persones implicades (Nocito, 2017) o pel grau de benestar psicològic (autoacceptació, relacions positives amb altres persones, autonomia, domini de l'entorn, etc.) (Djuwita & Mangunsong, 2017). El comportament de les persones que ho observen influenciarà directament en la dinàmica de l'assetjament entre iguals, alhora que tindrà un impacte en el clima escolar (Smokowski & Evans, 2019). Una d'aquestes reaccions per part dels espectadors/es és seguir la llei del silenci, transformant-se en còmplices de l'assetjament per por a esdevenir víctimes (Castro, 2007) fet que pot provocar, alhora, la normalització d'aquests comportaments (Xie & Ngai, 2020). En altres ocasions, la seva reacció pot ser la de sumar-se a les agressions, amplificant així la gravetat de la situació (Hernández & Saravia, 2016). És per aquest motiu que esdevé important centrar esforços en la sensibilització dels espectadors/es i en el treball per l'augment del comportament psicosocial dels mateixos (Smokowski & Evans, 2019), ja que si aquestes persones opten per una actitud de rebuig davant aquestes situacions, conduirà a la construcció d'un ambient lliure de violències (Avilés et al., 2011). Per tant, d'igual manera que aquests agents són part del problema, també esdevenen indispensables per acabar amb el fenomen (Díaz-Aguado et al., 2013).

### ***2.2.5 Les conseqüències del bullying***

Ser víctima de bullying té un impacte negatiu significatiu en la salut mental i en la qualitat de vida dels qui ho pateixen (Arseneault, 2018; Bachand, 2017; UNESCO, 2018). Les víctimes poden patir trastorns d'ansietat i depressió i, en alguns casos, arribar a la ideació suïcida o intents de suïcidi (Moore et al., 2017). Sovint no dormen bé, se senten tristes i pateixen de mals de cap i d'estómac (Monks et al., 2009) i acostumen a sentir-se poc segures en el centre educatiu (Piñero & Cerezo, 2011). Alhora, desenvolupen actituds de rebuig cap a l'escola i cap als seus companys i companyes per no haver de coincidir amb els seus agressors/es (Ovejero, 2013).

Les víctimes poden sentir-se incapaces d'establir relacions interpersonals amb companys i companyes del seu grup d'iguals (Manna et al., 2019), cosa que les pot conduir a desenvolupar estrès psicològic o sentiments de frustració i insatisfacció, i afectar en el seu rendiment acadèmic (Menéndez et al., 2020) i/o en l'abandonament escolar (Manna et al., 2019). Les víctimes també poden sentir-se humiliades per ser considerades persones dèbils i marginades (Hernández & Saravia, 2016) i, en conseqüència, presentar afectacions en el seu autoconcepte i en la seva autoestima (García & Conejero, 2010). La depressió i la soledat de les víctimes de bullying poden comportar la disminució de la motivació a ser físicament actives degut al baix estat d'ànim i a la falta de recolzament social, mantenint un estil de vida sedentari (Castañeda-Vázquez et al., 2020). Alhora, visualitzar-se a elles mateixes sense recursos per sortir de la situació que estan vivint (indefensió de la víctima), les podria conduir a aprendre que l'única forma de defensar-se és convertir-se en persones violentes (Castro, 2007). Cal indicar també que tots aquests efectes i conseqüències podran ser perdurables i persistir fins l'edat adulta (Blanco et al., 2020; Camodeca & Nava, 2020; deLara, 2019).

Al mateix temps, és important tenir present que quan es dona una situació de bullying també es generen conseqüències personals per a tots els implicats (Modecki et al., 2014; Nathan, 2014; Ruiz et al., 2015), tant en el moment que succeeix el fenomen com a llarg termini (Craig & Pepler, 2007; Eyuboglu et al., 2021). Els agressors/es aprenen a aconseguir els



objectius de manera violenta i agressiva, podent desenvolupar actes delinqüents en un futur (Moral, 2005; Ruiz et al., 2015) i esdevenir espectador/a d'una situació de bullying té un impacte significatiu en la salut mental en relació, per exemple, al desenvolupament d'ansietat o de símptomes depressius (Rivers et al., 2009; Wu et al., 2016). En àmbit escolar també podran veure's afectades les famílies i la pròpia comunitat educativa (López & Sabater, 2018), comportant arribar a deteriorar el clima escolar i, en conseqüència, la qualitat dels serveis educatius (Manna et al., 2019).

Quan aquest fet ocorre en àmbit esportiu també es desenvolupen efectes negatius a nivell emocional com presentar poca satisfacció amb la pràctica esportiva, sentir-se aïllat, amb baixa autoestima, tristesa, vergonya i por (Jewett et al., 2019). Serà, doncs, menys probable que gaudeixin de l'esport (Scarpa et al., 2012), alhora que no se sentiran tan connectades amb els companys i companyes de l'equip (M. B. Evans et al., 2016) i poden sentir-se avergonyides a l'hora d'actuar davant dels iguals (Jewett et al., 2019). Aquest fet pot suposar una disminució del rendiment esportiu, però també acadèmic de l'esportista (Jewett et al., 2019; Vveinhardt et al., 2017). Fins i tot, pot conduir a un abandonament prematur de la pràctica esportiva (M. B. Evans et al., 2016; Nery et al., 2020a). També s'ha constatat que pot tenir afectacions en el rendiment global de l'equip (Vveinhardt et al., 2017) i en el desenvolupament d'un entorn de grup tòxic (A. L. Smith & Ullrich-French, 2020), alhora que pot impactar de manera negativa en la cohesió de grup (Jewett et al., 2019).

## **2.3 El rol del professorat d'Educació Física i dels entrenadors i entrenadores en relació al bullying**

### ***2.3.1 El professorat d'Educació Física i el bullying***

El professorat és una peça imprescindible per al desenvolupament integral (físic, afectiu, social, cognitiu, artístic, etc.) de l'alumnat, alhora que recau en ell o en ella la responsabilitat del foment d'una educació en valors cívics per a la convivència (Montero-Carretero & Cervelló, 2020), esdevenint un agent clau en la internalització d'unes normatives pel bon funcionament del grup (Yoon & Bauman, 2014). El seu paper serà vital per l'abordatge de qualsevol tipus de problemàtica social que pugui aparèixer a l'aula i que afecti directament al benestar de l'alumnat, com pot ser, entre d'altres qüestions, la presència de bullying (Oldenburg et al., 2015; Veenstra et al., 2014). És per això que serà un agent clau tant en la prevenció del fenomen (C. Kowalski, 2017; Şen & Doğan, 2021) com en la intervenció en el cas que es desenvolupi una situació (van Verseveld et al., 2019).

Malgrat tenir aquest rol fonamental, el professorat presenta dificultats alhora d'identificar el bullying, d'estimar la gravetat del fenomen, d'abordar-lo i de trobar solucions per reduir-lo (van Verseveld et al., 2021). Sovint els i les docents es veuen aclaparats per la multitud de tasques que se'ls encomanen, i poden tendir a centrar-se únicament en l'ensenyament del currículum acadèmic (Jennings & Greenberg, 2009), deixant molt poc temps a qüestions socials vinculades a les relacions que s'estableixen entre l'alumnat (Pas et al., 2019). A més, degut a que els episodis de bullying solen passar en moments i espais sense presència de les persones adultes, el professorat pot ser que no tingui consciència del desenvolupament de la problemàtica fins que no augmenta la magnitud del fenomen o fins que un alumne/a o familiar ho denuncia (van Verseveld et al., 2021). En aquest sentit, les víctimes

de bullying tendeixen a no trobar suport en el professorat (Bradshaw et al., 2007), fet que provoca que disminueixi la probabilitat que es denunciïn els fets (Demol et al., 2020; Yoon & Bauman, 2014). A més, quan els i les docents no actuen davant una situació de bullying poden expressar a l'alumnat que ho toleren, essent molt perjudicial pel tractament de la problemàtica (Yoon & Bauman, 2014).

Segons Mazzone et al. (2020) les actuacions del professorat davant el bullying poden estar influenciades per factors com les creences i les actituds que posseeixen sobre el fenomen, la percepció que tenen de la seva gravetat, l'autoeficàcia percebuda en relació a les habilitats d'intervenció per resoldre aquestes situacions i l'empatia que presenten envers la problemàtica. En aquest sentit, s'ha observat que mentre alguns futurs professors i professores tendeixen a expressar preocupació davant el bullying, d'altres poden arribar a normalitzar el fenomen, considerant-lo una part inherent en el creixement i desenvolupament dels infants (Dawes et al., 2022). Aquest fet influenciarà en les respostes d'intervenció, ja que el professorat amb opinions més normatives sobre el bullying, considerant l'agressió com una part natural del creixement i fins i tot beneficiosa pel desenvolupament psicosocial de les víctimes, seran més propensos a utilitzar estratègies de resposta passives enfront l'assetjament, com pot ser, per exemple, demanar a les víctimes que evitin als agressors/es (Troop-Gordon & Ladd, 2015). Aquell professorat que minimitza la gravetat del fenomen tendeix a no actuar o a fer-ho també a partir d'estratègies d'intervenció passives, com ignorar l'incident o demanar als i les estudiants que facin front a la situació per ells o elles mateixes (Craig et al., 2000). També esdevindrà important la confiança i la seguretat que percebi tenir el professorat en relació a l'abordatge del bullying, de manera que els que se sentin més segurs per fer-hi front seran els qui tindran més probabilitats d'intervenir (Fischer et al., 2021). Alhora els professors i professores estan més predisposats a actuar quan atribueixen el bullying a factors interns (factors que poden estar sota el control del professor o professora), que a factors externs (factors que escapen del seu control, com per exemple les característiques de l'alumne/a o el seu entorn familiar) ja que són partidaris a creure que la situació pot solucionar-se i, en conseqüència, es comprometen a detenir-ho (Oldenburg et al., 2015). També l'empatia està relacionada amb les respostes del professorat, de manera que la presència d'aquesta farà més fàcil que es respongui positivament a la situació de bullying (Huang et al., 2018). Per altra banda, esdevé necessari saber quin és el coneixement que tenen aquests agents en relació al bullying ja que si no entenen què implica aquest tipus d'assetjament, és molt poc probable que interpretin que s'està reproduint i actuïn en conseqüència (Dawes et al., 2022). A més, el professorat que creu no tenir les habilitats adequades per abordar la problemàtica té menys probabilitats d'intervenir (Bauman & Del Rio, 2006).

Així doncs, donat el paper vital que juguen els i les docents en els esforços contra el bullying, és important que tinguin l'habilitat necessària per participar en l'abordatge, fet que vindrà determinat pels coneixements i recursos que els proporcionin els programes de formació, de manera que els facin disposar d'estratègies per afrontar qualsevol situació de bullying (Dawes et al., 2022). Per tant, el nivell de formació que té el professorat sobre el fenomen esdevé un element important a considerar, ja que com destacaven Sairanen and Pfeffer (2011) el professorat format intervé de manera més efectiva en comparació amb aquells qui no ho estan. En aquest sentit, s'han dissenyat i aplicat programes de formació pel professorat i han

demonstrat una gran eficàcia en relació a la prevenció i en la detecció del bullying a les aules (Pas et al., 2019).

Els futurs i futures docents, però, se senten poc preparats per afrontar casos de bullying, essent molt necessari augmentar la formació per tal de millorar els seus nivells de confiança per respondre adequadament a qualsevol sospita i assegurar, així, l'èxit dels programes antibullying que s'implementin als centres educatius (Fry et al., 2020; Lester et al., 2018; Mahon et al., 2020). Així doncs, partint de l'enfocament ecològic i integral del bullying (Espelage, 2014), la implicació del professorat és clau pel desenvolupament de programes contra el bullying a l'escola (Gaffney et al., 2019), essent necessari que se'ls hi atorgui un paper important en els mateixos (Veenstra et al., 2014).

En l'àrea concreta de l'EF, a partir de les tasques, jocs i activitats esportives que es proposen, es produeixen moltes interaccions socials directes entre l'alumnat, podent crear-se entorns exigents a nivell social, emocional i físic (Sağın et al., 2022), i si el professorat d'aquesta assignatura no disposa d'estratègies per identificar possibles situacions de bullying, pot esdevenir un context on una possible víctima de bullying pateixi situacions que afectin al seu benestar global (Ortega-Ruiz & Córdoba-Alcaide, 2020). Durant les classes d'EF es realitzen activitats que impliquen contacte físic, fet que pot dificultar que el professorat s'adoni que alguns d'aquests contactes siguin intencionals i formin part d'una dinàmica de bullying (Fuller et al., 2013; Sağın et al., 2022). Els mateixos professors i professores d'EF creuen que poden ser determinants en l'augment o en la disminució del bullying, segons la manera de comunicar-se amb l'alumnat, la relació que hi estableixen i l'elecció d'activitats que facin (Sağın et al., 2022). Així doncs, caldrà atendre als elements metodològics que faci ús el professorat en el desenvolupament de les sessions d'EF, ja que la implementació metodològica inadequada de certs continguts pot potenciar actituds de violència, escenaris que provoquin situacions de ridícul o burla cap a l'alumnat amb habilitats motrius menors, i la possible aparició de bullying (O'Connor & Graber, 2014).

En definitiva, l'actitud que adopti el professorat d'EF pot ser un element clau tant per prevenir com per fomentar o mantenir el bullying (Benítez-Sillero et al., 2021; Jiménez-Barbero et al., 2020). També resulta imprescindible que el professorat d'aquesta matèria treballi per prevenir el bullying a les seves classes (Dawes et al., 2022; Hurley & Mandigo, 2010; Jiménez-Barbero et al., 2020). Malgrat això, el professorat d'EF considera que no disposa de les estratègies necessàries per evitar que el bullying es reproduïxi, fet que provoca que sigui imprescindible donar formació continuada al professorat d'EF per tal d'augmentar els seus coneixements i habilitats (Sağın et al., 2022).

### ***2.3.2 Els entrenadors i entrenadores d'esport formatiu i el bullying***

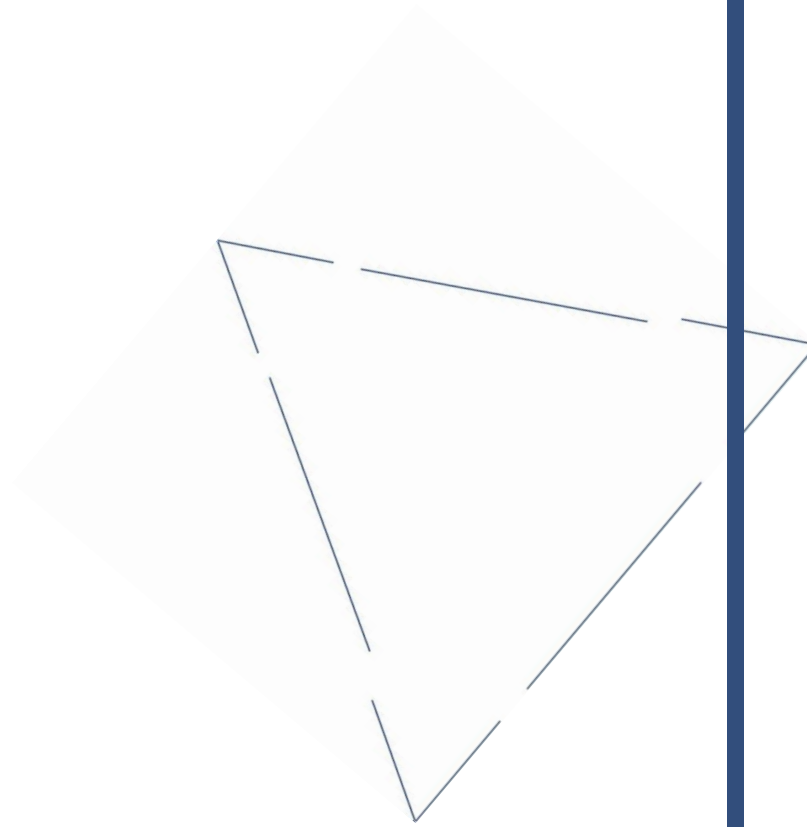
Els entrenadors i entrenadores que s'ocupen de la formació esportiva són agents que juguen un paper crucial en la determinació de les accions morals dels seus jugadors i jugadores (Gendron & Frenette, 2016), i en l'establiment de les normes socials i d'expectatives de comportament (Kim & Craig, 2020). Es consideren també persones referents, de manera que les actituds i els comportaments dels entrenadors i entrenadores tindran una influència directa en la conducta dels seus jugadors i jugadores (Nery et al., 2020a). Tot i això, el paper primordial

que se'ls atorga universalment és el d'ajudar als i les esportistes a millorar el seu rendiment esportiu (F. Moen et al., 2014).

Pel que fa al tractament del bullying en aquest àmbit, Nery et al. (2020a) prenent com a referència la teoria de Bronfenbrenner (1979), determina la necessitat de treballar i comprendre més enllà de la dinàmica triangular víctima-agressor/a-espectadors/es i tenir en compte els diferents contextos i agents que envolten la problemàtica en l'entorn de pràctica esportiva, entre els quals es troben els entrenadors i entrenadores. Així doncs, degut a que el bullying és present en aquest tipus de context (Nery et al., 2021), apareix la necessitat que aquests agents estiguin preparats per abordar les conductes d'assetjament i per respondre de manera coherent a aquestes situacions (McCloughan et al., 2015; Shannon, 2013). De la mateixa manera, tenen la responsabilitat de vetllar per aconseguir un entorn esportiu segur (Kim & Craig, 2020) i de controlar les accions i comportaments dels i les esportistes per evitar que possibles situacions derivin en escenaris de bullying (Maydon et al., 2022); més quan se sap que la naturalesa competitiva inherent a l'esport pot provocar l'aparició de conflictes i derivar en problemes de relació perllongats en el temps (A. L. Smith & Ullrich-French, 2020). Així, serà de gran rellevància el paper de l'entrenador o entrenadora respecte l'orientació pedagògica que faci ús durant la seva tasca formativa, facilitant, minimitzant o inhibint situacions que condueixin a l'aparició del fenomen (Vveinhardt et al., 2019b).

Sobre la formació vinculada al bullying, són els mateixos entrenadors i entrenadores els que manifesten tenir competències insuficients sobre la temàtica (Flores et al., 2020). Generalment, la formació que reben aquests agents se centra en coneixements tècnics i tàctics propis de la modalitat esportiva, posant poca atenció a aspectes relacionats amb el desenvolupament global dels infants i adolescents (Vella et al., 2011), considerant-se, d'aquesta manera, que la formació pedagògica dels mateixos és limitada (C. Kowalski, 2017). És precisament per aquesta falta de formació i de coneixement en relació a aspectes més enllà de la vesant esportiva, la que provoca que els entrenadors i entrenadores no siguin conscients que el bullying també pot ocórrer entre els seus jugadors i jugadores (Baar & Wubbels, 2013), o que alguns i algunes esportistes afirmen que els entrenadors i entrenadores poden estar presents en episodis d'assetjament i no reconèixer aquestes conductes i, en conseqüència, haver una absència d'intervenció (Mishna et al., 2019). A més, el problema s'agreuja quan es detecta que els entrenadors i entrenadores que predominen en etapa formativa solen ser els de menor nivell formatiu (Feu et al., 2010) i alhora, en certes ocasions, són persones voluntàries (C. Kowalski, 2017). Per altra banda, la influència que tenen els entrenadors i entrenadores en els i les esportistes pot provocar el desenvolupament de comportaments negatius. Així, l'exigència per guanyar a qualsevol preu, o utilitzar una estructura d'autoritat jeràrquica, pot provocar que els i les esportistes adoptin comportaments semblants i acabin desenvolupant actituds positives cap a l'assetjament (C. Kowalski, 2017). Tanmateix, la normalització de certs comportaments violents a l'esport per part dels entrenadors i entrenadores esdevé un factor de risc d'aparició del fenomen (Fisher & Dzikus, 2017). Per tot, segons Shannon (2013) es considera important parar atenció a la formació que reben els entrenadors i entrenadores, afavorint que aquesta vagi més enllà de coneixements tècnics i tàctics propis de la modalitat esportiva en qüestió, i emfatitzant en aspectes relacionats amb el desenvolupament físic, psicològic i social dels infants i adolescents sota la seva responsabilitat.





### **3.**

## **Objectius**

Tenint en compte la problemàtica descrita en els anteriors apartats, en aquest capítol s'exposa l'objectiu general de la investigació, juntament amb els objectius específics que se'n deriven i que es pretenen assolir mitjançant la realització dels tres estudis que conformen la tesi doctoral.



### **3.1 Objectiu general**

La present tesi doctoral té com a objectiu general elaborar una diagnosi del bullying en el context de l'esport i de l'EF a partir de les experiències de les víctimes de bullying en el context esportiu, del coneixement dels entrenadors i entrenadores respecte a aquest fenomen, i de la formació i percepció que disposa el futur personal docent d'EF pel que fa a la problemàtica del bullying.

Els resultats sortints pretenen ser d'interès per dissenyar i portar a terme estratègies formatives i d'intervenció per tot aquell conjunt d'agents implicats en l'àmbit esportiu en etapa formativa (entrenadors i entrenadores, persones responsables d'entitats esportives, etc.), en l'EF (docents d'EF en formació o en actiu), així com, en general, per organitzacions esportives (clubs i associacions esportives, federacions, etc.) i centres de formació (universitats, escoles, instituts, escoles esportives, etc.).

### **3.2 Objectius específics**

Per la consecució de l'objectiu general es desenvolupen tres estudis amb els seus corresponents objectius específics (veure Figura 3).

#### ***3.2.1 Estudi I***

Encara que s'han portat a terme múltiples estudis pel que fa a l'anàlisi del bullying a l'univers educatiu (escoles i instituts) són escassos els treballs realitzats amb la finalitat de valorar aquesta problemàtica a l'àmbit esportiu. La majoria dels estudis d'aquesta temàtica en aquest context s'han encarregat d'analitzar, des d'una perspectiva quantitativa, la prevalença del bullying. Es poden destacar investigacions realitzades amb aquesta finalitat a Portugal, a Lituània, a Canadà, als Països Baixos, i un treball recent a Catalunya en el context del futbol formatiu. A dia d'avui, però, manquen investigacions que detallin les experiències de víctimes en aquest context des d'un anàlisi més profund i exhaustiu, en el qual es valorin variables més concretes des d'una perspectiva retrospectiva.

D'aquesta necessitat, el primer estudi de la tesi doctoral sota el títol ““I gave up football and I had no intention of ever going back”: Retrospective experiences of victims of bullying in youth sport”, pretén abordar la problemàtica des de la perspectiva de víctimes de bullying en un context esportiu formatiu, amb la finalitat de:

- Conèixer les experiències de víctimes de bullying a l'esport formatiu durant la seva etapa de formació esportiva.

#### ***3.2.2 Estudi II***

Per altra banda, essent el bullying una problemàtica present en el context de l'esport formatiu, el paper dels diferents agents esportius per detectar, prevenir i actuar davant les situacions de bullying esdevenen clau. Els entrenadors i entrenadores tenen un rol preferent, ja que són les persones que estan en contacte amb els i les esportistes i de les qui dependrà, en gran part, l'experiència d'aquest infants i adolescents en aquest context de pràctica esportiva organitzada. És per aquest motiu que és necessari conèixer, fins a quin punt, els entrenadors i



entrenadores disposen de suficients coneixements sobre el fenomen del bullying i d'estratègies per prevenir-lo, per tal de determinar necessitats futures i encaminar noves propostes d'intervenció.

Per tot, el segon estudi que conforma la tesi doctoral sota el títol “Bullying in youth sport: Knowledge and prevention strategies of coaches”, pretén l'assoliment de dos objectius:

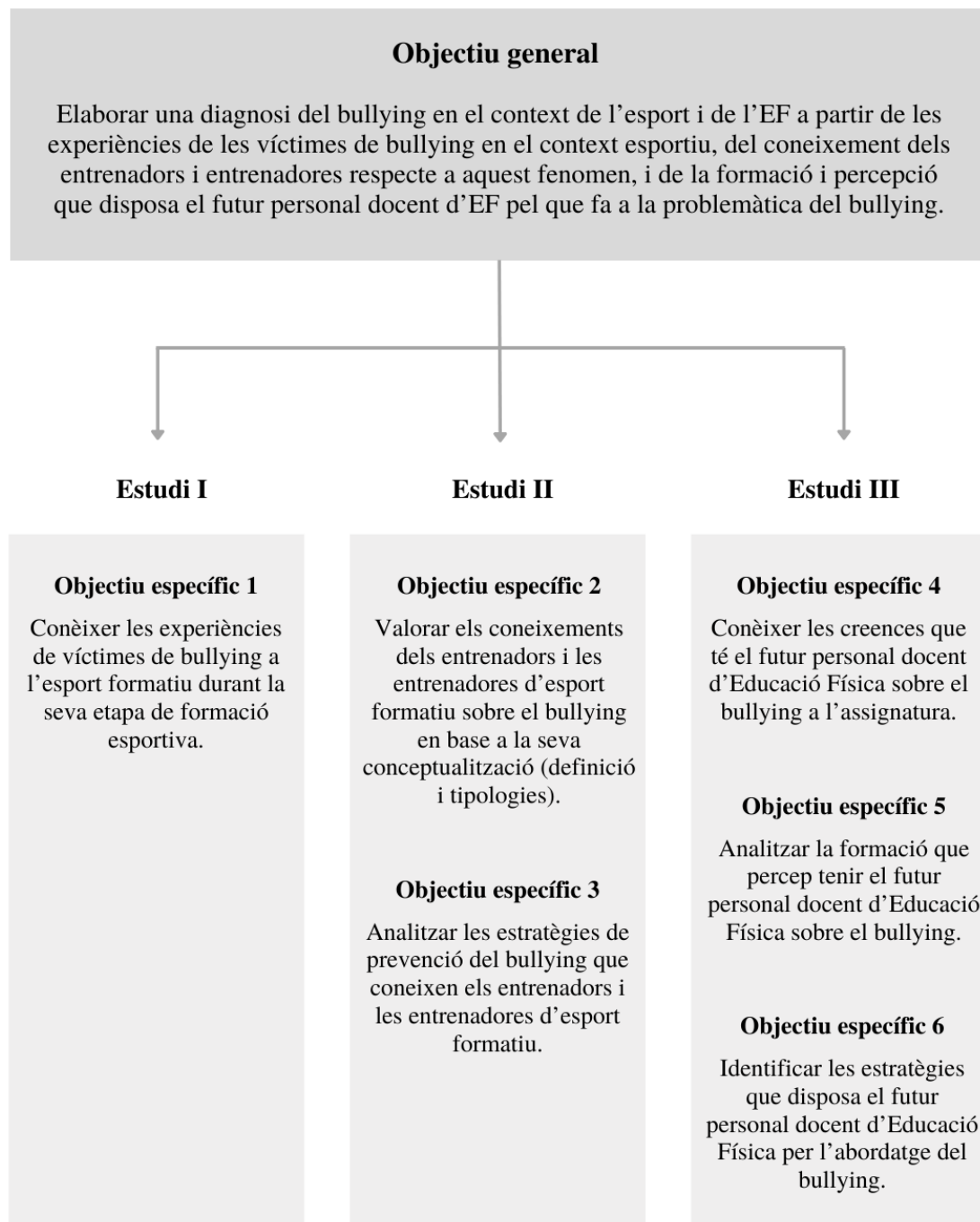
- Valorar els coneixements dels entrenadors i entrenadores d'esport formatiu sobre el bullying en base a la seva conceptualització (definició i tipologies).
- Analitzar les estratègies de prevenció del bullying que coneixen els entrenadors i entrenadores d'esport formatiu.

### **3.2.3 Estudi III**

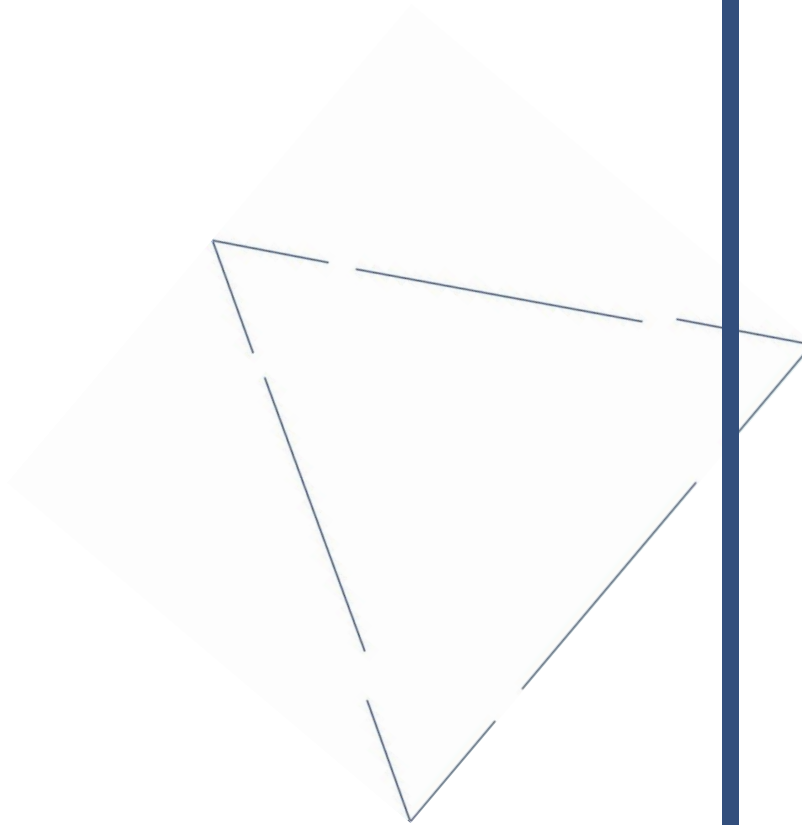
El professorat d'EF juga un paper molt important a l'hora de prevenir, detectar i intervenir davant possibles situacions de bullying que poden desenvolupar-se al centre educatiu i, concretament, a l'àrea de l'EF, essent necessari que disposin de recursos i estratègies per l'abordatge integral del fenomen. En aquesta línia, els futurs i futures docents d'EF haurien de disposar d'uns coneixements amplis sobre el bullying, els quals s'adquirissin durant l'etapa formativa universitària, per tal d'orientar una correcta intervenció docent en un futur. Manquen però estudis que s'hagin ocupat d'analitzar com perceben els futurs i futures docents d'EF el fenomen del bullying, de conèixer les estratègies que disposen per prevenir i actuar davant la presència d'aquestes situacions, i de detectar possibles mancances i necessitats formatives entre el col·lectiu.

Davant aquesta falta d'investigacions, el tercer estudi de la tesi doctoral sota el títol ““We've never studied bullying at university": Bullying-related beliefs, training, and strategies among preservice Physical Education teachers”, té com a objectius:

- Conèixer les creences que té el futur personal docent d'Educació Física sobre el bullying a l'assignatura.
- Analitzar la formació que percep tenir el futur personal docent d'Educació Física sobre el bullying.
- Identificar les estratègies que disposa el futur personal docent d'Educació Física per l'abordatge del bullying.

**Figura 3.***Esquema dels objectius de la tesi doctoral*





## **4.** **Mètode**

En el present capítol es descriuen les característiques del disseny metodològic de les investigacions realitzades, que responen a qüestions relatives a les persones participants dels estudis, als instruments de recollida de dades, als procediments i a l'anàlisi de dades.



A partir dels objectius plantejats, i tal com s'ha anunciat anteriorment, s'han elaborat tres estudis que comprenen diferents perspectives metodològiques que permeten abordar el fenomen del bullying en el context esportiu formatiu i d'EF. Els tres treballs s'exposen al cinquè capítol i s'estructuren de la següent manera:

- Estudi I. "I gave up football and I had no intention of ever going back": Retrospective experiences of victims of bullying in youth sport.
- Estudi II. Bullying in youth sport: Knowledge and prevention strategies of coaches.
- Estudi III. "We've never studied bullying at university": Bullying-related beliefs, training, and strategies among preservice Physical Education teachers.

#### 4.1 Participants

Pel desenvolupament dels estudis, es va comptar amb la participació de tres agents diferents, els quals permetien tenir una visió profunda i detallada sobre la problemàtica en el context específic d'estudi (el bullying a l'esport i a l'EF): víctimes del bullying durant l'etapa esportiva formativa (Estudi I), entrenadors i entrenadores d'esport formatiu (Estudi II) i futurs i futures docents d'EF (Estudi III).

Pel primer estudi, després de fer difusió de la investigació a través de xarxes socials i correus electrònics, els i les participants van ser reclutades mitjançant un mostreig no probabilístic per criteri (Sparkes & Smith, 2014). Aquesta mostra, a la vegada, es va ampliar amb un mostreig de bola de neu (Parker et al., 2019). El criteri d'inclusió de les persones participants de l'estudi va ser haver esdevingut víctimes de bullying a l'esport durant la seva etapa formativa esportiva (entre els 6 i els 16 anys), fet que es valorava a través d'una entrevista prèvia individual, on es determinava que les seves experiències fossin consistentes amb les característiques del bullying establertes per Olweus (1993). Un total de 13 persones varen mostrar-se interessades en participar en l'estudi i després de revisar els criteris d'inclusió, dos potencials participants van ser descartats: un d'ells havia patit bullying exclusivament a l'entorn escolar, mentre que l'altre havia estat víctima d'assetjament per part del seu entrenador i no per part dels seus iguals. Finalment, 11 persones (quatre dones i set homes) van ser considerades vàlides per a formar part de l'estudi. En el moment en el qual es van recopilar les dades, els i les participants tenien entre 17 i 27 anys d'edat ( $M_{edat} = 21$  anys,  $SD = 3.69$ ). Quan van experimentar la situació de bullying tenien entre 10 i 16 anys, i practicaven esports individuals i col·lectius a diversos clubs de Catalunya (Espanya).

Per altra banda, les persones participants del segon estudi, reclutades mitjançant un mostreig no probabilístic per criteri (Sparkes & Smith, 2014), van ser 161 entrenadors i entrenadores d'esport formatiu (122 homes i 39 dones) de diferents modalitats esportives, estudiants de primer curs del Grau en Ciències de l'Activitat Física i l'Esport (CAFE), de l'Institut Nacional d'Educació Física de Catalunya (INEFC) del centre de Barcelona. Els criteris d'inclusió per a la selecció dels i les participants en aquest cas van ser: (1) que fossin entrenadors o entrenadores en actiu d'esportistes en etapa formativa (6-16 anys) i (2) amb un mínim d'una temporada d'experiència com entrenadors o entrenadores. La mostra tenien un rang d'edat d'entre 17 i 41 anys ( $M_{edat} = 20.3$  anys,  $SD = 3.15$ ), amb una experiència mitjana com entrenadors i entrenadores de 2.7 temporades ( $SD = 1.72$ ) i entre els quals, el 55.3% disposaven de títol oficial d'entrenador o entrenadora de la federació esportiva corresponent.

Pel que fa al tercer estudi, les persones participants van ser seleccionades mitjançant un mostreig no probabilístic per criteri i conveniència (Sparkes & Smith, 2014), d'acord amb els criteris d'inclusió següents: (1) estudiants de quart i últim curs del Grau de Mestre/a d'Educació Primària amb la menció/especialització d'EF (futurs i futures docents d'EF d'Educació Primària) o estudiants del Màster Universitari de Formació del Professorat amb especialitat d'EF (futurs i futures docents d'EF d'Educació Secundària); (2) de diferents universitats del territori espanyol. Es va contactar amb 10 universitats espanyoles que impartien aquestes titulacions i, finalment, sis de les universitats van confirmar el seu interès en participar en l'estudi. Després de contactar amb els i les estudiants de cada universitat, van accedir a participar 44 futurs i futures docents d'EF ( $M_{edat} = 23.91$ ;  $SD = 2.96$ ): 21 futurs i futures docents d'EF d'Educació Primària (11 dones i 10 homes) i 23 futurs i futures docents d'EF d'Educació Secundària (8 dones i 15 homes).

## 4.2 Instruments

Per a la recopilació de dades dels tres estudis que configuren la tesi doctoral, s'utilitzen tres instruments diferents: entrevistes semiestructurades (Estudi I), qüestionaris (Estudi II) i grups focals (GF) (Estudi III).

Pel primer estudi es va optar per recopilar dades a través del desenvolupament d'entrevistes semiestructurades (Sparkes & Smith, 2014). Aquest instrument aportava flexibilitat, donat que permetia canviar l'ordre de les preguntes, fer-ne d'addicionals i orientar intencionadament a les persones participants cap a l'objectiu de la investigació (Flick, 2009). A més, permetia explorar sobre qüestions sensibles i emocionals com és l'experiència de ser víctima de bullying (Creswell, 2012), alhora que atorgava un major control a les persones entrevistades, permetent-les explicar les seves experiències en profunditat, amb les seves pròpies paraules i sense limitacions (Sparkes & Smith, 2014). Prèviament a l'entrevista, es va dissenyar un guió (veure Annex 1) a partir de la revisió de la literatura del bullying al context esportiu (Fisher & Dzikus, 2017; Nery et al., 2020a). L'entrevista consistia en una part inicial on es tractaven informacions referents a qüestions personals d'una menor sensibilitat, com ara les seves primeres experiències esportives i, a continuació, es passava a la part principal de l'entrevista, on es demanava als i a les participants que expliquessin amb detall les seves experiències de bullying.

En relació al segon estudi, es va fer ús d'un qüestionari *ad hoc* (veure Annex 2) estructurat en dos apartats. El primer recollia dades de caràcter sociodemogràfic de les persones participants (edat, gènere, titulació, experiència i modalitat esportiva de la qual era entrenador o entrenadora) i el segon presentava les següents preguntes obertes, que pretenien recollir tres dimensions de l'objecte d'estudi: "Com definiries el bullying?", "Quines tipologies de bullying existeixen?" i "Quines estratègies utilitzes per prevenir el bullying a l'esport?". En línia amb estudis semblants realitzats en un context escolar, es va creure oportú escollir preguntes de naturalesa oberta, ja que no influenciava ni limitava a les persones que participaven envers la definició, els tipus de comportaments de bullying ni en les estratègies preventives exposades (Naylor et al., 2006).

Per a la recopilació de les dades del tercer estudi es va optar per la realització de GF. Es van portar a terme un total de sis GF, cadascun d'ells amb alumnat de la mateixa universitat:

tres amb futur personal docent d'EF d'Educació Primària (GF1, GF2, GF3) i tres amb futur personal docent d'EF d'Educació Secundària (GF4, GF5, GF6). Seguint les indicacions de Beck et al. (2004) es va dissenyar un guió d'entrevista (veure Annex 3) a partir d'una revisió sistemàtica sobre el fenomen d'estudi (Martínez-Baena & Faus-Boscá, 2018).

### 4.3 Procediments

Els protocols dels tres estudis presentats van ser aprovats pel Comitè d'Ètica d'Investigacions Clíniques de l'Administració Esportiva de Catalunya (009/CEICGC/2021) (veure Annex 4) i segueixen els passos que es detallen a continuació.

Pel que fa al primer estudi, es va fer arribar un document escrit de consentiment informat (veure Annex 5) als i les participants, on apareixia l'objectiu i el procediment de la investigació, el seu caràcter voluntari i anònim, i la confidencialitat d'anàlisi de les dades, alhora que s'oferia la possibilitat de fer preguntes a l'equip d'investigació. En el cas d'una de les participants, que era menor d'edat, el consentiment informat s'autoritzava per part del pare/mare/tutor-a legal (veure Annex 6). A més, es demanava l'autorització per a la gravació d'àudio de l'entrevista, per tal de poder ésser transcrites per a la posterior anàlisi de dades. Un cop els i les participants signaven i entregaven els consentiments informats a l'equip investigador, s'acordava un dia i una hora per realitzar les entrevistes, les quals van portar-se a terme entre desembre de 2020 i febrer de 2021. Degut a les restriccions causades per la Covid-19, les entrevistes van realitzar-se en format *online*, a través de la plataforma Zoom®. En el moment de l'entrevista no hi havia presència de cap altra persona, excepte de l'entrevistat o entrevistada i l'entrevistadora, i es recomanava estar en un lloc tranquil. Abans de l'inici de la mateixa, se'ls va recordar el propòsit de l'estudi i les consideracions ètiques, així com que els resultats o informacions que fossin potencialment identificables s'ometrien (Jewett et al., 2019). Les entrevistes van tenir una durada mitjana de 52 minuts (entre 40 i 65 minuts), temps que va ser suficient per tractar totes les variables d'estudi. Les entrevistes es van enregistrar digitalment i es van transcriure posteriorment *verbatim*.

En relació al segon estudi, prèviament a l'administració del qüestionari, es va informar als i les participants sobre l'objectiu de la investigació, la voluntarietat, l'anonimat i la confidencialitat en l'anàlisi de les dades i se'ls va entregar un document de consentiment informat (veure Annex 7), el qual retornaven signat. Els i les participants van respondre el qüestionari individualment a l'INEFC de Barcelona durant el mes de setembre de 2020, i amb la presència de l'equip d'investigació durant la seva administració, qui s'encarregava d'assegurar que les persones enquestades emplenessin els qüestionaris de manera independent les unes de les altres. Es va emprar el programa SurveyMonkey® per la recopilació de respostes, el qual disposava d'una política de protecció de dades segura i rígida, i assegurava que les dades eren propietat exclusiva del l'equip d'investigació. És important destacar que no es va proporcionar cap coneixement envers el bullying previ a la realització del qüestionari, fet que permet respondre obertament a totes les preguntes.

Per altra banda, pel que fa al tercer estudi, els i les participants també van firmar un consentiment informat (veure Annex 8) on s'assegurava la voluntat de participar, la confidencialitat i l'anonimat en el tractament de les dades (Beck et al., 2004). Degut a restriccions causades per la pandèmia de la Covid-19, els GF es van dur a terme en format



*online*, on el contingut de les dades generades s'ha constatat que és notablement similar en comparació als presencials (Woodyatt et al., 2016). Els GF van portar-se a terme entre març i abril de 2021 i van ser dinamitzades per l'autora del document, la funció de la qual era crear una atmosfera de recolzament que propiciés l'intercanvi de punts de vista personals i la participació de tots els membres del grup. A l'inici de cada GF s'exposava el procediment que se seguiria, l'objectiu del mateix, i s'informava de la no existència de respostes correctes ni incorrectes (Sparkes & Smith, 2014). A més, per tal de partir d'un coneixement previ comú entre totes les persones del grup, s'exposava una definició de bullying d'acord amb la literatura i un seguit d'exemples per entendre i comprendre el fenomen (Olweus & Limber, 2010). Un cop exposada aquesta premissa inicial, es desenvolupava el GF d'acord amb el guió establert. Els GF van tenir una durada mitjana de 77.7 minuts (entre 51 i 98 minuts), temps que va permetre debatre sobre els temes principals de l'estudi. Totes les sessions van ser gravades en àudio i transcrites *verbatim*.

#### 4.4 Anàlisi de dades

Per a l'anàlisi de dades del primer i del tercer estudi es va desenvolupar una anàlisi de contingut jeràrquic, i pel segon una anàlisi de la freqüència de cerca de text i de contingut. Es va emprar el programa Atlas.ti versió 9® en els tres estudis i, pel segon, també es va fer ús de l'SPSS versió 21®.

Pel primer i pel tercer estudi es va dur a terme una anàlisi de contingut jeràrquic de caràcter deductiu-inductiu la qual, seguint les indicacions de Sparkes & Smith (2014) va constar d'un seguit de passos. Primerament, en una fase d'immersió, l'equip de recerca es va llegir i re-llegir les transcripcions, tant de les entrevistes (Estudi I) com dels GF (Estudi II), familiaritzant-se amb les dades. A continuació, es van identificar i codificar categories i, posteriorment, un cop realitzada la codificació, es van contrastar i connectar les categories establertes agrupant-les entorn a temes d'ordre superior. Seguidament es van re-examinar les transcripcions originals, revisant-les amb l'estructura de temes i categories que es van crear a partir de la interpretació de l'equip d'investigació, discutint el seu grau de coherència, així com valorant si faltava incorporar alguna informació rellevant. Arribats a un acord, es va demanar a una persona externa, experta en recerca qualitativa, una revisió de l'anàlisi fins a aquest punt. La fase final consistia en ordenar els resultats amb una representació de naturalesa jeràrquica dels temes que s'havien generat en cada estudi i generar un informe. Per a l'anàlisi, en ambdós treballs, es va fer ús del programa Atlas.ti versió 9®. Concretament pel primer estudi, els temes d'ordre superior van ser: a) "caracterització del bullying", b) "afrontament del bullying" i c) "conseqüències del bullying". I pel tercer estudi: a) "creences en relació al bullying i a l'EF", b) "formació sobre el bullying" i c) "estratègies per l'abordatge del bullying".

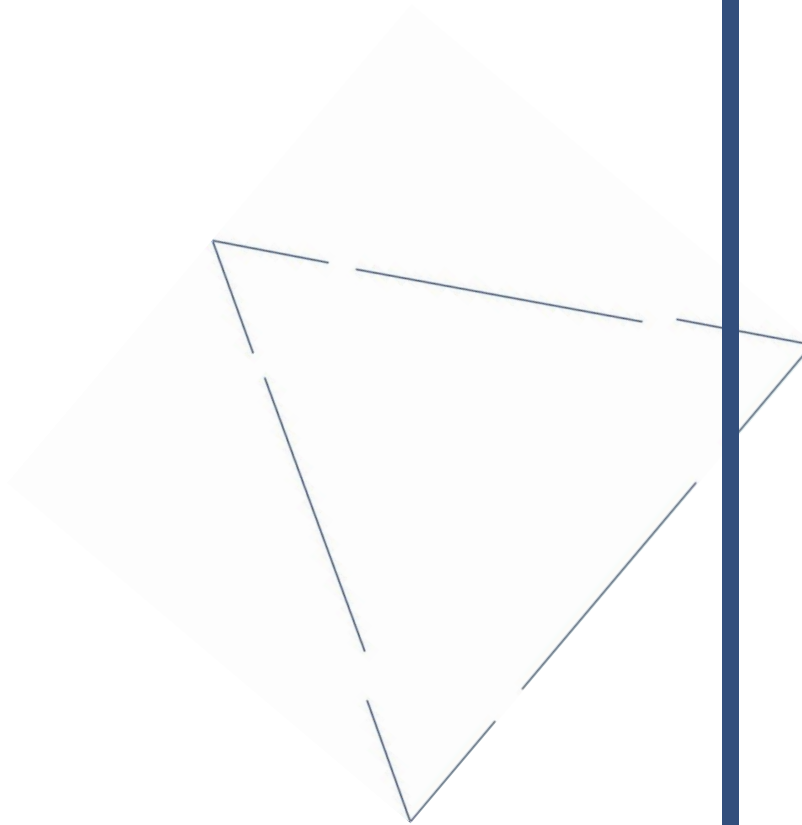
Pel segon estudi, es va dur a terme una anàlisi de contingut seguint les fases establertes per Bradin (1986). Per a la primera dimensió, la qual feia referència a la definició de bullying, es va fer ús d'un enfocament analític deductiu (Martínez, 2004), codificant les respostes segons la presència dels conceptes clau de la definició del fenomen: a) "repetició", b) "intencionalitat de fer mal", i c) "desequilibri de poder" (Olweus, 1993). Es va afegir la categoria d) "conseqüències en la víctima" degut a l'observació de la presència d'accions vinculades a aquesta categoria. Per últim, es va realitzar una consulta de freqüència de cerca de text

(Bryman, 2008) creant quatre noves categories: e) “assetjament”, f) “discriminació”, g) “maltractament” i h) “abús”. La segona dimensió englobava l’estudi de les tipologies de bullying i es van organitzar en a) “bullying físic”, b) “bullying verbal”, c) “bullying social” i d) “ciberbullying” (Menesini & Salmivalli, 2017; P. K. Smith, 2019). També es va incloure la categoria e) “bullying psicològic”, així com els criteris de tipificació segons f) “motius de l’assetjament” i segons g) “lloc on es produeix l’assetjament”. La tercera dimensió feia referència a les estratègies preventives del fenomen del bullying. Es va realitzar des d’un enfocament inductiu, que va possibilitar l’anàlisi de les categories que apareixien durant l’estudi, sense suposicions prèvies (Martínez, 2004). Es van codificar les respostes segons: a) “foment d’un clima positiu”, b) “comunicació”, c) “observació”, d) “sensibilització”, e) “educació emocional”, f) “normativa” i g) “intervenció en conflictes”. Per a la codificació es va fer ús del programa Atlas.ti versió 9®. Les respostes d’una mateixa persona participant es podien incloure en múltiples categories descrites en cadascuna de les dimensions. L’assignació de les respostes a les diferents categories per a la seva anàlisi posterior es va portar a terme amb la participació de dues persones investigadores expertes. Es va utilitzar l’índex Kappa per avaluar la fiabilitat interavaluadors obtenint, segons Landis & Koch (1977), uns valors d’acord excel·lents (.845 en les definicions, .932 en les tipologies i .854 en les estratègies de prevenció). Per a l’anàlisi quantitativa de les dades es va utilitzar el programa SPSS versió 21®. Es van calcular les freqüències (%) de les respostes en cadascuna de les categories, així com l’estadístic khi-quadrat per a l’anàlisi de contingències entre les corresponents categories versus el gènere i la titulació esportiva dels entrenadors i entrenadores, prenent com a referència un nivell de significació de  $p < .05$

A la Taula 3 pot observar-se una síntesi del disseny metodològic de les investigacions que formen la tesi doctoral.

**Taula 3.***Síntesi del disseny metodològic de la investigació*

<b>Estudi</b>	<b>Participants</b>	<b>Instruments</b>	<b>Procediments</b>	<b>Anàlisis de dades</b>
<b>I</b>	11 víctimes de bullying a l'esport formatiu (quatre dones i set homes) d'entre 17 i 27 anys d'edat ( $M_{edat} = 21$ anys, $SD = 3.69$ ).	Entrevistes semiestructurades	Consentiment informat Zoom®	Anàlisi de contingut jeràrquic Atlas.ti versió 9®
<b>II</b>	161 entrenadors i entrenadores d'esport formatiu (122 homes i 39 dones) d'entre 17 i 41 anys ( $M_{edat} = 20.3$ anys, $SD = 3.15$ ), de 24 modalitats esportives.	Qüestionari <i>ad hoc</i>	Consentiment informat SurveyMonkey®	Consulta de freqüència de text Anàlisi de contingut Atlas.ti versió 9® SPSS versió 21®
<b>III</b>	44 futurs i futures docents d'EF ( $M_{edat} = 23.91$ ; $SD = 2.96$ ): 21 futurs i futures docents d'EF d'Educació Primària (11 dones i 10 homes) i 23 futurs i futures docents d'EF d'Educació Secundària (8 dones i 15 homes) de sis universitats del territori espanyol.	Grups focals	Consentiment informat Zoom®	Anàlisi de contingut jeràrquic Atlas.ti versió 9®



## 5.

# Estudis realitzats

En aquest capítol s'exposen els tres articles científics que deriven de les investigacions realitzades. Així, aquest apartat està format per tres estudis: (1) "I gave up football and I had no intention of ever going back": Retrospective experiences of victims of bullying in youth sport; (2) Bullying in youth sport: Knowledge and prevention strategies of coaches; (3) "We've never studied bullying at university": Bullying-related beliefs, training, and strategies among Physical Education preservice teachers.



## 5.1 Estudi I

### **“I gave up football and I had no intention of ever going back”: Retrospective experiences of victims of bullying in youth sport**

Aquest treball ha estat publicat amb la següent referència:

Ríos, X., Ventura, C., & Mateu, P. (2022). “I gave up football and I had no intention of ever going back”: Retrospective experiences of victims of bullying in youth sport. *Frontiers in Psychology*, 13(819981), 1–12. <https://doi.org/10.3389/fpsyg.2022.819981>

La versió original de l'article es troba a l'Annex 9.





## Abstract

Bullying is a global issue that, beyond school, is present in different social contexts, such as sport environments. The main objective of this study was to get to know the experiences of victims of bullying in sport throughout their youth sport training. Semi-structured interviews to four Spanish women and seven Spanish men were carried out, within an age range of 17–27 ( $M_{age} = 21$  years,  $SD = 3.69$ ). The following main themes were established by means of a hierarchical content analysis: (a) “bullying characterization,” (b) “dealing with bullying,” and (c) “consequences of bullying”. The results show the presence of physical, verbal and social bullying in the sport context, with the changing room being the space where this type of behavior is most frequently developed. Most victims show an internal attribution (self-blame) for the bullying event, related to their motor skills and their personal physical and psychological characteristics. Double victimization can be observed, at the sport club and at the educational center. Passive strategies are used to deal with the situation, while little support is shown by sport agents (teammates and coaches). The victims, as a consequence of the bullying experience, suffer from short and long-term negative effects on a psychosocial level. The study highlights the necessity to design and implement programs focused on the prevention, detection and intervention of bullying for sport organizations, bearing in mind all the agents that make them up (coaches, management teams, families, and players). Furthermore, the importance of promoting the creation of safe sport environments, free from any kind of violence, is emphasized.





## Introduction

The International Society for Physical Activity and Health (ISPAH) mentions sport practice as one of the best “investments” to promote the practice of physical activity among citizens (Milton et al., 2021). Although differences are observed between countries around the world (Tremblay et al., 2016), in Europe approximately two out of three children and adolescents perform some type of sport practice at sport clubs (Kokko et al., 2019). Studies show that the sport context becomes an adequate space to promote a correct physical, psychological and social development among its participants (Banjac et al., 2020). In addition, sport practice during childhood will predict optimal physical activity habits during adulthood and an improvement in their cardio-metabolic state (Murphy et al., 2016; Logan et al., 2020). At the same time, it is customary to relate it to the development of a series of “positive” behaviors and values, although sport practice it is not, per se, good or bad (Banjac et al., 2020). Thus, while pro-social behaviors may occur, it might enable the emergence of an environment in which negative behaviors can be normalized and the appearance of situations such as bullying can be favored (Logan et al., 2020; Milovanović et al., 2020).

Bullying is defined as a set of negative behaviors, with the intention of harming a victim, carried out repeatedly over time and involving an imbalance of power or strength between those involved (aggressor-victim) (Olweus, 1994). It can be classified according to traditional bullying and cyberbullying (Chu et al., 2019), with a prevalence of 35 and 15%, respectively (Modecki et al., 2014). Traditional bullying includes the typologies of physical (hitting, pushing, damaging belongings...), verbal (insulting, name-calling, making fun of others...) and social bullying (excluding, ignoring...) (Menesini and Salmivalli, 2017). At the same time, these typologies can present a direct interaction (face to face between the aggressor and the victim) or without explicit interaction between them (Olweus, 2006). Cyberbullying is a type of bullying through the use of mobile phones or the Internet (Smith, 2019b) and is characterized by the possibility the aggressor has to hide their identity, as well as by the rapid dissemination of the contents offered by the virtual space (Smith et al., 2008). Bullying is understood as a social process, and cannot be reduced to a bidirectional dynamic between the aggressor and the victim (Salmivalli et al., 1996), since the behavior adopted by “equals” will be of great importance to maintain or inhibit these situations (Nocentini et al., 2020). Regarding the health effects of being a victim of bullying, the appearance of problems related to anxiety, depression, non-suicidal self-harm, suicidal ideation, suicide attempts, substance abuse, decreased academic performance, social isolation and psychosomatic alterations is observed (Moore et al., 2017). These effects are important in the short term, especially during childhood and adolescence, and persist throughout adulthood (Arseneault, 2018; deLara, 2019; Camodeca and Nava, 2020), although they tend to decrease in the long term (Schoeler et al., 2018).

Although research into the bullying phenomenon has been focused on the school since its early studies in the 1970s by Olweus (1978), bullying appears in other social contexts (Monks and Coyne, 2011), such as sport (Nery et al., 2019). The interest in research on bullying in the sport world is more recent and, above all, it has been devoted to the analysis of the prevalence of the victimization of the phenomenon, observing wide and dissimilar ranges that vary from 8.9% (Nery et al., 2019) to 48.8% (Mishna et al., 2019). This variability, as it occurs

in the educational context according to Smith (2019a), may happen due to the use of different conceptual criteria on the phenomenon and dissimilar methodological elements used in each of the studies (Vveinhardt and Fominiene, 2019). In relation to the risk factors of becoming a victim of bullying in sport, the presentation of some type of disability (Danes-Staples et al., 2013), being overweight (Bacchini et al., 2015), belonging to ethnic minorities (Kentel and McHugh, 2015), the sexual orientation -homophobic bullying- (Baiocco et al., 2018; Denison et al., 2020) or having poor sport skills (Kerr et al., 2016; Mishna et al., 2019; Vveinhardt et al., 2019b; Flores et al., 2020) stand out. Boys present higher rates of aggression, but not victimization (Evans et al., 2016; Vveinhardt and Fominiene, 2019), the typology of verbal bullying is the most frequent and the changing room is the sport space where more bullying situations appear (Mishna et al., 2019; Nery et al., 2019; Flores et al., 2020). Regarding the coping strategies that victims adopt in bullying situations, Nery et al. (2019) observed, with a sample of male athletes that, above all, they used strategies focused on emotions, communicating the situation to the family and/or the coach. Stirling et al. (2011) highlight that traditional sport culture does not encourage victims to break the law of silence as it is considered a sign of weakness, which causes continuity in bullying behaviors by the aggressor (Vveinhardt et al., 2017). On the other hand, bullying in sport has a negative emotional impact on the victims (Kentel and McHugh, 2015), who tend not to enjoy the sport, to have low self-esteem (Jewett et al., 2019), to feel isolated from the rest of the team (Evans et al., 2016), to have a low athletic as well as academic performance (Vveinhardt et al., 2017; Jewett et al., 2019) and to change sport clubs or abandon sport practice (Evans et al., 2016; Nery et al., 2020).

In recent years, studies have appeared that have dealt with analyzing the phenomenon of sport bullying from focus groups with coaches, families, and athletes (Flores et al., 2020), through interviews with coaches (Vveinhardt et al., 2019b; Nery et al., 2020), athletes and former athletes (Nery et al., 2020), team sport captains (Kerr et al., 2016) and professional players (Newman et al., 2021). However, there has been little research looking at bullying situations among the victims themselves. Jewett et al. (2019) analyzed the negative emotional consequences of being a victim and Vveinhardt et al. (2019a) focuses on its nature, causes and consequences. Given the absence of research analyzing the phenomenon of bullying in sport in depth from the perspective of the victims themselves during childhood and/or adolescence, the purpose of this research was to determine retrospectively the experiences of bullying among athletes who had been victimized during their youth sport training. The obtained results may be of interest to the professionals in the sport environment (coaches, psychologists, sport leaders, etc.) as they will allow a more specific knowledge of the problem and the design of preventive, detection or intervention strategies adapted to the context.

## **Materials and Methods**

### ***Philosophical Underpinning***

This descriptive and retrospective research is located in the post-positivist paradigm. According to Lincoln et al. (2011), post-positivism is adhered to the critical realistic ontology, suggesting the existence of an external and objective reality but, given that observations are fallible, it is assumed that this can only be apprehended from an imperfect way. Regarding the

epistemological approach of post-positivism, the authors refer to a modified dualism/objectivism. Thus, it is understood that researchers may approach external reality, but the fallibility of their observations, as well as possible biases based on ideological positions and personal values, may affect the way in which they understand what is analyzed. Assuming the existence of an external and objective reality favors, according to Sparkes and Smith (2014), the formulation of stable guidelines that facilitate the control and prediction of phenomena.

### ***Participants***

After disseminating the research through social media and emails, participants were recruited using a non-probabilistic sampling by criteria (Sparkes and Smith, 2014). At the same time, this sample was expanded with a snowball sampling (Parker et al., 2019). The inclusion criterion for the participants in this study was to have been victims of bullying in sport throughout their youth sport training. This criterion was assessed through a previous individual interview with the participants, where their experiences were assessed to be consistent with the characteristics of bullying established by Olweus (1994). A total of 13 people were interested in participating in the study. After reviewing the inclusion criterion, two potential participants were dismissed: one of them had suffered from bullying exclusively in the school environment, while the other one had been a victim of bullying by his coach and not by their equals. Finally, 11 people (four women and seven men) were considered valid to be part of the present study. At the time of the interview, participants were 17–27 years old ( $M_{age} = 21$  years,  $SD = 3.69$ ). When they experienced the bullying situation, they were between 10 and 16 years old and practiced individual and collective sports in various sport clubs in Catalonia (Spain). To ensure anonymity of the participants, they were assigned a pseudonym. Also, the data presented in the article are sufficient to answer the purpose of the research and, at the same time, do not allow the identification of the interviewees. Two of the participants had a disability: hearing disability (Martí) and visual disability (Diego). The characteristics of the participants are shown in Table 1.

**Table 1.**

#### *Participants of the study*

<b>Pseudonym</b>	<b>Age at the time of the interview</b>	<b>Gender</b>	<b>Sport category at the time of victimization</b>
Martí	22	Male	Football
David	18	Male	Basketball
Roger	22	Male	Football
Noa	17	Female	Basketball
Gerard	24	Male	Football
Carla	27	Female	Swimming
Ivan	18	Male	Basketball
Anna	27	Female	Basketball
Diego	18	Male	Swimming
Victor	18	Male	Basketball
Laura	20	Female	Athletics

### ***Instrument***

For data collection, the authors chose to conduct semi-structured interviews (Sparkes and Smith, 2014). This method provided flexibility, as it allowed to change the order of the questions, making additional ones, and intentionally orienting the participants toward the goal of the research (Flick, 2009). At the same time it gave greater control to the interviewees, allowing them to explain their experiences in depth, in their own words and without limitations (Sparkes and Smith, 2014). Creswell (2012) declared that this data gathering method is particularly useful for exploring sensitive and emotional issues such as bullying victimization. An interview script was designed based on a review of the bullying literature in the sport context (Fisher and Dzikus, 2017; Nery et al., 2020). The interview consisted of an initial part where information about less sensitive personal issues was discussed, such as their first sport experiences. The main part of the interview followed, where the participants were asked to explain in detail their bullying experiences, such as the coping strategies used by the victims or the consequences of the experienced situation, among others.

### ***Procedure***

The study participants were sent a written document of informed consent stating the purpose and procedure of the research and its voluntary and anonymous nature and confidentiality of the data analysis. They were also offered the opportunity to ask questions to the authors. In addition, permission was sought for the audio recording of the interview, so that it could be transcribed for further data analysis. In the case of underage participants, this informed consent was signed by their parents or guardians. Once the informed consents were signed and submitted, a day and an hour were agreed upon for the interview. The interviews were conducted by the first author between December of 2020 and February of 2021. They were recorded using a digital recorder and the audio files, as well as the transcriptions, were kept by the first author of the article. No one was able to access the content of the interviews except for the first author, and only the obtained information was shared with the research team. Given the pandemic crisis situation that arose as a result of COVID-19, the interviews were conducted in an online format using the Zoom platform. The interview was carried out by the first author without the presence of anyone else and it was recommended to be in a quiet place. Before the interview began, they were reminded of the purpose of the study and the ethical considerations such as that the results or information of the study that were potentially identifiable would be omitted (Jewett et al., 2019). In addition, participants were informed, both in the document of informed consent and verbally before the start of the interview, the right to request to stop recording at any time during the interview or to end it if requested (deleting the audio file). The interviews lasted an average of 52 min (range 40–65 min). All interviews were digitally recorded and verbatim transcribed.

### ***Data Analysis***

A hierarchical content analysis of deductive-inductive nature was carried out. Following the directions of Sparkes and Smith (2014), the process followed a series of steps. In a first step of immersion, the authors read and re-read the interview transcripts, becoming familiar with the data. Categories were then identified and coded in the second step, those fragments of text that were interpreted as relevant issues in bullying experiences. In the third

step, once the coding was done, the authors contrasted and connected the established categories by grouping them around three higher order themes that seemed to make sense to the participants, namely: (a) characterization of bullying, (b) dealing with bullying, and (c) consequences of bullying. The fourth step of this process consisted of re-examining the original transcripts, contrasting them with the structure of the themes and categories created from the authors' interpretation, and discussing their coherence degree, as well as assessing whether they were missing to include any other relevant information. After reaching an agreement, the authors asked a critical friend, experienced in qualitative research, to review the analysis up to this point. This person agreed with the authors that the hierarchical content analysis entailed an adequate and accurate representation of the bullying experiences in youth sport training. The final phase of the process was the writing of the research report. Finally, it should be noted that this research followed the Reporting Standards for Qualitative Research (American Psychological Association [APA], 2020).

## Results

The results of this study are presented according to the three main themes established in the data analysis. First, a characterization of the bullying episodes experienced by the participants is described. Next, the used strategies and the most important social agents in dealing with bullying are presented. Finally, the short-term and long-term consequences of these experiences are shown. Table 2 summarizes the structure of the themes and categories around which the results are organized.

**Table 2.**

*Study themes and categories*

<b>Bullying experiences in youth sport</b>		
<b>Characterization of bullying</b>	<b>Dealing with bullying</b>	<b>Consequences of bullying</b>
Bullying incidents	Coping strategies	Short-term consequences
Bullying location	The role of environmental agents	Long-term consequences
Justification of the received bullying		
Simultaneity with school		

### *Characterization of Bullying*

The athletes suffered different types of intentional bullying aggressions. Roger highlighted the direct physical aggressions received during training, taking advantage of physical contact: "They did their best to try to foul me or hurt me [...] when I ran with them, they pushed me or when I passed by the goal post [of the football pitch], they pushed me against the post." Carla explained that these physical aggressions were constant by her teammates: "Whenever they could, they would give me a slap on the back of the neck." Situations of indirect physical bullying were also mentioned: "My trainers disappeared once [...] they put my backpack in the shower, sometimes they hid my match clothes [...]. One day I caught a teammate cutting my T-shirt with scissors" (Anna). Victims also experienced acts of verbal bullying, such as receiving comments related to a lack of sport skills. According to Martí, these comments were intended to encourage him to leave the team and the competition: "They told

me I was very bad, that I should leave the sport club, that they didn't want me there, that I was useless." Victor referred to the constant verbal aggression aimed at demoralizing him: "No matter what I did, they were like flies here [points at his ear]. They told me I was very bad, that I was shit." Roger also explained that he received constant insults linked to physical characteristics: "They always made fun of my height." In relation to social bullying, Carla explained how her teammates avoided sharing space and material with her: "They didn't want to train in the same lane [of the pool] I was at, they didn't share the material with me." As for Noa, she commented on how the aggressors ignored her, both on and off the court: "They didn't talk to me or they barely passed the ball to me when we played." Diego referred to the spreading of false rumors as something that led to this ignorance: "They didn't want to approach me because of what they had heard about me." In Ivan's case, he also explained the exclusion process he had experienced: "They started leaving me out and pushing me away [...] they made plans without me and, in the end, they did everything without me until I was no longer part of the group." In none of the participants' accounts was referenced the experience of a cyberbullying situation.

The place where the assaults took place more frequently was the changing room. Anna recounted one of her experiences in this sport space, related with a physical assault on the victim: "One day we were in the shower, two teammates seized me and they cut a lock of my hair." In this space, recurring actions with the intention of mocking and showing the victim up also happened, as explained by Martí:

Martí: They hid things from me in the changing room, and they did it often [...] they also insulted me. They grabbed my T-shirt, walked out the changing room's door, and started running. Then, I had to go out in my underwear to look for my things because I didn't have my clothes.

Carla referred to the fact that the changing room is the place where her body was exposed, the target of the received attacks:

Carla: There [in the changing room], they started making fun of my body. Glances, whispers... They looked at me and commented in a quiet voice or said directly to my face: "What an arse, your breasts are growing...". It was just when my body was changing.

In this way, this space becomes a place where the victim feels vulnerable because, as Gerard specified, the changing room was a space without surveillance or control by the coach and with no rules:

Gerard: The changing room is an enclosed space, where no one intervenes, where no one can see you, where there is no camera, where there are no rules. That can be the jungle. It is the one place where there is no coach figure.

David referred to the fact that when a changing room was not used, bullying did not occur: "It didn't happen at parties because we didn't take a shower afterward." Bullying actions, however, were also carried out in spaces and moments beyond the changing room. This way, Anna, for example, commented on experiencing aggressions during the competition, when no one was looking: "On the competition bench, when everyone was watching the match,

sometimes also something happened [...] when no one was looking, that was the moment when they pulled a prank.” During training, bullying situations were also presented, for example, at the time to make groups, a critical moment for the victim, as Martí explained: “They made teams with a selection bias: I want you on my team, I don’t want you. And I was always left among the last ones.”

Participants justified the reasons why they felt they had been bullied in the sport environment. The victims’ references to their own physical appearance were recurrent, as Martí, who linked his obesity to the reason for being bullied, commented: “Everything happened because I was bigger, I was plump.” To the physical characteristics were added the psychological features, as Víctor explained: “Before, I was plump, tall. I was the easy target. And on top of that I was shy and didn’t say anything.” For his part, Diego perceived that one of the reasons why he received bullying was the visual impairment that he suffered:

Diego: I see very badly without glasses. Imagine swimming and having to communicate with others without seeing anything, all blurry [...] this was object of ridicule, my teammates laughed at me when the coach told me off and I didn’t answer because I couldn’t see him. I turned around and, since I didn’t see the coach, that was object of ridicule.

In some cases, however, it was not about the physical appearance but the personality, like in the case of David: “I think they did it to me because of my personality, I’ve never been an easy person.” Sport skills were also one of the triggers for the received victimizations. It could be linked to possessing better sport skills compared to other athletes, which in the case of Noa, translated into playing more competition minutes than her teammates: “I think they did it to me because I played a lot, I played more than they did.” In the same way, it could be linked to a poor performance compared to the other members of the team, as in the case of Anna: “They were the stars and I was left behind.”

The bullying experienced at the sport club was sometimes experienced simultaneously with victimization at the school. Roger stated he had suffered this double victimization, referring to the proximity between the place where the extracurricular activity took place and the school:

Roger: The football pitch was 20 m away from school, you took ten steps and you arrived at the football pitch. It was right in front of the school. The players on my football team were almost all in my class, so the three of them that picked on me were both at school and at sport. I felt pressured at school and I also felt uneasy at football practice [...] When I left school, I went to football practice and everything continued. At football practice the same thing happened to me again.

Like Roger, there are cases of other interviewees who also stated that the aggressors were the same in both contexts: “The aggressors were my high school classmates. They were not outsiders, but the same high school classmates who I also happened to meet at football practice” (Gerard); “In high school I also ran into them” (Carla); “The people who were bullying me in athletics also went to my school” (Laura). In Carla’s case, she explained how living this double victimization made the situation even more difficult to deal with:



Carla: We would go to school and they would bother me, we would go work out and they would bother me in training too. It was constant throughout the day and it wore me out. They were there all day long... I had these four classmates next to me who picked on me from six in the morning, when the first workout took place. Then, again at school... In the end, you end up feeling pretty bad. The constant teasing is very tough.

Laura explained the difference between bullying at school and in sport:

Laura: At school this [bullying] happened for long periods of time. They had plenty of time to do whatever they wanted to me. On the other hand, in athletics they only had the time that the training lasted. [...] It was little time compared to the time they had at school.

Roger commented that this difference between the two environments even made him think that it might not be bullying what he experienced in the sport context: "At school that was very insistent, it was daily, it was every day. At football practice, as it was 2 days a week, I couldn't quite relate it to bullying." Diego, who had also experienced this double victimization, mentioned the differences in terms of the referents in both contexts, being the figure of the teacher an agent in whom most trust was placed rather than with the coach: "With the school teacher there is a greater level of trust, it's easier to tell something to the teacher than to the coach." During his interview, despite stating that he did not suffer from bullying at school, Ivan presented his personal perception toward the difference between the contexts, based on the obligatory nature or the willingness that characterizes both environments:

Ivan: I think it's worse in school. You can't leave school. At school you spend 6 h doing things you might not like, with people you don't like and... of course, imagine... In sport you can always change sport clubs, you can try another sport, you can train by yourself individually, you can do whatever you want with sport. But you can't quit school.

### ***Dealing With Bullying***

Regarding the different coping strategies used by the victims to respond to the problem, the law of silence appeared, as in the case of Laura, who stated that she did not want to explain it to anyone: "I was silent, I preferred not to say it, I kept it for myself [...] it affected me, but I tried to hold it in." There were several reasons why the victims kept silent, but the most predominant one was the fear of the consequences that saying something could lead to: "Because they would make things even worse for me" (Roger); "I was afraid they would go even further" (David); "I was afraid of what they might think of or what they might do" (Ivan); "For fear of what might happen next" (Martí). On the other hand, the victims explained they lived the situation with resignation. Thus, Diego commented: "In the end it is also a matter of getting used to it. If you're used to being told the same thing more or less every week, it's the same as being told again." One of the strategies was also to avoid the aggressors, as Gerard explained: "When I saw they [the aggressors] wanted to harm me and bother me, I avoided contact, I tried not to look at them." However, Gerard commented that, at the same time, in response to one of the received aggressions, he reacted by confronting the aggressor, because the situation overwhelmed him: "One day they wouldn't stop bothering me in the shower, I

grabbed them and told them: I can't stand this anymore, stop." Still, he commented on the ineffectiveness of his response. On the other hand, some victims expressed the difficulty of getting out of the situation in which they were caught up in, like Martí, who made explicit reference to the process of helplessness experienced: "There was no way out of there. It was a loop."

When the victims explained their experiences, they referred to the importance of the role played by some agents in the sport environment. One of these agents were the bystanders (teammates), who did not always react by helping the victim out when they witnessed the bullying situation. In Martí's case, he explained that he had the perception that the bystanders were afraid of being harmed in the event that they helped him: "They looked and avoided getting into trouble. They saw I wasn't feeling good there, but in the end, my teammates avoided getting into trouble." They could also side with the aggressor, supporting him by laughing, as David stated: "If I was taking a shower and they soaked my trainers, the rest would laugh. They sided with the aggressor. They laughed at their pranks." Even Gerard commented: "The rest of the teammates took it as a joke." In Laura's case, the bystanders acted in favor of the victim, communicating the situation to their respective families: "Thanks to them [the bystanders] my mum found out that this was happening." In relation to the latter aspect, families also play a very important role. Despite it, some commented that they did not dare to comment on it to the family, like in the case of Martí: "I didn't want to tell anyone... and when I say anyone, I mean anyone. Not even my parents." Even Ivan commented that up to the present date, he had never spoken with his family about this subject: "To this day I have never told them anything either"; and Roger confessed that he currently believed that his family did not know the magnitude of the problem: "My family knew that I didn't get along with this boy [the aggressor], that I had removed myself from the group, but they didn't imagine that I suffered that much." Nonetheless, there were cases in which the victims did tell to the families, who tried to provide solutions in this regard. In the case of David and Anna, they were suggested to abandon that sport: "I talked to my parents and they told me to leave" (David); "My family told me to leave" (Anna). In Carla's case, once the family found out about the problem, they suggested she changed sport clubs: "From that moment onward, my mum supported me more and told me we had to do something about it. We looked at other sport clubs where I could go." However, there were families that, when they found out about the problem, decided to solve it by themselves with the other families, as in the case of Victor and Anna: "Until I mentioned it at home... And then yes, my parents told their parents and the issue was solved" (Víctor); "The parents acted, they talked to each other" (Anna). In Laura's case, she explained that when the family figured it out, they went straight to the sport organization to deal with the problem: "When they found out, they addressed it from the inside [within the sport organization]." The victims' silence could sometimes be justified by a lack of communication with another of the important agents for dealing with the phenomenon: the coach. Roger explained: "I was pretty cold with the coach; I didn't talk too much to him. And I had a curt manner. We never ended up talking about anything... We just talked about football related stuff and that's about it." The feeling of the athletes was that the coach acted only with the aim of winning matches and that they did not dedicate enough time to the relationship or personal aspects of their players, as Martí stated: "His conduct was always more technical, to

make the game run smoothly and not waste time on these issues.” In relation to the coach’s actions in the face of the bullying situation, a lack of intervention on their behalf was observed. Martí, for example, detected passivity in the coach, who showed little predisposition to change the existing mindset: “I never saw a reaction willing to break down this bad relationship that was there.” Anna expressed how the coach trivialized the problem and did not give importance to what she explained:

Anna: “He always said the same: you’re young, you’re young, you’re playing... these are youngsters’ things [...] I told my coach that they didn’t want to pass me the ball and he answered that all I had to do was work harder.”

Ivan, in his case, explained that when the coach witnessed situations of violence, he addressed the aggressors to no avail: “At most he told them [the aggressors]: “don’t do this”, but they kept doing it. It was useless.”

### ***Consequences of Bullying***

Experiencing a bullying situation directly affected the daily lives of the victims. There were different feelings and emotions generated as a result of the situation experienced at the time of the victimization. In general, suffering was reflected, as Martí and Roger showed: “It was hell, it was the worst feeling I could experience” (Martí); “It was horrible” (Roger). Sadness was a recurring feeling. Carla explained: “I got home very sad”; and Anna: “I got home and I cried...”. Anger and helplessness also developed in the interviewees, as Roger called it, due to the imbalance of power he perceived: “At the time I felt a lot of anger, also helplessness, because they were the tall ones, they were a group.” Due to the exclusion and rejection by his teammates, Víctor commented that he had the feeling he was being a nuisance to the group: “I had the feeling that I was annoying. Of course, always being rejected leads to the feeling that you’re bothering everyone.” Related to the latter aspect, Martí also commented that he had the feeling of not being loved, linked to a feeling of loneliness: “At that sport club, I felt awful. I was like one of those old balls you keep in the corner.” Anxiety was also something present on a daily basis during bullying episodes. Martí, for example, related this distressing feeling to the ignorance of what could await him on training days: “I went training and I thought: let’s see what awaits me today.” In Noa’s case, this anguish affected her health directly, leading to anxiety attacks:

Noa: Yes, it was anxiety, it was anxiety. I couldn’t breathe... It was the worst, because I was there and I felt like I couldn’t breathe. I stopped for a moment, tried to catch my breath and I couldn’t get it into my lungs... It was horrible, it was a horrible situation [...] I couldn’t even last 5 min on the court.

According to Ivan, experiencing a bullying episode affected his motivation and concentration, elements that directly conditioned his performance in sport: “I did everything reluctantly [...] I was very distracted, my concentration level was very low, I didn’t know any plays... My performance dropped a lot.” Athletic performance could also be affected by low self-confidence and embarrassment when training or competing, like in the case of David and Víctor: “I always felt very insecure about carrying out any action and I was embarrassed as well. I think it all comes down to wanting to do everything right in order to not screw up”

(David); “In the end you lack confidence when you play, you think you’re shit at what you do” (Víctor). Anna even though she wasn’t good enough to play that sport: “Maybe I’m not good at it, maybe I’m not as good as them.” Ivan and Roger referred to the fact that they stopped enjoying the sport they practiced due to the received bullying and, in Roger’s case, he specified he adopted a constant hypervigilant attitude: “I just stopped enjoying basketball, which was the sport I’d played my whole life” (Ivan); “I didn’t enjoy the matches... I was thinking about what they’d do to me, thinking about various things... I wasn’t happy there” (Roger). Not enjoying the sport sometimes translated into a lack of motivation, as Carla commented: “I didn’t want to go to training, I didn’t feel like it.” In Martí’s case, the bullying he received led him to abandon the sport he practiced (football). He commented on his desire not to be part of any other team and to change from a team sport to an individual sport, where he didn’t need to interact with other teammates:

Martí: I was on the verge of not wanting to play football anymore because of that [...]. I decided to leave the sport club and from there I looked for individual sports. I liked tennis and I wanted to practice an individual sport, where everything depended on me and I didn’t have to socialize with anyone. I decided to distance myself from the “team” issue for a while [...] I gave up football and I had no intention of ever going back. I wanted to see football as a spectator.

Although Martí was the only interviewee who had abandoned the sport, the victims commented that they had considered giving it up as well, as Ivan explained: “I thought about quitting plenty of times, I wasn’t feeling good there.” In Carla’s case, she commented on how the bullying she received also discouraged her from going to school: “I thought about dropping out of school, about leaving everything behind.” In Noa’s case, she referred to the fact that the consequences were not only reduced to a personal level, but also group consequences emerged, affecting the whole collective:

Noa: “In the end it broke me, but it also broke up the team. There was so much shit accumulated in that circle, that in the end it was destroyed. It was like a time bomb, and that bomb finally exploded. In the end, everyone left for different sport clubs.”

The bullying situations experienced not only affected the victims at the time in which they lived through them, but also in the long-term. In this sense, Gerard commented: “I think this has lifelong consequences”; and Carla: “It leaves a mark for life [...] it’s like having a chip on one’s shoulder. I think it will be there forever.” Carla also expressed her fear of living the same thing again: “You’re afraid that people will really get to know you and that they will hurt you, because they’ve done it to you before.” Thus, some consequences are very present in the lives of the interviewees. In that sense, Noa, reliving the situations she experienced, explained that she still had a hard time describing what she went through, to the point of having to stop the interview on different occasions: “I can talk about it, but it’s hard for me [cries].” Some interviewees referred to the fact that, as of today, due to the situation they had experienced, they consider that they have certain difficulties linked to having appropriate social skills. In this way, Roger commented that it was difficult for him to interact with any large group of people: “I find it very hard to open up to large groups. First, I have to know the group well and then I can open up... or not.” Ivan explained: “As a result, I started developing more confidence

problems, it was harder for me to interact with people.” Laura also commented that she was currently somewhat afraid of what people might think of her: “I’m scared of interacting with new people: what will they think of me? What will they say to me?” And Gerard explained that because of what he went through, he was always alert, trying to be accepted by the group: “I’m always trying to get people to like me.” Carla and Roger referred to the changes in their personality: “Before I was a very outgoing person, I interacted with everyone... Now I interact with everyone but I consider myself to be shy, very shy” (Carla); “I didn’t use to be as shy as I am now” (Roger). Problems related to self-esteem were also expressed, which persisted over time: “It has affected me in many ways, especially my self-esteem. With issues like when it comes to flirting, when it comes to everything... Because I think I have a much lower self-esteem” (Carla). Although most of the interviewees spoke of long-term negative consequences, reference was also made to aspects such as the empathy they have developed as a result of being victims and which makes them aware of the importance of acting in situations of bullying, as Martí stated: “It has helped me learn. I learnt what I wouldn’t like to be done to me, and not to do it to anyone. If I see someone doing it, I try to help” (Martí).

## **Discussion**

Although the presence of bullying in youth sport is well known, being a topical issue necessary to address (Mishna et al., 2019; Nery et al., 2019; Vveinhardt et al., 2019a), there is a lack of literature that has taken on the analysis of the experiences of those athletes who were victims in their childhood and/or adolescence. Thus, this study aimed to know the experiences of bullying in athletes who had been victims during their youth sport training. The results are structured in three main themes: characterization of bullying, dealing with bullying and consequences of bullying. Bullying situations involved behaviors included in the typologies of physical, social and verbal bullying. The physical forms of direct aggression (for example, hitting) were present among some of the interviewees and, while these actions could be masked in the very dynamics involved in the sport practice (the game itself), other indirect behaviors appeared (such as stealing or damaging personal items). Victims commented, as observed by Kerr et al. (2016), being excluded and ignored by the group (social bullying). Verbal aggressions were present and, above all, referred to the victims’ lack of sport skills, in line with the study by Kentel and McHugh (2015) with aboriginal women athletes. No cyberbullying experience emerged, following the line of other studies which showed that this typology was the least common in the sport environment (Nery et al., 2019). The quintessential space where bullying episodes took place was the changing room (Fisher and Dzikus, 2010; Nery et al., 2019). In the same way that Herrick and Duncan (2020) observed, the changing room becomes a space for comments related to the body, and some of the victims stated that when there was no opportunity to share this space with their teammates, the aggressions did not occur. Bascón-Seda and Ramírez-Macías (2020) observed that victims of bullying in physical education did not enter the toilets and changing rooms precisely to avoid these situations. The athletes themselves defined this space as a place where they spent time with their equals, where there was no presence nor supervision by the coach, which explains the perception of danger due to the development of bullying episodes in this space (Volk and Lagzdins, 2009; Kerr et al., 2016; Nery et al., 2019). For this reason, it is necessary to develop a control plan for the situations that may arise in the changing room, either directly by adults, or indirectly, by the collaboration

and participation of any member of the team that the coach trusts, such as the captain (Nery et al., 2020).

In relation to the reason why the victims considered they were bullied, in line with Forsberg and Horton (2020), attributions of an internal nature, of self-blame and linked to issues related to skills, character, physical characteristics and with presenting some type of disability were observed. This internal attribution of the situation (self-blame) may lead to a higher probability of continuing to receive bullying and the appearance of depressive symptoms, making an intervention linked to attributional change necessary (Schacter et al., 2015). In relation to the perception of possessing poor sport skills, our results concur with those of Mishna et al. (2019) and with Kerr et al. (2016) regarding that, when a member of the group did not have great sport skills, it could negatively affect the overall performance of the team and, thus, increase the chances of being bullied. Differences in motor skills lead to an imbalance of power (Nery et al., 2020) and giving too much importance to the result in team sports can become a catalyst in the emergence of bullying behavior. Despite a lack of sport skills is a relevant trigger when it comes to suffering from bullying, some of the victims claimed to have been bullied for showing superior sport skills compared to the rest of their teammates. Following the Social Comparison Theory by Festinger (1954) and, in the same way it occurs in the educational environment, especially among boys (Bergold et al., 2020), some athletes who become aggressors may feel threatened and jealous of those with better sport skills (Forsberg and Horton, 2020). Victims also explained that personality traits such as shyness were also a reason to become a victim, since this leads them to have less ability to defend their own physical and psychological integrity (Hernández and Saravia, 2016). On the other hand and in line with the results of Gardella et al. (2020), physical appearance, such as height, obesity and not having an athletic body were also some of the elements that stood out for receiving bullying actions. Hill (2015) suggested that boys who were more athletic and had a more positive view of their bodies were more likely to be popular, while those who did not fit below the standard were rejected, making them more vulnerable to being bullied (Kerr et al., 2016). Suffering from certain types of disability also increases the chances of being bullied at school (Pinquart, 2017) and in the specific context of physical education (Ball et al., 2021), as well as presenting an attribution of the bullying situation linked to the disability or being perceived by themselves as a different player (Danes-Staples et al., 2013).

On the other hand, some of the participants presented simultaneous victimization at the sport club and at school, in line with other research indicating a continuity in victimization (Collot and Dudink, 2010; Vveinhardt and Fominiene, 2019). The extracurricular sport organization was often linked to the school itself or the sport practice was carried out in private sport clubs near the center. The victims also referred to the difference in time and intensity spent at school and at extracurricular sport activities. This meant that at school not only was there a greater probability of interaction with the aggressors, but also that the victims could underestimate and/or have difficulty recognizing the bullying situation they were experiencing in the sport environment. At the same time they commented, in line with the work of Nery et al. (2020), that schooling is compulsory and practicing sport is voluntary, allowing them to not continue and abandon it. In this sense, it is believed important to have an ecological perspective of the phenomenon of bullying (Espelage, 2014) and to promote dynamics to favor

communication between school and non-school environments and entities where the child or adolescent can participate.

Regarding the different coping strategies used by the victims, it was observed that in general, and in line with the results of Nery et al. (2020), the most common was the use of passive strategies, linked to emotions (fear, resignation, etc.), rather than active strategies (asking for help or confronting the aggressor). The fact of not asking for help from their environment (family, teammates, and/or sport staff) can be explained because historically the sport setting identifies the action of asking for help as a sign of weakness on the athlete's part (Stirling et al., 2011) and of shame (Mierzwinski and Velija, 2020), encouraging the athlete to mask the situation (Newman et al., 2021). The perception of fear of retaliation by the aggressor was also present among the victims and as an explanation for the passive action of the teammates (Flores et al., 2020; Nery et al., 2020). This facilitates the continuity of bullying over time (Collot and Dudink, 2010). On the other hand, resignation or getting used to the experienced situation were also present among the victims of the study. This passive response may be a condition, as observed by Steinfeldt et al. (2012), for creating and maintaining an environment with little moral culture within the group and a high compliance with traditionally masculine rules in sport. Another used strategy was to avoid the aggressor and, in some cases, to confront him directly as a way of self-protection, being perhaps the only and last resort that victims have to end the situation (Evans et al., 2017). As in the retrospective study with victims of bullying in the educational context by Tolmatcheff et al. (2019), the strategies related to maintaining a direct confrontation with the aggressor or presenting an avoidance attitude did not give positive results to eliminate bullying.

Understanding bullying as a social phenomenon (Salmivalli et al., 1996) requires consideration of the role that different agents in the sport environment play in bullying situations (Shannon, 2013). The victims expressed a perception of the importance of their equals' action in the maintenance and development of bullying episodes, showing a sense of lack of support. This lack of support could be related to the fact that their equals do not know what to do about the situation, having the perception that if an adult is informed, the situation will not be resolved (Bauman et al., 2020) or fearing that they might also become victims (O'Connor and Graber, 2014; Flores et al., 2020; Jeckell et al., 2020). One of the victims reported the importance of their equals not only preventing the emergence of bullying behaviors, but also their intervention, stopping the situation (Tolmatcheff et al., 2019; Nery et al., 2020). However, it must be borne in mind that when trying to defend the victim, the defenders themselves may suffer negative effects on their mental health, such as anxiety or depression (Wu et al., 2016). In this sense, it is important to create dynamics to reinforce the development of empathetic and prosocial behaviors among young bystanders, to have clear indications on what to do, and to create environments that allow complaints in the presence of bullying situations (Nery et al., 2020). Regarding the role of the family, it should be highlighted that, in line with what Nery et al. (2019) had already found out, the victims rarely asked the families for help. In fact, some of the interviewees stated that, to date, they had not verbalized the situation of bullying they had experienced to their families. It is difficult for the families to know that a bullying situation occurs if their child hides it from them and, in many cases, the victims hide it out of shame, due to the perception that the problem is not so serious or the

feeling that informing their family would make the bullying situation even worse (Larrañaga et al., 2018). Some interviewees broke their silence by informing their families of the situation and the strategies they adopted were varied: making their child change sport clubs, talking directly with the families of the aggressor or aggressors or with the sport organization. Families do not have clear indications of how to act when a case of bullying occurs, reason why it would be necessary to promote their training (Flores et al., 2020). On the other hand, the coach becomes one of the key agents, since they can act as a role model or mentor and promote, maintain or inhibit bullying (Nery et al., 2020; Vveinhardt and Fominiene, 2020). The victims perceived that the coach had little interest in personal experiences, giving little importance to the interpersonal relationships created in the athletes' group and, at the same time, trivializing the situations of conflict that could arise, focusing their intervention in merely sporting elements. In line with our results and in the school context Di Stasio et al. (2016) observed that in environments where competition and social comparison between students are fostered, as well as in those environments with a poor teacher-student relationship, bullying situations are more common. A lack of teacher-student relationship can lead victims to stop reporting the event due to a perception of indifference from the teacher, or due to the feeling that they will not solve the problem positively (Nery et al., 2020). Therefore, the actions taken by the coaches did not favor, in general, putting an end to bullying, probably due to a lack of education and knowledge about this phenomenon (Kowalski, 2017; Flores et al., 2020) and due to their education being focused on athletic performance, with traditional training styles (Vveinhardt and Fominiene, 2020), creating a high-pressure environment for the victim (Vveinhardt et al., 2017). Thus, it is advisable to increase the knowledge on the subject by the coaches and articulate pedagogic dynamics that are in line with the athletes' youth sport training (Collot and Dudink, 2010; Baar and Wubbels, 2013; Shannon, 2013; Nery et al., 2019; Flores et al., 2020).

Regarding the consequences of suffering bullying, negative emotional effects were observed among athletes (Kentel and McHugh, 2015; Jewett et al., 2019; Vveinhardt et al., 2019a). Sadness was a recurring feeling in the daily lives of the victims (Monks et al., 2009; Hutson, 2018) as was the feeling of helplessness at not being able to find a solution to the problem (Side and Johnson, 2014). Often, there was an attitude of hypervigilance (Evans et al., 2017), distress and the onset of anxiety attacks, probably as a response to the stress caused by the humiliation to which they are subjected (Hernández and Saravia, 2016). It also directly affected the perceived athletic performance, linking it to a loss of confidence (Vveinhardt et al., 2019a), shame, and decreased self-esteem (Jewett et al., 2019), ceasing to enjoy the sport that had previously brought them positive experiences (Kentel and McHugh, 2015; Evans et al., 2017; Jewett et al., 2019). Abandonment of the sport seeking to get away from people who bullied them also becomes a very likely consequence (Kentel and McHugh, 2015; Stefaniuk and Bridel, 2018; Mishna et al., 2019; Nery et al., 2020). In our study, victims did not make explicit reference to a decrease in their academic performance, although in previous studies it has been observed that victimization can have an impact on the ability to focus on academic demands (Jewett et al., 2019; Vveinhardt et al., 2019a). At the same time, it must be borne in mind that consequences are not reduced to the victim, but the consequences are also generated at group level, creating an environment of little cooperation and cohesion (Vveinhardt et al., 2017; Jewett et al., 2019). As it happens in the school environment, becoming a victim of



bullying in sport during their youth sport training implies negative consequences that go beyond the period of time in which the victimization actually takes place (Wolke and Lereya, 2015; Camodeca and Nava, 2020). The interviewees commented on the fear of reliving those situations, the difficulties of establishing social relationships and the changes that had taken place in their personalities. As opposed to the study by Vveinhardt et al. (2019a), the victims did not show “positive” consequences of the situation in the long term (being bullied does not make the victim “stronger”), but stated that the experience had fostered a strong sense of empathy toward situations of bullying that may occur in their environment. Moreover, although victimization in the school setting may facilitate substance abuse behaviors (Moore et al., 2017) in our study it was not mentioned by any of the participants, probably due to the fact that people who spend more time practicing sport have a lower frequency of consumption (Schmidt et al., 2019).

### **Conclusion**

The aim of this study was to find out, in retrospect, the experiences of athletes who had been bullied in the sport context during their youth sport training. The analysis makes it possible to identify the presence of physical, verbal and social bullying in the sport environment, the changing room as the place where bullying situations are most frequent and an internal attribution (self-blame) of the phenomenon related to motor skills and the physical and psychological characteristics of the victim. In addition, it has been possible to observe the presence of a double victimization, at the sport club and at the educational center, the use of passive strategies to deal with the situation, the little support perceived by the victims from the sport agents (teammates and coach) and the negative effects of having been bullied, in the short and long term and at a psychosocial level. Given the results, and from an ecological perspective of the problem (Espelage, 2014), it becomes important to raise awareness and train the entire sport community -teammates, coaches, management teams, and families- on the subject of bullying (Nery et al., 2020). It is necessary to design actions in sport organizations to prevent it, recognize possible signs of bullying situations and develop action protocols in the face of bullying to promote the creation of safe, non-violent and respectful sport environments based on respect and equity (Mountjoy et al., 2016; Vveinhardt et al., 2019a). It is necessary to indicate some limitations of the study and guidelines for future research lines. Although the sample includes victims of bullying from different sport categories, there is a greater presence of team sports than individual sports, specifically from basketball and football. We believe it necessary to carry out specific studies of a certain sport category or of the same group of sports in the future, as well as comparative analyses in relation to gender, sport groups and/or countries. At the same time, it is considered interesting to analyze the health consequences of being a victim of bullying in sport and the effect it has had on the practice of physical sport activities in the longer term (middle age).

### **Data Availability Statement**

The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

### **Ethics Statement**

The studies involving human participants were reviewed and approved by Ethics Committee of the Catalan Government's Sports Council (009/CEICGC/2021). Written informed consent to participate in this study was provided by the participants' legal guardian/next of kin.

### **Author Contributions**

XR, CV, and PM: study design, data analysis, and manuscript preparation. XR: data collection. CV: conceptualization and funding procurement. All authors have read and agreed to the published version of the manuscript.

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### **Conflict of Interest**

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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## 5.2 Estudi II

### **Bullying in youth sport: Knowledge and prevention strategies of coaches**

Aquest treball ha estat publicat amb la següent referència:

Ríos, X., & Ventura, C. (2022). Bullying in youth sport: Knowledge and prevention strategies of coaches. *Apunts Educació Física i Esports*, 148, 62-70. [https://doi.org/10.5672/apunts.2014-0983.es.\(2022/2\).148.07](https://doi.org/10.5672/apunts.2014-0983.es.(2022/2).148.07)

La versió original de l'article es troba a l'Annex 10.





## Abstract

Coaches are key figures in tackling bullying that can occur in the context of formative sport practice. The aim of the study was to evaluate knowledge about bullying among a sample of coaches in Catalonia (Spain), as well as the prevention strategies available to them. The participants were 161 coaches (75.8% male and 24.2% female) from different sports, with a mean age of 20.3 years ( $SD = 3.15$ ). They were provided with an ad hoc questionnaire with the following open questions: “How would you define bullying?”, “What typologies of bullying exist?” and “What strategies do you use to prevent bullying in sport?”. A content analysis was carried out through, on the one hand, a deductive process for the definition of bullying and its typologies; and, on the other hand, an inductive process for prevention strategies. In turn, the frequencies (%) of responses in each of the categories of the different areas were calculated. It was observed that the definition of the phenomenon was vague in terms of key concepts (repetition, intent to harm and power imbalance). The most frequently displayed typology was physical bullying, followed by cyberbullying. Prevention strategies related to promoting a positive climate among athletes were mentioned, and to a lesser extent those related to observation, awareness-raising, regulation, communication, emotional education and conflict intervention. In general, it was found that coaches had little knowledge about bullying, so it was considered relevant that they be given more specific training on the phenomenon.



## Introduction

The scientific and systematic study of bullying began in the 1970s and it is now considered a social problem that affects the whole world, with significant negative effects on mental health (UNESCO, 2018). The key aspects that characterise the phenomenon are threefold: the intention to harm a victim, the imbalance of power in favour of the aggressor and the repetition of these behaviours over time (Olweus, 1994). In terms of typology, we find so-called traditional bullying, which includes verbal bullying (name-calling, insults...), physical bullying (hitting, kicking, damaging personal objects...) and social bullying (excluding, ignoring...) (Menesini & Salmivalli, 2017). These typologies can be of a direct nature (face-to-face between victim and perpetrator) or of an indirect nature (no physical interaction between victim and perpetrator) (Olweus, 2006). In addition to these typologies, cyberbullying has emerged notably in recent years due to the increasing use of online information and communication technologies (Smith, 2019). Beyond the school environment, bullying can take place in any context where children and adolescents are together and interact, including spaces for sport (Shannon, 2013) and physical activity in general (Castañeda-Vázquez et al., 2020). Although it is understood that the practice of physical-sports activities has beneficial effects on the physical, psychological and social development of children and young people, bullying can turn it into a negative experience among athletes (Mattey et al., 2014). It has been observed that the occurrence of bullying in sport is lower than that observed in the school context, with incidence rates ranging from 10% to 48% (Mishna et al., 2019). These are some of the main risk factors for bullying in sport: having a disability, being obese, belonging to an ethnic minority, sexual orientation or lower motor skills (Nery et al., 2020). In terms of the consequences of bullying in sport, negative emotional effects have been observed among victims (Kentel & McHugh, 2015). It can also lead to a decrease in sporting and academic performance and premature withdrawal from sport (Nery et al., 2020).

Starting from the ecological theoretical framework proposed by Bronfenbrenner (1979), adapted to the phenomenon of bullying in the sporting context by Nery et al. (2020), the role of the coach is key in addressing the phenomenon. They can condition the behaviour of the players, as well as their moral development, acting as a reference or role model for them (Nery et al., 2020). In this sense, Vveinhardt et al., (2017) observed that a sample of basketball players who were victims of bullying, communicated their situation to coaches rather than to their own family. However, equally, it is possible that the coach may normalise certain negative behaviours, such as behaviours related to bullying, as inherent to sport culture (Kowalski, 2017). For this reason, it is considered important that coaches receive training that goes beyond technical and tactical knowledge of the sport and that emphasis is placed on the physical, psychological and social development of the children and adolescents under their responsibility (Shannon, 2013). Specifically, in relation to training related to bullying, it is the coaches themselves who state that they have insufficient competences on the subject (Flores et al., 2020). Moreover, the problem is exacerbated when, in formative sport, these coaches are volunteers who lack solid pedagogical training (Kowalski, 2017).

It is important for the coach to act preventively when bullying situations arise, as well as to promote a positive and inclusive climate within the group of athletes (Nery et al., 2020).



Similarly, it is necessary to promote a cooperative orientation towards the activities that are proposed in training (Shannon, 2013) and to participate in improving communication between all sporting agents (Nery et al., 2020). In the school setting, the way teachers define the phenomenon of bullying and the different forms it can take has been identified as a key element in its prevention and one that influences the way it is dealt with (DeOrnellas & Spurgin, 2017). Given the lack of research in this line in the field of sport, the objectives of this research were, on the one hand, to assess the knowledge of formative sport coaches on bullying in terms of its conceptualisation (definition and typologies) and, on the other hand, to analyse the preventive strategies they knew.

## **Methodology**

### ***Participants***

The sample consisted of 161 coaches ( $n = 122 - 75.8\%$  men – and  $n = 39 - 24.2\%$  women) from 24 different sporting areas, first year students of Physical Activity and Sport Sciences Degrees (CCAFC) at the National Institute of Physical Education of Catalonia (INEFC), Barcelona centre (University of Barcelona). These were the inclusion criteria for selecting participants: (1) they needed to be active coaches of athletes in their formative years (6-16 years old), (2) they needed at least one season of coaching experience and (3) they needed positive informed consent. The age range of the sample was between 17 and 41 years ( $M = 20.3$  years,  $SD = 3.15$ ), with an average coaching experience of 2.7 seasons ( $SD = 1.72$ ), 55.3% had an official coaching qualification from the corresponding federation.

The Clinical Research Ethics Committee of the Catalan Sports Administration approved the study (009/CEICGC/2021).

### ***Instruments***

A questionnaire that had been ad hoc divided into two sections was used. The first collected socio-demographic data of the participant (age, gender, qualification, experience and type of sport of coached) and the second presented the following open questions, which aimed to collect information in three areas from the objects of study: “How would you define bullying”, “What types of bullying exist” and “What strategies do you use to prevent bullying in sport? An open-ended data collection methodology was used, in line with previous studies in the school setting (Naylor et al., 2006).

### ***Procedure***

Prior to completing the questionnaire, participants were informed of the purpose of the study, the voluntary nature of the study, anonymity and confidentiality in the analysis of the data. Participants completed the questionnaire individually using the SurveyMonkey® platform at INEFC Barcelona, with the research team present.

### ***Data analysis***

A content analysis for the three question areas was carried out following the phases established by Bradin (1986). For the first area, an analytical-deductive approach was used (Martínez, 2004), coding responses according to the identification of the key concepts of the definition of bullying: a) repetition, b) intent to harm and c) power imbalance (Olweus, 1994).

Category d) consequences on the victim was added due to the observation of the presence of actions linked to that category. Finally, a text search frequency query (Bryman, 2008) was conducted and four new categories were created: e) harassment, f) discrimination, g) mistreatment and h) abuse. The second area encompassed the study of the typologies of bullying, which were organised into a) physical bullying, b) verbal bullying c) social bullying and d) cyberbullying (Menesini & Salmivalli, 2017; Smith, 2019). After consulting the text search frequency (Bryman, 2008), category (e) psychological bullying was included, as well as the typification criteria according to f) reasons for bullying and according to g) place where bullying occurs. The third area concerned preventive strategies for the phenomenon of bullying. It was carried out using an inductive approach, which facilitates the analysis of the categories that appeared during the study, without prior assumptions (Martínez, 2004). Responses were coded according to: a) promoting a positive climate, b) communication, c) observation, d) awareness-raising, e) emotional education, f) regulation and g) conflict intervention.

The Atlas.ti programme version 9® was used for coding. Responses from or to the same participant could fall into several categories described in each of the areas. The allocation of participants' responses to the different categories for further analysis was carried out with the participation of two expert researchers. The Kappa index was used to evaluate the inter-rater reliability, which, according to Landis & Koch (1977), yielded excellent agreement values (.845 for definitions, .932 for typologies and .854 for prevention strategies). For the quantitative analysis of the data, SPSS version 21® was used. The frequencies (%) of the responses in each of the categories were calculated, as well as the Chi-square test for the analysis of contingencies between the corresponding categories with respect to gender and the sports qualifications of the coaches, taking as a reference a significance level of  $p < .05$ .

## Results

### *Definition of the phenomenon of bullying*

60.9% of the participants did not name any of the three key concepts (repetition, intent to harm and power imbalance), 35.4% referred to one of the key concepts, 3.7% to two concepts and none of the participants named all of the key concepts. According to the number of key concepts named, no statistically significant differences were observed in any category, neither in relation to the gender of the participants nor to the degree they held. The most frequently named key concept was intent to harm with 16.8%, and with statistically significant differences in relation to gender (20.5% male versus 5.1% female;  $\chi^2(1.161) = 5$ ;  $p = .025$ ). In this case, explicit reference was made to the aggressor's aim with his/her actions ("aim to", "intention to", "intentionally"). 13% of the coaches referred to the key concept of repetition, referring to "continuous behaviour" or doing something "constantly". In addition, 13% of the coaches mentioned the key concept power imbalance, referring to the consequence of the behaviour ("making someone feel inferior", "making someone feel inferior to the group"), to the motive of the aggressor ("showing superiority") and others referred to this power imbalance as a characteristic of the person being victimised, probably due to a previous hierarchisation of the peer group ("weaker individual"). 11.2% of the respondents alluded to the consequences suffered by the person being victimised in their definition. These consequences are linked to

effects on the person in general (“negatively affecting one’s way of being or living”), negative feelings (“loneliness”, “vulnerability”, “sadness”), mental disorders (“depression”) and other serious general consequences. However, in no case was reference made to the consequences that other actors involved might experience, naming only the effects on the person who is the victim of bullying. 26.7% of coaches used the same concept of bullying to describe it. Bullying was also referred to as a form of discrimination (15.8%), mistreatment (11.8%) and abuse (8.1%). Table 1 provides concrete examples of definitions for each of the categories.

**Table 1.**

*Categories of the definition of bullying and coaches’ responses justifying them*

<b>Categories</b>	<b>Coaches’ responses</b>
<b>Repetition</b>	“To belittle another person on a continuous basis” (basketball coach) “When a person is constantly subjected to criticism, mockery, derogatory comments from peers” (football coach) “Bullying is the constant harassment of a person for no reason” (swimming coach)
<b>Intent to harm</b>	“For me, bullying is when a child or group of children aim to tease or make fun of a peer” (padel coach) “The intention to cause a negative effect on a person or groups of people, thus making them feel bad or unhappy with themselves or with life” (athletics coach) “A way of intentionally harassing and hurting people” (multi-sport activity coach)
<b>Imbalance of power</b>	“It is the act of humiliating a person and making them feel inferior” (basketball coach) “Bullying for me is acts of exclusion by one child or several children to another child making him/her feel inferior to the group” (basketball coach) “Showing superiority over another person as a motive for personal satisfaction” (multisport activities coach)
<b>Consequences for the victim</b>	“Is a situation of rejection of a specific person that negatively affects their way of being or living, be it through verbal harassment, physical harassment, etc.” (football coach) “A set of actions, usually directed from a group to a single person, that provoke feelings of loneliness, contempt, vulnerability, sadness, and even depression in the latter. The biggest effect it has on the person who suffers from it is lack of self-esteem, due to the influence of offensive behaviour and words from peers” (multisport activities trainer) “Abuse by a person or group towards a person or group that creates a state of discomfort for the victim and can affect them psychologically with serious consequences” (swimming coach)
<b>Harassment</b>	“Bullying is physical or psychological harassment that is carried out on a continuous basis towards an individual” (athletics coach) “Harassment of a person by one or more persons, both physically and psychologically” (artistic gymnastics coach) “It is harassment by a person or a group of people towards another individual” (basketball coach)

<b>Discrimination</b>	<p>“Discrimination by a group or a person against another person because of some weakness that makes him or her vulnerable” (rugby coach)</p> <p>“Bullying is the discrimination by one or more persons against another person or persons, either physically or verbally, causing negative effects on the person who suffers it” (football coach)</p> <p>“Discrimination and marginalisation of another individual by a person or group of people” (roller hockey coach)</p>
<b>Mistreatment</b>	<p>“Physical or psychological abuse, by any person or group of persons, of another person, in any situation. It includes making jokes in bad taste, disrespect, discomfort, insults, etc.” (football coach)</p> <p>“Abuse, both psychological and physical, to another person” (basketball coach)</p> <p>“Psychological and physical abuse, by an individual or a group, of a ‘weaker’ individual” (basketball coach)</p>
<b>Abuse</b>	<p>“Abuse by a person or group towards a person or group that creates a state of discomfort for the victim and can affect them psychologically with serious consequences” (swimming coach)</p> <p>“Abuse, by one person or group, of another who is believed to be inferior” (acrobatics coach)</p> <p>“Physical or psychological abuse” (indoor football coach)</p>

### *Typologies of bullying*

25.5% of the sample did not mention any of the four bullying typologies of reference (physical, verbal, social and cyberbullying). 56.5% of the sample mentioned physical bullying, 32.9% cyberbullying, 23% verbal bullying and 13.7% social bullying. In relation to gender, statistically significant differences were only obtained in the typology of social bullying, with a higher frequency of responses among female coaches (25.6% vs. 9.8%;  $\chi^2(1.161) = 6.26$ ;  $p = .012$ ). Regarding the number of typologies referred to, 39.8% mentioned only one typology, 19.9% two, 13% three and 1.9% mentioned all four. In relation to other typologies of bullying, it should be noted that 44.1% of the coaches referred to “psychological” bullying, 15.3% mentioned typology according to the place where these behaviours took place (“school”, “work”, “sport”) and 11.8% according to the reasons for bullying (“physical appearance”, “gender”, “religious background”).

### *Prevention strategies*

83.8% of the coaches offered prevention strategies that were coded according to the categories outlined above: a) promoting a positive climate, b) communication, c) observation, d) awareness-raising, e) emotional education, f) regulation and g) conflict intervention. There were no statistically significant differences in terms of prevention strategies offered in relation to gender or the possession of a sports qualification. 61.5% of the total responses fell into a single category, 21.7% into two categories and 0.6% of the responses referred to three preventive categories. 16.2% of the responses did not fall into any of the categories, either because they left the question unanswered (11.2%), they explicitly specified that they did not know what to answer (1.9%), they referred to intervention rather than prevention strategies (1.9%) or they gave an answer that could not be included in any of the categories (1.2%). The

results obtained for the categories analysed are presented below, and specific examples for each category are given in table 2.

**Table 2.**

*Categories of prevention strategies and coaches' responses justifying them*

<b>Categories</b>	<b>Coaches' responses</b>
<b>Promoting a positive climate</b>	<p>“Try to create as pleasant an atmosphere as possible for the relationship between colleagues” (football coach)</p> <p>“[...] always make teams and pairs so that everyone can get to know each other throughout the season” (acrobatics coach)</p> <p>“Extra-sports events for group members to interact as friends outside of training” (skating coach)</p> <p>“[...] to do trips, like camps” (football coach)</p> <p>“I make a lot of use of cooperative challenges and group dynamics where everyone's participation is required” (basketball coach)</p> <p>“Encourage respect, education, tolerance and helping others [...]” (football coach)</p> <p>“Ensuring that all the boys and girls in the team are included” (athletics coach)</p>
<b>Communication</b>	<p>“Talk to the children individually to see what emotional situation they are in” (volleyball coach)</p> <p>“[...] I try to talk to each of my players once a day so that they can explain to me how they feel in the team [...]” (multisport activities coach)</p> <p>“[...] stay in contact with parents to find out, as soon as possible, about possible problems at home or at school that could lead to such behaviour” (football coach)</p>
<b>Observation</b>	<p>“From the beginning, be attentive to any kind of situation and behaviour of the children [...]” (multisport activities coach)</p> <p>“Keep an eye on those who appear to be the aggressors” (football coach)</p> <p>“I pay a lot of attention to the way they behave towards each other [...]” (basketball coach)</p> <p>“I think it is important to observe at all times, both on and off the pitch [...] changing rooms are dangerous areas where there is not as much surveillance” (football coach)</p>
<b>Awareness-raising</b>	<p>“Give talks so that they can see what bullying actually is [...]” (football coach)</p> <p>“Awareness-raising talks [...]” (swimming coach)</p> <p>“Put on videos on these topics [...]” (football coach)</p>
<b>Emotional education</b>	<p>“Propose activities that allow them to get to know each other emotionally. Empathy and cooperation games to promote and develop emotional intelligence” (acrobatics trainer)</p> <p>“Empathy exercises to make them feel what their teammates feel in certain situations” (football coach)</p> <p>“[...] I ask them why they did it and how it might make the person they made the gesture or comment to feel” (skating coach)</p> <p>“Carry out activities that do not allow the continuous failure or triumph of any player” (Indoor football coach)</p>

<b>Regulations</b>	<p>“I currently have an internal regulation; the players have accepted it and have made proposals.... It says that in case of any disrespect towards a teammate, the aggressor will be expelled [...]” (football coach)</p> <p>“Warn them that there will be a punishment if any bullying situation is provoked, as it is not right to do so” (tennis coach)</p>
<b>Conflict intervention</b>	<p>“I intervene if I see any verbal or physical fights and resolve them before they escalate” (martial arts trainer)</p> <p>“I call out any person who makes a disrespectful gesture towards another person, on or off the rink” (skating coach)</p>

### **Promoting a positive climate**

60.9% of the coaches commented on the importance of creating and promoting a positive climate among athletes. This work was established on the basis of organisational criteria for sporting activities and the inclusion of cooperative dynamics in the tasks proposed. Some highlighted the importance of dynamic group activities that go beyond the timetable, training and competitions. However, the development of competences was essential in achieving such a positive climate.

### **Communication**

Communication was mentioned by 14.3% of the respondents. For the coaches, it was important to organise personal meetings with the athletes in order to understand the individual situation of each athlete, reinforcing coach/athlete trust. Communication with the athlete’s environment, for example the family, was also mentioned.

### **Observation**

Observation of athletes’ behaviours, as well as of the relationship dynamics that can be established between athletes, was considered a bullying prevention strategy by 7.5% of coaches. It was important to keep this in mind from the beginning of the season and during training in order to detect any signs that one of the athletes might feel uncomfortable in the group, or to detect potential aggressors. Being alert to any anomalous behaviour in the relationship dynamics between players was also stressed. Finally, for coaches, the changing room was one of the spaces that required special attention, as it was a space where they had less control.

### **Awareness-raising**

Awareness of the problem was mentioned by 5.6% of the coaches. Its aim was to increase athletes’ knowledge about the issue of bullying and to raise their awareness of its importance. To this end, activities such as the organisation of talks with professionals on the subject or reflections using audiovisual resources were proposed.

### **Emotional education**

5.6% mentioned the relevance of preventive action based on the development of activities explicitly linked to emotional education. These activities were aimed at working on empathy, making athletes reflect on the occurrence of violent actions against each other. The importance of pedagogically managing competitive activities during training and reinforcing self-confidence among the players was also expressed.

### **Regulations**

5% of the coaches referred to establishing a policy as a preventive strategy. This regulation referred to the rules that regulated the internal dynamics among the group of athletes, in some cases involving the players themselves in its elaboration in order to reinforce acceptance and compliance with it. Other coaches did not explicitly refer to the drafting of written rules, agreed or not, but simply mentioned warning athletes of the consequences (punishments or penalties) if violent behaviour was witnessed.

### **Conflict intervention**

Finally, 3.1% of the coaches referred to the importance of taking action in the presence of conflicts, avoiding possible future bullying situations.

### **Discussion**

The aim of this study was to evaluate coaches of formative sports' conceptualisation of the phenomenon of bullying, taking into account the basic elements of its definition as well as its taxonomic categorisation. The aim was also to find out what strategies they used to prevent bullying situations in the sporting context.

Generally, little agreement was shown in the definition of bullying among coaches, irrespective of whether or not they had a degree, as they based it on concepts related to violence, but without explicitly specifying the basic elements of the definition of bullying according to the literature (Olweus, 1994). Poor knowledge about the key elements of the definition was also observed by Baar & Wubbels (2013) in Dutch coaches. This fact may contribute to their negative management of bullying situations, as observed among teachers in the school context (Valdés et al., 2014). The only gender-related difference that was observed in the definition was the key concept of intent to harm, which appears more frequently among male coaches than among female coaches. In further studies, it would be interesting to investigate why these differences exist, perhaps by looking at elements of the moral atmosphere linked to the sporting environment. Some of the coaches included in the definition the consequences for health and well-being (sadness, loneliness, depression) that the victim may experience when in bullying situations, in line also with Baar & Wubbels (2013). However, none of the coaches made reference to the consequences that may develop for other actors, despite the fact that such acts have consequences for all involved (Menesini & Salmivalli, 2017).

In terms of bullying typologies, coaches clearly identified physical bullying, although it is not the most frequent bullying typology in the sporting environment (Mishna et al., 2019; Nery et al., 2020). However, cyberbullying, which currently has little presence in sport (Nery et al., 2020), was mentioned quite frequently by coaches as a typology of bullying. This may be due to the current growth of this new type of violence and concern about the problem (Smith, 2019). Regarding verbal bullying, its identification can be explained by the fact that coaches do not identify derogatory comments, insults, name-calling, etc. between players as bullying behaviours, as they become normalised within the traditional sport culture (Flores et al., 2020). As regards social bullying, it is worth noting that it was female coaches who mentioned this typology more than male coaches. This is related to the fact that more bullying behaviour occurs among girls, which causes them to be more sensitive towards coaches (Menesini &

Salmivalli, 2017). Moreover, as indicated by Slattery et al. (2019), the conceptualisation of bullying can be directly conditioned by situations that have been experienced, either directly or from observation. Psychological bullying, although not considered a typology of bullying, as all bullying behaviours have an implicit psychological component (Hernández & Saravia, 2016), was the second most mentioned typology by coaches. The coaches' conceptualisation of this typology needs to be analysed in more depth in order to understand the set of behaviours that are included in it.

Regarding preventive strategies for the development of bullying behaviours, part of the sample, regardless of whether they had a degree or not, did not offer any. This could be related to the lack of training on the phenomenon that coaches face (Flores et al., 2020). In addition to the technical or tactical dimensions of the respective sport, coach training courses should take into account the holistic development of young athletes (Kowalski, 2017).

Promoting a positive climate among the athletes was the most indicated strategy by the coaches, in line with Shannon's (2013) proposal. School is also a place where the promotion of a positive climate has been found to reduce the prevalence of bullying situations (DeOrnellas & Spurgin, 2017; UNESCO, 2018). It is important to promote this positive climate not only by proposing specific tasks in training, such as the development of cooperative games, but also by proposing extra-sports activities (camps, excursions, etc.), based on pedagogical models that promote the development of civic values and the prevention of violence (Mattey et al., 2014; Sánchez-Alcaraz et al., 2020). The way in which the grouping of athletes in different activities is established, as a preventive strategy, was also mentioned, understanding that, as in the school environment, the methodology used by the teacher to group athletes can become a catalyst for victimisation and exclusion (Healy, 2014). Coaches also mentioned communication, in line with the results obtained by Baar & Wubbels (2013), as a strategy to be taken into account, highlighting the two-way and positive relationship to be established between coaches and players (Nery et al., 2020). This communication aims to build trust with athletes, as a basic element for understanding the dynamics that a player may be experiencing inside or outside the sporting context (Nery et al., 2020), an aspect that has also been taken into account in the school context (DeOrnellas & Spurgin, 2017). It is also important to articulate good communication with families, due to their direct influence on the behaviour of children and adolescents, as they are a very important agent and of vital participation in programmes to address the phenomenon (Mattey et al., 2014; UNESCO, 2018). In relation to this, work on emotional education was considered by the coaches an appropriate strategy, as has been observed in the educational context with positive results (Méndez et al., 2019). Regarding observation and being alert to behaviours or relationship dynamics between players, the behaviours (signs and symptoms) that need to be observed were not explicitly detailed, perhaps due to the few competences that stand out when it comes to identifying bullying situations (Kowalski, 2017). However, this observation should not only focus on players who may become victims, but also among potential aggressors, as well as on the general dynamics between athletes within the group. Nonetheless, the changing room was highlighted as the space where bullying situations were most present, as demonstrated in recent research (Flores et al., 2020; Kowalski, 2017; Nery et al., 2020). There was little reference to awareness-raising as a fundamental prevention strategy, although it is one of the basic pillars of any anti-bullying



programme (Nery et al., 2020). There were also few references made by coaches to the development of regulations or coexistence codes in sports clubs as a preventive strategy, reaffirming the study by Stefaniuk & Bridel (2018), conducted in Canada to evaluate the presence of anti-bullying policies in various sports organisations, which found an absence of coexistence codes that provide explicit guidelines to prevent bullying. Therefore, it is necessary that the public administrations responsible for sports, as well as sports federations and clubs, promote regulations and codes of coexistence that include, among others, the issue of bullying. On the other hand, the use of punishment as a coercive measure to avoid possible bullying situations in the future was also mentioned, although, as has been demonstrated in the school environment, its effectiveness is low (DeOrnellas & Spurgin, 2017). Finally, some coaches linked the role of competition as a possible catalyst for bullying behaviour in formative sport and proposed strategies to reduce its value, in line with recommendations in the literature (Shannon, 2013). Finally, it should be stressed that, although coaches play a very important role in prevention, it is important to address the issue across the board. From an ecological point of view, it is necessary to involve all the agents linked to the sports community: athletes, families, sports management, etc. (Nery et al., 2020).

As a possible limitation of the study, it should be noted that the coaches were students of Physical Activity and Sport Sciences Degrees. In the future, it would be interesting to analyse the knowledge and strategies offered by coaches who are not part of this group, as the level of education could become a variable to be taken into account. It would also be necessary to know whether the different preventive strategies they propose are actually applied in training and to assess their effectiveness.

### **Conclusions**

This study highlights the lack of knowledge on the part of formative sport coaches about the phenomenon of bullying in terms of the key elements in its definition (repetition, intention to harm and power imbalance). In relation to the typologies of bullying, there is a clear identification of the category of physical bullying and cyberbullying, and verbal and social bullying are not identified very often. A typology that is often mentioned is psychological bullying, although it is not considered part of the taxonomies proposed by the literature. As far as prevention strategies are concerned, promoting a good climate in the group or team of athletes is frequently mentioned, although there are few proposals that go beyond this. In general, it is considered necessary to articulate training programmes among coaches where the conceptualisation of bullying and the dynamisation of preventive strategies to be carried out are addressed, either directly with the group of athletes or by proposing actions in their club or sport entity.

### **Acknowledgements**

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### 5.3 Estudi III

#### **“We’ve never studied bullying at university”: Bullying-related beliefs, training, and strategies among preservice Physical Education teachers**

Aquest treball ha estat publicat amb la següent referència:

Ríos, X., Ventura, C., & Prat, M. (2022). “We’ve never studied bullying at university”: Bullying-related beliefs, training, and strategies among Physical Education preservice teachers. *Journal of Teaching in Physical Education*. Advance online publication. <https://doi.org/10.1123/jtpe.2022-0124>

La versió original de l'article es troba a l'Annex 11.





## **Abstract**

**Purpose:** To examine beliefs about bullying in physical education (PE) among PE preservice teachers and to examine opinions about training received in this area and the strategies they would use to deal with this phenomenon. **Method:** We interviewed 44 PE-PSTs ( $M_{age} = 23.91$ ;  $SD = 2.96$ ) from six Spanish universities in semistructured focus groups. The data collected were analyzed using hierarchical content analysis. **Results:** PE preservice teachers believed that while PE may favor the occurrence of bullying, with proper management, it could also be used to educate students and create a positive climate that could help prevent this behavior. The trainee teachers stated that they had not received any training on bullying at university. Overall, they lacked confidence to deal with this problem, and their proposed strategies lacked depth. **Conclusions:** Our findings highlight the need for universities to include bullying in their PE teacher training programs.



## Introduction

Bullying can be defined as aggressive behavior by one or more people toward a peer; it is an intentional behavior that involves an imbalance of power and is designed to cause harm (Olweus & Limber, 2010). Bullying therefore occurs in a group context where witnesses have a key role in deterring or encouraging it (Salmivalli, 2010). Traditional forms of bullying can be physical (e.g., hitting, kicking, stealing), verbal (e.g., name calling, teasing), or social (e.g., alienation, rumor spreading; Menesini & Salmivalli, 2017). Cyberbullying is a more recent phenomenon in which victims are bullied through the internet or other digital technologies (Smith, 2019). Although bullying occurs in a range of social contexts (Monks & Coyne, 2011), it has been most widely studied in schools, where victimization rates of 35% and 15% have been reported for traditional bullying and cyberbullying, respectively (Modecki et al., 2014). Victims may experience numerous adverse health effects, such as anxiety, depression, self-harm, suicidal ideation and/or suicide attempts, substance abuse, reduced academic performance, social isolation, and psychosomatic disorders (Moore et al., 2017).

Teachers play a crucial role in the overall development and education of children (Montero-Carretero & Cervelló, 2020). In addition to facilitating cognitive development, they are responsible for addressing social issues that arise in the classroom and can affect the well-being of their students, such as bullying (Oldenburg et al., 2016; Veenstra et al., 2014). How they tackle the particular problem of bullying is influenced by a number of factors, including beliefs and attitudes about this phenomenon, perceived seriousness, perceived self-efficacy for intervening, and empathy (Mazzone et al., 2020). Training teachers about what bullying entails and how to respond is thus crucial. Sairanen and Pfeffer (2011) found that teachers who had been taught about bullying intervened more effectively than those who had received no training. In addition, teachers who underestimate or downplay the seriousness of bullying tend either not to act (e.g., by ignoring incidents) or to act passively (e.g., by asking the students to deal with the problem themselves; Craig et al., 2000). Considering the important role that teachers play in child development, teachers should receive proper training on bullying before embarking on their teaching career (Pérez-Carbonell et al., 2016). Preservice teachers (PSTs) feel ill-prepared to deal with bullying. They need training to feel sufficiently confident to respond effectively to suspected cases and to ensure the success of antibullying programs in place at their schools (Lester et al., 2018; Mahon et al., 2020).

Physical education (PE) can be a breeding ground for bullying. Poor motor proficiency and performance have been identified as particular risk factors for victimization in this context (Bascón-Seda & Ramírez-Macías, 2020; Bejerot et al., 2011), in part because students' skills are particularly visible and subject to judgment from peers in this setting (Beltrán-Carrillo et al., 2012). Overweight students (Peterson et al., 2012) and students with a disability (Healy, 2014) are also easy targets. Notwithstanding, PE also provides an ideal setting for fostering personal and social development (Fuller et al., 2013), where teachers can work on building healthy interpersonal relationships, cocreate ground rules on acceptable behavior with their students (Córdoba-Alcaide & Ortega-Ruiz, 2020), manage conflicts (Montero-Carretero & Cervelló, 2020), and promote attitudes and behaviors that will protect against a culture of aggression and bullying (Jiménez-Barbero et al., 2020). In a secondary school PE antibullying

intervention, Benítez-Sillero et al. (2020) found a significant reduction in victimization and bullying rates among students who participated in the intervention compared with controls. Teaching styles and methodologies are also important, as inappropriate teaching of certain content in PE may actually foster attitudes that support violence and set the stage for bullying (O'Connor & Graber, 2014). There is also a tendency toward the normalization of certain aggressive behaviors in PE that in other school contexts might be considered bullying (Mierzwinski et al., 2019).

In short, PE teacher attitudes toward bullying may be decisive, as they could contribute to preventing this behavior or to perpetuating or encouraging it (Benítez-Sillero et al., 2020; Jiménez-Barbero et al., 2020). Although research has been carried out on bullying-related knowledge, attitudes, and skills among PSTs (Lester et al., 2018; Mahon et al., 2020), studies are lacking in the field of trainee PE teachers. The aims of this study, therefore, were to (a) examine beliefs about bullying among PE-PSTs, (b) analyze opinions about training received in this area, and (c) identify strategies they would use to deal with this phenomenon.

## **Methodology**

### ***Participants***

The participants were selected by convenience sampling (Sparkes & Smith, 2014). The inclusion criteria were (a) students registered in a fourth (final)-year primary school teacher training degree specializing in PE (primary school PE-PSTs) or a master's degree in teacher training specializing in PE (secondary school PE-PSTs) and (b) students from different universities in Spain. We contacted 10 Spanish universities who taught either or both of these degrees. Six of the universities confirmed their interest in participating in the study. After contacting the students from each of these universities, 44 PE-PSTs ( $M_{age} = 23.91$ ;  $SD = 2.96$ ) agreed to participate in the study. There were 21 primary school PE-PSTs (11 women and 10 men) and 23 secondary school PE-PSTs (eight women and 15 men). They all signed an informed consent form, which guaranteed confidentiality and anonymity (Beck et al., 2004).

### ***Data Collection***

A semistructured focus group (FG) method was chosen to collect the study data. Six FGs were held (one at each university): three of the groups were formed by primary school PE-PSTs (FG1, FG2, and FG3) and three by secondary school PE-PSTs (FG4, FG5, and FG6). The interview script was prepared following a systematic review of the study themes as recommended by Beck et al. (2004).

### ***Procedure***

The FGs were held online due to COVID-19 restrictions, but this format has been found to generate remarkably similar data content to in-person groups (Woodyatt et al., 2016). The sessions were held between March 2021 and April 2021 and were facilitated by the first author, whose role was to create a supportive atmosphere conducive to the sharing of personal opinions and to encourage participation by all members of the groups. At the start of each session, the facilitator outlined the procedure that would be followed and reminded the students about the purpose of the study; they were also informed that there were no right or wrong answers (Sparkes & Smith, 2014). To ensure a common understanding of the discussion topics, the

facilitator provided a definition of bullying according to the literature and gave some examples (Olweus & Limber, 2010). The discussion was then started, following the predesigned, semistructured script. The FGs lasted an average of 77.7 min (range: 51–98 min), giving ample time to discuss the main study themes. All the sessions were audio-recorded and transcribed verbatim. The study protocol was approved by the ethics committee of the Catalan Government’s Sports Council (009/CEICEGC/2021) and complied with relevant guidelines and the principles of the Declaration of Helsinki.

### **Data Analysis**

Following the guidelines of Sparkes and Smith (2014) on qualitative research methods in sport, exercise, and health, we performed a hierarchical deductive–inductive content analysis of the data generated in the FGs. To do this, we (a) read and reread the FG transcripts to become familiar with the data, (b) searched for and identified raw data themes characterizing each participant’s responses and tagged these data to obtain a series of concepts that represented the information generated, (c) grouped the raw data themes into meaningful categories and classified them into higher order themes, (d) reread the original transcripts in detail to check that all the themes and categories were represented, (e) had the analysis confirmed by an external expert in qualitative research, and (f) hierarchically ordered the themes generated (see Table 1). This analysis was performed in Atlas.ti (version 9).

**Table 1.**

#### *Study Themes and Categories*

<b>Beliefs about bullying and PE</b>	<b>Training on bullying</b>	<b>Strategies for dealing with bullying in PE</b>
Features of PE	Perceived training received on bullying	Strategies for preventing bullying
Risk factors for being bullied in PE	Perceived needs for training on bullying	Strategies for intervening in bullying

*Note.* PE = physical education.

### **Results**

#### ***Beliefs About Bullying and PE***

Some PE-PSTs were of the opinion that bullying at school was not limited to PE: “I think bullying happens everywhere, in all subjects. Bullies have no preference for whether they bully in PE or Math” (PEPST FG2). Others, by contrast, considered that bullying was more likely in PE: “I think most cases of bullying at school happen in PE” (PE-PST FG2). They offered numerous explanations for why they thought this was the case: “PE is not like Catalan or Math. There are a lot more factors in PE that can give rise to bullying situations” (PEPST FG4). The main factor mentioned was that PE involves close interpersonal interactions: “PE is where bullying is most likely to happen as it’s where children interact most. They play with each other, do more activities, and the activities are not as individual as they are in the classroom” (PE-PST FG3). The PE-PSTs, however, also believed that these closer interactions made it easier to detect bullying: “I think that PE teachers are able to see a lot more interactions between students and therefore a lot more possible cases of bullying” (PE-PST FG2). Another



difference mentioned between PE and other subjects was related to the physical space where classes are held:

We go outdoors to do PE, we're not in the classroom. It's a completely different style of teaching to what the students are used to, as they are in the classroom for 6 hours and, on top of that, sitting down. Students interact much more in PE. (PEPST FG6)

This differential context would therefore make it easier for a potential bully to target his or her victim: "Things are less likely to happen in a classroom. But in PE, where the students are in much closer contact, if I'm a bully, I can get close to someone and hurt them" (PE-PST FG1). Similarities in this respect were drawn with being in the playground during recess: "Being in the playground or doing PE are moments of risk, because this is where the closest relationships are made" (PE-PST FG3). The PE-PSTs also considered that teachers may have less control over their students than in other subjects: "PE teachers usually hold their classes in the playground or in the gym, which are more open spaces, where there might be less control and this may make it easier for bullying to happen" (PE-PST FG2).

Locker rooms were also considered to be vulnerable spaces, as PE is the only subject where students are in a shared, communal space with little supervision from their teachers:

There is a very important time in PE: locker room time. Teachers don't normally go in when students are changing, and the students have privacy and are free to do what they want because there are no adults present. This is also when bullies can take advantage to do whatever they want and we may never find out. (PE-PST FG2)

The PE-PSTs also mentioned that competitive activities in PE could give rise to tension and situations of risk: "When you play, you want to win. You end up doing whatever to win, even if this is wrong or inappropriate" (PE-PST FG5).

They also recognized that bullying in PE could be linked to a series of risk factors for victimization, as it is where differences in skills and physical attributes are most evident: "It's one of the areas where differences in motor skills are most noticeable" (PEPST FG3). Poor motor skills were highlighted as one of the main risk factors for being bullied: "In PE, children with the worst sporting skills are an easy target" (PE-PST FG6). The PE-PSTs also thought that having good motor skills might protect against bullying: "Being good at a particular sport can serve as a shield" (PE-PST FG3). Overweight was also identified as a risk factor for victimization and was linked to motor skills: "In PE, you can fall into the trap of exposing an overweight student. If this student tends to be made fun of and we organize a race, then we might be setting him up to be teased or talked about" (PE-PST FG4). Disability was also mentioned as a risk factor for being bullied: "A disabled person, for example, a person with an intellectual disability, also often ends up being a target for bullies" (PE-PST FG5). While some PE-PSTs made reference to specific risk factors for victimization, others were of the opinion that was no one risk profile: "I don't think we can say that there's one profile, there are 20,000 profiles" (PEPST FG1).

The PE-PSTs believed that PE classes were not so clear-cut in terms of bullying, as while they provide ample opportunities for this behavior, they also offer a perfect setting for countering it: "Just as PE gives rise to situations where bullying is a risk, I also think it's one

of the areas where you can work most on this issue” (PE-PST FG3). In short, they considered that if handled properly, PE was a subject where you could educate students about bullying:

PE can be a very powerful weapon for fighting bullying because sport has a very important educational value. If the teacher does things properly, he or she can work on different values and also help fight bullying. (PE-PST FG2)

### ***Training on Bullying***

The PE-PSTs interviewed considered that they had received practically no training on bullying: “We’ve never studied bullying at university” (PE-PST FG5). They expressed some concern about their lack of preparedness, particularly in terms of how to detect cases:

It’s very difficult to see something you don’t know anything about. And if we, as future teachers, don’t have this training... we won’t see it when it happens. Bullying is sometimes very obvious, but there are other situations that aren’t so clear. If no-one tells you about them or if you’ve never seen them... you might overlook them, not see them. (PE-PST FG6)

The PE-PSTs also felt that they lacked training on how to respond to different situations: “I really wouldn’t know how to react” (PE-PST FG4). They also mentioned that they would need outside help:

I have zero training. If I found myself in a situation during a PE class where I needed to take action, the only option I think I have would be to ask a specialist for help. I would need outside help from a person who would tell me “you have to do this or that,” because I have no idea. (PE-PST FG4)

Because of this lack of training, the PE-PSTs were afraid they would not respond properly: “I feel that I have very few tools and I’m afraid of doing the wrong thing, the opposite of what I should. It scares me” (PE-PST FG1). The PE-PSTs called for more training: “I really want to know how to deal with a situation like this, I want tools, I want to know how to respond, I want to be in a position that when this happens I will know what to do” (PE-PST FG5). Some of the participants mentioned that they would like this training to be practical, with role-play activities based on real-life situations and applicable to their future work:

It would be interesting to do role plays, with spontaneous, real-life cases. I mean with somebody describing a situation to you and you have to think about how you would act as a future teacher. In other words, put us in the shoes of a real teacher, as this is what we will come up against when we are teachers. This would provide us with training with much stronger potential and I think we have shortcomings in this regard. (PE-PST FG5)

### ***Strategies for Dealing With Bullying in PE***

Despite their perceived lack of training, the PE-PSTs came up with a number of potentially effective strategies for preventing bullying during PE. One option mentioned was to use team-building activities: “One way of preventing bullying could be to favor cooperative activities to increase group cohesion. If we organize activities where everyone has to work together, we will foster values that might prevent bullying” (PE-PST FG2). They also referred

to the positive correlation between cohesion and bullying prevention: “I think that cooperative games and activities where students have to search for solutions as a group is a great way of increasing group cohesion. And if the students feel part of a group, these bullying situations will not be created” (PE-PST FG3). Nonetheless, the PE-PSTs mentioned some limitations they felt in relation to cooperative games and activities: “It’s all very well to say we need to work on cohesion, but my resources in this area are quite limited. I would need to be familiar with different dynamics or activities to prevent bullying and I’m not” (PE-PST FG3). The PEPSTs also stated that cooperative activities could help detect potential cases of bullying: “We might see, for example, somebody who never gets passed the ball. And that would also help us suspect that something is up” (PE-PST FG3).

Another strategy suggested by the PE-PSTs for preventing bullying was to give less skilled people a greater role: “It would help to propose activities that did not boost the ego of people with great motor skills, but rather favored those with fewer skills to involve them more” (PE-PST FG6). They were of the opinion that student assessment should focus on progress rather than results: “We shouldn’t reward good motor skills or good physique, but rather how students progress in relation to where they were at the beginning of the session” (PE-PST FG6). Another suggestion was for teachers to pick teams to prevent the same students from being continually left out:

I also think that group formation is important. The teacher can create groups so that no-one is excluded or left on their own. When you let the students pick their own teams, the victim is normally left out. As teachers, we should prevent this. (PEPST FG3)

The PE-PSTs, however, acknowledged that allowing students to pick their own teams could help detect possible cases of exclusion: “Team picking by students is an interesting moment. Because the same people tend to be left out” (PE-PST FG5); “You can see straight away who they don’t want and who they exclude” (PE-PST FG3). They also mentioned that creating some basic rules or codes of conduct could be a good way of achieving good group dynamics and possibly preventing bullying: “We could create coexistence rules and not allow anyone to make a comment about or criticize another person. It is important to put a stop to and redirect any aggressions by having everyone follow the rules that are agreed and decided by everyone” (PE-PST FG3).

Emotional learning was also proposed as a strategy for preventing bullying: “It is very important to work on emotions and to teach students how to manage these emotions” (PE-PST FG6).

Poor management of more negative emotions, such as anger, fear, not feeling loved... can cause a person to become a bully. And this is when they feel at their best, when they are stepping on or hurting other people. I think we could prevent this by working on emotions. (PE-PST FG2)

The PE-PSTs also believed that it was important to cultivate empathy: “We could do different role-playing activities so that everyone could experience different feelings. Working on assertiveness or empathy could be a way to prevent bullying” (PE-PST FG2). The importance of increasing knowledge and awareness was also mentioned: “We need to teach

them what bullying is and what different roles there are, because a lot of students might come to believe that what is happening isn't bad" (PE-PST FG6). Some of the students believed that observation could help detect bullying:

The most important thing is to be on the lookout at all times, and to never treat anything as unimportant. Because sometimes, there are small details that we might think are trivial, that we shouldn't ignore as they are really important for detecting bullying. (PE-PST FG1)

They PE-PSTs also stated that it was important to take a holistic, continual approach to support the cultivation of positive values across subjects, not just in PE:

Prevention shouldn't be done in isolation. It should involve all the teachers and be done repeatedly. It's not a one-off thing [...] it can't just be done in PE, it has to be done in more subjects, to create values in the classroom. Values that need to be worked on daily... and if these values are gradually adopted, this will help prevent bullying. (PE-PST FG2)

The PE-PSTs proposed a wide range of strategies for responding to cases of bullying, including seeking support from different members of the school community: "I'd go and speak to the management team" (PE-PST FG2); "I'd first talk to the tutor and management" (PE-PST FG3); "I suppose I'd talk to the head of studies or the school psychologist" (PE-PST FG4). Some of the PSTs said they would talk directly to the main parties involved: "The first thing I would do would be to talk to the person being bullied and the bully" (PE-PST FG1). Others said that they had never considered what they would do: "I had never thought about it... I had never thought about what I would do" (PE-PST FG5). The PE-PSTs were largely unaware of the existence of school protocols on bullying: "I don't know if schools have protocols to deal with bullying, I have no idea" (PE-PST FG2). They also did not know who was responsible for designing these protocols: "To be honest, I don't know if all schools have an antibullying protocol. I don't know... I suppose that each teacher designs their own protocol... I don't know... I've never come across that situation, so I've no idea" (PE-PST FG2).

## **Discussion**

The aim of this study was to examine beliefs about bullying in PE among PE-PSTs; opinions about training they had received in this area; and strategies they would use to prevent, detect, and deal with this phenomenon.

The PE-PSTs had varying opinions about whether or not bullying was more common in PE than in other subjects. This may be because people's perceptions of bullying are possibly influenced by their experiences (Slattery et al., 2019). Some of the trainee teachers believed that PE, unlike other subjects, generated more opportunities for bullying because of the multiple interactions that took place between students. They also, however, recognized that these interactions provided an opportunity to detect possible cases and mentioned that it was more difficult to monitor behavior in PE because classes were usually held in large spaces (outdoor courts or gyms). These observations are consistent with reports by Seang-Leol (2016), who found that 76% of bullying takes place during recess or PE. Victims of bullying have also reported that where classes are held can have a significant influence on the occurrence of

bullying (Bascón-Seda & Ramírez-Macías, 2020). The PE-PSTs believed that locker rooms were environments where bullying could occur due to a lack of adult supervision (Zych et al., 2019). Locker rooms have been identified as one of the spaces where bullying is most likely to occur in PE (Bascón-Seda & Ramírez-Macías, 2020) and sport (Herrick & Duncan, 2020; Nery et al., 2020; Ríos et al., 2022). Competitive situations that arise in PE were also mentioned as possible sources of tension and conflict. If not used for educational purposes, competition can lead to alienation and bullying, as has been observed in youth sport (Nery et al., 2020; Ríos et al., 2022).

Factors associated with an increased risk of bullying according to the PE-PSTs were poor motor skills (Bejerot et al., 2011), overweight (Peterson et al., 2012), and disability (Healy, 2014). Motor skills are an important component of PE, and certain activities can accentuate difficulties experienced by less-skilled, overweight, or disabled students, possibly causing feelings of humiliation (Shehu, 2009), failure, embarrassment, unease, and rejection (Beltrán-Carrillo et al., 2012). Good motor skills were mentioned as having a potentially protective effect against victimization, possibly because being good at sport increases the chances of being popular (Collot & Dudink, 2010). The PE-PSTs made no reference to the association between victimization and belonging to the LGTBIQ+ community and/or an ethnic minority, two risk factors that are discussed in the review by Menesini and Salmivalli (2017). Our findings highlight the need for PE-PST training on how to recognize vulnerable groups (Mahon et al., 2020). Supporting findings by Avilés et al. (2011), some of the PE-PSTs believed that while certain risk factors must be borne in mind, there are multiple victim profiles in the world of bullying.

The PE-PSTs acknowledged that PE has certain characteristics that could favor bullying, but they also believed that it could be used to work on socialization and antibullying strategies, with teachers playing a key role (Jiménez-Barbero et al., 2020; Melim & Pereira, 2015).

Those interviewed confirmed that they had received little or no training within their university studies on bullying or strategies to prevent, detect, or deal with this problem. A similar lack of training was observed by Lester et al. (2018) in a study of trainee teachers and Pérez-Carbonell et al. (2016) in a study of active teachers. Ventura et al. (2016) also found that the word “bullying” was largely absent from teacher training curricula at several public universities in Spain and Portugal. These findings highlight the little attention that is paid to bullying within teacher training programs and the need to address this shortcoming (Mahon et al., 2020). Similar to Lester et al. (2018), the PE-PSTs called for more training and suggested activities based on role play and real-life cases to equip them with the necessary skills to respond effectively to bullying in their work as teachers. Ihnat and Smith (2013) found that PSTs who participated in workshops on bullying intervened more effectively when confronted with a possible case of bullying; training in this area has been found to provide teachers with greater self-confidence and perceived competence (Acquadro et al., 2017).

The PE-PSTs also mentioned the importance of cooperative learning in PE. Creating dynamics that foster cooperation could help improve interpersonal relationships (Dyson et al., 2021) and also include students with special learning needs (Healy, 2014). Cooperative

learning activities could minimize physical and motor skill differences between students (Martínez-Baena & Faus-Boscá, 2018) and contribute to bullying prevention (Medina & Reverte, 2019). Oliveira et al. (2017) reported a reduction in physical and verbal aggression after a 3-month intervention, consisting of cooperative games in PE classes. Although the PE-PSTs in our study recognized the potential of cooperative games, they felt they lacked the necessary resources for implementing them. They made no reference to direct opposition games, which are recommended in the literature as an effective means of training students to control their emotions (Montero-Carretero & Cervelló, 2020). PE teachers can create a climate that is conducive to fostering positive attitudes among students, thereby helping to prevent bullying (Melim & Pereira, 2015). Their actions can, however, also lead to the normalization of commonplace bullying behaviors that have traditionally been viewed as acceptable in sport (Mierzewski et al., 2019). The PE-PSTs also mentioned giving a greater role to students with weaker motor skills, although they did not provide any specific examples of how to do this. According to Coates and Vickerman (2010), PE teachers should strive to adapt all activities to maximize everybody's participation and success and prevent any type of exclusion. Recognition of progress rather than results was mentioned by the PE-PSTs as a possible strategy for preventing bullying. Melim and Pereira (2015) believed that teaching styles focused on performance and skills-based assessment could engender alienation and discrimination in PE.

Team picking by students was recognized as a risk factor for bullying in PE, and like Fernández-Río (2017), the PE-PSTs recommended that teachers should be responsible for forming the groups within their classes. Because victims of bullying tend to have few friends among their classmates (Bascón-Seda & Ramírez-Macías, 2020), the PE-PSTs considered that having students pick teams could help detect exclusionary behaviors and as a consequence, potential cases of bullying.

Another strategy proposed for preventing bullying was the cocreation of ground rules setting out unacceptable behaviors. These rules should be agreed on by all members of the group, and as stated by Mazzone et al. (2020), make it clear that bullying is intolerable. The PE-PSTs also considered that emotional learning activities could help prevent bullying. Zych et al. (2018) found that promoting emotional competencies protects against bullying, whereas Rueda et al. (2022) highlighted the need for programs designed to cultivate emotional intelligence. The PE-PSTs also mentioned the potential usefulness of empathy-building role-playing activities, which were part of the PE antibullying program proposed by Benítez-Sillero et al. (2020). Similar to the trainee teachers studied by Lester et al. (2018), the PSTs in our study referred to the importance of building awareness about bullying among their students, although did not specify how. Benítez-Sillero et al. (2020) proposed using motor stories as a means of increasing knowledge and awareness about bullying.

The PE-PSTs in our series mentioned careful observation of students during PE as a possible strategy for detecting possible cases of bullying. In a study of bullying in children's football, Flores et al. (2020) stressed the importance of watching out for behaviors that may initially seem unimportant but with time could engender bullying. The PE-PSTs also referred to the importance of fostering civics values, not just in PE but in the school as a whole, across

all subjects; concerted actions by all members of the school community have been shown to be important for tackling bullying (Ruiz et al., 2015). Although the PE-PSTs recognized that locker rooms could be high-frequency bullying zones, they did not propose any specific strategies for controlling what happened behind these closed doors; this need has been highlighted in school environments (Ruiz et al., 2015) and sport (Nery et al., 2020). No mention was made of cyberbullying, highlighting the observation by Montoro and Ballesteros (2016) that teachers needed to be equipped with the necessary skills to deal with bullying that takes place through new technologies. Although not specifically mentioned by the PE-PSTs, positive teacher–student interactions are also important to prevent bullying in PE (Bonavolontà et al., 2021). According to Montero-Carretero and Cervelló (2020), an interpersonal teaching style can help prevent bullying in PE, whereas a more controlling dictatorial style could actually favor it. Training on the role of teaching styles could be included in antibullying training programs for PSTs.

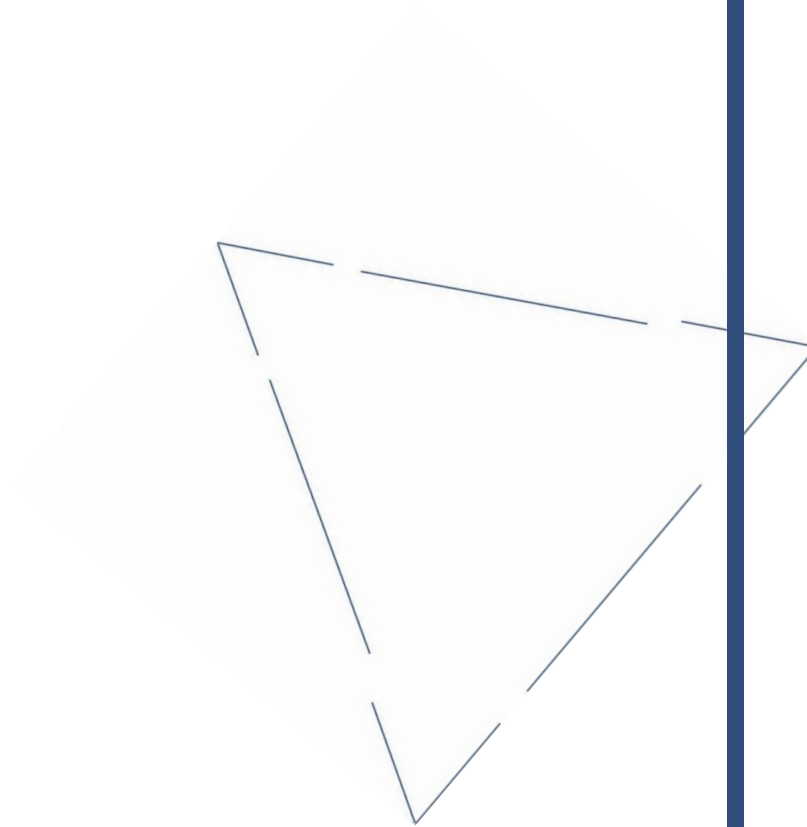
The PE-PSTs did not feel that they had the necessary tools to respond to potential cases of bullying. They expressed low self-confidence in this respect, in line with previous findings for PSTs (Lester et al., 2018; Mahon et al., 2020), secondary school PE teachers (O'Connor & Graber, 2014), and elementary school teachers (Oldenburg et al., 2016). Some PE-PSTs said they would seek help from other members of staff at the school (e.g., management, tutors), supporting findings by Şen and Doğan (2021), but others stated that they would talk to the people directly involved. Mahon et al. (2020) also found this to be the case in a study of PSTs' knowledge about bullying at schools. One possible explanation for the assortment of intervention strategies proposed by the PE-PSTs is their unfamiliarity with the existence of school-specific protocols for dealing with bullying.

## **Conclusions**

The PE-PSTs interviewed in this study considered that while PE could favor bullying, with proper classroom management and an appropriate teaching style, it also provided an ideal setting in which to detect cases and work on prevention. The trainee teachers largely felt ill-equipped to deal with bullying, and while they proposed several strategies for preventing this behavior, their ideas lacked depth. In brief, they perceived a lack of resources and confidence to detect and effectively deal with bullying in their future careers. Our findings highlight the importance of incorporating bullying into teaching training curricula in the field of PE.

## **Acknowledgment**

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## **6.**

# **Informe de resultats**

En aquest capítol es realitza una síntesi dels principals resultats de les tres investigacions que conformen la tesi doctoral.





A continuació s'exposen els resultats de cadascun dels estudis que constaten l'assoliment de cada objectiu plantejat pel desenvolupament de la tesi doctoral.

## 6.1 Resultats de l'Estudi I

Els resultats d'aquest estudi s'exposen d'acord amb els tres temes principals establerts a l'anàlisi de dades. En primer lloc, es descriu una caracterització dels episodis de bullying viscuts per les víctimes. A continuació, s'exposen les estratègies utilitzades i els agents de l'entorn més destacats a l'hora d'afrontar el bullying i, finalment, es mostren les conseqüències, a curt i a llarg termini, d'aquestes experiències. La Taula 4 sintetitza l'estructura de temes i categories de l'estudi.

### Taula 4.

*Temes i categories de l'Estudi I*

<b>Caracterització del bullying</b>	<b>Afrontament del bullying</b>	<b>Conseqüències del bullying</b>
Episodis de bullying	Estratègies d'afrontament	Conseqüències a curt termini
Localització del bullying	Els agents de l'entorn	Conseqüències a llarg termini
Justificació del bullying		
Simultaneïtat amb l'escola		

#### 6.1.1 Caracterització del bullying

Les víctimes van explicar haver viscut diferents tipologies de bullying, les quals s'inclouen en accions de bullying físic (ex. empentes, clatellots, faltes intencionades, robatoris, malbaratament de pertinences personals...), de bullying verbal (ex. comentaris despectius sobre l'habilitat esportiva, insults referents a l'aspecte físic, comentaris amb la finalitat d'encoratjar a deixar l'equip...), i també de bullying social (ex. evitar compartir espai amb la víctima, ignorar-la, excloure-la...). Cap dels i les esportistes, però, va explicar haver viscut una situació de ciberbullying.

El lloc més freqüent on es desenvolupaven aquestes agressions era al vestidor. En aquest espai es donaven agressions de caràcter físic directe (ex. tallar el cabell a la víctima) i indirecte (ex. prendre la roba a la víctima mentre aquesta es dutxava) i de caràcter verbal (ex. comentaris en relació a l'aspecte físic). Per tot, el vestidor era un lloc on la víctima se sentia vulnerable, essent un espai sense vigilància ni control per part de l'entrenador o entrenadora. Les víctimes comentaven que quan no es feia ús del vestidor no es produïen amb la mateixa freqüència les situacions d'assetjament. Les accions de bullying, però, també es portaven a terme en espais i moments que anaven més enllà del vestidor, podent donar-se també al terreny esportiu durant la competició o durant els entrenaments.

Els i les esportistes també justificaven els motius pels quals consideraven que havien estat víctimes de bullying a l'entorn esportiu i feien referència a aspectes vinculats al seu propi aspecte físic (ex. obesitat), a tenir alguna discapacitat, a trets relacionats amb el seu caràcter, o al baix o alt nivell esportiu en comparació amb els iguals amb els qui compartia l'activitat. Per altra banda, en algunes ocasions, a més de ser víctimes de bullying a l'entorn esportiu també ho eren, simultàniament, al centre escolar. Tot i això, s'exposaven diferències entre el bullying

viscut a l'esport i a l'escola, en relació al temps que estaven als dos entorns, als agents implicats (professorat i entrenadors i entrenadores), i a l'obligatorietat d'un context (escola) i la voluntarietat de l'altre (esport).

### **6.1.2 Afrontament del bullying**

Respecte a les diverses estratègies d'afrontament que utilitzaven les víctimes per respondre a la problemàtica, apareixia la llei del silenci que caracteritza al bullying. Alguns dels motius pels quals les víctimes no informaven de la situació ni demanaven ajuda eren per vergonya, o per por a les conseqüències que podria comportar dir alguna cosa. També apareixia l'estratègia d'evitar als agressors/es i, en algun cas concret, s'optava per enfrontar-s'hi, recursos que no resolien la problemàtica. Per altra banda, les víctimes exposaven la dificultat de sortir de la situació en la que es trobaven immerses, fent referència explícita al procés d'indefensió que vivien. Es va fer esmena a la no reacció dels espectadors/es de la situació (companys i companyes d'equip o del club), potser per la por de sortir-ne perjudicats en el cas que actuessin a favor de la víctima. En ocasions, però, els espectadors/es sí que actuaven i, en alguns casos, es posicionaven a favor de l'agressor/a, recolzant-lo, rient o prenent-s'ho a broma. En d'altres, van tenir un paper positiu i van actuar per inhibir la situació, comunicant-ho a les seves respectives famílies.

En relació a aquest últim aspecte, les famílies també juguen un paper de rellevància en l'abordatge del bullying. Malgrat això, algunes víctimes comentaven no atrevir-se a comentar-ho a la família. Les que sí explicaven la situació a la família rebien respostes diverses; algunes suggerien que abandonés l'esport o canviés de club, altres decidien solucionar-ho per ells o elles mateixes amb les altres famílies i altres acudien en busca d'ajuda a l'organització esportiva per tractar la problemàtica. El silenci de les víctimes també podia veure's justificat per una falta de comunicació amb un altre dels agents importants per l'abordatge del fenomen: l'entrenador o entrenadora. Es comentava que les relacions amb l'entrenador o entrenadora eren fredes i distants i que la comunicació sempre era entorn a aspectes esportius. La sensació de les víctimes de bullying, era que l'entrenador o entrenadora actuava tan sols amb l'objectiu de guanyar partits i que no dedicava temps als aspectes de relació o personals dels seus jugadors i jugadores. Es detectava, a la vegada, passivitat per part dels entrenadors i entrenadores i poca predisposició per canviar la situació, alhora que, en certs casos, banalitzaven la problemàtica.

### **6.1.3 Conseqüències del bullying**

Ser víctima d'una situació de bullying afectava de manera directa en el dia a dia de les víctimes. Eren diversos els sentiments i les emocions generades arrel de la situació viscuda en el moment de la victimització. En general, es presentava una sensació de patiment, tristesa, ràbia, impotència, sensació de molestar al grup i de no sentir-se estimat, relacionat amb un sentiment de soledat. L'angoixa també era molt present en les víctimes, donant lloc, en alguns casos, a situacions de crisi d'ansietat. El rendiment esportiu també podia veure's afectat per la poca motivació i la baixa concentració que tenien com a conseqüència de la victimització, de la mateixa manera que per la manca d'autoconfiança i la vergonya a l'hora de fer qualsevol acció motriu als entrenaments o a les competicions. Generalment, es deixava de gaudir de l'esport que practicaven i, en un cas concret, el bullying rebut va conduir a abandonar l'activitat esportiva en la que participava. Malgrat només una de les persones entrevistades abandonés

l'esport, era recurrent en altres casos haver-se plantejat l'abandó. Cal tenir present també que, en certes ocasions, apareixia una desmotivació per anar a l'escola. Es va fer referència, alhora, a que les conseqüències no es reduïen a nivell personal, sinó que també emergien conseqüències grupals.

Les situacions de bullying viscudes no només afectaven al moment en el qual es vivien, sinó també a llarg termini, essent algunes conseqüències encara molt presents a la vida de les persones entrevistades. Es manifestava, en certes ocasions, la por de tornar a viure el mateix i consideraven tenir certes deficiències vinculades amb les habilitats socials, comentant, per exemple, la dificultat a l'hora de relacionar-se amb qualsevol grup nombrós de gent. També es va fer referència als canvis que ha suposat en trets característics de la seva personalitat, igual que a problemàtiques relacionades amb l'autoestima, que persistien en el temps. Tot i que la majoria de les persones entrevistades parlaven de conseqüències negatives a llarg termini, també es feia referència a aspectes com ara l'empatia que havien desenvolupat arrel de ser víctimes i que les feia conscients de la importància d'actuar davant situacions de bullying.

## 6.2 Resultats de l'Estudi II

Les dades recollides es van organitzar en tres temes principals. Un primer feia referència a la definició del concepte, un segon a les tipologies de bullying i un tercer a les estratègies de prevenció. A la Taula 5 s'exposa l'ordenació dels resultats.

### Taula 5.

*Temes i categories de l'Estudi II*

<b>Definició del bullying</b>	<b>Tipologies de bullying</b>	<b>Estratègies de prevenció</b>
Repetició	Bullying físic	Foment d'un clima positiu
Intencionalitat de fer mal	Bullying verbal	Comunicació
Desequilibri de poder	Bullying social	Observació
Conseqüències en la víctima	Ciberbullying	Sensibilització
Assetjament	Bullying psicològic	Educació emocional
Discriminació	Motiu de l'assetjament	Normativa
Maltractament	Lloc on es produeix l'assetjament	Intervenció en conflictes
Abús		

### 6.2.1 Definició del fenomen del bullying

En relació a la conceptualització del bullying, un 60.9% dels entrenadors i entrenadores no van anomenar cap dels tres conceptes clau: repetició, intencionalitat de fer mal i desequilibri de poder. Un 35.4% van fer referència a un dels conceptes clau, un 3.7% a dos conceptes i cap dels entrenadors i entrenadores va anomenar la totalitat dels tres conceptes clau. No es van observar diferències estadísticament significatives ni en relació al gènere ni a la titulació que posseïen.

El concepte clau anomenat amb una major freqüència va ser el de intencionalitat de fer mal amb un 16.8% i amb diferències estadísticament significatives en relació al gènere (20.5% homes versus 5.1% dones;  $\chi^2(1,161) = 5.00$ ;  $p < 0.05$ ). Un 13% dels entrenadors i entrenadores

van fer referència al concepte clau de repetició, referint-se a una “conducta continuada” o a fer-ho “constantment”. El concepte clau de desequilibri de poder va ser anomenat per un 13% dels entrenadors i entrenadores, fent esmena a la conseqüència dels comportaments (“fent-la sentir inferior”, “que se senti inferior al grup”), al motiu d’actuació de la persona agressora (“mostrar superioritat”) i a les característiques de la víctima (“individu més dèbil”).

Un 11.2% dels entrenadors i entrenadores en la seva definició van fer referència a les conseqüències que pateix la persona que està essent victimitzada. Aquestes conseqüències es vinculen a afectacions cap a la persona en general (“afecta de manera negativa en la seva manera de ser o viure”), a sentiments negatius (“soledat”, “vulnerabilitat”, “tristesa”), a trastorns mentals (“depressió”) i a altres conseqüències generals greus. En cap cas, però, es va fer referència a les conseqüències que podien viure altres agents implicats, anomenant tan sols efectes cap a la persona que és víctima de bullying. Un 26.7% dels entrenadors i entrenadores utilitzava el mateix concepte de bullying (“assetjament”) per descriure’l. També es feia referència al bullying com una forma de discriminació (15.8%), maltractament (11.8%) o abús (8.1%).

### **6.2.2 Tipologies de bullying**

Pel que fa a les tipologies de bullying anomenades pels entrenadors i entrenadores, un 25.5% de la mostra no va fer esment a cap de les tipologies de bullying tradicional (físic, verbal, social) o de ciberbullying. El 56.5% de la mostra va fer menció al bullying físic, el 32.9% al ciberbullying, el 23% al bullying verbal i el 13.7% al bullying social. Es van obtenir diferències estadísticament significatives a la tipologia de bullying social en relació al gènere, amb una major freqüència de respostes entre les entrenadores (25.6% versus 9.8%;  $\chi^2(1,161) = 6.26; p < 0.05$ ). Sobre la quantitat de tipologies a les que es feia referència, el 39.8% van anomenar una única tipologia, el 19.9% dues, el 13% tres i un 1.9% va mencionar-ne les quatre. En relació a d’altres tipologies de bullying, destacar que un 44.1% dels entrenadors i entrenadores van fer referència al bullying de tipus “psicològic”, un 15.3% esmentava la tipologia segons el lloc on succeïen aquests comportaments (“escolar”, “laboral”, “esportiu”) i un 11.8% segons els motius de l’assetjament (“per l’aspecte físic”, “per gènere”, “per origen religiós”).

### **6.2.3 Estratègies de prevenció**

En relació a les estratègies de prevenció exposades pels entrenadors i entrenadores, un 83.8% van exposar estratègies que van codificar-se segons les categories: “foment d’un clima positiu”, “comunicació”, “observació”, “sensibilització”, “educació emocional”, “establiment d’una normativa” i “intervenció en conflictes”. Un 16.2% de les respostes no es van incloure en cap de les categories, ja sigui perquè van deixar la pregunta sense respondre (11.2%), van especificar explícitament que no sabien què contestar (1.9%), feien referència a estratègies d’intervenció i no de prevenció (1.9%) o donaven una resposta que no podia incloure’s en cap de les categories (1.2%). No es van obtenir diferències estadísticament significatives segons si exposaven o no estratègies de prevenció en relació al gènere, o a la possessió de titulació esportiva. Un 61.5% del total de les respostes van incloure’s en una única categoria, un 21.7% en dues categories i un 0.6% de les respostes feien referència a tres categories preventives.

Un 60.9% dels entrenadors i entrenadores comentaren la importància de la creació i del foment d'un clima positiu entre els i les esportistes. Aquest treball s'establia a partir de criteris organitzatius de les activitats esportives i la inclusió de dinàmiques cooperatives en les tasques que es proposaven. Alguns van ressaltar la rellevància de dinamitzar activitats grupals que anessin més enllà de l'horari dels entrenaments i/o competicions. Tanmateix, el desenvolupament de valors era fonamental per aconseguir aquest clima positiu.

La comunicació va ser anomenada per un 14.3% dels entrenadors i entrenadores, els qui destacaven que era rellevant l'organització de reunions personals amb els i les esportistes, amb la intenció de conèixer la seva situació individual, reforçant la confiança entrenador/a-esportista. També es feia esment a la comunicació amb l'entorn de l'esportista, com ara la família. L'observació dels comportaments dels i les esportistes, així com de les dinàmiques de relació que es poden establir entre ells i elles, va ser considerada com a estratègia preventiva del bullying per un 7.5% dels entrenadors i entrenadores. Era rellevant tenir-la present des d'un inici de la temporada i durant els entrenaments, per tal de poder detectar qualsevol indicatiu que preveïés que un dels o les esportistes se sentís incòmode en el grup, o bé detectar possibles potencials agressors/es. Alhora, es ressaltava el fet d'estar alerta a qualsevol comportament anòmal entre la dinàmica de relació entre els jugadors i jugadores, i especialment l'atenció al vestidor ja que esdevenia un dels espais on aquests tenien menys control.

La sensibilització envers la problemàtica va ser esmentada per un 5.6% dels entrenadors i entrenadores. La seva finalitat perseguia conscienciar als i les esportistes sobre la problemàtica del bullying i incrementar el coneixement que tenen vers el fenomen. Per aconseguir-ho, es proposaven activitats com ara l'organització de xerrades amb professionals sobre la matèria o reflexions a través de recursos audiovisuals. Un 5.6% esmentava la rellevància d'actuar preventivament a partir del desenvolupament d'activitats vinculades explícitament a l'educació emocional. Aquestes activitats s'orientaven al treball de l'empatia, fent reflexionar als i les esportistes davant l'aparició d'accions violentes. També va manifestar-se la importància de gestionar pedagògicament les activitats competitives durant els entrenaments i reforçar l'autoconfiança entre els jugadors i jugadores.

Determinar una normativa com a estratègia preventiva va ser respost per un 5% dels entrenadors i entrenadores. Aquesta normativa feia referència al reglament que regulava la dinàmica interna entre el grup d'esportistes, en alguns casos fent partícips als propis jugadors i jugadores en la seva elaboració amb la finalitat de reforçar l'acceptació i el compliment d'aquesta. Altres entrenadors i entrenadores no feien referència explícita a la redacció d'una normativa escrita, consensuada o no, sinó simplement feien esment en avisar als i les esportistes dels efectes (càstigs o penalitzacions) si es presenciaven conductes violentes. Per últim, el 3.1% dels entrenadors i entrenadores van fer referència a la importància d'actuar davant la presència de conflictes, evitant així que certes situacions derivessin en possibles futurs casos bullying.

### **6.3 Resultats de l'Estudi III**

Els resultats del tercer estudi s'exposen segons diferents temes i categories de naturalesa jeràrquica. En primer lloc, es descriuen les creences que té el futur personal docent d'EF en relació al bullying i a l'assignatura. Seguidament s'exposa la formació que perceben tenir sobre el bullying, així com les necessitats envers aquesta formació. Finalment, es

presenten les estratègies per l'abordatge del bullying a l'EF que disposa el futur personal docent de l'assignatura. A la Taula 6 s'exposen els temes i categories que ordenen els resultats.

**Taula 6.**

*Temes i categories de l'Estudi III*

<b>Creences en relació al bullying i a l'EF</b>	<b>Formació sobre el bullying</b>	<b>Estratègies per l'abordatge del bullying</b>
Naturalesa de l'EF	Percepció de la formació	Prevenició del bullying
Factors de risc a l'EF	Necessitats formatives	Intervenció davant el bullying

### **6.3.1 Creences en relació al bullying i a l'EF**

Mentre alguns dels futurs i futures docents d'EF consideraven que el bullying podia aparèixer a totes les assignatures curriculars i no específicament, o principalment, a l'àrea d'EF, d'altres percebien aquesta assignatura com un dels espais on més bullying podia aparèixer. Els principals motius que s'exposaven feien referència a la presència d'una intensa interacció entre l'alumnat durant les classes, a l'espai on aquestes es realitzaven (pistes i gimnasos) el qual creava un context diferencial d'aprenentatge, i als contextos competitiu que podien generar-se a l'assignatura. Alhora, s'exposaven similars amb l'EF i el moment del pati, esdevenint dos contextos amb risc d'aparició de bullying pel tipus de relacions que es donaven entre l'alumnat i per l'espai on es desenvolupaven. L'EF també va ser percebuda com una assignatura on podia haver un menor control de la interacció que es produeix entre l'alumnat per part del professorat, respecte a les assignatures del currículum que es realitzen a l'aula. També esdevé l'única assignatura on l'alumnat ha de compartir el vestidor, un espai en el qual el professorat hi té un accés limitat i que era considerat pels futurs i futures docents d'EF com un entorn de fàcil aparició de conductes de bullying a l'EF.

També van esmentar que la presència de bullying a l'assignatura podia estar vinculada a una sèrie de factors de risc d'esdevenir víctima. En aquest sentit, a les classes d'EF l'habilitat motriu i les qualitats físiques de l'alumnat quedaven visibles i, en conseqüència, es podien posar en evidència les diferències entre ells i elles, essent la baixa habilitat motriu, un dels factors de risc més destacables, segons els futurs i futures docents d'EF, per esdevenir víctima a l'EF. Alhora, es percebia que tenir bona habilitat motriu podria ser un factor protector o d'ajuda envers la victimització. Per altra banda, el sobrepès era també considerat un factor de risc d'esdevenir víctima a l'EF i també es relacionava amb les capacitats motrius de l'alumne/a en qüestió, igual que presentar algun tipus de discapacitat. Amb tot, encara que alguns futurs i futures docents d'EF comentaven la possibilitat d'haver factors de risc que determinessin certs perfils de víctimes, d'altres expressaven que no existia un perfil específic de víctima.

Per últim, es va fer referència a la percepció de l'EF com un context amb certa ambivalència respecte al bullying, on alhora que podia aparèixer situacions de bullying també podia ser un espai idoni on combatre'l. D'aquesta manera, es considerava una assignatura amb potencial educatiu pel tractament del bullying si s'acompanyava d'una bona actuació per part del professorat.

### **6.3.2 Formació sobre el bullying**

Pel que fa a la formació que percebien tenir els futurs i futures docents d'EF sobre el bullying es considerava que aquesta era pràcticament inexistent. Comentaven que des de les universitats no es tractava el fenomen i es manifestava també certa preocupació de no disposar de suficients coneixements sobre el bullying, sobretot a l'hora de poder detectar algun cas. Al mateix temps es percebia una falta de formació en relació a l'actuació davant d'un cas concret, exposant la necessitat de recórrer a persones externes. Aquesta poca formació es traduïa a tenir por de no actuar de forma correcta. És per aquest motiu que el futur personal docent d'EF demanava més formació, la qual fos de caire pràctic, a partir de la simulació de casos reals per tal de poder transferir-se a la futura realitat com a docents.

### **6.3.3 Estratègies per l'abordatge del bullying**

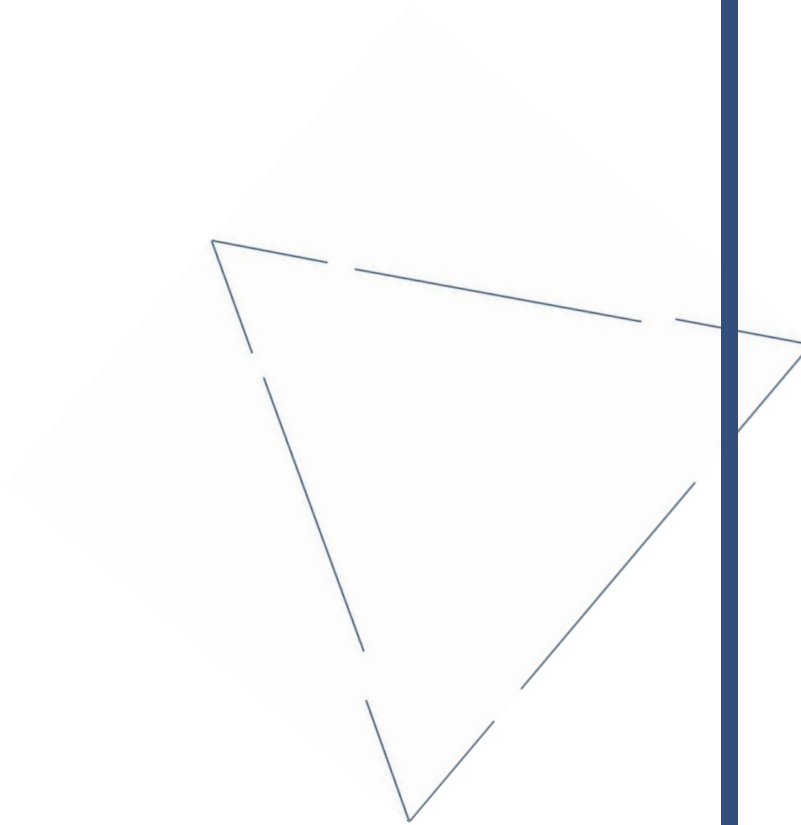
Malgrat aquesta falta de formació percebuda sobre el bullying, el futur personal docent d'EF va suggerir algunes estratègies per prevenir el bullying des de l'assignatura. Entre aquestes, es va fer referència al treball de la cohesió grupal a través d'activitats cooperatives, exposant una correlació positiva entre la cohesió i la prevenció del bullying, tot i que confessaven tenir certes limitacions en relació als recursos de jocs i activitats de cooperació. També comentaven que la realització d'aquestes activitats, també podria servir per detectar un possible cas de bullying, en el cas que s'observés una exclusió constant d'un estudiant. Una altra estratègia aportada pels futurs i futures docents d'EF va ser donar protagonisme a aquelles persones menys hàbils les quals podrien ser possibles víctimes potencials.

Per altra banda, també es va fer referència a la importància de l'avaluació, la qual s'hauria de centrar en el progrés i no en el resultat, de manera que no es potenciés que aquell estudiant amb baixa habilitat motriu tingués més risc de convertir-se en víctima. Alhora, segons els futur personal docent d'EF, per evitar l'exclusió constant d'un alumne/a, calia gestionar de manera correcta els agrupaments de l'alumnat durant la sessió i que fos el professorat qui dirigís aquest moment. Aquest moment d'agrupament però, si era gestionat de forma directa per part de l'alumnat, els futurs i futures docents d'EF consideraven que podia ajudar a detectar possibles casos d'exclusió. A la vegada, es va exposar que aconseguir una bona convivència intergrupual mitjançant l'establiment d'una normativa era un possible recurs per prevenir el bullying, de la mateixa manera que ho era el treball d'educació emocional i el desenvolupament de l'empatia en l'alumnat, el foment de valors des d'una òptica integral, així com la sensibilització envers la problemàtica per augmentar el coneixement que tenen els i les estudiants sobre el bullying. Tanmateix, es va fer referència a la importància d'una bona observació, la qual ajudaria a detectar possibles casos.

Pel que fa a la intervenció davant d'una possible situació de bullying, les actuacions plantejades pel futur personal docent d'EF anaven des de cercar un recolzament a través de diferents agents del centre educatiu com ara el tutor o tutora, la directiva, la persona cap d'estudis o el psicopedagog o psicopedagoga, fins a parlar directament amb les principals persones implicades (víctima-agressor/a). Per últim, es va observar una desconexió per part dels futurs i futures docents d'EF pel que fa a l'existència d'un protocol d'actuació davant d'un possible cas de bullying en els centres educatius.







## **7.** **Discussió**

En aquest capítol es desenvolupa la discussió general que engloba els tres estudis realitzats, prenent com a referència la perspectiva de les víctimes de bullying a l'esport, dels entrenadors i entrenadores d'esport formatiu, i del futur personal docent d'Educació Física.



L'objectiu de la tesi doctoral perseguia elaborar una diagnosi del bullying en el context de l'esport i de l'EF a partir de les experiències de les víctimes de bullying en el context esportiu, del coneixement dels entrenadors i entrenadores respecte a aquest fenomen, i de la formació i percepció que disposa el futur personal docent d'EF pel que fa a la problemàtica del bullying. A continuació, es realitzarà una discussió general segons els resultats dels diferents estudis, i prenent com a referència la perspectiva dels agents implicats en els mateixos: víctimes de bullying a l'esport, entrenadors i entrenadores d'esport formatiu, i futurs i futures docents d'EF.

La discussió s'estructura en diferents apartats. En el primer s'exposa la presència del bullying a l'esport formatiu i a l'EF. En el segon apartat s'exposen els factors de risc d'esdevenir víctima en ambdós contextos. Seguidament, en el tercer apartat, s'expliquen les estratègies d'afrontament de les víctimes de bullying a l'esport. En el quart apartat s'exposen les conseqüències de patir bullying a l'esport i a l'EF. A continuació, en el cinquè apartat, es discuteix sobre el paper que tenen els iguals, la família i els entrenadors i entrenadores en relació al fenomen del bullying a l'esport. En el sisè apartat s'exposa la formació envers el bullying que perceben tenir els entrenadors i entrenadores, i el futur personal docent d'EF. I, finalment, en l'últim apartat es discuteix sobre les estratègies que disposen els entrenadors i entrenadores, i els futurs i futures docents d'EF per l'abordatge de la problemàtica.

### **7.1 La presència de bullying a l'esport i a l'Educació Física**

Des de la perspectiva de les víctimes es va constatar que en el context de l'esport formatiu es desenvolupen situacions de bullying físic, social i verbal. En aquest sentit, eren presents les formes físiques d'agressió de caràcter directe, com per exemple, donar cops, essent accions que podien emascarar-se en la pròpia dinàmica que suposava la pràctica esportiva. Tanmateix, apareixien comportaments de caràcter físic indirecte, com robar o fer malbé objectes personals. Les víctimes comentaven també, de la mateixa manera que l'observat per Kerr et al. (2016), de ser excloses i ignorades per part del grup, comportaments inclosos en la tipologia de bullying social. Les agressions verbals eren presents i, sobretot, feien referència a la manca d'habilitat esportiva de les víctimes, en línia amb l'estudi de Kentel & McHugh (2015). No va aparèixer, però, cap experiència de cyberbullying, seguint amb la línia d'altres estudis que mostraven que aquesta tipologia era la menys freqüent en l'entorn esportiu (Nery et al., 2019). Destacar, alhora, que les víctimes no només vivien comportaments inclosos en una única tipologia de bullying, aspecte també observat a l'estudi de Ríos et al. (2022) i que pot donar peu a unes conseqüències per a la salut de la víctima més greus que rebre accions de bullying d'una única tipologia (Gutiérrez et al., 2008; P. K. Smith, 2018). Per altra banda, i pel que fa a l'àmbit de l'EF, estudis com el de Hurley & Mandigo (2010) han constatat la presència de situacions de bullying físic, social i verbal en aquesta àrea curricular. Aquesta matèria es va percebre per part del futur personal docent d'EF com una assignatura que, en comparació amb les altres que formen el currículum, es podien donar més situacions de bullying, en línia amb les observacions d'estudis com el de Bascón-Seda & Ramírez-Macías (2020) amb víctimes de bullying a l'EF i la revisió sistemàtica de Jiménez-Barbero et al. (2020).

La presència del bullying, tant en l'àmbit esportiu com a l'EF, podria ser degut a que ambdós contextos reuneixen uns trets o elements comuns que els poden fer sensibles en relació a l'aparició d'aquestes conductes. En primer lloc, tant a l'EF com a l'esport es porten a terme

activitats que suposen d'una constant interacció social entre els i les participants. En aquest sentit, els futurs i futures docents d'EF comentaven que les múltiples interaccions que es produïen entre l'alumnat a les classes d'aquesta assignatura eren diferents a les que es desenvolupaven en altres matèries, i aquest fet provocava una major probabilitat d'aparèixer situacions de bullying. També els entrenadors i entrenadores van fer referència a aquesta interacció en els moments de pràctica, tot i que també destacaven, igual que el futur personal docent d'EF, que aquesta interacció entre iguals podia també ser utilitzada amb finalitats de detecció de possibles casos de bullying. Tanmateix, l'espai on es porten a terme les sessions d'EF, i també els entrenaments i les competicions a l'esport, solen ser amplis i com a conseqüència, el control per part del professorat o dels entrenadors i entrenadores pot ser limitat i difícil. A l'àmbit esportiu, ja s'ha constatat que les situacions de bullying poden donar-se al propi terreny esportiu durant els entrenaments (Mishna et al., 2019; Ríos et al., 2022), en consonància amb el que explicaven les víctimes del primer estudi quan exposaven les situacions viscudes. Pel que fa a l'àmbit específic de l'EF, en anteriors recerques, les mateixes víctimes de bullying a l'EF exposaven que l'espai on es realitzaven les classes era un element important a considerar en relació a l'aparició de situacions de bullying (Bascón-Seda & Ramírez-Macías, 2020). Aquests resultats també estan en línia amb el què va observar-se a l'estudi de Seang-Leol (2016) on afirmaven que el 76% de les situacions de bullying en l'entorn escolar es produïen durant el pati o durant les classes d'EF.

A la vegada, tant a l'EF com a l'esport, es comparteix un espai sensible en relació a l'aparició de situacions de bullying: el vestidor. Es tracta d'un espai, normalment reduït, on es desenvolupen interaccions socials abans i després dels entrenaments, competicions i/o classes i on la presència per part de la persona adulta és gairebé inexistent (Kerr et al., 2016; Nery et al., 2020a; Vveinhardt et al., 2019a). En aquest sentit el vestidor ha estat identificat com un dels espais on més episodis de bullying podien aparèixer, tant en àmbit esportiu (Herrick & Duncan, 2020; Nery et al., 2019; Ríos et al., 2022), com a l'EF (Bascón-Seda & Ramírez-Macías, 2020). Aquest fet va constatar-se en els tres estudis desenvolupats, ja que tant pels entrenadors i entrenadores, com per les pròpies víctimes, com pel futur personal docent d'EF, el vestidor era considerat l'espai on podien ser més freqüents les situacions de bullying. Cal destacar que, segons les víctimes, era un espai on podien reproduir-se comentaris relacionats amb el cos, tal com ja observaren Herrick & Duncan (2020). Alhora, la cultura esportiva tradicional condiona que, sobretot en els nois, es vinculi el vestidor com un espai on s'accepten i es normalitzen certs comentaris, especialment els relacionats amb elements homòfobs (Iida & McGivern, 2014). Les víctimes del primer estudi, de fet, explicaven que quan no existia el moment de compartir vestidor amb els seus companys i companyes d'equip les agressions no es produïen amb la mateixa freqüència. Per altra banda, els futurs i futures docents d'EF també el percebien com un espai perillós en aquesta assignatura, aspecte que ja va demostrar-se a l'estudi de Bascón-Seda & Ramírez-Macías (2020) on es va observar que les víctimes de bullying a l'EF no entraven als lavabos ni als vestidors precisament per evitar aquestes situacions. És per aquest motiu, que tant a l'EF com a l'esport, es fa necessari un control de les situacions que es poden presentar dins del vestidor, ja sigui directament per part de les persones adultes, com de manera indirecta amb la col·laboració d'algun membre de l'equip amb qui l'entrenador o entrenadora tingui confiança, com ara el capità o capitana quan

ens referim a l'àmbit esportiu (Nery et al., 2020a) o un altre alumne/a (ex. delegat o delegada) quan ens referim a l'àmbit escolar, i més concretament, a l'EF.

Per altra banda, tant l'EF com l'esport, són contextos on es pot atribuir elevada importància a la competició i al rendiment esportiu. En aquest sentit, els entorns on la competició no s'utilitza de forma educativa poden esdevenir una font d'exclusió i d'aparició de bullying (Nery et al., 2020a; Ríos et al., 2022), d'igual manera que pot encoratjar als i les esportistes a desenvolupar actituds més competitives i buscar oportunitats per afirmar el seu domini mitjançant l'agressivitat (Kim & Craig, 2020). Els entrenadors i entrenadores n'eren conscients i vinculaven la competició com un possible factor catalitzador de bullying a l'esport i, com a conseqüència, destacaven la necessitat de desenvolupar estratègies per reduir-ne el seu valor, tal com es recomana també per part de Shannon (2013). De la mateixa manera, els futurs i futures docents d'EF també comentaven que la dinàmica competitiva que podia generar-se a l'EF podia ser font d'aparició de tensions i conflictes entre l'alumnat i derivar, a posteriori, a situacions que esdevinguessin assetjament.

Els futurs i futures docents d'EF feien referència al caràcter ambivalent que té la l'assignatura sobre la presència del bullying. Així, l'EF ofereix també un escenari ideal pel tractament del fenomen i pel treball de prevenció del bullying, aspecte constatat als estudis de Benítez-Sillero et al. (2021) i de Montero-Carretero et al. (2021). En aquesta línia, el mateix futur personal docent comentava que aquesta assignatura podia ser un context on treballar la socialització entre l'alumnat i de prevenir el bullying, essent el professorat un agent clau per aconseguir-ho (Jiménez-Barbero et al., 2020; Melim & Pereira, 2015). Pel que fa a l'esport, el desenvolupament de valors, actituds i pràctiques positives, poden convertir-lo, també, en un espai ideal pel tractament del bullying (Shannon, 2013). Així doncs, tant el context de pràctica esportiva com el de l'EF, es caracteritzen per presentar certa ambivalència en relació al bullying ja que, per una banda, ofereixen entorns que permeten prevenir i abordar la problemàtica, però per l'altra, poden esdevenir escenaris potencials d'aparició de situacions de bullying per les característiques intrínseques d'ambdós contextos.

Per últim, s'ha observat la presència d'una doble victimització, en el context escolar i en l'esportiu. Les víctimes van comentar haver rebut una doble situació de bullying de manera paral·lela a l'entorn escolar i també al club esportiu, en línia amb els resultats obtinguts per Ríos et al. (2022) i Vveinhardt & Fominiene (2019). Cal destacar que, en moltes ocasions, i tal com comentaven les víctimes, l'organització esportiva extraescolar estava vinculada al propi centre educatiu, o bé la pràctica esportiva es portava a terme en clubs esportius privats propers a l'escola. Això facilitava que la dinàmica d'agressió que s'havia viscut a l'entorn escolar també es pogués reproduir més tard al context esportiu, ja que els agents (agressors/es i espectadors/es) eren les mateixes persones. A la vegada comentaven i, en línia amb els treballs de Nery et al. (2020), que l'escolarització és obligatòria i realitzar pràctica esportiva extraescolar és voluntari, tenint l'oportunitat, a diferència de l'escola, d'abandonar-la. Aquesta doble victimització posa de manifest la importància d'adoptar una perspectiva ecològica del fenomen del bullying (Espelage, 2014) i de potenciar dinàmiques per afavorir la comunicació entre responsables d'entorns on pugui participar l'infant o adolescent (escola, esport, lleure,

etc.). Així, en línia amb la proposta de Hornby (2016), és necessari articular un treball preventiu de bullying on s'integrin la col·laboració de diferents agents (docents, escola, família, etc.).

## **7.2 Els factors de risc d'esdevenir víctima de bullying a l'esport i a l'Educació Física**

En primer lloc, cal indicar que les víctimes de bullying a l'esport formatiu consideraven que el motiu pel qual van patir bullying estava relacionat amb aspectes de caràcter intern, com l'habilitat motriu, el caràcter i les característiques físiques, desenvolupant, així, atribucions internes d'auto-culpa, en línia amb el que van observar Forsberg & Horton (2020) amb víctimes de bullying a l'escola. Aquesta atribució de l'assetjament vers el "jo" pot suposar una major probabilitat de seguir rebent bullying i l'aparició de símptomes depressius, fent necessària una intervenció vinculada al canvi atribucional (Schacter et al., 2015).

Pel que fa però als factors de risc d'esdevenir víctima, tant a l'àmbit esportiu com al de l'EF, el fet de presentar una baixa habilitat esportiva esdevenia un element important. Les víctimes de bullying a l'esport comentaven que disposar d'un nivell d'habilitat motriu menor al dels seus companys i companyes d'equip era un possible detonant de patir victimització, resultats que estan d'acord amb els de Mishna et al. (2019) i Kerr et al. (2016), en relació a que quan un membre del grup no presentava un bon nivell esportiu, podia provocar que el rendiment global de l'equip quedés negativament afectat i augmentessin, així, les possibilitats de patir bullying. Les diferències en l'habilitat motriu suposaven d'un desequilibri de poder (Nery et al., 2020a) i donar massa importància al resultat en esports d'equip pot esdevenir un catalitzador en l'aparició de comportament de bullying. Pel que fa al context de l'EF, els futurs i futures docents d'EF també comentaven que en les sessions d'aquesta matèria es posava de manifest, de forma explícita, les competències motrius de l'alumnat, i en un entorn competitiu, les dificultats que apareixien per l'alumnat amb un menor nivell d'habilitat motriu, podien quedar en evidència, i en conseqüència, aparèixer situacions d'humiliació (Shehu, 2009) provocant fracàs, vergonya, malestar i rebuig (Beltrán-Carrillo et al., 2012). Malgrat que la manca d'habilitat és un factor rellevant a l'hora de patir bullying, algunes de les víctimes a l'esport, afirmaven haver estat assetjades per presentar una habilitat esportiva superior a la resta dels companys i companyes d'equip. Seguint la Teoria de la Comparació Social de Festinger (1954) i, de la mateixa manera que ocorre en l'àmbit acadèmic i, sobretot, entre els nois (Bergold et al., 2020), alguns dels i les esportistes que esdevenen agressors/es poden veure's amenaçats i presentar gelosia respecte a aquells i aquelles que tenen una major habilitat (Forsberg & Horton, 2020). El futur personal docent d'EF, per la seva banda, esmentava també que disposar d'una bona habilitat motriu podia tenir un efecte protector a la victimització, potser perquè tenir èxit a nivell esportiu és una forma de tenir una major popularitat social en àmbit escolar (Collot & Dudink, 2010).

Les víctimes de bullying també explicaven que certs trets de la seva personalitat, com la timidesa, eren un motiu d'esdevenir víctima, ja que aquesta les conduïa a tenir menys capacitat de defensar la seva pròpia integritat física i psicològica (Hernández & Saravia, 2016). També anomenaven, en línia amb els resultats de Gardella et al. (2020), que aspectes relacionats amb l'aparença física, tals com l'alçada, presentar obesitat i no tenir un cos atlètic eren uns dels elements que destacaven alhora de rebre accions de bullying a l'entorn esportiu. Aquest aspecte també va ser comentat pels futurs i futures docents d'EF, en relació a que

consideraven que l'alumnat amb sobrepès podia tenir més probabilitats de ser víctima en aquesta assignatura (Peterson et al., 2012). En aquesta línia, Hill (2015) suggeria que els nois més atlètics i amb una visió més positiva del seu cos eren més propensos a ser populars, mentre que els que no presentaven una forma física sota l'estàndard eren més propensos a ser rebutjats, fent-los més vulnerables de partir bullying (Kerr et al., 2016). Patir alguns tipus de discapacitat feia també més probable que la persona pateixi bullying a l'escola (Pinquart, 2017) i en el context específic de l'EF (Ball et al., 2021). Malgrat a la literatura s'esmenti que el fet de pertànyer al col·lectiu LGTBIQ+ i/o a una minoria ètica sigui un factor de risc d'esdevenir víctima (Camodeca et al., 2019; Herrick & Duncan, 2020; Menesini & Salmivalli, 2017; P. K. Smith, 2019) el futur personal docent d'EF no en van fer referència. Es considera, doncs, necessari que el futur professorat d'EF tingui una major formació per reconèixer els col·lectius vulnerables en relació a la victimització (Mahon et al., 2020).

Així doncs, en ambdós contextos, a l'esportiu i a l'EF, poden aparèixer factors de risc semblants, segurament per les similituds en relació a les característiques intrínseques dels dos escenaris. Per últim, i ja ho consideraven així els futurs i futures docents d'EF, en línia amb el que va apuntar Avilés et al. (2011), malgrat els factors de risc s'hagin de tenir presents, no existeix un perfil únic per esdevenir víctima de bullying.

### **7.3 L'afrontament de les situacions de bullying a l'esport**

En relació a les diferents estratègies que utilitzaven les víctimes per fer front a la situació de bullying, en general, i en línia amb els resultats de Nery et al. (2020), el més habitual era l'ús d'estratègies de caràcter passiu, vinculades a les emocions (ex. resignació), i no d'estratègies actives (ex. demanar ajuda, enfrontar-se amb l'agressor/a). El fet de no demanar ajuda al seu entorn proper (família, companys i companyes d'equip, entrenadors i entrenadores) pot explicar-se perquè històricament l'entorn esportiu identifica l'acció de demanar ajuda com un signe de feblesa per part de l'esportista (Stirling et al., 2011) i de vergonya (Mierzwinski & Velija, 2020) i, com a conseqüència, el jugador o jugadora emmascara la situació (Newman et al., 2021). Aquesta resposta passiva pot estar condicionada també, com observaren Steinfeldt et al. (2012), per la creació i el manteniment d'un clima amb poca cultura moral dins del grup i una alta conformitat amb les normes tradicionalment masculines a l'esport. També apareixia la por a dir alguna cosa per les possibles represàlies de l'agressor/a i la percepció d'una actitud passiva per part dels companys i companyes d'equip enfront la situació, fet que facilitava una continuïtat del bullying (Collot & Dudink, 2010). Per altra banda, la resignació o acostumar-se a la situació viscuda també eren presents entre les víctimes de l'estudi. Caldria valorar amb més profunditat si aquesta indefensió de les víctimes existia per la manca d'una resposta positiva després d'intentar activament resoldre per un mateix la problemàtica i no tenir èxit (ex. enfrontar-se a l'agressor/a), o bé després de demanar ajuda a una persona propera (família, companys i companyes, entrenadors i entrenadores) i no haver obtingut resposta positiva per part d'aquests o una resolució no satisfactòria de la situació de bullying.

Una altra estratègia utilitzada era la d'evitar a l'agressor/a i, en algun cas, enfrontar-s'hi directament com a forma d'autoprotecció, essent potser l'únic i l'últim recurs que les víctimes tenen per acabar amb la situació (C. B. R. Evans et al., 2017). De la mateixa manera que a l'estudi retrospectiu amb víctimes de bullying en el context educatiu de Tolmatcheff et



al. (2019), les estratègies relacionades amb mantenir un enfrontament directe amb l'agressor/a o presentar una actitud d'evitació no van donar resultats positius per eliminar la situació de bullying.

#### **7.4 Les conseqüències de patir bullying a l'esport i a l'Educació Física**

Respecte a les conseqüències de patir bullying a l'esport, les víctimes esmentaven diverses afectacions negatives a nivell emocional. De la mateixa manera que l'observat en els estudis de Hutson (2018) i Monks et al. (2009), la tristesa era un sentiment recurrent en el dia a dia de les víctimes, igual que el sentiment d'impotència al no trobar una solució a la problemàtica (Side & Johnson, 2014). Sovint, es presentava una actitud d'hipervigilància (C. B. R. Evans et al., 2017) i d'angoixa, alhora que apareixien crisis d'ansietat; probablement com a resposta de l'estrès que provoca la humiliació (Hernández & Saravia, 2016). Afectava també de manera directa al rendiment esportiu, i es vinculava amb una pèrdua de confiança (Vveinhardt et al., 2019a), de vergonya i disminució de l'autoestima (Jewett et al., 2019), deixant de gaudir de l'esport que prèviament havia portat experiències positives (C. B. R. Evans et al., 2017; Jewett et al., 2019; Kentel & McHugh, 2015). L'abandonament de l'esport, buscant allunyar-se de les persones que les assetjaven, era també una de les conseqüències (Kentel & McHugh, 2015; Mishna et al., 2019; Nery et al., 2020a; Stefaniuk & Bridel, 2018). Les víctimes del primer estudi no van fer referència explícita a una disminució del nivell acadèmic, malgrat s'hagi observat en d'altres investigacions sobre la temàtica (Jewett et al., 2019; Vveinhardt et al., 2019a). Cal tenir present, alhora, que les conseqüències del bullying no es redueixen en la víctima, sinó que també es generen conseqüències a nivell de grup, creant-se un clima de poca cooperació i cohesió (Jewett et al., 2019; Vveinhardt et al., 2017).

De la mateixa manera que ocorre a l'entorn escolar, esdevenir víctima de bullying a l'esport implica conseqüències negatives que van més enllà del període de temps on es produeix pròpiament la víctimització (Camodeca & Nava, 2020; Wolke & Lereya, 2015). En aquest sentit, comentaven la por a tornar a viure les situacions en el present, les dificultats d'establir relacions socials i els canvis que havia produït en el seva personalitat. A diferència de l'estudi de Vveinhardt et al. (2019a), les víctimes no van manifestar conseqüències "positives" de la situació a llarg termini (rebre bullying no fa "més forta" a la víctima), però declaraven que l'experiència els havia potenciat un fort sentiment d'empatia vers situacions de bullying que poguessin produir-se en el seu entorn. També, tot i que en àmbit escolar la víctimització pot facilitar adoptar conductes de consum de substàncies (Moore et al., 2017), en el nostre estudi no va ser mencionat, probablement sigui degut a que les persones que dediquen una major temps en la pràctica de l'esport presenten una menor freqüència de consum (Schmidt et al., 2019).

Per altra banda, una part de la mostra dels entrenadors i entrenadores del segon estudi eren conscients dels efectes que comportava esdevenir víctima, i feien referència a aspectes com la tristesa, la soledat i la depressió que pot experimentar la víctima en viure situacions de bullying, en consonància amb els entrenadors i entrenadores neerlandesos de l'estudi de Baar & Wubbels (2013). Pel que fa al context específic de l'EF, estudis anteriors han observat que ser víctima de bullying a l'assignatura podria afectar a la seva participació activa en aquestes classes (O'Connor & Graber, 2014), així com no promoure en l'alumne/a una vida activa i

saludable (Hurley & Mandigo, 2010) durant el moment que està patint bullying com en l'edat adulta (Sağın et al., 2022).

### **7.5 El paper dels iguals, de la família i dels entrenadors i entrenadores en el bullying a l'esport**

Entenent el bullying com un fenomen social (Salmivalli et al., 1996) i que es desenvolupa com a resultat de les complexes interaccions entre els factors individuals i les característiques de diversos sistemes socials que envolten a la persona (Espelage, 2014; Kim & Craig, 2020), és necessari tenir en consideració el paper que adopten els diferents agents davant les situacions de bullying (Shannon, 2013). En aquest sentit, en àmbit esportiu parlariem del rol dels iguals, de les famílies i dels entrenadors i entrenadores.

Un dels papers més rellevants en la dinàmica del bullying el tenen els iguals. En àmbit esportiu, les víctimes exposaven la percepció de la importància de l'actuació d'aquests pel manteniment i el desenvolupament dels episodis de bullying, mostrant alhora, però, una sensació de manca de recolzament. Aquesta falta de recolzament podria estar relacionada amb que els iguals no saben què fer davant la situació, amb la percepció que si s'informa a una persona adulta no es resoldrà la situació (Bauman et al., 2020) o bé amb la por d'esdevenir també víctimes si fan alguna cosa al respecte (Flores, et.al, 2020; Jeckell et al., 2020; O'Connor & Graber, 2014). Cal tenir present, però, que els propis espectadors/es, en la seva actuació de defensa, poden patir efectes negatius en la salut mental, com ara ansietat o depressió (Wu et al., 2016). En aquesta línia, és important crear dinàmiques per enfortir el desenvolupament d'actituds empàtiques i prosocials entre els joves observadors/es, així com transmetre'ls indicacions clares de com actuar, i crear ambients positius que permetin realitzar denúncies davant la presència de situacions de bullying (Nery et al., 2020a).

En relació al paper de la família destacar que, en línia amb el que ja va trobar Nery et al. (2019), les víctimes rarament els hi demanaven ajuda. De fet, algunes d'elles afirmaven que a dia d'avui no havien verbalitzat a les seves famílies la situació de bullying que van viure. A les famílies els és difícil saber quan es produeix una situació de bullying si el seu fill o filla ho amaga i, en moltes ocasions, les víctimes ho oculten per vergonya, per la percepció que el problema no és tan greu o per la sensació que informar a la família encara empitjoraria més la situació (Larrañaga et al., 2018). Algunes de les víctimes, però, van trencar el silenci informant de la situació a les seves famílies i les estratègies que van adoptar aquestes eren variades: canviar el fill o filla de club, parlar directament amb les famílies de l'agressor/a o agressors/es, o comunica-ho a l'organització esportiva. En aquest sentit, tal com observaren Flores et al. (2020), les famílies no disposen d'indicacions clares d'actuació quan es presenta un cas d'assetjament, i seria necessari potenciar la seva formació, més quan se sap que seran agents importants que permetran fomentar entorns esportius que encoratgin relacions saludables entre els i les esportistes (Kim & Craig, 2020).

Per altra banda l'entrenador o entrenadora esdevé un dels agents clau ja que pot actuar com a model o referent, i potenciar, mantenir o inhibir situacions de bullying (Nery et al., 2020a; Vveinhardt & Fominiene, 2020). Les víctimes destacaven que l'entrenador o entrenadora mantenia poc interès per les vivències personals, que donava poca importància a les relacions interpersonals que es creaven en el grup d'esportistes i, alhora, que banalitzaven

les situacions de conflictes que podien aparèixer, orientant la seva actuació cap a elements merament esportius. En línia amb els nostres resultats, i en el context escolar, Di Stasio et al. (2016) va observar com els entorns on es potencia la competició i la comparació social entre els i les estudiants i, alhora, s'acompanyen d'una baixa relació professorat-alumnat, esdevenen contextos on poden ser més presents les situacions de bullying. Així doncs, una manca de relació d'entrenador/a-esportista pot donar peu a que les víctimes deixin d'informar del succés per la passivitat que es percep de la persona adulta, o per la sensació que no resoldran positivament la problemàtica (Nery et al., 2020a).

### **7.6 La formació dels entrenadors i entrenadores, i del futur personal docent d'Educació Física sobre el bullying**

Pel que fa a l'àmbit esportiu, i tal com s'ha esmentat en l'anterior apartat sobre el paper dels entrenadors i entrenadores, la falta de recolzament d'aquests agents enfront la problemàtica del bullying pot ser degut a l'absència de formació i coneixement sobre el fenomen per part dels mateixos (Flores et al., 2020; C. Kowalski, 2017). Com indicaven Vveinhardt & Fominiene (2020) la formació que reben els entrenadors i entrenadores està molt centrada en el rendiment esportiu, amb estils tradicionals d'entrenament i amb una absència de continguts psicopedagògics. En aquesta línia, els entrenadors i entrenadores d'esport formatiu del segon estudi demostraven poca concreció en la definició de bullying, independentment que tinguessin o no titulació, ja que la basaven en conceptes relacionats amb la violència sense concretar de forma explícita els elements bàsics per entendre el fenomen del bullying en tota la seva complexitat, i segons la definició proposada per Olweus (1994), que contempla tres elements bàsics: intencionalitat de fer mal, repetició i desequilibri de poder. Aquest poc coneixement sobre els elements clau de la definició també va ser observat Baar & Wubbels (2013) en entrenadors i entrenadores neerlandesos/es. Això pot donar lloc a que gestionin de forma negativa les situacions de bullying, tal com es va observar entre docents en el context escolar (Valdés et al., 2014). Alhora, els entrenadors i entrenadores tendien a identificar clarament la tipologia de bullying físic, tot i no ser la més freqüent a l'entorn esportiu (Mishna et al., 2019; Nery et al., 2020a). Els entrenadors i entrenadores no esmentaven el bullying verbal amb molta freqüència, fet que podria fer entendre que no identifiquin els comentaris despectius, insults, sobrenoms, etc. entre els jugadors i jugadores com a conductes d'assetjament, normalitzant-los dins de la cultura tradicional esportiva (Flores et al., 2020). El ciberbullying, tot i que s'hagi observat que no és la més present a l'esport (Nery et al., 2020a), va ser força mencionada pels entrenadors i entrenadores, potser pel creixement actual d'aquest nou tipus de violència i per una preocupació pel mateix (P. K. Smith, 2019).

Pel que fa a l'àmbit de l'EF, tot i que ens trobem majoritàriament amb persones amb una major formació pedagògica, els futurs i futures docents d'EF no se sentien suficientment formats en relació a aquesta problemàtica. En el tercer estudi, aquests agents van confirmar haver rebut poca o una nul·la formació durant la seva etapa universitària respecte al coneixement sobre el fenomen i a les estratègies per prevenir, detectar o intervenir davant d'un possible cas. L'estudi de Lester et al. (2018) amb futurs i futures docents generalistes, i l'estudi de Pérez-Carbonell et al. (2016) amb professorat generalista en actiu, van observar també aquesta manca de formació. En aquest sentit, Ventura et al. (2016) van trobar una ínfima

presència de la paraula “bullying” en els plans d’estudi dels graus universitaris de formació al professorat de diverses universitats públiques. D’aquesta manera, es mostra una manca de sensibilització envers la problemàtica en àmbit universitari i, en conseqüència, la necessitat que els programes de formació del professorat incorporin continguts en relació al bullying (Mahon et al., 2020); més quan s’ha constatat que el professorat que posseeix els coneixements, les habilitats i les actituds necessàries en relació a la problemàtica, tenen més probabilitats d’intervenir davant un cas (Begotti et al., 2018).

En línia amb l’estudi de Lester et al. (2018), el futur personal docent d’EF demanava més formació, la qual es basés en supòsits pràctics i de casos reals, amb la finalitat d’actuar adequadament en un futur. Implementar tallers de formació de bullying a futurs i futures docents, s’ha constatat a l’estudi de Ihnat & Smith (2013) que permetria una actuació més eficient davant d’un cas de bullying i facilitaria que el professorat presentés una major autoconfiança i percepció de competència (Acquadro et al., 2017). En relació a aquest aspecte, aquesta formació podria també portar-se a terme en el context esportiu entre els entrenadors i entrenadores, ja que els mateixos perceben aquesta necessitat (Flores et al., 2020). Malgrat això, tot i les semblances entre ambdós contextos, també apareixen diferències que fan que sigui necessària adaptar adequadament programes específics independents, per al context esportiu per una banda i per al context educatiu per una altra (McCloughan et al., 2015).

### **7.7 Les estratègies que disposen els entrenadors i entrenadores, i el futur personal docent d’Educació Física per l’abordatge del bullying**

Malgrat per part del futur personal docent d’EF i dels entrenadors i entrenadores es constata una falta de coneixement i de formació en relació al bullying, es van exposar una sèrie d’estratègies per prevenir-lo en ambdós contextos. En primer lloc, tant a l’àmbit esportiu com a l’EF es parlava de l’ús d’estratègies per promoure la cooperació, així com pel foment de valors cívics, els quals ajudarien a desenvolupar un clima positiu entre els i les participants, estratègia de prevenció que es proposava a l’esport (Shannon, 2013) i a l’escola (DeOrnellas & Spurgin, 2017; UNESCO, 2018). A l’esport, aquest clima positiu, segons els entrenadors i entrenadores, a més de tasques de cooperació, també s’aconseguia mitjançant activitats de caràcter extra-esportiu (colònies, sortides, etc.), i a partir de models pedagògics que fomentessin el desenvolupament de valors cívics i la prevenció de la violència, tal com proposaven Matthey et al. (2014) i Sánchez-Alcaraz et al. (2020). Pel que fa a l’EF, els futurs i futures docents d’aquesta assignatura van fer referència a la importància també del treball de la cooperació amb la intenció de millorar les relacions interpersonals (Dyson et al., 2021; Paredes & Córdoba-Alcaide, 2020a) i aconseguir també la integració d’alumnat amb necessitats educatives especials (Healy, 2014). A més, la realització de jocs cooperatius podria minimitzar les diferències entre els nivells d’habilitat motiu i de condició física de l’alumnat (Martínez-Baena & Faus-Boscá, 2018) i, en conseqüència, reduir la presència de bullying (Medina & Reverte, 2019). En aquesta línia, a l’estudi d’Oliveira et al. (2017) es va observar una reducció de la violència física i verbal després d’aplicar un programa d’intervenció de tres mesos de jocs cooperatius a les classes d’EF. També els futurs i futures docents d’EF esmentaven la rellevància del foment dels valors cívics, però es comentava la importància de fer-ho des d’una perspectiva integral i no només des de la pròpia assignatura, fent partícip

diferents matèries i treballant de forma transversal des del centre educatiu, sabent de la importància que tota la comunitat educativa treballi de manera coordinada per l'abordatge del bullying (Ruiz et al., 2015). Malgrat el futur personal docent d'EF va esmentar que el treball cooperatiu era una estratègia metodològica a considerar, van exposar tenir poc recursos específics per portar-la a terme.

Per altra banda, tant els entrenadors i entrenadores com el futur personal docent d'EF, van exposar la necessitat de gestionar l'agrupament dels i les esportistes i de l'alumnat durant els entrenaments i durant les classes d'EF, essent conscients, com ja s'ha demostrat en l'àmbit escolar, que la metodologia que utilitza el professorat per fer els agrupaments pot esdevenir un catalitzador de la victimització i l'exclusió (Healy, 2014). Així, per exemple, els futurs i futures docents d'EF, van proposar, en línia amb les recomanacions de Fernández-Río (2017), que fos el professorat qui amb major freqüència escollís els agrupaments. Tot i que també comentaven que, en el cas que fos el propi alumnat qui creés els agrupaments, podria fer evidents possibles casos d'exclusió i permetre la detecció de casos de bullying. Tanmateix, tant els entrenadors i entrenadores com el futur personal docent d'EF van fer referència, també, a la importància de treballar per fer participar a tot l'alumnat i al conjunt d'esportistes en el procés d'ensenyament-aprenentatge. En aquest sentit, els futurs i futures docents d'EF proposaven la possibilitat de donar protagonisme a l'alumnat que no disposa d'una bona habilitat motriu, encara que no es va especificar la manera com aconseguir-ho. En aquesta línia, per Coates & Vickerman (2010) seria important que el professorat d'EF adaptés totes les activitats per tal que afavorissin la participació i l'èxit de tot alumnat, i evitessin qualsevol tipus d'exclusió, fet que també hauria de traslladar-se al context esportiu.

Els entrenadors i entrenadores també esmentaven la importància de la comunicació, en consonància amb els resultats obtinguts per Baar & Wubbels (2013), com a estratègia que cal tenir en compte per prevenir el fenomen, destacant la necessitat de gestionar una relació bidireccional positiva entre els entrenadors i entrenadores i els jugadors i jugadores (Nery et al., 2020a). Aquesta comunicació té com a finalitat establir confiança amb els i les esportistes, un element bàsic per conèixer la situació que pot estar vivint un jugador o jugadora dins o fora del context esportiu (Nery et al., 2020a). També és important articular una bona comunicació amb les famílies, ja que influeixen directament en el comportament dels infants i adolescents, i és un agent de molta importància i de vital participació en programes sobre l'abordatge del fenomen (Mattey et al., 2014; UNESCO, 2018). Aquesta estratègia envers la comunicació, però, no va ser esmentada pels futurs i futures docents d'EF de manera explícita. Tot i això, i relacionat amb aquest punt, l'estil d'interacció entre el professorat i l'alumnat a les classes d'EF és clau per prevenir l'aparició de bullying, essent els estils d'interacció basats en una bona relació interpersonal entre professorat-alumnat els que faciliten la no presència del bullying durant les classes d'aquesta assignatura, i els estils més controlats i autoritaris els que afavoreixen la seva aparició (Montero-Carretero & Cervelló, 2020), fet que podria exposar-se al futur personal docent d'EF.

Per altra banda, el treball de l'educació emocional era considerada, també, una estratègia per prevenir el bullying pels entrenadors i entrenadores i pel futur personal docent d'EF, tal com s'ha constatat exitós a nivell educatiu per Méndez et al. (2019) i com es

proposava per a l'entorn concret de l'EF per Paredes & Córdoba-Alcaide (2020b). En aquesta línia, en un treball de Zych et al. (2018) va observar-se que disposar de competències emocionals pot esdevenir un element protector en l'alumnat vers les situacions de bullying, mostrant la necessitat de considerar la implementació de programes que desenvolupin la seva intel·ligència emocional (Rueda et al., 2022). El futur personal docent d'EF va especificar la necessitat del treball de l'empatia mitjançant jocs de rols, aspecte que també s'inclou en el programa preventiu a l'EF proposat per Benítez-Sillero et al. (2020).

També l'observació de conductes concretes en l'alumnat i entre els i les esportistes va ser un element a considerar tant pels futurs i futures docents d'EF com pels entrenadors i entrenadores, amb la finalitat de prevenir i detectar possibles casos de bullying. En aquest sentit, ja en àmbit esportiu, va afirmar-se la necessitat d'atendre a conductes que podrien semblar inicialment poc importants però podien esdevenir de risc (Flores et al., 2020). Els entrenadors i entrenadores, però, tot i fer referència al fet d'estar alerta davant comportaments o dinàmiques de relació entre els jugadors i jugadores, no van detallar de forma explícita els comportaments (signes i símptomes) que calia observar; potser per les poques competències que destaquen a l'hora d'identificar situacions de bullying (C. Kowalski, 2017). Cal, però, destacar que aquesta observació no s'hauria de centrar només en els jugadors i jugadores o en l'alumnat que poden esdevenir potencialment víctimes, sinó també en els que poden esdevenir potencialment agressors/es, així com en la dinàmica general que s'estableix entre les diferents persones dins del grup. A més, per complementar aquesta observació, seria interessant recopilar informació sobre les relacions entre l'alumnat o els jugadors i jugadores a través de diverses estratègies o instruments com els sociogrames o els qüestionaris (Garaigordobil & Oñederra, 2010). Pel que fa a l'observació, també es va fer referència al control del vestidor, considerant-se un espai on les situacions de bullying podien ser més habituals. Malgrat això, ni els entrenadors ni les entrenadores, ni el futur personal docent d'EF van especificar un pla de control d'aquest espai, tot i que s'hagi demostrat que resulta necessari en l'àmbit escolar (Ruiz et al., 2015) i en l'àmbit esportiu (Nery et al., 2020a).

Va ser poca la referència a la sensibilització com a estratègia fonamental de prevenció per part dels entrenadors i entrenadores, tot i que és un dels pilars bàsics de tot programa antibullying (Nery et al., 2020). El futur personal docent d'EF, per la seva banda, igual que els futurs i futures docents de l'estudi Lester et al. (2018), sí que van comentar la importància de sensibilitzar a l'alumnat envers el fenomen, sense detallar però la manera com portar-ho a terme. En aquest sentit, Benítez-Sillero et al. (2020), van proposar la realització d'una metodologia en EF a partir de contes motrius amb la intenció d'augmentar el coneixement i la sensibilització sobre el fenomen del bullying.

També l'elaboració de normatives i/o codis de convivència va ser considerada com a estratègia de prevenció pels entrenadors i entrenadores i pel futur personal docent d'EF. Tot i això, cal destacar que per part dels entrenadors i entrenadores van ser poques les referències a aquest tipus d'estratègia, fet que reafirma l'estudi d'Stefaniuk & Bridel (2018) realitzat a Canadà per valorar la presència de polítiques antibullying en diverses organitzacions esportives, en el qual es va observar una absència de codis de convivència que donessin pautes explícites per prevenir el bullying. D'altra banda, els entrenadors i entrenadores també van

esmentar l'ús del càstig com a mesura coercitiva per evitar possibles situacions de bullying posteriors, encara que, tal com s'ha demostrat a nivell escolar, la seva efectivitat és baixa (DeOrnellas & Spurgin, 2017). Pel que fa a l'EF, els futurs i futures docents d'aquesta assignatura quan van fer referència a la creació d'una normativa, emfatitzaven en la importància que es clarifiquessin els comportaments que no serien acceptables per part de l'alumnat. Aquesta reglamentació hauria de ser consensuada amb el grup-classe i, d'acord amb Mazzone et al. (2020), fer explícit el posicionament de desaprovació davant el bullying per part del professorat.

Alguns entrenadors i entrenadores vinculaven la competició com un possible factor d'aparició de conductes d'assetjament a l'esport formatiu, en línia amb el que comentaven Kim & Craig (2020) quan feien referència a que la pressió per competir i aconseguir la victòria podia desenvolupar actituds poc saludables en els i les esportistes, i que volguessin demostrar superioritat mitjançant comportaments agressius. Així, els entrenadors i entrenadores proposaven estratègies per reduir-ne el seu valor, en consonància amb les recomanacions de Shannon (2013). Relacionat amb aquest últim punt, en el cas de l'EF, i potser per reduir aquesta pressió i atmosfera negativa que pot crear la competició, els futurs i futures docents d'EF van anomenar la importància de gestionar correctament l'avaluació, la qual hauria de centrar-se en el progrés de l'alumnat i no en el resultat, tot considerant aspectes que anessin més enllà del rendiment. En aquesta línia, Melim & Pereira (2015) ja van afirmar que una pedagogia centrada en el rendiment i una valoració enfocada en el nivell d'habilitat de l'alumnat podia afavorir que apareguessin exclusions i discriminacions a l'EF. Tot i això, també cal considerar la competició com una eina educativa valuosa que, tractada des d'una intenció educativa, aportarà aprenentatges en l'alumnat, essent molt important la manera de gestionar-la (Durán, 2013).

Cal destacar que ni els entrenadors ni entrenadores, ni el futur personal docent d'EF van anomenar estratègies destinades a prevenir el ciberbullying. Aquest fet posa de relleu el que ja comentaven Montoro & Ballesteros (2016) en àmbit educatiu, sobre la necessitat que el perfil competencial del professorat se centri també en les demandes de les noves tecnologies, aspecte que també podria aplicar-se als entrenadors i entrenadores.

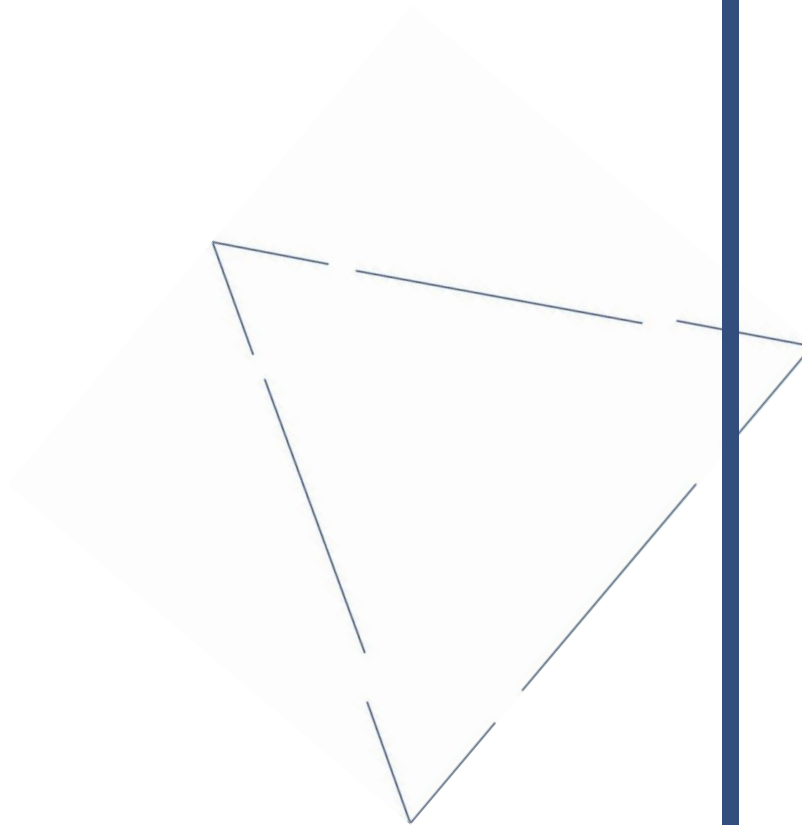
En general doncs, tot i que s'aportessin diverses estratègies preventives per part dels entrenadors i entrenadores i del futur personal docent d'EF, les idees exposades en ambdós casos eren molt generals i no s'aprofundien en les mateixes, sense exposar exemples concrets de com portar-les a terme. Això, tal com ha estat indicat, pot ser conseqüència de no disposar d'una bona formació sobre la temàtica. A més, caldria conèixer si s'apliquen realment aquestes estratègies tant en els entrenaments en àmbit esportiu com a les classes quan ens referim a l'EF, així com valorar l'eficàcia de les mateixes, fet que hauria de considerar-se en futures investigacions.

En relació a les estratègies d'intervenció davant d'un possible cas de bullying, els futurs i futures docents d'EF van afirmar no sentir-se preparats per actuar i mostraven poca autoconfiança, tal com també es va observar en estudis amb futur personal docent generalista (Lester et al., 2018; Mahon et al., 2020), amb professorat d'EF en actiu (O'Connor & Graber, 2014), i amb professorat generalista en actiu (Oldenburg et al., 2016). Mentre alguns futurs i futures docents d'EF, en línia amb els resultats obtinguts a l'estudi de Şen & Doğan (2021),

demanarien ajuda a altres agents del centre educatiu (direcció, tutors o tutores, etc.), d'altres actuarien directament amb les persones implicades (Mahon et al., 2020). Aquesta disparitat en l'actuació podria ser deguda al desconeixement de l'existència d'un protocol d'actuació davant una situació de bullying, similar al que van trobar a l'estudi de O'Connor & Graber (2014) amb professorat d'EF, qui desconeixien les polítiques contra el bullying vigents a les seves escoles. Destacar que caldria valorar també en futures investigacions, les estratègies d'intervenció que disposen els entrenadors i entrenadores d'esport formatiu.







## **8.** **Conclusions**

En el present capítol es descriuen les conclusions finals que s'extreuen dels tres estudis que conformen la tesi doctoral.



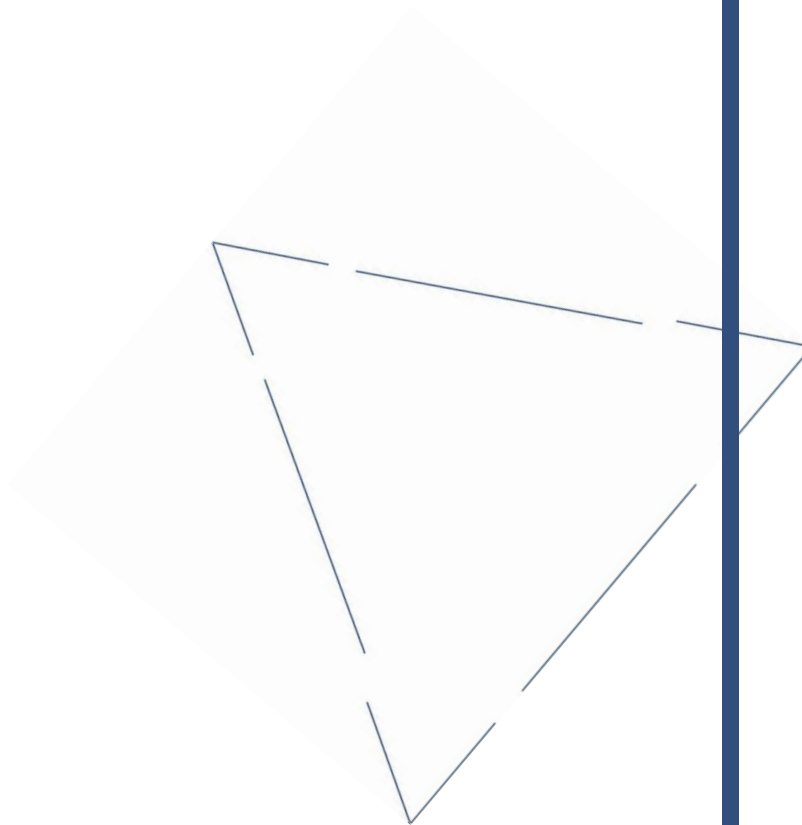
Atenent a la finalitat d'elaborar una diagnosi del bullying en el context de l'esport i de l'EF a partir de les experiències de les víctimes de bullying en el context esportiu, del coneixement dels entrenadors i entrenadores respecte a aquest fenomen, i de la formació i percepció que disposa el futur personal docent d'EF pel que fa a la problemàtica del bullying, s'ha arribat a una sèrie de conclusions que s'exposen a continuació.

En primer lloc, s'ha pogut comprovar la presència de diferents tipologies de bullying a l'esport (físic, verbal i social), així com una interacció entre aquestes taxonomies i una absència de cyberbullying. Al mateix temps, les víctimes van manifestar haver patit aquest assetjament simultàniament en l'àmbit esportiu i en l'escolar, aspecte que hauria de considerar-se per establir treballs coordinats preventius entre ambdós contextos. Es va descriure el vestidor com un dels llocs on era més probable el desenvolupament d'episodis de bullying, fet que demostra la importància de gestionar correctament aquests espais, amb un pla de vigilància i control dels mateixos. Per altra banda, les víctimes tendien a atribuir el desenvolupament del fenomen a aspectes interns, relacionant-ho amb l'habilitat motriu i amb les característiques físiques i psicològiques d'un mateix, aspecte que causa un major sentiment negatiu i d'auto-culpa en el procés de bullying que s'està vivint. Alhora, el fet que les víctimes utilitzessin generalment estratègies passives enfront l'assetjament i el poc recolzament que percebien tenir dels agents esportius, provocava que s'agreugés la situació i que perdurés en el temps. Per últim, també es va detectar que els efectes de patir bullying en les víctimes eren presents tant en el moment de la victimització, com a llarg termini, comportant conseqüències negatives en el benestar psico-social de la persona que ho pateix (tristesia, impotència, angoixa, ansietat, pèrdues de confiança, disminució de l'autoestima, etc.). Davant els resultats i, des d'una perspectiva ecològica de la problemàtica, esdevé important sensibilitzar i formar a tota la comunitat esportiva (esportistes, entrenadors i entrenadores, equips directius i famílies) sobre el fenomen del bullying, alhora que dissenyar accions a les organitzacions esportives per prevenir-lo, detectar-lo i intervenir en el cas que es desenvolupi un cas.

En segon lloc, s'ha observat un baix coneixement per part dels entrenadors i entrenadores d'esport formatiu sobre la temàtica del bullying en relació a la seva definició. Pel que fa a les tipologies de bullying, es van identificar clarament les tipologies de bullying físic i de cyberbullying. En menys freqüència el bullying social i verbal, encara que són formes també presents a l'entorn esportiu. Aquest fet pot ser que comporti que en el context esportiu apareguin conductes (posar sobrenoms, realitzar comentaris despectius, aïllar, etc.) que es normalitzin i sigui difícil d'identificar-se com a comportaments de bullying. Una tipologia que va ser esmentada sovint era la del bullying psicològic, tot i que és una tipologia poc considerada dins les taxonomies proposades per la literatura. Pel que fa a les estratègies de prevenció, els entrenadors i entrenadores van ser capaços i capaces d'exposar estratègies per prevenir el bullying, essent l'estratègia de crear un bon clima entre el grup d'esportistes la més esmentada, però van ser poques les propostes més enllà d'aquesta, alhora que tampoc s'aprofundia en les mateixes. Això últim podria ser conseqüència d'una manca de formació sobre la temàtica i sobre aspectes que vagin més enllà de la part tècnica i tàctica de la modalitat esportiva en qüestió. En general, es considera necessari articular programes formatius entre els entrenadors i entrenadores on s'exposi, amb detall, el fenomen de bullying a l'entorn esportiu (definició, tipologies, etc), així com també estratègies preventives que es puguin portar a terme,

directament al seu grup d'esportistes o proposant accions més globals al propi club o entitat esportiva.

Finalment, i pel que fa concretament a l'EF, els futurs i futures docents d'aquesta assignatura, consideraven l'EF com una àrea on podien aparèixer casos de bullying, però alhora també un espai potencialment adequat per prevenir-lo i detectar-lo, i on les estratègies didàctiques que emprés el professorat esdevindrien un element crític per la seva aparició, manteniment o inhibició. L'alta interacció entre l'alumnat i l'espai on es porten a terme les sessions (pistes exteriors o gimnasos) es percebien com unes característiques diferencials respecte altres assignatures del currículum, condicions que provocaven una major probabilitat d'aparició d'episodis de bullying a l'EF segons el futur personal docent d'aquesta assignatura. El vestidor era percebut com un espai on podien aparèixer amb freqüència aquestes situacions, però tot i que es va fer referència a la importància del control d'aquest espai, no es va especificar cap pla de control del mateix. Alhora, es va fer referència a una sèrie de factors de risc d'esdevenir víctima a l'EF, com el fet de no disposar d'una bona habilitat motriu i presentar sobrepès o alguna discapacitat. En general, però, els futurs i futures docents d'EF se sentien molt poc formats per l'abordatge de la problemàtica i, tot i que van aportar estratègies de prevenció del bullying, ho feien de manera molt general i no s'aprofundia en les mateixes. Van manifestar tenir un bagatge limitat de recursos per actuar i una manca de seguretat i confiança per afrontar les situacions. Així doncs, es considera important incorporar la temàtica del bullying en els plans curriculars de formació universitària del futur personal docent d'EF, on s'especifiquin aspectes teòrics relacionats amb la conceptualització del fenomen, es proporcionin estratègies i recursos específics per prevenir-lo i es presentin pautes clares d'intervenció davant un cas, de manera que es millori l'autoconfiança i percepció de competència del futur professorat d'EF envers el tractament de la problemàtica.



## **9.**

# **Propostes pel tractament del bullying a l'esport i a l'Educació Física i futures línies de recerca**

En el present capítol s'exposen un seguit de propostes d'aplicacions pràctiques en resposta a les necessitats detectades a través dels estudis que articulen la tesi doctoral, així com possibles línies d'investigació futures per a la contribució de l'estudi de la problemàtica en l'àmbit de l'esport i de l'Educació Física.



Després del desenvolupament de les tres investigacions que conformen la tesi doctoral, apareix la necessitat d'articular certes actuacions pel tractament del bullying a l'esport i a l'EF. Primerament, però, cal destacar que les actuacions que es proposen en relació al bullying en àmbit esportiu venen recolzades per la recent publicació de la *Ley Orgánica 8/2021, de 4 de junio, de protección integral a la infancia y la adolescencia frente a la violencia*, la qual dedica un capítol a l'oci i a l'esport, on s'exposen un seguit de concrecions pel tractament de les violències en aquest context. Concretament en aquesta Llei, es posa en èmfasi la necessitat de desenvolupar protocols davant l'assetjament, alhora que destaca la importància de la formació que han de rebre les persones que treballen directament amb els infants i adolescents, i imposa la presència de la figura d'un delegat o delegada de protecció a totes les organitzacions esportives.

En primer lloc, esdevé imprescindible destinar esforços per a l'abordatge integral del bullying a l'esport a través de diverses actuacions, prenent com a marc de referència la perspectiva del model ecològic proposat per Bronfenbrenner (1979), adaptat al bullying per Espelage (2014) i a l'entorn esportiu per Nery et al. (2020a). D'entrada, cal que les organitzacions esportives dissenyin programes destinats a tota la comunitat (esportistes, entrenadors i entrenadores, equips directius, personal d'administració i serveis de l'organització esportiva i famílies) per la sensibilització de la problemàtica. Sensibilitzar implica augmentar els coneixements entre aquests agents, alhora que conscienciar de la importància de la prevenció i de l'abordatge del fenomen. Realitzar campanyes envers la problemàtica, oferir conferències, organitzar tallers enfocats a la formació, elaborar cartells informatius i posar-los a disposició de tothom (ex. fixar pòsters als passadissos, als vestidors, a les zones d'entrenament, etc.) o utilitzar les xarxes socials de l'entitat per fer difusió sobre continguts informatius envers el fenomen, serien exemples per potenciar una conscienciació entre tots els agents. En aquest sentit, diferents entitats han endegat propostes i materials didàctics que es troben a disposició a la comunitat, com els presentats per l'equip que forma la xarxa d'investigació "Bullying en el Deporte: Análisis y Buenas Prácticas (ByD)" (INEFC, 2022).

Cal emfatitzar especialment, però, en la sensibilització entre els i les esportistes, de manera que tinguin coneixements sobre què és el bullying i quines són les conseqüències que se'n deriven, per tal que guanyin consciència envers la importància de la problemàtica. D'igual manera, és indispensable portar a terme dinàmiques grupals per enfortir el desenvolupament d'actituds empàtiques i prosocials entre els i les esportistes, per tal d'augmentar les probabilitats d'intervenció en els espectadors/es en el cas que presenciïn una situació de bullying i, alhora, minimitzar les probabilitats d'aparició d'agressors/es. A la vegada, seria important dotar-los de recursos i pautes concretes d'actuació de manera que, en el cas que es trobin sota una situació d'assetjament o en siguin espectadors/es, disposin d'estratègies per fer-hi front i denunciar-ho, evitant així l'ús d'estratègies passives i el manteniment de la llei del silenci.

Tanmateix, des de les organitzacions esportives, per ajudar també a trencar amb aquest silenci, s'ha de proporcionar als i les esportistes un espai segur on poder realitzar qualsevol denúncia a la pròpia entitat. Els clubs i associacions esportives han d'oferir canals de denúncia



segurs, ja sigui a través d'espais físics (ex. bústies físiques), espais virtuals (ex. una adreça de correu electrònic, una aplicació concreta específica amb aquesta finalitat, etc.) o a través de persones de referència a qui poder dirigir-se.

Per altra banda, s'ha de tenir present també el desenvolupament d'una bona comunicació entre tots els membres i estaments que conformen l'organització esportiva, ja que permetrà tant prevenir el fenomen com detectar-ho a temps. Per tant, cal que existeixin canals de comunicació fluids entre els equips directius, el personal d'administració i serveis de l'organització, els entrenadors i entrenadores, les famílies i els i les esportistes. En aquest sentit, és recomanable realitzar reunions periòdiques i trobades freqüents per mantenir un contacte directe entre tots els agents, i prevenir que certs indicis de conductes violentes esdevinguin casos greus. Alhora, és aconsellable establir ponts de comunicació amb els centres escolars, sobretot en el cas que es detecti una situació en algun dels dos entorns i pugui existir la possibilitat d'una doble victimització en ambdós contextos. Això suposa de la necessitat d'un treball conjunt entre els centres escolars i els clubs esportius, més quan bona part de l'alumnat pot arribar a coincidir fora de l'horari lectiu en la pràctica esportiva.

Especialment, però, cal disposar especial atenció a la comunicació entrenador/a-esportista, afavorint que aquesta sigui freqüent, propera i que potencii la confiança. A més, els entrenadors i entrenadores han de conèixer quins són els col·lectius amb un risc més elevat d'esdevenir víctimes, en els quals s'ha de dipositar una atenció més acurada. Alhora, hauran de desenvolupar actituds empàtiques amb els infants i adolescents i potenciar una perspectiva més pedagògica, donant importància a aspectes relacionats amb el desenvolupament global dels mateixos, no tan sols amb el rendiment esportiu. Això també passa per saber gestionar de manera correcta i amb finalitats educatives la competició, ja que aquest fet reduirà la pressió que senten els i les esportistes vers el rendiment, que alhora ajudarà a crear un ambient de pràctica esportiva segura, tolerant i lliure de violències.

Per prevenir l'aparició del fenomen, també resulta imprescindible que es dipositi especial atenció a una correcta vigilància dels vestidors, essent un espai on les víctimes patien la majoria dels episodis de bullying i on es destacava el difícil control per part de les persones adultes. És aconsellable reforçar la vigilància de manera directa per part de les persones responsables, de manera que es proposa que els entrenadors i entrenadores o responsables acreditats del club esportiu, quedin prop dels vestidors, controlant que no es desenvolupin episodis de violència o qualsevol altre conflicte entre els jugadors i jugadores que pogués derivar en problemes més greus. En tot moment, però, tenint en compte que el control no ha de vulnerar el dret a la intimitat dels infants i adolescents. També aquesta vigilància podria reforçar-se de manera indirecta, amb els capitans o capitanes de l'equip, els qui poden tenir la responsabilitat d'informar de possibles episodis negatius que puguin desenvolupar-se al vestidor i l'entrenadora o entrenador no se'n pugui assabentar. Fent també referència a aquests espais, i emfatitzant en la prevenció del cyberbullying concretament, tot i no ser la tipologia més freqüent en l'esport, es recomana que l'entitat esportiva articuli una normativa per fer ús dels dispositius mòbils, alhora que es treballi per una educació responsable dels mateixos.

Amb tot, destacar que el treball amb les famílies també esdevé imprescindible, ja que són agents clau tant per la resolució d'un cas de bullying un cop apareix, com per la seva

prevenció. Des de les organitzacions esportives s'ha de treballar per conscienciar-les de la importància d'esdevenir models positius de convivència, alhora que per fer-les coneixedores dels possibles indicis o signes de bullying que poden alertar de la presència d'un cas. Tanmateix, però, per tal que la col·laboració de les mateixes amb l'entitat sigui positiva, cal que des de l'organització es posin a disposició canals de comunicació fluids a través dels quals les famílies puguin posar-se en contacte amb qualsevol membre o estament de l'organització en el cas que ho creguin necessari.

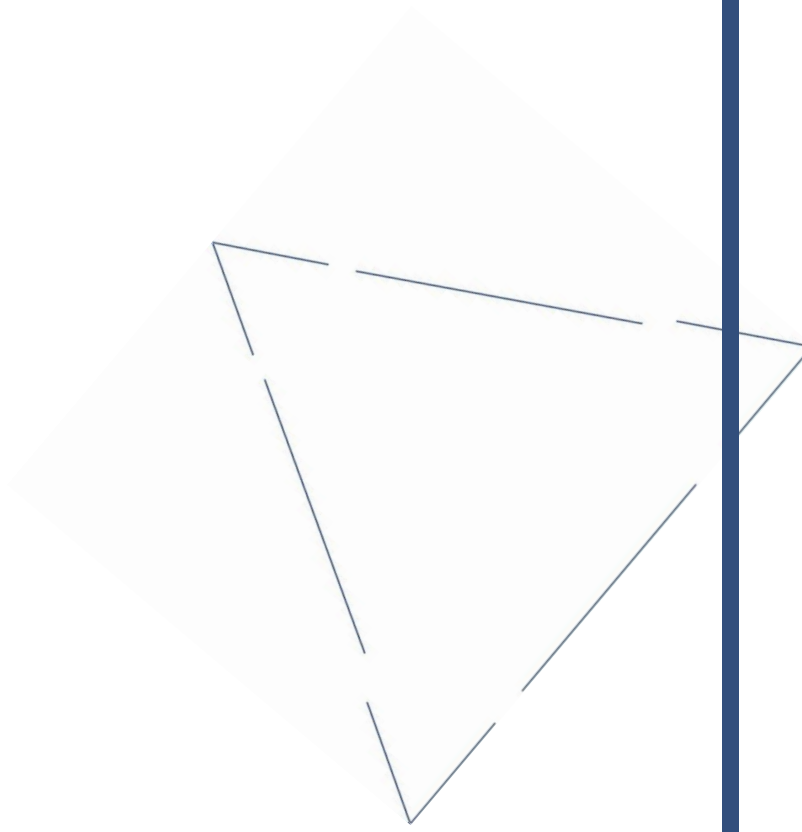
En base al rol primordial que tenen els entrenadors i entrenadores en l'abordatge de la problemàtica en aquest context, es considera molt important augmentar els coneixements sobre la temàtica per part d'aquests agents, més quan s'ha detectat poc coneixement per part dels mateixos en el segon estudi de la tesi doctoral. Per aconseguir-ho, es proposa que els cursos de formació per obtenir la titulació d'entrenador o entrenadora, tinguin en compte continguts més enllà dels de caràcter tècnic i/o tàctic de la modalitat esportiva corresponent, entre els quals es trobin aspectes en relació al desenvolupament integral dels i les joves esportistes i, a més, de prevenció de bullying en aquest context, de detecció i pautes clares d'actuació davant d'un cas. Per tant, esdevé aconsellable revisar els plans de formació que s'ofereixen per part de les escoles esportives o federacions i valorar incloure'n alguns continguts que puguin manca, sobretot en relació al bullying. Alhora, també es considera necessari crear programes formatius, dirigits a entrenadors i entrenadores d'esport formatiu en actiu, els quals permetin augmentar els coneixements sobre la problemàtica del bullying (definició, tipologies, rols, conseqüències, factors de risc, etc.). Aquests programes haurien de dotar a aquests agents d'un seguit d'estratègies preventives concretes del fenomen, de manera que puguin portar-les a terme en el seu dia a dia amb els i les esportistes. A més, també se'ls haurà de fer conèixer els indicis o signes de bullying que poden desenvolupar-se a nivell individual en esportistes, així com en les dinàmiques grupals, que permetin detectar casos a temps.

Tanmateix, cal que les organitzacions esportives dissenyin un protocol d'actuació davant la sospita o la detecció d'un cas de bullying, alhora que el facin extensible i s'assegurin que els entrenadors i entrenadores el coneixen i l'apliquen en cas que sigui necessari. El protocol hauria de definir amb exactitud i claredat els passos que calen seguir des de la sospita d'un cas, fins a la seva intervenció i resolució definitiva. Encara que el protocol s'hauria d'ajustar a les característiques concretes de cada organització esportiva, és interessant disposar d'un marc de referència general. En aquest sentit, i desconeixent si existeix cap altra protocol amb la mateixa línia, es considera interessant la proposta realitzada des de la Fundació Barça (2022), amb el *Protocol d'actuació davant del bullying en l'àmbit de l'esport*.

Per altra banda, pel que fa al bullying que pot desenvolupar-se a l'EF, arrel de la detecció d'una falta de formació en el tercer estudi de la tesi doctoral entre el futur personal docent d'EF, esdevé molt necessari incorporar la problemàtica del bullying a la formació universitària. En aquest sentit, seria recomanable revisar els plans curriculars de les universitats que s'encarreguen de formar als futurs i futures docents d'EF del territori espanyol i valorar incloure continguts relacionats amb el fenomen del bullying o configurar programes formatius durant el Grau que els proporcionin els coneixements necessaris. La formació pot plantejar-se des d'assignatures del propi Grau universitari, així com també a través de seminaris o cursos

específics durant el període de formació. Aquesta formació hauria d'anar destinada a augmentar el coneixement en relació a la conceptualització del bullying (definició, tipologies, rols, conseqüències, etc.), a les estratègies de prevenció des d'una perspectiva àmplia i profunda (recursos pràctics i aplicables), a les estratègies per la detecció del bullying en una fase inicial (indicis i signes concrets a nivell individual i grupal), i a l'actuació davant d'una situació de bullying, aconseguint que el futur professorat d'EF tingui més confiança i seguretat en el tractament de la problemàtica.

Amb tot, seria interessant, tal com ja s'ha realitzat en l'entorn escolar, orientar futures línies d'investigació en el disseny, aplicació i valoració de l'efectivitat d'un programa antibullying a l'entorn esportiu, dirigit a entrenadors i entrenadores, esportistes, famílies i equips directius, per la prevenció i la detecció d'aquest tipus d'assetjament, i per l'actuació davant un possible cas. Alhora, futures investigacions podrien dedicar-se a portar a terme i valorar l'efectivitat d'un programa de formació envers el bullying destinat al futur personal docent d'EF.



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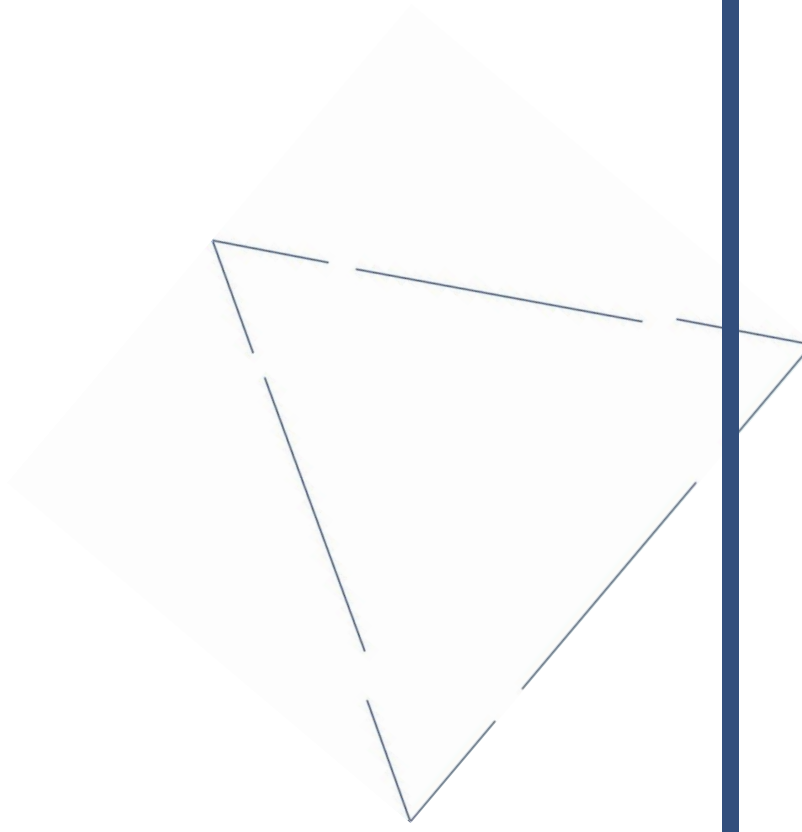
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# **Annexos**



## **Annex 1.**

### **Guió d'entrevista de l'Estudi I**



## Guió d'entrevista

### Estudi sobre experiències de bullying a l'esport

Dades personals		
Indicadors		Preguntes a realitzar (guia)
<b>Edat</b>	Edat en el moment de l'entrevista	<i>Quina edat tens?</i>
<b>Gènere</b>	Masculí Femení No binari	<i>Sota quin gènere et veus identificat o identificada?</i>
<b>Lloc de naixement</b>	Espanya Fora d'Espanya	<i>On vas néixer?</i>
<b>Estudis</b>	Nivell d'estudis Situació actual (estudiant, treballador/a, aturat/da...)	<i>Quins son els teus estudis? Quines titulacions reglades poseeixes actualment? Estàs treballant actualment? Quina experiència laboral tens?</i>
<b>Trajectòria esportista</b>	Esports practicats (modalitats esportives)	<i>Quins esports has realitzat al llarg de la teva vida? Actualment practiques algun esport o activitat física?</i>
<b>Família</b>	Germans/germanes (esportistes, no esportistes...) Pare/mare/tutor-a legal (esportistes, no esportistes...)	<i>Els membres de la teva família son esportistes? Tens germans o germanes? Són esportistes? El teu pare, mare o tutor/a legal, son o eren esportistes?</i>

Experiència de bullying a l'esport		
Indicadors		Preguntes a realitzar (guia)
<b>Edat</b>	Edat victimització	<i>Quina edat tenies quan vas viure el cas de bullying?</i>
<b>Informació inicial envers l'esport</b>	Modalitat esportiva	<i>Quina modalitat esportiva practicaves quan vas viure el bullying? Ho combinaves amb altres esports quan vas viure la situació?</i>
	Lloc de pràctica esportiva (club esportiu, associació esportiva, escola, club vinculat a una escola...)	<i>On practicaves aquest esport?</i>
	Temporades practicant aquest esport	<i>Quants anys portaves practicant aquest esport?</i>
	Temporades al lloc de pràctica esportiva	<i>Quants anys portaves formant part d'aquest club, associació esportiva, organització esportiva...?</i>
	Freqüència de pràctica	<i>Quantes hores d'entrenament realitzaves a la setmana? Quants dies entrenaves a la setmana?</i>
	Tipus de competició (competició federada, competició escolar, no competició...)	<i>Participaves en competicions/partits? Era una competició a nivell federat o escolar? Es tractava d'un nivell professional/elit?</i>
	Equip o conjunt d'esportistes	<i>Els teus companys/es amb qui comparties la pràctica esportiva, eren nois i noies? Només nois? Només noies?</i>
	Gènere de l'entrenador/a	<i>Tenies un entrenador o una entrenadora?</i>

<b>Comportament de bullying</b>	Tipologies de bullying (físic, verbal, social, ciberbullying)	<i>Quines situacions de bullying vivies exactament? També a través de dispositius electrònics, xarxes socials...?</i>
<b>Durada de la victimització</b>	Durada dels comportaments de bullying (temporades, mesos, setmanes...)	<i>Quant de temps va durar el bullying?</i>
<b>Motiu del bullying</b>	Accions vinculades a: aspecte físic, ètnia o país de procedència, habilitat esportiva, discapacitat, orientació sexual, rendiment acadèmic...	<i>Les accions que feien els agressors/es a què anaven vinculades?</i>
<b>Lloc</b>	Dins l'organització esportiva (espai de pràctica, vestidors, lavabos, passadissos, escales...) Fora de l'organització esportiva	<i>On es donaven totes aquestes situacions? Eren sempre dins de l'organització esportiva? Passava també fora?</i>
<b>Moment</b>	Entrenaments Competicions/partits Fora dels entrenaments i/o competicions/partits	<i>Quan passaven exactament aquestes situacions? Passaven durant els entrenaments? Passaven durant les competicions o partits?</i>
<b>Simultaneïtat amb l'escola</b>	Bullying a l'escola	<i>A l'escola rebies bullying també de manera paral·lela? Eren els mateixos agressors/es?</i>
<b>En relació als agressors/es</b>	Nombre d'agressors/es Procedència d'equip Perfil dels agressors/es Motiu d'actuació	<i>Quants companys/es t'agredien? Eren del teu equip o d'altres equips? Com eren aquestes persones? Què creus els caracteritzava? Per què creus que eren agressors/es?</i>
<b>En relació als espectadors/es</b>	Reaccions dels companys/es Motiu pel qual es creu que reaccionaven d'aquella manera	<i>Quan els teus companys/es veien el què t'estava passant, què feien? Per què creus que podrien actuar d'aquesta manera?</i>
<b>Reaccions i estratègies d'afrontament</b>	Estratègies d'afrontament individuals Estratègies d'afrontament amb ajuda d'altres agents (entrenadors/es, família, companys/es...)	<i>Davant, aquesta situació, què vas fer? Vas demanar ajuda? A qui? Quin va ser el resultat d'aquesta ajuda?</i>
<b>Conseqüències i sentiments i emocions generades</b>	Conseqüències a curt termini Sentiments generats Abandonament de l'esport Canvi de lloc de pràctica Conseqüències a llarg termini	<i>Com et senties? Com era el teu dia a dia? Quins efectes consideres que va tenir el que vas viure? Què va comportar en tu totes aquestes vivències? Vas plantejar-te abandonar l'esport? Vas plantejar-te canviar de club o d'organització esportiva? A dia d'avui, consideres que pots arribar a arrossegar certes conseqüències per allò que vas viure?</i>

<b>Protocols d'intervenció a l'organització esportiva</b>	<b>Protocol d'intervenció en situacions de bullying a l'organització esportiva</b> <b>Persona de referència a l'organització esportiva</b>	<i>Coneixies si a l'organització esportiva disposava d'un protocol d'intervenció enfront aquest tipus de problemàtica? En el teu cas, el van activar? Sabies a qui t'havies de dirigir si volies parlar amb algú?</i>
<b>Actuació per part de l'organització esportiva</b>	Actuació per part de l'organització esportiva Tipus d'actuació Resultat de la intervenció Efectes	<i>Van actuar des de l'organització esportiva? Què van fer? Van activar un protocol? Va funcionar per acabar amb la situació? Va tenir algun tipus de repercussió per l'agressor/a? Et vas sentir segur/a? Et vas sentir protegit/protegida?</i>

<b>Opinions generals</b>		
<b>Indicadors</b>		<b>Preguntes a realitzar (guia)</b>
<b>Importància del bullying a l'entorn esportiu</b>	Opinió general del fenomen en l'àmbit esportiu	<i>Què en penses en general del bullying que es pot desenvolupar a l'esport?</i>
	Evolució del problema a l'actualitat	<i>Creus que a dia d'avui les coses han canviat i que a les persones ara no els hi passarà el que et va passar a tu?</i>
<b>Formació</b>	Entrenadors/es	<i>Creus que els entrenadors/es tenen la suficient formació envers el bullying a l'esport? I les famílies? I els propis jugadors/es?</i>
	Família	
	Esportistes	
<b>Necessitats de futur</b>	Propostes	<i>Què creus que s'hauria de fer en un futur per tal d'evitar que es desenvolupin situacions de bullying en el món esportiu?</i>
	Recursos	





## **Annex 2.**

### **Questionari *ad hoc* de l'Estudi II**



L'objectiu del present qüestionari és valorar els **coneixements dels entrenadors i de les entrenadores d'esport formatiu** en relació al bullying que pot presentar-se en el context esportiu. És important que responguis el qüestionari de manera **INDIVIDUAL** i amb **SINCERITAT**.

Totes les respostes són **ANÒNIMES** i seran tractades amb **CONFIDENCIALITAT**.

### Moltes gràcies per la teva participació

1. **Edat:** \_\_\_\_\_

2. **Gènere:**

- Masculí
- Femení
- No binari

3. **Marca si tens alguna titulació oficial d'entrenador/a d'algun esport o tècnic esportiu** (no inclou titulacions de monitor/a i/o director/a de lleure, ni qualsevol altre titulació que no correspongui a entrenador/a o tècnic esportiu d'algun esport en concret. En el cas que tinguis titulació de més d'un esport, marca el nivell màxim de les titulacions que posseeixes):

- No tinc cap tipus de titulació oficial d'entrenador/a
- Títol de nivell 0 – iniciació esportiva (CIATE o nivell 0 federatiu)
- Títol de nivell 1 – primer nivell federatiu, tècnic esportiu
- Títol de nivell 2 – segon nivell federatiu, grau mitjà
- Títol de nivell 3 – nacional, títol superior
- Tinc titulació però desconec el nivell al qual correspon

**Si has contestat "No tinc cap tipus de titulació oficial d'entrenador/a" → Ves a la pregunta 5**

**4. De quin esport és la màxima titulació esportiva que poseeixes actualment?**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Acrobàcies  | <input type="checkbox"/> Esquí/snow            | <input type="checkbox"/> Pàdel                  |
| <input type="checkbox"/> Atletisme   | <input type="checkbox"/> Futbol                | <input type="checkbox"/> Rugbi                  |
| <input type="checkbox"/> Ballet  | <input type="checkbox"/> Gimnàstica artística  | <input type="checkbox"/> Running                |
| <input type="checkbox"/> Basquetbol  | <input type="checkbox"/> Gimnàstica rítmica    | <input type="checkbox"/> Softbol                |
| <input type="checkbox"/> Beisbol   | <input type="checkbox"/> Golf                  | <input type="checkbox"/> Taekwondo              |
| <input type="checkbox"/> Bàdminton   | <input type="checkbox"/> Handbol               | <input type="checkbox"/> Tenis                  |
| <input type="checkbox"/> Castells  | <input type="checkbox"/> Hoquei                | <input type="checkbox"/> Tenis taula            |
| <input type="checkbox"/> Ciclisme  | <input type="checkbox"/> Judo                  | <input type="checkbox"/> Triatló                |
| <input type="checkbox"/> Circ  | <input type="checkbox"/> Karate                | <input type="checkbox"/> Vela                   |
| <input type="checkbox"/> Dansa (contemporani, hip-hop, salsa, urbà, jazz...) | <input type="checkbox"/> Llit elàstic          | <input type="checkbox"/> Voleibol               |
| <input type="checkbox"/> Equitació   | <input type="checkbox"/> Mountainbike          | <input type="checkbox"/> Wakeboard              |
| <input type="checkbox"/> Escalada  | <input type="checkbox"/> Natació               | <input type="checkbox"/> Waterpolo              |
| <input type="checkbox"/> Esgrima   | <input type="checkbox"/> Natació sincronitzada | <input type="checkbox"/> Altres (especifiqueu): |
| <input type="checkbox"/> Esquí nàutic  | <input type="checkbox"/> Patinatge             |   |

**5. De quin esport o de quins esports, ets o has sigut entrenador/a? (Pots marcar MÉS D'UNA RESPOSTA en el cas que entrenis o hagas entrenat a més d'un equip i/o grup esportiu i siguin de diferents esports)**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Acrobàcies  | <input type="checkbox"/> Esquí/snow            | <input type="checkbox"/> Pàdel                  |
| <input type="checkbox"/> Atletisme   | <input type="checkbox"/> Futbol                | <input type="checkbox"/> Rugbi                  |
| <input type="checkbox"/> Ballet  | <input type="checkbox"/> Gimnàstica artística  | <input type="checkbox"/> Running                |
| <input type="checkbox"/> Basquetbol  | <input type="checkbox"/> Gimnàstica rítmica    | <input type="checkbox"/> Softbol                |
| <input type="checkbox"/> Beisbol   | <input type="checkbox"/> Golf                  | <input type="checkbox"/> Taekwondo              |
| <input type="checkbox"/> Bàdminton   | <input type="checkbox"/> Handbol               | <input type="checkbox"/> Tenis                  |
| <input type="checkbox"/> Castells  | <input type="checkbox"/> Hoquei                | <input type="checkbox"/> Tenis taula            |
| <input type="checkbox"/> Ciclisme  | <input type="checkbox"/> Judo                  | <input type="checkbox"/> Triatló                |
| <input type="checkbox"/> Circ  | <input type="checkbox"/> Karate                | <input type="checkbox"/> Vela                   |
| <input type="checkbox"/> Dansa (contemporani, hip-hop, salsa, urbà, jazz...) | <input type="checkbox"/> Llit elàstic          | <input type="checkbox"/> Voleibol               |
| <input type="checkbox"/> Equitació   | <input type="checkbox"/> Mountainbike          | <input type="checkbox"/> Wakeboard              |
| <input type="checkbox"/> Escalada  | <input type="checkbox"/> Natació               | <input type="checkbox"/> Waterpolo              |
| <input type="checkbox"/> Esgrima   | <input type="checkbox"/> Natació sincronitzada | <input type="checkbox"/> Altres (especifiqueu): |
| <input type="checkbox"/> Esquí nàutic  | <input type="checkbox"/> Patinatge             |   |

**6. Quantes temporades has exercit com a entrenador/a? (inclou aquesta temporada): \_\_\_\_\_**

**7. Com definiries el bullying?**

**8. Quines tipologies de bullying existeixen?**

**9. Quines estratègies utilitzes per prevenir el bullying a l'esport?**



## **Annex 3.**

### **Guió pel desenvolupament dels grups focals de l'Estudi III**





### Guió pel desenvolupament del grup focal

**Estudi sobre les creences dels futurs i futures docents d'EF envers el bullying, la formació rebuda sobre la problemàtica i les estratègies que disposen per l'abordatge del fenomen**

<b>Dades personals</b>		
<b>Indicadors</b>		<b>Preguntes a realitzar (guia)</b>
<b>Edat</b>	Edat en el moment de l'entrevista	<i>Quina edat tens?</i>
<b>Gènere</b>	Masculí Femení No binari	<i>Sota quin gènere et veus identificat o identificada?</i>
<b>Bullying a l'Educació Física</b>		
<b>Indicadors</b>		<b>Preguntes a realitzar (guia)</b>
<b>Informació inicial envers el bullying a l'escola</b>	Presència de bullying	<i>Creieu que a les escoles el bullying és una problemàtica present?</i>
	Tendència en relació a l'edat	<i>Canvia la presència de bullying segons l'edat? Com?</i>
	Tendència en relació al gènere	<i>Penseu que hi ha diferències en relació al gènere? Passa més entre noies? Entre nois? Entre noies i nois?</i>
	Lloc Moment	<i>On creieu que passen els episodis de bullying? Quan creieu que passen els episodis de bullying?</i>
<b>Rols en una situació de bullying</b>	Factors de risc víctima	<i>Creieu que hi ha factors de risc d'esdevenir víctima? Quins?</i>
	Factors de risc agressor/a	<i>Creieu que hi ha factors de risc d'esdevenir agressor/a? Quins?</i>
	Actuació espectadors/es	<i>Les persones que presencien l'actuació, què creieu que fan? Com actuen? Per què actuen d'una manera o altra?</i>
<b>En relació al bullying que es desenvolupa a l'EF</b>	Naturalesa de l'assignatura	<i>Creieu que l'EF pot ser un lloc on es desenvolupin situacions de bullying? Creieu que l'EF pot ser un lloc on prevenir que es desenvolupin situacions de bullying? Creieu que hi ha diferències entre l'EF i les altres assignatures? Quines? Existeixen factors de risc de victimització que facin més probable l'aparició de casos de bullying a l'EF?</i>
	Lloc	<i>On creieu que poden donar-se situacions de bullying a l'EF?</i>
	Moment	<i>Quan creieu que poden donar-se situacions de bullying a l'EF?</i>
<b>Professorat d'EF i el bullying</b>		
<b>Perfil professorat EF</b>	Perfil Diferències respecte altres docents	<i>Com definiríeu el perfil del professorat d'EF? Creieu que el professorat d'EF presenta característiques diferencials respecte altres professors/es d'altres assignatures? Quines?</i>

<b>Formació rebuda sobre el bullying</b>	Percepció de formació de bullying	<i>Us sentiu suficient formats i formades en relació al bullying?</i>
	Continguts i tipologia de formació	<i>Quina formació heu rebut com a estudiants? Quina metodologia s'ha emprat per aquesta formació?</i>
<b>Competències</b>	Competències per l'abordatge del bullying	<i>Quines competències creieu que hauria de tenir el professorat d'EF per l'abordatge del bullying?</i>
<b>Recursos per l'abordatge del bullying</b>	Estratègies de prevenció	<i>Què creieu que podríeu fer per prevenir el bullying des de l'EF?</i>
	Estratègies de detecció	<i>Què creieu que podríeu fer per detectar el bullying des de l'EF?</i>
	Estratègies d'intervenció	<i>Davant un cas de bullying, com intervindríeu?</i>

## **Annex 4.**

# **Certificat del Comitè d'Ètica d'Investigacions Clíniques de l'Administració Esportiva de Catalunya**



DR. RAMON BALIUS MATAS,  
ACTING AS SECRETARY OF THE ETHICS COMMITTEE  
FOR CLINICAL RESEARCH  
OF THE CATALAN SPORTS COUNCIL.

### CERTIFIES

At the meeting on March 15, 2021, the Ethics Committee agreed to favorably assess the project presented by Xènia Ríos Sisó PhS, Carles Ventura i Vall-llobera PhD, number 009/CEICGC/2021, entitled “**Anàlisi diagnòstica de l’assetjament entre iguals (bullying) a l’esport i a l’educació física**”.

We note this favorable assessment for the appropriate purposes.



Dr. Ramon Balius Matas  
Esplugues de Llobregat, March 15, 2021



## **Annex 5.**

**Document escrit de consentiment informat de  
l'Estudi I a participants majors d'edat**





### Consentiment informat

#### Estudi sobre experiències de bullying a l'esport

L'objectiu d'aquest estudi, corresponent a una de les parts del projecte de Tesi Doctoral de la Sra. Xènia Ríos Sisó, dirigida i tutelada pel Dr. Carles Ventura Vall-llovera, pertanyent al programa de doctorat *HDK02 - "Activitat Física, Educació Física i Esport"*, és **conèixer de primera mà l'experiència de persones que han estat víctimes de bullying en un entorn esportiu durant la seva etapa formativa**. Participar en aquest estudi implica la realització d'una **entrevista semi-estructurada** que girarà entorn una experiència personal viscuda en etapa formativa esportiva. L'entrevista serà **enregistrada en àudio** pel tractament de dades posteriors, però la persona entrevistada tindrà el dret de demanar **parar l'enregistrament si així ho desitja en qualsevol moment de l'entrevista**. La durada d'aquesta entrevista serà d'uns 60 minuts aproximadament, i es durà a terme amb un **format virtual** el dia i l'hora definits prèviament per la persona entrevistada i l'entrevistadora, segons disponibilitats.

Les reflexions i/o experiències que s'aportin des de l'entrevistat o entrevistada i la informació obtinguda després de l'anàlisi de les dades a través de l'entrevista personal, seran tractades de forma totalment **anònima** i amb **total confidencialitat**. El tractament de les dades es farà amb **finalitats exclusives de recerca** i en cap cas es farà esment de les dades personals de l'entrevistat o entrevistada. La persona entrevistada si així ho considera oportú, **podrà interrompre el tractament de les dades cedides**, tot comunicant-ho als responsables de l'estudi i seran conseqüentment eliminades.

Així doncs, les persones responsables del projecte, Dr. Carles Ventura i Sra. Xènia Ríos, es comprometen a:

- Aplicar a les dades les mesures de seguretat previstes en la Llei Orgànica 3/2018 de Protecció de Dades de Caràcter Personal i garantia dels drets digitals.
- Tractar les dades amb finalitats exclusives de recerca, amb anonim i confidencialitat.
- Exercitar el dret de cancel·lació de dades quan la persona entrevistada ho consideri oportú.
- En cap cas realitzar una cessió de les dades proporcionades.

Per a més informació, pot contactar mitjançant correu electrònic amb la Sra. Xènia Ríos ([xríos@gencat.cat](mailto:xríos@gencat.cat)) i/o 934 255 455 ext. 207.

#### Signatura de conformitat de la persona entrevistada

Nom i cognom de la persona entrevistada: \_\_\_\_\_

DNI de la persona entrevistada: \_\_\_\_\_

Un cop informat/da de totes les condicions de l'estudi, **manifesto que accepto voluntàriament participar en aquest estudi**.

Signatura de la persona entrevistada:



Barcelona, a \_\_\_\_\_ de \_\_\_\_\_ de \_\_\_\_\_

#### Signatura de les persones responsables del projecte de recerca

Dr. Carles Ventura Vall-llovera

Sra. Xènia Ríos Sisó

**Moltes gràcies per la seva col·laboració**



## **Annex 6.**

**Document escrit de consentiment informat de  
l'Estudi I a participants menors d'edat**



### Consentiment informat

#### Estudi sobre experiències de bullying a l'esport

L'objectiu d'aquest estudi, corresponent a una de les parts del projecte de Tesi Doctoral de la Sra. Xènia Ríos Sisó, dirigida i tutelada pel Dr. Carles Ventura Vall-llovera, pertanyent al programa de doctorat *HDK02 - "Activitat Física, Educació Física i Esport"*, és **conèixer de primera mà l'experiència de persones que han estat víctimes de bullying en un entorn esportiu durant la seva etapa formativa**. Participar en aquest estudi implica la realització d'una **entrevista semi-estructurada** que girarà entorn una experiència personal viscuda en etapa formativa esportiva. L'entrevista serà **enregistrada en àudio** pel tractament de dades posteriors, però la persona entrevistada tindrà el dret de demanar **parar l'enregistrament si així ho desitja en qualsevol moment de l'entrevista**. La durada d'aquesta entrevista serà d'uns 60 minuts aproximadament, i es durà a terme amb un **format virtual** el dia i l'hora definits prèviament per la persona entrevistada i l'entrevistadora, segons disponibilitats.

Les reflexions i/o experiències que s'aportin des de l'entrevistat o entrevistada i la informació obtinguda després de l'anàlisi de les dades a través de l'entrevista personal, seran tractades de forma totalment **anònima** i amb **total confidencialitat**. El tractament de les dades es farà amb **finalitats exclusives de recerca** i en cap cas es farà esment de les dades personals de l'entrevistat o entrevistada. La persona entrevistada si així ho considera oportú, **podrà interrompre el tractament de les dades cedides**, tot comunicant-ho als responsables de l'estudi i seran conseqüentment eliminades.

Així doncs, les persones responsables del projecte, Dr. Carles Ventura i Sra. Xènia Ríos, es comprometen a:

- Aplicar a les dades les mesures de seguretat previstes en la Llei Orgànica 3/2018 de Protecció de Dades de Caràcter Personal i garantia dels drets digitals.
- Tractar les dades amb finalitats exclusives de recerca, amb anonimats i confidencialitat.
- Exercitar el dret de cancel·lació de dades quan la persona entrevistada ho consideri oportú.
- En cap cas realitzar una cessió de les dades proporcionades.

Per a més informació, pot contactar mitjançant correu electrònic amb la Sra. Xènia Ríos ([xrios@gencat.cat](mailto:xrios@gencat.cat)) i/o 934 255 455 ext. 207.

#### Signatura de conformitat

Nom i cognom del pare/mare/tutor-a legal: \_\_\_\_\_

DNI del pare/mare/tutor-a legal: \_\_\_\_\_

Nom i cognoms del fill/a: \_\_\_\_\_

Un cop informat/da de totes les condicions de l'estudi, **manifesto que accepto voluntàriament que el meu fill/a participi en aquest estudi.**

Signatura del pare/mare/tutor-a legal:



Barcelona, a \_\_\_\_\_ de \_\_\_\_\_ de \_\_\_\_\_

#### **Signatura de les persones responsables del projecte de recerca**

Dr. Carles Ventura Vall-llovera

Sra. Xènia Ríos Sisó

**Moltes gràcies per la seva col·laboració**



## **Annex 7.**

### **Document escrit de consentiment informat de l'Estudi II**





### Consentiment informat

#### **Estudi sobre el coneixement dels entrenadors i entrenadores d'esport formatiu de Catalunya respecte al bullying**

L'objectiu d'aquest estudi, corresponent a una de les parts del projecte de Tesi Doctoral de la Sra. Xènia Ríos Sisó, dirigida i tutelada pel Dr. Carles Ventura Vall·llovera, pertanyent al programa de doctorat *HDK02 - "Activitat Física, Educació Física i Esport"*, és **analitzar les competències que disposen els entrenadors i entrenadores de formació de Catalunya respecte al bullying, així com valorar la seva percepció de la problemàtica**. Participar en aquest estudi implica respondre un **qüestionari** en el qual es valorarà el nivell competencial (coneixements, habilitats i recursos) que es disposa respecte al bullying que es pot desenvolupar al context esportiu. Respondre el qüestionari pot tenir una cabuda d'entre 10-20 minuts, aproximadament, i es durà a terme mitjançant el software *SurveyMonkey*®. A l'hora d'administrar el qüestionari es trobaran presents dues persones que formen part del grup d'investigació i la informació obtinguda després de l'anàlisi de les dades a través de les respostes dels participants, seran tractades de forma totalment **anònima** i amb **total confidencialitat**. El tractament de les dades es farà amb **finalitats exclusives de recerca** i en cap cas es farà esment de les dades personals de cap dels participants.

Així doncs, les persones responsables del projecte, Dr. Carles Ventura i Sra. Xènia Ríos, es comprometen a:

- Aplicar a les dades les mesures de seguretat previstes en la Llei Orgànica 3/2018 de Protecció de Dades de Caràcter Personal i garantia dels drets digitals.
- Tractar les dades amb finalitats exclusives de recerca, amb anonimat i confidencialitat.
- Exercitar el dret de cancel·lació de dades quan la persona entrevistada ho consideri oportú.
- En cap cas realitzar una cessió de les dades proporcionades.

Per a més informació, pot contactar mitjançant correu electrònic amb la Sra. Xènia Ríos ([xrios@gencat.cat](mailto:xrios@gencat.cat)) i/o 934 255 455 ext. 207.

#### **Signatura de conformitat de la persona participant**

Nom i cognom de la persona participant: \_\_\_\_\_

DNI de la persona participant: \_\_\_\_\_

Un cop informat/da de totes les condicions de l'estudi, **manifesto que accepto voluntàriament participar en aquest estudi.**

Signatura de la persona participant:



Barcelona, a \_\_\_\_\_ de \_\_\_\_\_ de \_\_\_\_\_

#### **Signatura de les persones responsables del projecte de recerca**

Dr. Carles Ventura Vall·llovera

Sra. Xènia Ríos Sisó

**Moltes gràcies per la seva col·laboració**



## **Annex 8.**

### **Document escrit de consentiment informat de l'Estudi III**



### Consentiment informat

#### **Estudi sobre les creences dels futurs i de les futures docents d'EF envers el bullying, la formació rebuda sobre la problemàtica i les estratègies que disposen per l'abordatge del fenomen**

L'objectiu d'aquest estudi, corresponent a una de les parts del projecte de Tesi Doctoral de la Sra. Xènia Ríos Sisó, dirigida i tutelada pel Dr. Carles Ventura Vall-llovera, pertanyent al programa de doctorat *HDK02 - "Activitat Física, Educació Física i Esport"*, és analitzar les **competències que disposa el professorat d'Educació Física respecte al bullying, així com valorar la seva percepció de la problemàtica**. Participar en aquest estudi implica la participació en un **grup focal** per comentar i reflexionar sobre experiències i coneixements entorn el bullying. El grup focal serà **enregistrat en àudio** pel tractament de dades posteriors, però les persones participants tindran el dret de demanar **parar l'enregistrament si així ho desitgen en qualsevol moment**. La durada d'aquesta activitat serà d'uns 90 minuts aproximadament, i es durà a terme en **format virtual**, el dia i l'hora definits prèviament segons disponibilitats dels participants. El **grup focal** serà gestionat per dues persones que formen part del grup d'investigació i les reflexions i/o experiències que s'aportin des dels participants i la informació obtinguda després de l'anàlisi de les dades a través del grup focal, seran tractades de forma totalment **anònima** i amb **total confidencialitat**. El tractament de les dades es farà amb finalitats exclusives de recerca i en cap cas es farà esment de les dades personals de cap dels participants. Les persones que hi participin si així ho considera oportú, **podran interrompre el tractament de les dades cedides**, tot comunicant-ho als responsables de l'estudi i seran conseqüentment eliminades. Així doncs, les persones responsables del projecte, Dr. Carles Ventura i Sra. Xènia Ríos, es comprometen a:

Així doncs, les persones responsables del projecte, Dr. Carles Ventura i Sra. Xènia Ríos, es comprometen a:

- Aplicar a les dades les mesures de seguretat previstes en la Llei Orgànica 3/2018 de Protecció de Dades de Caràcter Personal i garantia dels drets digitals.
- Tractar les dades amb finalitats exclusives de recerca, amb anonimats i confidencialitat.
- Exercitar el dret de cancel·lació de dades quan la persona entrevistada ho consideri oportú.
- En cap cas realitzar una cessió de les dades proporcionades.

Per a més informació, pot contactar mitjançant correu electrònic amb la Sra. Xènia Ríos ([xríos@gencat.cat](mailto:xríos@gencat.cat)) i/o 934 255 455 ext. 207.

#### **Signatura de conformitat de la persona participant:**

Nom i cognom de la persona participant: \_\_\_\_\_

DNI de la persona participant: \_\_\_\_\_

Un cop informat/da de totes les condicions de l'estudi, **manifesto que accepto voluntàriament participar en aquest estudi.**

Signatura de la persona participant:



Barcelona, a \_\_\_\_\_ de \_\_\_\_\_ de \_\_\_\_\_

#### **Signatura de les persones responsables del projecte de recerca**

Dr. Carles Ventura Vall-llovera

Sra. Xènia Ríos Sisó

**Moltes gràcies per la seva col·laboració**



## **Annex 9.**

**Estudi I. “I gave up football and I had no intention of ever going back”: Retrospective experiences of victims of bullying in youth sport**







# “I Gave Up Football and I Had No Intention of Ever Going Back”: Retrospective Experiences of Victims of Bullying in Youth Sport

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Bullying is a global issue that, beyond school, is present in different social contexts, such as sport environments. The main objective of this study was to get to know the experiences of victims of bullying in sport throughout their youth sport training. Semi-structured interviews to four Spanish women and seven Spanish men were carried out, within an age range of 17–27 ( $M_{age} = 21$  years,  $SD = 3.69$ ). The following main themes were established by means of a hierarchical content analysis: (a) “bullying characterization,” (b) “dealing with bullying,” and (c) “consequences of bullying.” The results show the presence of physical, verbal and social bullying in the sport context, with the changing room being the space where this type of behavior is most frequently developed. Most victims show an internal attribution (self-blame) for the bullying event, related to their motor skills and their personal physical and psychological characteristics. Double victimization can be observed, at the sport club and at the educational center. Passive strategies are used to deal with the situation, while little support is shown by sport agents (teammates and coaches). The victims, as a consequence of the bullying experience, suffer from short and long-term negative effects on a psychosocial level. The study highlights the necessity to design and implement programs focused on the prevention, detection and intervention of bullying for sport organizations, bearing in mind all the agents that make them up (coaches, management teams, families, and players). Furthermore, the importance of promoting the creation of safe sport environments, free from any kind of violence, is emphasized.

**Keywords:** bullying, youth sport, retrospective experiences, victims, sport club

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## INTRODUCTION

The International Society for Physical Activity and Health (ISPAH) mentions sport practice as one of the best “investments” to promote the practice of physical activity among citizens (Milton et al., 2021). Although differences are observed between countries around the world (Tremblay et al., 2016), in Europe approximately two out of three children and adolescents perform some type of sport practice at sport clubs (Kokko et al., 2019). Studies show that the sport context becomes an adequate space to promote a correct physical, psychological and social development among

its participants (Banjac et al., 2020). In addition, sport practice during childhood will predict optimal physical activity habits during adulthood and an improvement in their cardio-metabolic state (Murphy et al., 2016; Logan et al., 2020). At the same time, it is customary to relate it to the development of a series of “positive” behaviors and values, although sport practice it is not, *per se*, good or bad (Banjac et al., 2020). Thus, while pro-social behaviors may occur, it might enable the emergence of an environment in which negative behaviors can be normalized and the appearance of situations such as bullying can be favored (Logan et al., 2020; Milovanović et al., 2020).

Bullying is defined as a set of negative behaviors, with the intention of harming a victim, carried out repeatedly over time and involving an imbalance of power or strength between those involved (aggressor-victim) (Olweus, 1994). It can be classified according to traditional bullying and cyberbullying (Chu et al., 2019), with a prevalence of 35 and 15%, respectively (Modecki et al., 2014). Traditional bullying includes the typologies of physical (hitting, pushing, damaging belongings...), verbal (insulting, name-calling, making fun of others...) and social bullying (excluding, ignoring...) (Menesini and Salmivalli, 2017). At the same time, these typologies can present a direct interaction (face to face between the aggressor and the victim) or without explicit interaction between them (Olweus, 2006). Cyberbullying is a type of bullying through the use of mobile phones or the Internet (Smith, 2019b) and is characterized by the possibility the aggressor has to hide their identity, as well as by the rapid dissemination of the contents offered by the virtual space (Smith et al., 2008). Bullying is understood as a social process, and cannot be reduced to a bidirectional dynamic between the aggressor and the victim (Salmivalli et al., 1996), since the behavior adopted by “equals” will be of great importance to maintain or inhibit these situations (Nocentini et al., 2020). Regarding the health effects of being a victim of bullying, the appearance of problems related to anxiety, depression, non-suicidal self-harm, suicidal ideation, suicide attempts, substance abuse, decreased academic performance, social isolation and psychosomatic alterations is observed (Moore et al., 2017). These effects are important in the short term, especially during childhood and adolescence, and persist throughout adulthood (Arseneault, 2018; deLara, 2019; Camodeca and Nava, 2020), although they tend to decrease in the long term (Schoeler et al., 2018).

Although research into the bullying phenomenon has been focused on the school since its early studies in the 1970s by Olweus (1978), bullying appears in other social contexts (Monks and Coyne, 2011), such as sport (Nery et al., 2019). The interest in research on bullying in the sport world is more recent and, above all, it has been devoted to the analysis of the prevalence of the victimization of the phenomenon, observing wide and dissimilar ranges that vary from 8.9% (Nery et al., 2019) to 48.8% (Mishna et al., 2019). This variability, as it occurs in the educational context according to Smith (2019a), may happen due to the use of different conceptual criteria on the phenomenon and dissimilar methodological elements used in each of the studies (Vveinhardt and Fominiene, 2019). In relation to the risk factors of becoming

a victim of bullying in sport, the presentation of some type of disability (Danes-Staples et al., 2013), being overweight (Bacchini et al., 2015), belonging to ethnic minorities (Kentel and McHugh, 2015), the sexual orientation -homophobic bullying- (Baiocco et al., 2018; Denison et al., 2020) or having poor sport skills (Kerr et al., 2016; Mishna et al., 2019; Vveinhardt et al., 2019b; Flores et al., 2020) stand out. Boys present higher rates of aggression, but not victimization (Evans et al., 2016; Vveinhardt and Fominiene, 2019), the typology of verbal bullying is the most frequent and the changing room is the sport space where more bullying situations appear (Mishna et al., 2019; Nery et al., 2019; Flores et al., 2020). Regarding the coping strategies that victims adopt in bullying situations, Nery et al. (2019) observed, with a sample of male athletes that, above all, they used strategies focused on emotions, communicating the situation to the family and/or the coach. Stirling et al. (2011) highlight that traditional sport culture does not encourage victims to break the law of silence as it is considered a sign of weakness, which causes continuity in bullying behaviors by the aggressor (Vveinhardt et al., 2017). On the other hand, bullying in sport has a negative emotional impact on the victims (Kentel and McHugh, 2015), who tend not to enjoy the sport, to have low self-esteem (Jewett et al., 2019), to feel isolated from the rest of the team (Evans et al., 2016), to have a low athletic as well as academic performance (Vveinhardt et al., 2017; Jewett et al., 2019) and to change sport clubs or abandon sport practice (Evans et al., 2016; Nery et al., 2020).

In recent years, studies have appeared that have dealt with analyzing the phenomenon of sport bullying from focus groups with coaches, families, and athletes (Flores et al., 2020), through interviews with coaches (Vveinhardt et al., 2019b; Nery et al., 2020), athletes and former athletes (Nery et al., 2020), team sport captains (Kerr et al., 2016) and professional players (Newman et al., 2021). However, there has been little research looking at bullying situations among the victims themselves. Jewett et al. (2019) analyzed the negative emotional consequences of being a victim and Vveinhardt et al. (2019a) focuses on its nature, causes and consequences. Given the absence of research analyzing the phenomenon of bullying in sport in depth from the perspective of the victims themselves during childhood and/or adolescence, the purpose of this research was to determine retrospectively the experiences of bullying among athletes who had been victimized during their youth sport training. The obtained results may be of interest to the professionals in the sport environment (coaches, psychologists, sport leaders, etc.) as they will allow a more specific knowledge of the problem and the design of preventive, detection or intervention strategies adapted to the context.

## MATERIALS AND METHODS

### Philosophical Underpinning

This descriptive and retrospective research is located in the post-positivist paradigm. According to Lincoln et al. (2011), post-positivism is adhered to the critical realistic ontology, suggesting the existence of an external and objective reality but,

given that observations are fallible, it is assumed that this can only be apprehended from an imperfect way. Regarding the epistemological approach of post-positivism, the authors refer to a modified dualism/objectivism. Thus, it is understood that researchers may approach external reality, but the fallibility of their observations, as well as possible biases based on ideological positions and personal values, may affect the way in which they understand what is analyzed. Assuming the existence of an external and objective reality favors, according to Sparkes and Smith (2014), the formulation of stable guidelines that facilitate the control and prediction of phenomena.

## Participants

After disseminating the research through social media and emails, participants were recruited using a non-probabilistic sampling by criteria (Sparkes and Smith, 2014). At the same time, this sample was expanded with a snowball sampling (Parker et al., 2019). The inclusion criterion for the participants in this study was to have been victims of bullying in sport throughout their youth sport training. This criterion was assessed through a previous individual interview with the participants, where their experiences were assessed to be consistent with the characteristics of bullying established by Olweus (1994). A total of 13 people were interested in participating in the study. After reviewing the inclusion criterion, two potential participants were dismissed: one of them had suffered from bullying exclusively in the school environment, while the other one had been a victim of bullying by his coach and not by their equals. Finally, 11 people (four women and seven men) were considered valid to be part of the present study. At the time of the interview, participants were 17–27 years old ( $M_{age} = 21$  years,  $SD = 3.69$ ). When they experienced the bullying situation, they were between 10 and 16 years old and practiced individual and collective sports in various sport clubs in Catalonia (Spain). To ensure anonymity of the participants, they were assigned a pseudonym. Also, the data presented in the article are sufficient to answer the purpose of the research and, at the same time, do not allow the identification of the interviewees. Two of the participants had a disability: hearing disability (Martí) and visual

disability (Diego). The characteristics of the participants are shown in Table 1.

## Instrument

For data collection, the authors chose to conduct semi-structured interviews (Sparkes and Smith, 2014). This method provided flexibility, as it allowed to change the order of the questions, making additional ones, and intentionally orienting the participants toward the goal of the research (Flick, 2009). At the same time it gave greater control to the interviewees, allowing them to explain their experiences in depth, in their own words and without limitations (Sparkes and Smith, 2014). Creswell (2012) declared that this data gathering method is particularly useful for exploring sensitive and emotional issues such as bullying victimization. An interview script was designed based on a review of the bullying literature in the sport context (Fisher and Dzikus, 2017; Nery et al., 2020). The interview consisted of an initial part where information about less sensitive personal issues was discussed, such as their first sport experiences. The main part of the interview followed, where the participants were asked to explain in detail their bullying experiences, such as the coping strategies used by the victims or the consequences of the experienced situation, among others.

## Procedure

The study participants were sent a written document of informed consent stating the purpose and procedure of the research and its voluntary and anonymous nature and confidentiality of the data analysis. They were also offered the opportunity to ask questions to the authors. In addition, permission was sought for the audio recording of the interview, so that it could be transcribed for further data analysis. In the case of underage participants, this informed consent was signed by their parents or guardians. Once the informed consents were signed and submitted, a day and an hour were agreed upon for the interview. The interviews were conducted by the first author between December of 2020 and February of 2021. They were recorded using a digital recorder and the audio files, as well as the transcriptions, were kept by the first author of the article. No one was able to access the content of the interviews except for the first author, and only the obtained information was shared with the research team. Given the pandemic crisis situation that arose as a result of COVID-19, the interviews were conducted in an online format using the Zoom platform. The interview was carried out by the first author without the presence of anyone else and it was recommended to be in a quiet place. Before the interview began, they were reminded of the purpose of the study and the ethical considerations such as that the results or information of the study that were potentially identifiable would be omitted (Jewett et al., 2019). In addition, participants were informed, both in the document of informed consent and verbally before the start of the interview, the right to request to stop recording at any time during the interview or to end it if requested (deleting the audio file). The interviews lasted an average of 52 min (range 40–65 min). All interviews were digitally recorded and *verbatim* transcribed.

**TABLE 1** | Participants of the study.

Pseudonym	Age at the time of the interview	Gender	Sport category at the time of victimization
Martí	22	Male	Football
David	18	Male	Basketball
Roger	22	Male	Football
Noa	17	Female	Basketball
Gerard	24	Male	Football
Carla	27	Female	Swimming
Ivan	18	Male	Basketball
Anna	27	Female	Basketball
Diego	18	Male	Swimming
Victor	18	Male	Basketball
Laura	20	Female	Athletics

## Data Analysis

A hierarchical content analysis of deductive-inductive nature was carried out. Following the directions of Sparkes and Smith (2014), the process followed a series of steps. In a first step of immersion, the authors read and re-read the interview transcripts, becoming familiar with the data. Categories were then identified and coded in the second step, those fragments of text that were interpreted as relevant issues in bullying experiences. In the third step, once the coding was done, the authors contrasted and connected the established categories by grouping them around three higher order themes that seemed to make sense to the participants, namely: (a) characterization of bullying, (b) dealing with bullying, and (c) consequences of bullying. The fourth step of this process consisted of re-examining the original transcripts, contrasting them with the structure of the themes and categories created from the authors' interpretation, and discussing their coherence degree, as well as assessing whether they were missing to include any other relevant information. After reaching an agreement, the authors asked a critical friend, experienced in qualitative research, to review the analysis up to this point. This person agreed with the authors that the hierarchical content analysis entailed an adequate and accurate representation of the bullying experiences in youth sport training. The final phase of the process was the writing of the research report. Finally, it should be noted that this research followed the Reporting Standards for Qualitative Research (American Psychological Association [APA], 2020).

## RESULTS

The results of this study are presented according to the three main themes established in the data analysis. First, a characterization of the bullying episodes experienced by the participants is described. Next, the used strategies and the most important social agents in dealing with bullying are presented. Finally, the short-term and long-term consequences of these experiences are shown. Table 2 summarizes the structure of the themes and categories around which the results are organized.

### Characterization of Bullying

The athletes suffered different types of intentional bullying aggressions. Roger highlighted the direct physical aggressions received during training, taking advantage of physical contact: "They did their best to try to foul me or hurt me [...] when I ran with them, they pushed me or when I passed by the goal

post [of the football pitch], they pushed me against the post." Carla explained that these physical aggressions were constant by her teammates: "Whenever they could, they would give me a slap on the back of the neck." Situations of indirect physical bullying were also mentioned: "My trainers disappeared once [...] they put my backpack in the shower, sometimes they hid my match clothes [...]. One day I caught a teammate cutting my T-shirt with scissors" (Anna). Victims also experienced acts of verbal bullying, such as receiving comments related to a lack of sport skills. According to Martí, these comments were intended to encourage him to leave the team and the competition: "They told me I was very bad, that I should leave the sport club, that they didn't want me there, that I was useless." Victor referred to the constant verbal aggression aimed at demoralizing him: "No matter what I did, they were like flies here [points at his ear]. They told me I was very bad, that I was shit." Roger also explained that he received constant insults linked to physical characteristics: "They always made fun of my height." In relation to social bullying, Carla explained how her teammates avoided sharing space and material with her: "They didn't want to train in the same lane [of the pool] I was at, they didn't share the material with me." As for Noa, she commented on how the aggressors ignored her, both on and off the court: "They didn't talk to me or they barely passed the ball to me when we played." Diego referred to the spreading of false rumors as something that led to this ignorance: "They didn't want to approach me because of what they had heard about me." In Ivan's case, he also explained the exclusion process he had experienced: "They started leaving me out and pushing me away [...] they made plans without me and, in the end, they did everything without me until I was no longer part of the group." In none of the participants' accounts was referenced the experience of a cyberbullying situation.

The place where the assaults took place more frequently was the changing room. Anna recounted one of her experiences in this sport space, related with a physical assault on the victim: "One day we were in the shower, two teammates seized me and they cut a lock of my hair." In this space, recurring actions with the intention of mocking and showing the victim up also happened, as explained by Martí:

Martí: They hid things from me in the changing room, and they did it often [...] they also insulted me. They grabbed my T-shirt, walked out the changing room's door, and started running. Then, I had to go out in my underwear to look for my things because I didn't have my clothes.

Carla referred to the fact that the changing room is the place where her body was exposed, the target of the received attacks:

Carla: There [in the changing room], they started making fun of my body. Glances, whispers... They looked at me and commented in a quiet voice or said directly to my face: "What an arse, your breasts are growing...". It was just when my body was changing.

In this way, this space becomes a place where the victim feels vulnerable because, as Gerard specified, the changing room was a space without surveillance or control by the coach and with no rules:

TABLE 2 | Study themes and categories.

Bullying experiences in youth sport		
Characterization of bullying	Dealing with bullying	Consequences of bullying
<ul style="list-style-type: none"> <li>- Bullying incidents</li> <li>- Bullying location</li> <li>- Justification of the received bullying</li> <li>- Simultaneity with school</li> </ul>	<ul style="list-style-type: none"> <li>- Coping strategies</li> <li>- The role of environmental agents</li> </ul>	<ul style="list-style-type: none"> <li>- Short-term consequences</li> <li>- Long-term consequences</li> </ul>

Gerard: The changing room is an enclosed space, where no one intervenes, where no one can see you, where there is no camera, where there are no rules. That can be the jungle. It is the one place where there is no coach figure.

David referred to the fact that when a changing room was not used, bullying did not occur: "It didn't happen at parties because we didn't take a shower afterward." Bullying actions, however, were also carried out in spaces and moments beyond the changing room. This way, Anna, for example, commented on experiencing aggressions during the competition, when no one was looking: "On the competition bench, when everyone was watching the match, sometimes also something happened [...] when no one was looking, that was the moment when they pulled a prank." During training, bullying situations were also presented, for example, at the time to make groups, a critical moment for the victim, as Martí explained: "They made teams with a selection bias: I want you on my team, I don't want you. And I was always left among the last ones."

Participants justified the reasons why they felt they had been bullied in the sport environment. The victims' references to their own physical appearance were recurrent, as Martí, who linked his obesity to the reason for being bullied, commented: "Everything happened because I was bigger, I was plump." To the physical characteristics were added the psychological features, as Victor explained: "Before, I was plump, tall. I was the easy target. And on top of that I was shy and didn't say anything." For his part, Diego perceived that one of the reasons why he received bullying was the visual impairment that he suffered:

Diego: I see very badly without glasses. Imagine swimming and having to communicate with others without seeing anything, all blurry [...] this was object of ridicule, my teammates laughed at me when the coach told me off and I didn't answer because I couldn't see him. I turned around and, since I didn't see the coach, that was object of ridicule.

In some cases, however, it was not about the physical appearance but the personality, like in the case of David: "I think they did it to me because of my personality, I've never been an easy person." Sport skills were also one of the triggers for the received victimizations. It could be linked to possessing better sport skills compared to other athletes, which in the case of Noa, translated into playing more competition minutes than her teammates: "I think they did it to me because I played a lot, I played more than they did." In the same way, it could be linked to a poor performance compared to the other members of the team, as in the case of Anna: "They were the stars and I was left behind."

The bullying experienced at the sport club was sometimes experienced simultaneously with victimization at the school. Roger stated he had suffered this double victimization, referring to the proximity between the place where the extracurricular activity took place and the school:

Roger: The football pitch was 20 m away from school, you took ten steps and you arrived at the football pitch. It was right in front of the school. The players on my football team were almost all in my class, so the three of them that picked on me were both at school and at sport. I felt pressured at school and I also felt uneasy at football practice [...] When I left school, I went to football

practice and everything continued. At football practice the same thing happened to me again.

Like Roger, there are cases of other interviewees who also stated that the aggressors were the same in both contexts: "The aggressors were my high school classmates. They were not outsiders, but the same high school classmates who I also happened to meet at football practice" (Gerard); "In high school I also ran into them" (Carla); "The people who were bullying me in athletics also went to my school" (Laura). In Carla's case, she explained how living this double victimization made the situation even more difficult to deal with:

Carla: We would go to school and they would bother me, we would go work out and they would bother me in training too. It was constant throughout the day and it wore me out. They were there all day long. . . I had these four classmates next to me who picked on me from six in the morning, when the first workout took place. Then, again at school. . . In the end, you end up feeling pretty bad. The constant teasing is very tough.

Laura explained the difference between bullying at school and in sport:

Laura: At school this [bullying] happened for long periods of time. They had plenty of time to do whatever they wanted to me. On the other hand, in athletics they only had the time that the training lasted. [...] It was little time compared to the time they had at school.

Roger commented that this difference between the two environments even made him think that it might not be bullying what he experienced in the sport context: "At school that was very insistent, it was daily, it was every day. At football practice, as it was 2 days a week, I couldn't quite relate it to bullying." Diego, who had also experienced this double victimization, mentioned the differences in terms of the referents in both contexts, being the figure of the teacher an agent in whom most trust was placed rather than with the coach: "With the school teacher there is a greater level of trust, it's easier to tell something to the teacher than to the coach." During his interview, despite stating that he did not suffer from bullying at school, Ivan presented his personal perception toward the difference between the contexts, based on the obligatory nature or the willingness that characterizes both environments:

Ivan: I think it's worse in school. You can't leave school. At school you spend 6 h doing things you might not like, with people you don't like and. . . of course, imagine. . . In sport you can always change sport clubs, you can try another sport, you can train by yourself individually, you can do whatever you want with sport. But you can't quit school.

## Dealing With Bullying

Regarding the different coping strategies used by the victims to respond to the problem, the law of silence appeared, as in the case of Laura, who stated that she did not want to explain it to anyone: "I was silent, I preferred not to say it, I kept it for myself [...] it affected me, but I tried to hold it in." There were several reasons why the victims kept silent, but the most predominant one was the fear of the consequences that saying something could lead to:

"Because they would make things even worse for me" (Roger); "I was afraid they would go even further" (David); "I was afraid of what they might think of or what they might do" (Ivan); "For fear of what might happen next" (Martí). On the other hand, the victims explained they lived the situation with resignation. Thus, Diego commented: "In the end it is also a matter of getting used to it. If you're used to being told the same thing more or less every week, it's the same as being told again." One of the strategies was also to avoid the aggressors, as Gerard explained: "When I saw they [the aggressors] wanted to harm me and bother me, I avoided contact, I tried not to look at them." However, Gerard commented that, at the same time, in response to one of the received aggressions, he reacted by confronting the aggressor, because the situation overwhelmed him: "One day they wouldn't stop bothering me in the shower, I grabbed them and told them: I can't stand this anymore, stop." Still, he commented on the ineffectiveness of his response. On the other hand, some victims expressed the difficulty of getting out of the situation in which they were caught up in, like Martí, who made explicit reference to the process of helplessness experienced: "There was no way out of there. It was a loop."

When the victims explained their experiences, they referred to the importance of the role played by some agents in the sport environment. One of these agents were the bystanders (teammates), who did not always react by helping the victim out when they witnessed the bullying situation. In Martí's case, he explained that he had the perception that the bystanders were afraid of being harmed in the event that they helped him: "They looked and avoided getting into trouble. They saw I wasn't feeling good there, but in the end, my teammates avoided getting into trouble." They could also side with the aggressor, supporting him by laughing, as David stated: "If I was taking a shower and they soaked my trainers, the rest would laugh. They sided with the aggressor. They laughed at their pranks." Even Gerard commented: "The rest of the teammates took it as a joke." In Laura's case, the bystanders acted in favor of the victim, communicating the situation to their respective families: "Thanks to them [the bystanders] my mum found out that this was happening." In relation to the latter aspect, families also play a very important role. Despite it, some commented that they did not dare to comment on it to the family, like in the case of Martí: "I didn't want to tell anyone. . . and when I say anyone, I mean anyone. Not even my parents." Even Ivan commented that up to the present date, he had never spoken with his family about this subject: "To this day I have never told them anything either"; and Roger confessed that he currently believed that his family did not know the magnitude of the problem: "My family knew that I didn't get along with this boy [the aggressor], that I had removed myself from the group, but they didn't imagine that I suffered that much." Nonetheless, there were cases in which the victims did tell to the families, who tried to provide solutions in this regard. In the case of David and Anna, they were suggested to abandon that sport: "I talked to my parents and they told me to leave" (David); "My family told me to leave" (Anna). In Carla's case, once the family found out about the problem, they suggested she changed sport clubs: "From that moment onward, my mum supported me more and told me we had to do something about

it. We looked at other sport clubs where I could go." However, there were families that, when they found out about the problem, decided to solve it by themselves with the other families, as in the case of Victor and Anna: "Until I mentioned it at home. . . And then yes, my parents told their parents and the issue was solved" (Victor); "The parents acted, they talked to each other" (Anna). In Laura's case, she explained that when the family figured it out, they went straight to the sport organization to deal with the problem: "When they found out, they addressed it from the inside [within the sport organization]." The victims' silence could sometimes be justified by a lack of communication with another of the important agents for dealing with the phenomenon: the coach. Roger explained: "I was pretty cold with the coach; I didn't talk too much to him. And I had a curt manner. We never ended up talking about anything. . . We just talked about football related stuff and that's about it." The feeling of the athletes was that the coach acted only with the aim of winning matches and that they did not dedicate enough time to the relationship or personal aspects of their players, as Martí stated: "His conduct was always more technical, to make the game run smoothly and not waste time on these issues." In relation to the coach's actions in the face of the bullying situation, a lack of intervention on their behalf was observed. Martí, for example, detected passivity in the coach, who showed little predisposition to change the existing mindset: "I never saw a reaction willing to break down this bad relationship that was there." Anna expressed how the coach trivialized the problem and did not give importance to what she explained:

Anna: "He always said the same: you're young, you're young, you're playing. . . these are youngsters' things [ . . . ] I told my coach that they didn't want to pass me the ball and he answered that all I had to do was work harder."

Ivan, in his case, explained that when the coach witnessed situations of violence, he addressed the aggressors to no avail: "At most he told them [the aggressors]: 'don't do this', but they kept doing it. It was useless."

### Consequences of Bullying

Experiencing a bullying situation directly affected the daily lives of the victims. There were different feelings and emotions generated as a result of the situation experienced at the time of the victimization. In general, suffering was reflected, as Martí and Roger showed: "It was hell, it was the worst feeling I could experience" (Martí); "It was horrible" (Roger). Sadness was a recurring feeling. Carla explained: "I got home very sad"; and Anna: "I got home and I cried. . .". Anger and helplessness also developed in the interviewees, as Roger called it, due to the imbalance of power he perceived: "At the time I felt a lot of anger, also helplessness, because they were the tall ones, they were a group." Due to the exclusion and rejection by his teammates, Victor commented that he had the feeling he was being a nuisance to the group: "I had the feeling that I was annoying. Of course, always being rejected leads to the feeling that you're bothering everyone." Related to the latter aspect, Martí also commented that he had the feeling of not being loved, linked to a feeling of loneliness: "At that sport club, I felt awful. I was like one of those old balls you keep in the corner." Anxiety was also something

present on a daily basis during bullying episodes. Martí, for example, related this distressing feeling to the ignorance of what could await him on training days: “I went training and I thought: let’s see what awaits me today.” In Noa’s case, this anguish affected her health directly, leading to anxiety attacks:

Noa: Yes, it was anxiety, it was anxiety. I couldn’t breathe. . . It was the worst, because I was there and I felt like I couldn’t breathe. I stopped for a moment, tried to catch my breath and I couldn’t get it into my lungs. . . It was horrible, it was a horrible situation [. . .] I couldn’t even last 5 min on the court.

According to Ivan, experiencing a bullying episode affected his motivation and concentration, elements that directly conditioned his performance in sport: “I did everything reluctantly [. . .] I was very distracted, my concentration level was very low, I didn’t know any plays. . . My performance dropped a lot.” Athletic performance could also be affected by low self-confidence and embarrassment when training or competing, like in the case of David and Victor: “I always felt very insecure about carrying out any action and I was embarrassed as well. I think it all comes down to wanting to do everything right in order to not screw up” (David); “In the end you lack confidence when you play, you think you’re shit at what you do” (Victor). Anna even though she wasn’t good enough to play that sport: “Maybe I’m not good at it, maybe I’m not as good as them.” Ivan and Roger referred to the fact that they stopped enjoying the sport they practiced due to the received bullying and, in Roger’s case, he specified he adopted a constant hypervigilant attitude: “I just stopped enjoying basketball, which was the sport I’d played my whole life” (Ivan); “I didn’t enjoy the matches. . . I was thinking about what they’d do to me, thinking about various things. . . I wasn’t happy there” (Roger). Not enjoying the sport sometimes translated into a lack of motivation, as Carla commented: “I didn’t want to go to training, I didn’t feel like it.” In Martí’s case, the bullying he received led him to abandon the sport he practiced (football). He commented on his desire not to be part of any other team and to change from a team sport to an individual sport, where he didn’t need to interact with other teammates:

Martí: I was on the verge of not wanting to play football anymore because of that [. . .]. I decided to leave the sport club and from there I looked for individual sports. I liked tennis and I wanted to practice an individual sport, where everything depended on me and I didn’t have to socialize with anyone. I decided to distance myself from the “team” issue for a while [. . .] I gave up football and I had no intention of ever going back. I wanted to see football as a spectator.

Although Martí was the only interviewee who had abandoned the sport, the victims commented that they had considered giving it up as well, as Ivan explained: “I thought about quitting plenty of times, I wasn’t feeling good there.” In Carla’s case, she commented on how the bullying she received also discouraged her from going to school: “I thought about dropping out of school, about leaving everything behind.” In Noa’s case, she referred to the fact that the consequences were not only reduced to a personal level, but also group consequences emerged, affecting the whole collective:

Noa: “In the end it broke me, but it also broke up the team. There was so much shit accumulated in that circle, that in the end it was destroyed. It was like a time bomb, and that bomb finally exploded. In the end, everyone left for different sport clubs.”

The bullying situations experienced not only affected the victims at the time in which they lived through them, but also in the long-term. In this sense, Gerard commented: “I think this has lifelong consequences”; and Carla: “It leaves a mark for life [. . .] it’s like having a chip on one’s shoulder. I think it will be there forever.” Carla also expressed her fear of living the same thing again: “You’re afraid that people will really get to know you and that they will hurt you, because they’ve done it to you before.” Thus, some consequences are very present in the lives of the interviewees. In that sense, Noa, reliving the situations she experienced, explained that she still had a hard time describing what she went through, to the point of having to stop the interview on different occasions: “I can talk about it, but it’s hard for me [cries].” Some interviewees referred to the fact that, as of today, due to the situation they had experienced, they consider that they have certain difficulties linked to having appropriate social skills. In this way, Roger commented that it was difficult for him to interact with any large group of people: “I find it very hard to open up to large groups. First, I have to know the group well and then I can open up. . . or not.” Ivan explained: “As a result, I started developing more confidence problems, it was harder for me to interact with people.” Laura also commented that she was currently somewhat afraid of what people might think of her: “I’m scared of interacting with new people: what will they think of me? What will they say to me?” And Gerard explained that because of what he went through, he was always alert, trying to be accepted by the group: “I’m always trying to get people to like me.” Carla and Roger referred to the changes in their personality: “Before I was a very outgoing person, I interacted with everyone. . . Now I interact with everyone but I consider myself to be shy, very shy” (Carla); “I didn’t use to be as shy as I am now” (Roger). Problems related to self-esteem were also expressed, which persisted over time: “It has affected me in many ways, especially my self-esteem. With issues like when it comes to flirting, when it comes to everything. . . Because I think I have a much lower self-esteem” (Carla). Although most of the interviewees spoke of long-term negative consequences, reference was also made to aspects such as the empathy they have developed as a result of being victims and which makes them aware of the importance of acting in situations of bullying, as Martí stated: “It has helped me learn. I learnt what I wouldn’t like to be done to me, and not to do it to anyone. If I see someone doing it, I try to help” (Martí).

## DISCUSSION

Although the presence of bullying in youth sport is well known, being a topical issue necessary to address (Mishna et al., 2019; Nery et al., 2019; Vveinhardt et al., 2019a), there is a lack of literature that has taken on the analysis of the experiences of those athletes who were victims in their childhood and/or adolescence. Thus, this study aimed to know the experiences of bullying in



athletes who had been victims during their youth sport training. The results are structured in three main themes: characterization of bullying, dealing with bullying and consequences of bullying. Bullying situations involved behaviors included in the typologies of physical, social and verbal bullying. The physical forms of direct aggression (for example, hitting) were present among some of the interviewees and, while these actions could be masked in the very dynamics involved in the sport practice (the game itself), other indirect behaviors appeared (such as stealing or damaging personal items). Victims commented, as observed by Kerr et al. (2016), being excluded and ignored by the group (social bullying). Verbal aggressions were present and, above all, referred to the victims' lack of sport skills, in line with the study by Kentel and McHugh (2015) with aboriginal women athletes. No cyberbullying experience emerged, following the line of other studies which showed that this typology was the least common in the sport environment (Nery et al., 2019). The quintessential space where bullying episodes took place was the changing room (Fisher and Dzikus, 2010; Nery et al., 2019). In the same way that Herrick and Duncan (2020) observed, the changing room becomes a space for comments related to the body, and some of the victims stated that when there was no opportunity to share this space with their teammates, the aggressions did not occur. Bascón-Seda and Ramírez-Macías (2020) observed that victims of bullying in physical education did not enter the toilets and changing rooms precisely to avoid these situations. The athletes themselves defined this space as a place where they spent time with their equals, where there was no presence nor supervision by the coach, which explains the perception of danger due to the development of bullying episodes in this space (Volk and Lagzdins, 2009; Kerr et al., 2016; Nery et al., 2019). For this reason, it is necessary to develop a control plan for the situations that may arise in the changing room, either directly by adults, or indirectly, by the collaboration and participation of any member of the team that the coach trusts, such as the captain (Nery et al., 2020).

In relation to the reason why the victims considered they were bullied, in line with Forsberg and Horton (2020), attributions of an internal nature, of self-blame and linked to issues related to skills, character, physical characteristics and with presenting some type of disability were observed. This internal attribution of the situation (self-blame) may lead to a higher probability of continuing to receive bullying and the appearance of depressive symptoms, making an intervention linked to attributional change necessary (Schacter et al., 2015). In relation to the perception of possessing poor sport skills, our results concur with those of Mishna et al. (2019) and with Kerr et al. (2016) regarding that, when a member of the group did not have great sport skills, it could negatively affect the overall performance of the team and, thus, increase the chances of being bullied. Differences in motor skills lead to an imbalance of power (Nery et al., 2020) and giving too much importance to the result in team sports can become a catalyst in the emergence of bullying behavior. Despite a lack of sport skills is a relevant trigger when it comes to suffering from bullying, some of the victims claimed to have been bullied for showing superior sport skills compared to the rest of their teammates. Following the Social Comparison Theory by

Festinger (1954) and, in the same way it occurs in the educational environment, especially among boys (Bergold et al., 2020), some athletes who become aggressors may feel threatened and jealous of those with better sport skills (Forsberg and Horton, 2020). Victims also explained that personality traits such as shyness were also a reason to become a victim, since this leads them to have less ability to defend their own physical and psychological integrity (Hernández and Saravia, 2016). On the other hand and in line with the results of Gardella et al. (2020), physical appearance, such as height, obesity and not having an athletic body were also some of the elements that stood out for receiving bullying actions. Hill (2015) suggested that boys who were more athletic and had a more positive view of their bodies were more likely to be popular, while those who did not fit below the standard were rejected, making them more vulnerable to being bullied (Kerr et al., 2016). Suffering from certain types of disability also increases the chances of being bullied at school (Pinquart, 2017) and in the specific context of physical education (Ball et al., 2021), as well as presenting an attribution of the bullying situation linked to the disability or being perceived by themselves as a different player (Danes-Staples et al., 2013).

On the other hand, some of the participants presented simultaneous victimization at the sport club and at school, in line with other research indicating a continuity in victimization (Collo and Dudink, 2010; Vveinhardt and Fominiene, 2019). The extracurricular sport organization was often linked to the school itself or the sport practice was carried out in private sport clubs near the center. The victims also referred to the difference in time and intensity spent at school and at extracurricular sport activities. This meant that at school not only was there a greater probability of interaction with the aggressors, but also that the victims could underestimate and/or have difficulty recognizing the bullying situation they were experiencing in the sport environment. At the same time they commented, in line with the work of Nery et al. (2020), that schooling is compulsory and practicing sport is voluntary, allowing them to not continue and abandon it. In this sense, it is believed important to have an ecological perspective of the phenomenon of bullying (Espelage, 2014) and to promote dynamics to favor communication between school and non-school environments and entities where the child or adolescent can participate.

Regarding the different coping strategies used by the victims, it was observed that in general, and in line with the results of Nery et al. (2020), the most common was the use of passive strategies, linked to emotions (fear, resignation, etc.), rather than active strategies (asking for help or confronting the aggressor). The fact of not asking for help from their environment (family, teammates, and/or sport staff) can be explained because historically the sport setting identifies the action of asking for help as a sign of weakness on the athlete's part (Stirling et al., 2011) and of shame (Mierzewski and Velija, 2020), encouraging the athlete to mask the situation (Newman et al., 2021). The perception of fear of retaliation by the aggressor was also present among the victims and as an explanation for the passive action of the teammates (Flores et al., 2020; Nery et al., 2020). This facilitates the continuity of bullying over time (Collo and Dudink, 2010). On the other hand, resignation or getting used to the experienced

situation were also present among the victims of the study. This passive response may be a condition, as observed by Steinfeldt et al. (2012), for creating and maintaining an environment with little moral culture within the group and a high compliance with traditionally masculine rules in sport. Another used strategy was to avoid the aggressor and, in some cases, to confront him directly as a way of self-protection, being perhaps the only and last resort that victims have to end the situation (Evans et al., 2017). As in the retrospective study with victims of bullying in the educational context by Tolmatcheff et al. (2019), the strategies related to maintaining a direct confrontation with the aggressor or presenting an avoidance attitude did not give positive results to eliminate bullying.

Understanding bullying as a social phenomenon (Salmivalli et al., 1996) requires consideration of the role that different agents in the sport environment play in bullying situations (Shannon, 2013). The victims expressed a perception of the importance of their equals' action in the maintenance and development of bullying episodes, showing a sense of lack of support. This lack of support could be related to the fact that their equals do not know what to do about the situation, having the perception that if an adult is informed, the situation will not be resolved (Bauman et al., 2020) or fearing that they might also become victims (O'Connor and Graber, 2014; Flores et al., 2020; Jeckell et al., 2020). One of the victims reported the importance of their equals not only preventing the emergence of bullying behaviors, but also their intervention, stopping the situation (Tolmatcheff et al., 2019; Nery et al., 2020). However, it must be borne in mind that when trying to defend the victim, the defenders themselves may suffer negative effects on their mental health, such as anxiety or depression (Wu et al., 2016). In this sense, it is important to create dynamics to reinforce the development of empathetic and prosocial behaviors among young bystanders, to have clear indications on what to do, and to create environments that allow complaints in the presence of bullying situations (Nery et al., 2020). Regarding the role of the family, it should be highlighted that, in line with what Nery et al. (2019) had already found out, the victims rarely asked the families for help. In fact, some of the interviewees stated that, to date, they had not verbalized the situation of bullying they had experienced to their families. It is difficult for the families to know that a bullying situation occurs if their child hides it from them and, in many cases, the victims hide it out of shame, due to the perception that the problem is not so serious or the feeling that informing their family would make the bullying situation even worse (Larrañaga et al., 2018). Some interviewees broke their silence by informing their families of the situation and the strategies they adopted were varied: making their child change sport clubs, talking directly with the families of the aggressor or aggressors or with the sport organization. Families do not have clear indications of how to act when a case of bullying occurs, reason why it would be necessary to promote their training (Flores et al., 2020). On the other hand, the coach becomes one of the key agents, since they can act as a role model or mentor and promote, maintain or inhibit bullying (Nery et al., 2020; Vveinhardt and Fominiene, 2020). The victims perceived that the coach had little interest in personal experiences, giving little importance to the interpersonal relationships created in the

athletes' group and, at the same time, trivializing the situations of conflict that could arise, focusing their intervention in merely sporting elements. In line with our results and in the school context Di Stasio et al. (2016) observed that in environments where competition and social comparison between students are fostered, as well as in those environments with a poor teacher-student relationship, bullying situations are more common. A lack of teacher-student relationship can lead victims to stop reporting the event due to a perception of indifference from the teacher, or due to the feeling that they will not solve the problem positively (Nery et al., 2020). Therefore, the actions taken by the coaches did not favor, in general, putting an end to bullying, probably due to a lack of education and knowledge about this phenomenon (Kowalski, 2017; Flores et al., 2020) and due to their education being focused on athletic performance, with traditional training styles (Vveinhardt and Fominiene, 2020), creating a high pressure environment for the victim (Vveinhardt et al., 2017). Thus, it is advisable to increase the knowledge on the subject by the coaches and articulate pedagogic dynamics that are in line with the athletes' youth sport training (Collot and Dudink, 2010; Baar and Wubbels, 2013; Shannon, 2013; Nery et al., 2019; Flores et al., 2020).

Regarding the consequences of suffering bullying, negative emotional effects were observed among athletes (Kentel and McHugh, 2015; Jewett et al., 2019; Vveinhardt et al., 2019a). Sadness was a recurring feeling in the daily lives of the victims (Monks et al., 2009; Hutson, 2018) as was the feeling of helplessness at not being able to find a solution to the problem (Side and Johnson, 2014). Often, there was an attitude of hypervigilance (Evans et al., 2017), distress and the onset of anxiety attacks, probably as a response to the stress caused by the humiliation to which they are subjected (Hernández and Saravia, 2016). It also directly affected the perceived athletic performance, linking it to a loss of confidence (Vveinhardt et al., 2019a), shame, and decreased self-esteem (Jewett et al., 2019), ceasing to enjoy the sport that had previously brought them positive experiences (Kentel and McHugh, 2015; Evans et al., 2017; Jewett et al., 2019). Abandonment of the sport seeking to get away from people who bullied them also becomes a very likely consequence (Kentel and McHugh, 2015; Stefaniuk and Bridel, 2018; Mishna et al., 2019; Nery et al., 2020). In our study, victims did not make explicit reference to a decrease in their academic performance, although in previous studies it has been observed that victimization can have an impact on the ability to focus on academic demands (Jewett et al., 2019; Vveinhardt et al., 2019a). At the same time, it must be borne in mind that consequences are not reduced to the victim, but the consequences are also generated at group level, creating an environment of little cooperation and cohesion (Vveinhardt et al., 2017; Jewett et al., 2019). As it happens in the school environment, becoming a victim of bullying in sport during their youth sport training implies negative consequences that go beyond the period of time in which the victimization actually takes place (Wolke and Lereya, 2015; Camodeca and Nava, 2020). The interviewees commented on the fear of reliving those situations, the difficulties of establishing social relationships and the changes that had taken place in their personalities. As opposed to the study by Vveinhardt et al. (2019a), the victims did

not show “positive” consequences of the situation in the long term (being bullied does not make the victim “stronger”), but stated that the experience had fostered a strong sense of empathy toward situations of bullying that may occur in their environment. Moreover, although victimization in the school setting may facilitate substance abuse behaviors (Moore et al., 2017) in our study it was not mentioned by any of the participants, probably due to the fact that people who spend more time practicing sport have a lower frequency of consumption (Schmidt et al., 2019).

## CONCLUSION

The aim of this study was to find out, in retrospect, the experiences of athletes who had been bullied in the sport context during their youth sport training. The analysis makes it possible to identify the presence of physical, verbal and social bullying in the sport environment, the changing room as the place where bullying situations are most frequent and an internal attribution (self-blame) of the phenomenon related to motor skills and the physical and psychological characteristics of the victim. In addition, it has been possible to observe the presence of a double victimization, at the sport club and at the educational center, the use of passive strategies to deal with the situation, the little support perceived by the victims from the sport agents (teammates and coach) and the negative effects of having been bullied, in the short and long term and at a psychosocial level. Given the results, and from an ecological perspective of the problem (Espelage, 2014), it becomes important to raise awareness and train the entire sport community -teammates, coaches, management teams, and families- on the subject of bullying (Nery et al., 2020). It is necessary to design actions in sport organizations to prevent it, recognize possible signs of bullying situations and develop action protocols in the face of bullying to promote the creation of safe, non-violent and respectful sport environments based on respect and equity (Mountjoy et al., 2016; Vveinhardt et al., 2019a). It is necessary to indicate some limitations of the study and guidelines for future research lines. Although the sample includes victims of bullying from different sport categories, there is a greater presence of team sports than individual sports, specifically from basketball and football. We believe it necessary to carry out specific studies of a certain sport category or of the same group of sports in the future, as well as comparative analyses in relation to

gender, sport groups and/or countries. At the same time, it is considered interesting to analyze the health consequences of being a victim of bullying in sport and the effect it has had on the practice of physical sport activities in the longer term (middle age).

## DATA AVAILABILITY STATEMENT

The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

## ETHICS STATEMENT

The studies involving human participants were reviewed and approved by Ethics Committee of the Catalan Government's Sports Council (009/CEICGC/2021). Written informed consent to participate in this study was provided by the participants' legal guardian/next of kin.

## AUTHOR CONTRIBUTIONS

XR, CV, and PM: study design, data analysis, and manuscript preparation. XR: data collection. CV: conceptualization and funding procurement. All authors have read and agreed to the published version of the manuscript.

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## **Annex 10.**

### **Estudi II. Bullying in youth sport: Knowledge and prevention strategies of coaches**





## Bullying in Youth Sport: Knowledge and Prevention Strategies of Coaches

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### Abstract

Coaches are key figures in tackling bullying that can occur in the context of formative sport practice. The aim of the study was to evaluate knowledge about bullying among a sample of coaches in Catalonia (Spain), as well as the prevention strategies available to them. The participants were 161 coaches (75.8% male and 24.2% female) from different sports, with a mean age of 20.3 years (SD = 3.15). They were provided with an *ad hoc* questionnaire with the following open questions: "How would you define bullying?", "What typologies of bullying exist?" and "What strategies do you use to prevent bullying in sport?". A content analysis was carried out through, on the one hand, a deductive process for the definition of bullying and its typologies; and, on the other hand, an inductive process for prevention strategies. In turn, the frequencies (%) of responses in each of the categories of the different areas were calculated. It was observed that the definition of the phenomenon was vague in terms of key concepts (repetition, intent to harm and power imbalance). The most frequently displayed typology was physical bullying, followed by cyberbullying. Prevention strategies related to promoting a positive climate among athletes were mentioned, and to a lesser extent those related to observation, awareness-raising, regulation, communication, emotional education and conflict intervention. In general, it was found that coaches had little knowledge about bullying, so it was considered relevant that they be given more specific training on the phenomenon.

**Keywords:** bullying, definition, preventive strategies, sport, typology.



## Introduction

The scientific and systematic study of bullying began in the 1970s and it is now considered a social problem that affects the whole world, with significant negative effects on mental health (UNESCO, 2018). The key aspects that characterise the phenomenon are threefold: the intention to harm a victim, the imbalance of power in favour of the aggressor and the repetition of these behaviours over time (Olweus, 1994). In terms of typology, we find so-called traditional bullying, which includes verbal bullying (name-calling, insults...), physical bullying (hitting, kicking, damaging personal objects...) and social bullying (excluding, ignoring...) (Menesini & Salmivalli, 2017). These typologies can be of a direct nature (face-to-face between victim and perpetrator) or of an indirect nature (no physical interaction between victim and perpetrator) (Olweus, 2006). In addition to these typologies, cyberbullying has emerged notably in recent years due to the increasing use of online information and communication technologies (Smith, 2019). Beyond the school environment, bullying can take place in any context where children and adolescents are together and interact, including spaces for sport (Shannon, 2013) and physical activity in general (Castañeda-Vázquez et al., 2020). Although it is understood that the practice of physical-sports activities has beneficial effects on the physical, psychological and social development of children and young people, bullying can turn it into a negative experience among athletes (Mattey et al., 2014). It has been observed that the occurrence of bullying in sport is lower than that observed in the school context, with incidence rates ranging from 10% to 48% (Mishna et al., 2019). These are some of the main risk factors for bullying in sport: having a disability, being obese, belonging to an ethnic minority, sexual orientation or lower motor skills (Nery et al., 2020). In terms of the consequences of bullying in sport, negative emotional effects have been observed among victims (Kentel & McHugh, 2015). It can also lead to a decrease in sporting and academic performance and premature withdrawal from sport (Nery et al., 2020).

Starting from the ecological theoretical framework proposed by Bronfenbrenner (1979), adapted to the phenomenon of bullying in the sporting context by Nery et al. (2020), the role of the coach is key in addressing the phenomenon. They can condition the behaviour of the players, as well as their moral development, acting as a reference or role model for them (Nery et al., 2020). In this sense, Vveinhardt et al., (2017) observed that a sample of basketball players who were victims of bullying, communicated their situation to coaches rather than to their own family. However, equally, it is possible that the coach may normalise certain negative behaviours, such as behaviours related to bullying, as inherent to sport culture

(Kowalski, 2017). For this reason, it is considered important that coaches receive training that goes beyond technical and tactical knowledge of the sport and that emphasis is placed on the physical, psychological and social development of the children and adolescents under their responsibility (Shannon, 2013). Specifically, in relation to training related to bullying, it is the coaches themselves who state that they have insufficient competences on the subject (Flores et al., 2020). Moreover, the problem is exacerbated when, in formative sport, these coaches are volunteers who lack solid pedagogical training (Kowalski, 2017).

It is important for the coach to act preventively when bullying situations arise, as well as to promote a positive and inclusive climate within the group of athletes (Nery et al., 2020). Similarly, it is necessary to promote a cooperative orientation towards the activities that are proposed in training (Shannon, 2013) and to participate in improving communication between all sporting agents (Nery et al., 2020). In the school setting, the way teachers define the phenomenon of bullying and the different forms it can take has been identified as a key element in its prevention and one that influences the way it is dealt with (DeOrnellas & Spurgin, 2017). Given the lack of research in this line in the field of sport, the objectives of this research were, on the one hand, to assess the knowledge of formative sport coaches on bullying in terms of its conceptualisation (definition and typologies) and, on the other hand, to analyse the preventive strategies they knew.

## Methodology

### Participants

The sample consisted of 161 coaches ( $n = 122$  - 75.8% men - and  $n = 39$  - 24.2% women) from 24 different sporting areas, first year students of Physical Activity and Sport Sciences Degrees (CCAFD) at the National Institute of Physical Education of Catalonia (INEFC), Barcelona centre (University of Barcelona). These were the inclusion criteria for selecting participants: (1) they needed to be active coaches of athletes in their formative years (6-16 years old), (2) they needed at least one season of coaching experience and (3) they needed positive informed consent. The age range of the sample was between 17 and 41 years ( $M = 20.3$  years,  $SD = 3.15$ ), with an average coaching experience of 2.7 seasons ( $SD = 1.72$ ), 55.3% had an official coaching qualification from the corresponding federation.

The Clinical Research Ethics Committee of the Catalan Sports Administration approved the study (009/CEICGC/2021).

### Instruments

A questionnaire that had been *ad hoc* divided into two sections was used. The first collected socio-demographic data of the participant (age, gender, qualification, experience and type of sport of coached) and the second presented the following open questions, which aimed to collect information in three areas from the objects of study: "How would you define bullying", "What types of bullying exist" and "What strategies do you use to prevent bullying in sport? An open-ended data collection methodology was used, in line with previous studies in the school setting (Naylor et al., 2006).

### Procedure

Prior to completing the questionnaire, participants were informed of the purpose of the study, the voluntary nature of the study, anonymity and confidentiality in the analysis of the data. Participants completed the questionnaire individually using the SurveyMonkey® platform at INEFC Barcelona, with the research team present.

### Data analysis

A content analysis for the three question areas was carried out following the phases established by Bradin (1986). For the first area, an analytical-deductive approach was used (Martínez, 2004), coding responses according to the identification of the key concepts of the definition of bullying: a) *repetition*, b) *intent to harm* and c) *power imbalance* (Olweus, 1994). Category d) *consequences on the victim* was added due to the observation of the presence of actions linked to that category. Finally, a text search frequency query (Bryman, 2008) was conducted and four new categories were created: e) *harassment*, f) *discrimination*, g) *mistreatment* and h) *abuse*. The second area encompassed the study of the typologies of bullying, which were organised into a) *physical bullying*, b) *verbal bullying* c) *social bullying* and d) *cyberbullying* (Menesini & Salmivalli, 2017; Smith, 2019). After consulting the text search frequency (Bryman, 2008), category (e) *psychological bullying* was included, as well as the typification criteria according to f) *reasons for bullying* and according to g) *place where bullying occurs*. The third area concerned preventive strategies for the phenomenon of bullying. It was carried out using an inductive approach, which facilitates the analysis of the categories that appeared during the study, without prior assumptions (Martínez, 2004). Responses were coded according to: a) *promoting a positive climate*, b) *communication*, c) *observation*, d) *awareness-raising*, e) *emotional education*, f) *regulation* and g) *conflict intervention*.

The Atlas.ti programme version 9® was used for coding. Responses from or to the same participant could fall into several categories described in each of the areas. The allocation of participants' responses to the different categories for further analysis was carried out with the participation of two expert researchers. The Kappa index was used to evaluate the inter-rater reliability, which, according to Landis & Koch (1977), yielded excellent agreement values (.845 for definitions, .932 for typologies and .854 for prevention strategies). For the quantitative analysis of the data, SPSS version 21® was used. The frequencies (%) of the responses in each of the categories were calculated, as well as the Chi-square test for the analysis of contingencies between the corresponding categories with respect to gender and the sports qualifications of the coaches, taking as a reference a significance level of  $p < .05$ .

## Results

### Definition of the phenomenon of bullying

60.9% of the participants did not name any of the three key concepts (*repetition*, *intent to harm* and *power imbalance*), 35.4% referred to one of the key concepts, 3.7% to two concepts and none of the participants named all of the key concepts. According to the number of key concepts named, no statistically significant differences were observed in any category, neither in relation to the gender of the participants nor to the degree they held. The most frequently named key concept was *intent to harm* with 16.8%, and with statistically significant differences in relation to gender (20.5% male versus 5.1% female;  $\chi^2(1.161) = 5; p = .025$ ). In this case, explicit reference was made to the aggressor's aim with his/her actions ("aim to", "intention to", "intentionally"). 13% of the coaches referred to the key concept of *repetition*, referring to "continuous behaviour" or doing something "constantly". In addition, 13% of the coaches mentioned the key concept *power imbalance*, referring to the consequence of the behaviour ("making someone feel inferior", "making someone feel inferior to the group"), to the motive of the aggressor ("showing superiority") and others referred to this power imbalance as a characteristic of the person being victimised, probably due to a previous hierarchisation of the peer group ("weaker individual"). 11.2% of the respondents alluded to the consequences suffered by the person being victimised in their definition. These consequences are linked to effects on the person in general ("negatively affecting one's way of being or living"), negative feelings ("loneliness", "vulnerability",

"sadness"), mental disorders ("depression") and other serious general consequences. However, in no case was reference made to the consequences that other actors involved might experience, naming only the effects on the person who is the victim of bullying. 26.7% of

coaches used the same concept of bullying to describe it. Bullying was also referred to as a form of *discrimination* (15.8%), *mistreatment* (11.8%) and *abuse* (8.1%). Table 1 provides concrete examples of definitions for each of the categories.

**Table 1**  
Categories of the definition of bullying and coaches' responses justifying them.

Categories	Responses from participants
Repetition	"To belittle another person on a continuous basis" (basketball coach)
	"When a person is constantly subjected to criticism, mockery, derogatory comments from peers" (football coach)
	"Bullying is the constant harassment of a person for no reason" (swimming coach)
Intent to harm	"For me, bullying is when a child or group of children aim to tease or make fun of a peer" (padel coach)
	"The intention to cause a negative effect on a person or groups of people, thus making them feel bad or unhappy with themselves or with life" (athletics coach)
	"A way of intentionally harassing and hurting people" (multi-sport activity coach)
Imbalance of power	"It is the act of humiliating a person and making them feel inferior" (basketball coach)
	"Bullying for me is acts of exclusion by one child or several children to another child making him/her feel inferior to the group" (basketball coach)
	"Showing superiority over another person as a motive for personal satisfaction" (multisport activities coach)
Consequences for the victim	"Is a situation of rejection of a specific person that negatively affects their way of being or living, be it through verbal harassment, physical harassment, etc." (football coach)
	"A set of actions, usually directed from a group to a single person, that provoke feelings of loneliness, contempt, vulnerability, sadness, and even depression in the latter. The biggest effect it has on the person who suffers from it is lack of self-esteem, due to the influence of offensive behaviour and words from peers" (multisport activities trainer)
	"Abuse by a person or group towards a person or group that creates a state of discomfort for the victim and can affect them psychologically with serious consequences" (swimming coach)
Harassment	"Bullying is physical or psychological harassment that is carried out on a continuous basis towards an individual" (athletics coach)
	"Harassment of a person by one or more persons, both physically and psychologically" (artistic gymnastics coach)
	"It is harassment by a person or a group of people towards another individual" (basketball coach)
Discrimination	"Discrimination by a group or a person against another person because of some weakness that makes him or her vulnerable" (rugby coach)
	"Bullying is the discrimination by one or more persons against another person or persons, either physically or verbally, causing negative effects on the person who suffers it" (football coach)
	"Discrimination and marginalisation of another individual by a person or group of people" (roller hockey coach)
Mistreatment	"Physical or psychological abuse, by any person or group of persons, of another person, in any situation. It includes making jokes in bad taste, disrespect, discomfort, insults, etc." (football coach)
	"Abuse, both psychological and physical, to another person" (basketball coach)
	"Psychological and physical abuse, by an individual or a group, of a 'weaker' individual" (basketball coach)
Abuse	"Abuse by a person or group towards a person or group that creates a state of discomfort for the victim and can affect them psychologically with serious consequences" (swimming coach)
	"Abuse, by one person or group, of another who is believed to be inferior" (acrobatics coach)
	"Physical or psychological abuse" (indoor football coach)

### Typologies of bullying

25.5% of the sample did not mention any of the four bullying typologies of reference (*physical, verbal, social and cyberbullying*). 56.5% of the sample mentioned physical bullying, 32.9% cyberbullying, 23% verbal bullying and 13.7% social bullying. In relation to gender, statistically significant differences were only obtained in the typology of social bullying, with a higher frequency of responses among female coaches (25.6% vs. 9.8% ;  $\chi^2_{(1,161)} = 6.26; p = .012$ ). Regarding the number of typologies referred to, 39.8% mentioned only one typology, 19.9% two, 13% three and 1.9% mentioned all four. In relation to other typologies of bullying, it should be noted that 44.1% of the coaches referred to "psychological" bullying, 15.3% mentioned typology according to the place where these behaviours took place ("school", "work", "sport") and 11.8% according to the reasons for bullying ("physical appearance", "gender", "religious background").

### Prevention strategies

83.8% of the coaches offered prevention strategies that were coded according to the categories outlined above: a) *promoting a positive climate*, b) *communication*, c) *observation*, d) *awareness-raising*, e) *emotional education*, f) *regulation* and g) *conflict intervention*. There were no statistically significant differences in terms of prevention strategies offered in relation to gender or the possession of a sports qualification. 61.5% of the total responses fell into a single category, 21.7% into two categories and 0.6% of the responses referred to three preventive categories. 16.2% of the responses did not fall into any of the categories, either because they left the question unanswered (11.2%), they explicitly specified that they did not know what to answer (1.9%), they referred to intervention rather than prevention strategies (1.9%) or they gave an answer that could not be included in any of the categories (1.2%). The results obtained for the categories analysed are presented below, and specific examples for each category are given in table 2.

#### Promoting a positive climate

60.9% of the coaches commented on the importance of creating and promoting a positive climate among athletes. This work was established on the basis of organisational criteria for sporting activities and the inclusion of cooperative dynamics in the tasks proposed. Some highlighted the importance of dynamic group activities that go beyond the timetable, training and competitions. However, the development of competences was essential in achieving such a positive climate.

#### Communication

Communication was mentioned by 14.3% of the respondents. For the coaches, it was important to organise personal meetings

with the athletes in order to understand the individual situation of each athlete, reinforcing coach/athlete trust. Communication with the athlete's environment, for example the family, was also mentioned.

#### Observation

Observation of athletes' behaviours, as well as of the relationship dynamics that can be established between athletes, was considered a bullying prevention strategy by 7.5% of coaches. It was important to keep this in mind from the beginning of the season and during training in order to detect any signs that one of the athletes might feel uncomfortable in the group, or to detect potential aggressors. Being alert to any anomalous behaviour in the relationship dynamics between players was also stressed. Finally, for coaches, the changing room was one of the spaces that required special attention, as it was a space where they had less control.

#### Awareness-raising

Awareness of the problem was mentioned by 5.6% of the coaches. Its aim was to increase athletes' knowledge about the issue of bullying and to raise their awareness of its importance. To this end, activities such as the organisation of talks with professionals on the subject or reflections using audiovisual resources were proposed.

#### Emotional education

5.6% mentioned the relevance of preventive action based on the development of activities explicitly linked to emotional education. These activities were aimed at working on empathy, making athletes reflect on the occurrence of violent actions against each other. The importance of pedagogically managing competitive activities during training and reinforcing self-confidence among the players was also expressed.

#### Regulations

5% of the coaches referred to establishing a policy as a preventive strategy. This regulation referred to the rules that regulated the internal dynamics among the group of athletes, in some cases involving the players themselves in its elaboration in order to reinforce acceptance and compliance with it. Other coaches did not explicitly refer to the drafting of written rules, agreed or not, but simply mentioned warning athletes of the consequences (punishments or penalties) if violent behaviour was witnessed.

#### Conflict intervention

Finally, 3.1% of the coaches referred to the importance of taking action in the presence of conflicts, avoiding possible future bullying situations.

**Table 2**  
Categories of prevention strategies and coaches' responses justifying them.

Categories	Responses from participants
Promoting a positive climate	<p>"Try to create as pleasant an atmosphere as possible for the relationship between colleagues" (football coach)</p> <p>"[...] always make teams and pairs so that everyone can get to know each other throughout the season" (acrobatics coach)</p> <p>"Extra-sports events for group members to interact as friends outside of training" (skating coach)</p> <p>"[...] to do trips, like camps" (football coach)</p> <p>"I make a lot of use of cooperative challenges and group dynamics where everyone's participation is required" (basketball coach)</p> <p>"Encourage respect, education, tolerance and helping others [...]". (football coach)</p> <p>"Ensuring that all the boys and girls in the team are included". (athletics coach)</p>
Communication	<p>"Talk to the children individually to see what emotional situation they are in". (volleyball coach)</p> <p>"[...] I try to talk to each of my players once a day so that they can explain to me how they feel in the team [...]". (multisport activities coach)</p> <p>"[...] stay in contact with parents to find out, as soon as possible, about possible problems at home or at school that could lead to such behaviour". (football coach)</p>
Observation	<p>"From the beginning, be attentive to any kind of situation and behaviour of the children [...]". (multisport activities coach)</p> <p>"Keep an eye on those who appear to be the aggressors". (football coach)</p> <p>"I pay a lot of attention to the way they behave towards each other [...]". (basketball coach)</p> <p>"I think it is important to observe at all times, both on and off the pitch [...] changing rooms are dangerous areas where there is not as much surveillance". (football coach)</p>
Awareness-raising	<p>"Give talks so that they can see what bullying actually is [...]". (football coach)</p> <p>"Awareness-raising talks [...]". (swimming coach)</p> <p>"Put on videos on these topics [...]". (football coach)</p>
Emotional education	<p>"Propose activities that allow them to get to know each other emotionally. Empathy and cooperation games to promote and develop emotional intelligence" (acrobatics trainer)</p> <p>"Empathy exercises to make them feel what their teammates feel in certain situations". (football coach)</p> <p>"[...] I ask them why they did it and how it might make the person they made the gesture or comment to feel". (skating coach)</p> <p>"Carry out activities that do not allow the continuous failure or triumph of any player". (Indoor football coach)</p>
Regulations	<p>"I currently have an internal regulation; the players have accepted it and have made proposals.... It says that in case of any disrespect towards a teammate, the aggressor will be expelled [...]". (football coach)</p> <p>"Warn them that there will be a punishment if any bullying situation is provoked, as it is not right to do so". (tennis coach)</p>
Conflict intervention	<p>"I intervene if I see any verbal or physical fights and resolve them before they escalate". (martial arts trainer)</p> <p>"I call out any person who makes a disrespectful gesture towards another person, on or off the rink". (skating coach)</p>



## Discussion

The aim of this study was to evaluate coaches of formative sports' conceptualisation of the phenomenon of bullying, taking into account the basic elements of its definition as well as its taxonomic categorisation. The aim was also to find out what strategies they used to prevent bullying situations in the sporting context.

Generally, little agreement was shown in the definition of bullying among coaches, irrespective of whether or not they had a degree, as they based it on concepts related to violence, but without explicitly specifying the basic elements of the definition of bullying according to the literature (Olweus, 1994). Poor knowledge about the key elements of the definition was also observed by Baar & Wubbels (2013) in Dutch coaches. This fact may contribute to their negative management of bullying situations, as observed among teachers in the school context (Valdés et al., 2014). The only gender-related difference that was observed in the definition was the key concept of *intent to harm*, which appears more frequently among male coaches than among female coaches. In further studies, it would be interesting to investigate why these differences exist, perhaps by looking at elements of the moral atmosphere linked to the sporting environment. Some of the coaches included in the definition the consequences for health and well-being (sadness, loneliness, depression) that the victim may experience when in bullying situations, in line also with Baar & Wubbels (2013). However, none of the coaches made reference to the consequences that may develop for other actors, despite the fact that such acts have consequences for all involved (Menesini & Salmivalli, 2017).

In terms of bullying typologies, coaches clearly identified physical bullying, although it is not the most frequent bullying typology in the sporting environment (Mishna et al., 2019; Nery et al., 2020). However, cyberbullying, which currently has little presence in sport (Nery et al., 2020), was mentioned quite frequently by coaches as a typology of bullying. This may be due to the current growth of this new type of violence and concern about the problem (Smith, 2019). Regarding verbal bullying, its identification can be explained by the fact that coaches do not identify derogatory comments, insults, name-calling, etc. between players as bullying behaviours, as they become normalised within the traditional sport culture (Flores et al., 2020). As regards social bullying, it is worth noting that it was female coaches who mentioned this typology more than male coaches. This is related to the fact that more bullying behaviour occurs among girls, which causes them to be more sensitive towards coaches (Menesini & Salmivalli, 2017). Moreover, as indicated by Slattery et al. (2019), the conceptualisation of bullying can be directly conditioned by situations that have been experienced, either directly

or from observation. Psychological bullying, although not considered a typology of bullying, as all bullying behaviours have an implicit psychological component (Hernández & Saravia, 2016), was the second most mentioned typology by coaches. The coaches' conceptualisation of this typology needs to be analysed in more depth in order to understand the set of behaviours that are included in it.

Regarding preventive strategies for the development of bullying behaviours, part of the sample, regardless of whether they had a degree or not, did not offer any. This could be related to the lack of training on the phenomenon that coaches face (Flores et al., 2020). In addition to the technical or tactical dimensions of the respective sport, coach training courses should take into account the holistic development of young athletes (Kowalski, 2017).

Promoting a positive climate among the athletes was the most indicated strategy by the coaches, in line with Shannon's (2013) proposal. School is also a place where the promotion of a positive climate has been found to reduce the prevalence of bullying situations (DeOrnellas & Spurgin, 2017; UNESCO, 2018). It is important to promote this positive climate not only by proposing specific tasks in training, such as the development of cooperative games, but also by proposing extra-sports activities (camps, excursions, etc.), based on pedagogical models that promote the development of civic values and the prevention of violence (Mattey et al., 2014; Sánchez-Alcaraz et al., 2020). The way in which the grouping of athletes in different activities is established, as a preventive strategy, was also mentioned, understanding that, as in the school environment, the methodology used by the teacher to group athletes can become a catalyst for victimisation and exclusion (Healy, 2014). Coaches also mentioned communication, in line with the results obtained by Baar & Wubbels (2013), as a strategy to be taken into account, highlighting the two-way and positive relationship to be established between coaches and players (Nery et al., 2020). This communication aims to build trust with athletes, as a basic element for understanding the dynamics that a player may be experiencing inside or outside the sporting context (Nery et al., 2020), an aspect that has also been taken into account in the school context (DeOrnellas & Spurgin, 2017). It is also important to articulate good communication with families, due to their direct influence on the behaviour of children and adolescents, as they are a very important agent and of vital participation in programmes to address the phenomenon (Mattey et al., 2014; UNESCO, 2018). In relation to this, work on emotional education was considered by the coaches an appropriate strategy, as has been observed in the educational context with positive results (Méndez et al., 2019). Regarding observation and being alert to behaviours or relationship dynamics between players, the behaviours (signs and symptoms) that need to be observed were not

explicitly detailed, perhaps due to the few competences that stand out when it comes to identifying bullying situations (Kowalski, 2017). However, this observation should not only focus on players who may become victims, but also among potential aggressors, as well as on the general dynamics between athletes within the group. Nonetheless, the changing room was highlighted as the space where bullying situations were most present, as demonstrated in recent research (Flores et al., 2020; Kowalski, 2017; Nery et al., 2020). There was little reference to awareness-raising as a fundamental prevention strategy, although it is one of the basic pillars of any anti-bullying programme (Nery et al., 2020). There were also few references made by coaches to the development of regulations or coexistence codes in sports clubs as a preventive strategy, reaffirming the study by Stefaniuk & Bridel (2018), conducted in Canada to evaluate the presence of anti-bullying policies in various sports organisations, which found an absence of coexistence codes that provide explicit guidelines to prevent bullying. Therefore, it is necessary that the public administrations responsible for sports, as well as sports federations and clubs, promote regulations and codes of coexistence that include, among others, the issue of bullying. On the other hand, the use of punishment as a coercive measure to avoid possible bullying situations in the future was also mentioned, although, as has been demonstrated in the school environment, its effectiveness is low (DeOrnellas & Spurgin, 2017). Finally, some coaches linked the role of competition as a possible catalyst for bullying behaviour in formative sport and proposed strategies to reduce its value, in line with recommendations in the literature (Shannon, 2013).

Finally, it should be stressed that, although coaches play a very important role in prevention, it is important to address the issue across the board. From an ecological point of view, it is necessary to involve all the agents linked to the sports community: athletes, families, sports management, etc. (Nery et al., 2020).

As a possible limitation of the study, it should be noted that the coaches were students of Physical Activity and Sport Sciences Degrees. In the future, it would be interesting to analyse the knowledge and strategies offered by coaches who are not part of this group, as the level of education could become a variable to be taken into account. It would also be necessary to know whether the different preventive strategies they propose are actually applied in training and to assess their effectiveness.

### Conclusions

This study highlights the lack of knowledge on the part of formative sport coaches about the phenomenon of bullying in terms of the key elements in its definition (repetition, intention

to harm and power imbalance). In relation to the typologies of bullying, there is a clear identification of the category of physical bullying and cyberbullying, and verbal and social bullying are not identified very often. A typology that is often mentioned is psychological bullying, although it is not considered part of the taxonomies proposed by the literature. As far as prevention strategies are concerned, promoting a good climate in the group or team of athletes is frequently mentioned, although there are few proposals that go beyond this. In general, it is considered necessary to articulate training programmes among coaches where the conceptualisation of bullying and the dynamisation of preventive strategies to be carried out are addressed, either directly with the group of athletes or by proposing actions in their club or sport entity.

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## **Annex 11.**

**Estudi III. "We've never studied bullying at university": Bullying-related beliefs, training, and strategies among Physical Education preservice teachers**



## “We’ve Never Studied Bullying at University:” Bullying-Related Beliefs, Training, and Strategies Among Physical Education Preservice Teachers

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**Purpose:** To examine beliefs about bullying in physical education (PE) among PE preservice teachers and to examine opinions about training received in this area and the strategies they would use to deal with this phenomenon. **Method:** We interviewed 44 PE-PSTs ( $M_{age} = 23.91$ ;  $SD = 2.96$ ) from six Spanish universities in semistructured focus groups. The data collected were analyzed using hierarchical content analysis. **Results:** PE preservice teachers believed that while PE may favor the occurrence of bullying, with proper management, it could also be used to educate students and create a positive climate that could help prevent this behavior. The trainee teachers stated that they had not received any training on bullying at university. Overall, they lacked confidence to deal with this problem, and their proposed strategies lacked depth. **Conclusions:** Our findings highlight the need for universities to include bullying in their PE teacher training programs.

**Keywords:** trainee teachers, perceptions, focus group, knowledge, prevention, curriculum

Bullying can be defined as aggressive behavior by one or more people toward a peer; it is an intentional behavior that involves an imbalance of power and is designed to cause harm (Olweus & Limber, 2010). Bullying therefore occurs in a group context where witnesses have a key role in deterring or encouraging it (Salmivalli, 2010). Traditional forms of bullying can be physical (e.g., hitting, kicking, stealing), verbal (e.g., name calling, teasing), or social (e.g., alienation, rumor spreading; Menesini & Salmivalli, 2017). Cyberbullying is a more recent phenomenon in which victims are bullied through the internet or other digital technologies (Smith, 2019). Although bullying occurs in a range of social contexts (Monks & Coyne, 2011), it has been most widely studied in schools, where victimization rates of 35% and 15% have been reported for traditional bullying and cyberbullying, respectively (Modecki et al., 2014). Victims may experience numerous adverse health effects, such as anxiety, depression, self-harm, suicidal ideation and/or suicide attempts, substance abuse, reduced academic performance, social isolation, and psychosomatic disorders (Moore et al., 2017).


Teachers play a crucial role in the overall development and education of children (Montero-Carretero & Cervelló, 2020). In addition to facilitating cognitive development, they are responsible for addressing social issues that arise in the classroom and can affect the well-being of their students, such as bullying (Oldenburg et al., 2016; Veenstra et al., 2014). How they tackle the particular problem of bullying is influenced by a number of factors, including beliefs and attitudes about this phenomenon, perceived seriousness, perceived self-efficacy for intervening, and empathy (Mazzone et al., 2020). Training teachers about what bullying entails and how to respond is thus crucial. Sairanen and Pfeffer (2011) found that

teachers who had been taught about bullying intervened more effectively than those who had received no training. In addition, teachers who underestimate or downplay the seriousness of bullying tend either not to act (e.g., by ignoring incidents) or to act passively (e.g., by asking the students to deal with the problem themselves; Craig et al., 2000). Considering the important role that teachers play in child development, teachers should receive proper training on bullying before embarking on their teaching career (Pérez-Carbonell et al., 2016). Preservice teachers (PSTs) feel ill-prepared to deal with bullying. They need training to feel sufficiently confident to respond effectively to suspected cases and to ensure the success of antibullying programs in place at their schools (Lester et al., 2018; Mahon et al., 2020).

Physical education (PE) can be a breeding ground for bullying. Poor motor proficiency and performance have been identified as particular risk factors for victimization in this context (Bascón-Seda & Ramírez-Macías, 2020; Bejerot et al., 2011), in part because students' skills are particularly visible and subject to judgment from peers in this setting (Beltrán-Carrillo et al., 2012). Overweight students (Peterson et al., 2012) and students with a disability (Healy, 2014) are also easy targets. Notwithstanding, PE also provides an ideal setting for fostering personal and social development (Fuller et al., 2013), where teachers can work on building healthy interpersonal relationships, cocreate ground rules on acceptable behavior with their students (Córdoba-Alcaide & Ortega-Ruiz, 2020), manage conflicts (Montero-Carretero & Cervelló, 2020), and promote attitudes and behaviors that will protect against a culture of aggression and bullying (Jiménez-Barbero et al., 2020). In a secondary school PE antibullying intervention, Benítez-Sillero et al. (2020) found a significant reduction in victimization and bullying rates among students who participated in the intervention compared with controls. Teaching styles and methodologies are also important, as inappropriate teaching of certain content in PE may actually foster attitudes that support violence and set the stage for bullying (O'Connor & Graber, 2014). There is also a tendency toward the normalization of

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certain aggressive behaviors in PE that in other school contexts might be considered bullying (Mierzwinski et al., 2019).

In short, PE teacher attitudes toward bullying may be decisive, as they could contribute to preventing this behavior or to perpetuating or encouraging it (Benítez-Sillero et al., 2020; Jiménez-Barbero et al., 2020). Although research has been carried out on bullying-related knowledge, attitudes, and skills among PSTs (Lester et al., 2018; Mahon et al., 2020), studies are lacking in the field of trainee PE teachers. The aims of this study, therefore, were to (a) examine beliefs about bullying among PE-PSTs, (b) analyze opinions about training received in this area, and (c) identify strategies they would use to deal with this phenomenon.

## Methodology

### Participants

The participants were selected by convenience sampling (Sparkes & Smith, 2014). The inclusion criteria were (a) students registered in a fourth (final)-year primary school teacher training degree specializing in PE (primary school PE-PSTs) or a master's degree in teacher training specializing in PE (secondary school PE-PSTs) and (b) students from different universities in Spain. We contacted 10 Spanish universities who taught either or both of these degrees. Six of the universities confirmed their interest in participating in the study. After contacting the students from each of these universities, 44 PE-PSTs ( $M_{age} = 23.91$ ;  $SD = 2.96$ ) agreed to participate in the study. There were 21 primary school PE-PSTs (11 women and 10 men) and 23 secondary school PE-PSTs (eight women and 15 men). They all signed an informed consent form, which guaranteed confidentiality and anonymity (Beck et al., 2004).

### Data Collection

A semistructured focus group (FG) method was chosen to collect the study data. Six FGs were held (one at each university): three of the groups were formed by primary school PE-PSTs (FG1, FG2, and FG3) and three by secondary school PE-PSTs (FG4, FG5, and FG6). The interview script was prepared following a systematic review of the study themes as recommended by Beck et al. (2004).

### Procedure

The FGs were held online due to COVID-19 restrictions, but this format has been found to generate remarkably similar data content to in-person groups (Woodyatt et al., 2016). The sessions were held between March 2021 and April 2021 and were facilitated by the first author, whose role was to create a supportive atmosphere conducive to the sharing of personal opinions and to encourage participation by all members of the groups. At the start of each session, the facilitator outlined the procedure that would be followed and reminded the students about the purpose of the study; they were also informed that there were no right or wrong answers (Sparkes & Smith, 2014). To ensure a common understanding of the discussion topics, the facilitator provided a definition of

bullying according to the literature and gave some examples (Olweus & Limber, 2010). The discussion was then started, following the predesigned, semistructured script. The FGs lasted an average of 77.7 min (range: 51–98 min), giving ample time to discuss the main study themes. All the sessions were audio-recorded and transcribed verbatim. The study protocol was approved by the ethics committee of the Catalan Government's Sports Council (009/CEICEGC/2021) and complied with relevant guidelines and the principles of the Declaration of Helsinki.

### Data Analysis

Following the guidelines of Sparkes and Smith (2014) on qualitative research methods in sport, exercise, and health, we performed a hierarchical deductive–inductive content analysis of the data generated in the FGs. To do this, we (a) read and reread the FG transcripts to become familiar with the data, (b) searched for and identified raw data themes characterizing each participant's responses and tagged these data to obtain a series of concepts that represented the information generated, (c) grouped the raw data themes into meaningful categories and classified them into higher order themes, (d) reread the original transcripts in detail to check that all the themes and categories were represented, (e) had the analysis confirmed by an external expert in qualitative research, and (f) hierarchically ordered the themes generated (see Table 1). This analysis was performed in Atlas.ti (version 9).

## Results

### Beliefs About Bullying and PE

Some PE-PSTs were of the opinion that bullying at school was not limited to PE: "I think bullying happens everywhere, in all subjects. Bullies have no preference for whether they bully in PE or Math" (PE-PST FG2). Others, by contrast, considered that bullying was more likely in PE: "I think most cases of bullying at school happen in PE" (PE-PST FG2). They offered numerous explanations for why they thought this was the case: "PE is not like Catalan or Math. There are a lot more factors in PE that can give rise to bullying situations" (PE-PST FG4). The main factor mentioned was that PE involves close interpersonal interactions: "PE is where bullying is most likely to happen as it's where children interact most. They play with each other, do more activities, and the activities are not as individual as they are in the classroom" (PE-PST FG3). The PE-PSTs, however, also believed that these closer interactions made it easier to detect bullying: "I think that PE teachers are able to see a lot more interactions between students and therefore a lot more possible cases of bullying" (PE-PST FG2). Another difference mentioned between PE and other subjects was related to the physical space where classes are held:

We go outdoors to do PE, we're not in the classroom. It's a completely different style of teaching to what the students are used to, as they are in the classroom for 6 hours and, on top of that, sitting down. Students interact much more in PE. (PE-PST FG6)

**Table 1 Study Themes and Categories**

Beliefs about bullying and PE	Training on bullying	Strategies for dealing with bullying in PE
Features of PE	Perceived training received on bullying	Strategies for preventing bullying
Risk factors for being bullied in PE	Perceived needs for training on bullying	Strategies for intervening in bullying

Note. PE = physical education.

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This differential context would therefore make it easier for a potential bully to target his or her victim: "Things are less likely to happen in a classroom. But in PE, where the students are in much closer contact, if I'm a bully, I can get close to someone and hurt them" (PE-PST FG1). Similarities in this respect were drawn with being in the playground during recess: "Being in the playground or doing PE are moments of risk, because this is where the closest relationships are made" (PE-PST FG3). The PE-PSTs also considered that teachers may have less control over their students than in other subjects: "PE teachers usually hold their classes in the playground or in the gym, which are more open spaces, where there might be less control and this may make it easier for bullying to happen" (PE-PST FG2).

Locker rooms were also considered to be vulnerable spaces, as PE is the only subject where students are in a shared, communal space with little supervision from their teachers:

There is a very important time in PE: locker room time. Teachers don't normally go in when students are changing, and the students have privacy and are free to do what they want because there are no adults present. This is also when bullies can take advantage to do whatever they want and we may never find out. (PE-PST FG2)

The PE-PSTs also mentioned that competitive activities in PE could give rise to tension and situations of risk: "When you play, you want to win. You end up doing whatever to win, even if this is wrong or inappropriate" (PE-PST FG5).

They also recognized that bullying in PE could be linked to a series of risk factors for victimization, as it is where differences in skills and physical attributes are most evident: "It's one of the areas where differences in motor skills are most noticeable" (PE-PST FG3). Poor motor skills were highlighted as one of the main risk factors for being bullied: "In PE, children with the worst sporting skills are an easy target" (PE-PST FG6). The PE-PSTs also thought that having good motor skills might protect against bullying: "Being good at a particular sport can serve as a shield" (PE-PST FG3). Overweight was also identified as a risk factor for victimization and was linked to motor skills: "In PE, you can fall into the trap of exposing an overweight student. If this student tends to be made fun of and we organize a race, then we might be setting him up to be teased or talked about" (PE-PST FG4). Disability was also mentioned as a risk factor for being bullied: "A disabled person, for example, a person with an intellectual disability, also often ends up being a target for bullies" (PE-PST FG5). While some PE-PSTs made reference to specific risk factors for victimization, others were of the opinion that was no one risk profile: "I don't think we can say that there's one profile, there are 20,000 profiles" (PE-PST FG1).

The PE-PSTs believed that PE classes were not so clear-cut in terms of bullying, as while they provide ample opportunities for this behavior, they also offer a perfect setting for countering it: "Just as PE gives rise to situations where bullying is a risk, I also think it's one of the areas where you can work most on this issue" (PE-PST FG3). In short, they considered that if handled properly, PE was a subject where you could educate students about bullying:

PE can be a very powerful weapon for fighting bullying because sport has a very important educational value. If the teacher does things properly, he or she can work on different values and also help fight bullying. (PE-PST FG2)

### Training on Bullying

The PE-PSTs interviewed considered that they had received practically no training on bullying: "We've never studied bullying at university" (PE-PST FG5). They expressed some concern about their lack of preparedness, particularly in terms of how to detect cases:

It's very difficult to see something you don't know anything about. And if we, as future teachers, don't have this training ... we won't see it when it happens. Bullying is sometimes very obvious, but there are other situations that aren't so clear. If no-one tells you about them or if you've never seen them ... you might overlook them, not see them. (PE-PST FG6)

The PE-PSTs also felt that they lacked training on how to respond to different situations: "I really wouldn't know how to react" (PE-PST FG4). They also mentioned that they would need outside help:

I have zero training. If I found myself in a situation during a PE class where I needed to take action, the only option I think I have would be to ask a specialist for help. I would need outside help from a person who would tell me "you have to do this or that," because I have no idea. (PE-PST FG4)

Because of this lack of training, the PE-PSTs were afraid they would not respond properly: "I feel that I have very few tools and I'm afraid of doing the wrong thing, the opposite of what I should. It scares me" (PE-PST FG1). The PE-PSTs called for more training: "I really want to know how to deal with a situation like this, I want tools, I want to know how to respond, I want to be in a position that when this happens I will know what to do" (PE-PST FG5). Some of the participants mentioned that they would like this training to be practical, with role-play activities based on real-life situations and applicable to their future work:

It would be interesting to do role plays, with spontaneous, real-life cases. I mean with somebody describing a situation to you and you have to think about how you would act as a future teacher. In other words, put us in the shoes of a real teacher, as this is what we will come up against when we are teachers. This would provide us with training with much stronger potential and I think we have shortcomings in this regard. (PE-PST FG5)

### Strategies for Dealing With Bullying in PE

Despite their perceived lack of training, the PE-PSTs came up with a number of potentially effective strategies for preventing bullying during PE. One option mentioned was to use team-building activities: "One way of preventing bullying could be to favor cooperative activities to increase group cohesion. If we organize activities where everyone has to work together, we will foster values that might prevent bullying" (PE-PST FG2). They also referred to the positive correlation between cohesion and bullying prevention: "I think that cooperative games and activities where students have to search for solutions as a group is a great way of increasing group cohesion. And if the students feel part of a group, these bullying situations will not be created" (PE-PST FG3). Nonetheless, the PE-PSTs mentioned some limitations they felt in relation to cooperative games and activities: "It's all very well to say we need to work on cohesion, but my resources in this area are quite limited. I would need to be familiar with different dynamics or

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activities to prevent bullying and I'm not" (PE-PST FG3). The PE-PSTs also stated that cooperative activities could help detect potential cases of bullying: "We might see, for example, somebody who never gets passed the ball. And that would also help us suspect that something is up" (PE-PST FG3).

Another strategy suggested by the PE-PSTs for preventing bullying was to give less skilled people a greater role: "It would help to propose activities that did not boost the ego of people with great motor skills, but rather favored those with fewer skills to involve them more" (PE-PST FG6). They were of the opinion that student assessment should focus on progress rather than results: "We shouldn't reward good motor skills or good physique, but rather how students progress in relation to where they were at the beginning of the session" (PE-PST FG6). Another suggestion was for teachers to pick teams to prevent the same students from being continually left out:

I also think that group formation is important. The teacher can create groups so that no-one is excluded or left on their own. When you let the students pick their own teams, the victim is normally left out. As teachers, we should prevent this. (PE-PST FG3)

The PE-PSTs, however, acknowledged that allowing students to pick their own teams could help detect possible cases of exclusion: "Team picking by students is an interesting moment. Because the same people tend to be left out" (PE-PST FG5); "You can see straight away who they don't want and who they exclude" (PE-PST FG3). They also mentioned that creating some basic rules or codes of conduct could be a good way of achieving good group dynamics and possibly preventing bullying: "We could create coexistence rules and not allow anyone to make a comment about or criticize another person. It is important to put a stop to and redirect any aggressions by having everyone follow the rules that are agreed and decided by everyone" (PE-PST FG3).

Emotional learning was also proposed as a strategy for preventing bullying: "It is very important to work on emotions and to teach students how to manage these emotions" (PE-PST FG6).

Poor management of more negative emotions, such as anger, fear, not feeling loved . . . can cause a person to become a bully. And this is when they feel at their best, when they are stepping on or hurting other people. I think we could prevent this by working on emotions. (PE-PST FG2)

The PE-PSTs also believed that it was important to cultivate empathy: "We could do different role-playing activities so that everyone could experience different feelings. Working on assertiveness or empathy could be a way to prevent bullying" (PE-PST FG2). The importance of increasing knowledge and awareness was also mentioned: "We need to teach them what bullying is and what different roles there are, because a lot of students might come to believe that what is happening isn't bad" (PE-PST FG6). Some of the students believed that observation could help detect bullying:

The most important thing is to be on the lookout at all times, and to never treat anything as unimportant. Because sometimes, there are small details that we might think are trivial, that we shouldn't ignore as they are really important for detecting bullying. (PE-PST FG1)

They PE-PSTs also stated that it was important to take a holistic, continual approach to support the cultivation of positive values across subjects, not just in PE:

Prevention shouldn't be done in isolation. It should involve all the teachers and be done repeatedly. It's not a one-off thing [ . . . ] it can't just be done in PE, it has to be done in more subjects, to create values in the classroom. Values that need to be worked on daily . . . and if these values are gradually adopted, this will help prevent bullying. (PE-PST FG2)

The PE-PSTs proposed a wide range of strategies for responding to cases of bullying, including seeking support from different members of the school community: "I'd go and speak to the management team" (PE-PST FG2); "I'd first talk to the tutor and management" (PE-PST FG3); "I suppose I'd talk to the head of studies or the school psychologist" (PE-PST FG4). Some of the PSTs said they would talk directly to the main parties involved: "The first thing I would do would be to talk to the person being bullied and the bully" (PE-PST FG1). Others said that they had never considered what they would do: "I had never thought about it . . . I had never thought about what I would do" (PE-PST FG5). The PE-PSTs were largely unaware of the existence of school protocols on bullying: "I don't know if schools have protocols to deal with bullying, I have no idea" (PE-PST FG2). They also did not know who was responsible for designing these protocols: "To be honest, I don't know if all schools have an anti-bullying protocol. I don't know . . . I suppose that each teacher designs their own protocol . . . I don't know . . . I've never come across that situation, so I've no idea" (PE-PST FG2).

## Discussion

The aim of this study was to examine beliefs about bullying in PE among PE-PSTs; opinions about training they had received in this area; and strategies they would use to prevent, detect, and deal with this phenomenon.

The PE-PSTs had varying opinions about whether or not bullying was more common in PE than in other subjects. This may be because people's perceptions of bullying are possibly influenced by their experiences (Slattery et al., 2019). Some of the trainee teachers believed that PE, unlike other subjects, generated more opportunities for bullying because of the multiple interactions that took place between students. They also, however, recognized that these interactions provided an opportunity to detect possible cases and mentioned that it was more difficult to monitor behavior in PE because classes were usually held in large spaces (outdoor courts or gyms). These observations are consistent with reports by Seang-Leol (2016), who found that 76% of bullying takes place during recess or PE. Victims of bullying have also reported that where classes are held can have a significant influence on the occurrence of bullying (Bascón-Seda & Ramírez-Macías, 2020). The PE-PSTs believed that locker rooms were environments where bullying could occur due to a lack of adult supervision (Zych et al., 2019). Locker rooms have been identified as one of the spaces where bullying is most likely to occur in PE (Bascón-Seda & Ramírez-Macías, 2020) and sport (Herrick & Duncan, 2020; Nery et al., 2020; Ríos et al., 2022). Competitive situations that arise in PE were also mentioned as possible sources of tension and conflict. If not used for educational purposes, competition can lead to alienation and bullying, as has been observed in youth sport (Nery et al., 2020; Ríos et al., 2022).

Factors associated with an increased risk of bullying according to the PE-PSTs were poor motor skills (Bejerot et al., 2011), overweight (Peterson et al., 2012), and disability (Healy, 2014). Motor skills are an important component of PE, and certain

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activities can accentuate difficulties experienced by less-skilled, overweight, or disabled students, possibly causing feelings of humiliation (Shehu, 2009), failure, embarrassment, unease, and rejection (Beltrán-Carrillo et al., 2012). Good motor skills were mentioned as having a potentially protective effect against victimization, possibly because being good at sport increases the chances of being popular (Collot & Dudink, 2010). The PE-PSTs made no reference to the association between victimization and belonging to the LGBTIQ+ community and/or an ethnic minority, two risk factors that are discussed in the review by Menesini and Salmivalli (2017). Our findings highlight the need for PE-PST training on how to recognize vulnerable groups (Mahon et al., 2020). Supporting findings by Avilés et al. (2011), some of the PE-PSTs believed that while certain risk factors must be borne in mind, there are multiple victim profiles in the world of bullying.

The PE-PSTs acknowledged that PE has certain characteristics that could favor bullying, but they also believed that it could be used to work on socialization and antibullying strategies, with teachers playing a key role (Jiménez-Barbero et al., 2020; Melim & Pereira, 2015).

Those interviewed confirmed that they had received little or no training within their university studies on bullying or strategies to prevent, detect, or deal with this problem. A similar lack of training was observed by Lester et al. (2018) in a study of trainee teachers and Pérez-Carbonell et al. (2016) in a study of active teachers. Ventura et al. (2016) also found that the word “bullying” was largely absent from teacher training curricula at several public universities in Spain and Portugal. These findings highlight the little attention that is paid to bullying within teacher training programs and the need to address this shortcoming (Mahon et al., 2020). Similar to Lester et al. (2018), the PE-PSTs called for more training and suggested activities based on role play and real-life cases to equip them with the necessary skills to respond effectively to bullying in their work as teachers. Ilnat and Smith (2013) found that PSTs who participated in workshops on bullying intervened more effectively when confronted with a possible case of bullying; training in this area has been found to provide teachers with greater self-confidence and perceived competence (Acquadro et al., 2017).

The PE-PSTs also mentioned the importance of cooperative learning in PE. Creating dynamics that foster cooperation could help improve interpersonal relationships (Dyson et al., 2021) and also include students with special learning needs (Healy, 2014). Cooperative learning activities could minimize physical and motor skill differences between students (Martínez-Baena & Faus-Boscá, 2018) and contribute to bullying prevention (Medina & Reverte, 2019). Oliveira et al. (2017) reported a reduction in physical and verbal aggression after a 3-month intervention, consisting of cooperative games in PE classes. Although the PE-PSTs in our study recognized the potential of cooperative games, they felt they lacked the necessary resources for implementing them. They made no reference to direct opposition games, which are recommended in the literature as an effective means of training students to control their emotions (Montero-Carretero & Cervelló, 2020). PE teachers can create a climate that is conducive to fostering positive attitudes among students, thereby helping to prevent bullying (Melim & Pereira, 2015). Their actions can, however, also lead to the normalization of commonplace bullying behaviors that have traditionally been viewed as acceptable in sport (Mierzwiński et al., 2019). The PE-PSTs also mentioned giving a greater role to students with weaker motor skills, although they did not provide any specific examples of how to do this. According to Coates and

Vickerman (2010), PE teachers should strive to adapt all activities to maximize everybody’s participation and success and prevent any type of exclusion. Recognition of progress rather than results was mentioned by the PE-PSTs as a possible strategy for preventing bullying. Melim and Pereira (2015) believed that teaching styles focused on performance and skills-based assessment could engender alienation and discrimination in PE.

Team picking by students was recognized as a risk factor for bullying in PE, and like Fernández-Río (2017), the PE-PSTs recommended that teachers should be responsible for forming the groups within their classes. Because victims of bullying tend to have few friends among their classmates (Bascón-Seda & Ramírez-Macías, 2020), the PE-PSTs considered that having students pick teams could help detect exclusionary behaviors and as a consequence, potential cases of bullying.

Another strategy proposed for preventing bullying was the cocreation of ground rules setting out unacceptable behaviors. These rules should be agreed on by all members of the group, and as stated by Mazzone et al. (2020), make it clear that bullying is intolerable. The PE-PSTs also considered that emotional learning activities could help prevent bullying. Zych et al. (2018) found that promoting emotional competencies protects against bullying, whereas Rueda et al. (2022) highlighted the need for programs designed to cultivate emotional intelligence. The PE-PSTs also mentioned the potential usefulness of empathy-building role-playing activities, which were part of the PE antibullying program proposed by Benítez-Sillero et al. (2020). Similar to the trainee teachers studied by Lester et al. (2018), the PSTs in our study referred to the importance of building awareness about bullying among their students, although did not specify how. Benítez-Sillero et al. (2020) proposed using motor stories as a means of increasing knowledge and awareness about bullying.

The PE-PSTs in our series mentioned careful observation of students during PE as a possible strategy for detecting possible cases of bullying. In a study of bullying in children’s football, Flores et al. (2020) stressed the importance of watching out for behaviors that may initially seem unimportant but with time could engender bullying. The PE-PSTs also referred to the importance of fostering civics values, not just in PE but in the school as a whole, across all subjects; concerted actions by all members of the school community have been shown to be important for tackling bullying (Ruiz et al., 2015). Although the PE-PSTs recognized that locker rooms could be high-frequency bullying zones, they did not propose any specific strategies for controlling what happened behind these closed doors; this need has been highlighted in school environments (Ruiz et al., 2015) and sport (Nery et al., 2020). No mention was made of cyberbullying, highlighting the observation by Montoro and Ballesteros (2016) that teachers needed to be equipped with the necessary skills to deal with bullying that takes place through new technologies. Although not specifically mentioned by the PE-PSTs, positive teacher–student interactions are also important to prevent bullying in PE (Bonavolontà et al., 2021). According to Montero-Carretero and Cervelló (2020), an interpersonal teaching style can help prevent bullying in PE, whereas a more controlling dictatorial style could actually favor it. Training on the role of teaching styles could be included in antibullying training programs for PSTs.

The PE-PSTs did not feel that they had the necessary tools to respond to potential cases of bullying. They expressed low self-confidence in this respect, in line with previous findings for PSTs (Lester et al., 2018; Mahon et al., 2020), secondary school PE teachers (O’Connor & Graber, 2014), and elementary school



teachers (Oldenburg et al., 2016). Some PE-PSTs said they would seek help from other members of staff at the school (e.g., management, tutors), supporting findings by Şen and Doğan (2021), but others stated that they would talk to the people directly involved. Mahon et al. (2020) also found this to be the case in a study of PSTs' knowledge about bullying at schools. One possible explanation for the assortment of intervention strategies proposed by the PE-PSTs is their unfamiliarity with the existence of school-specific protocols for dealing with bullying.

## Conclusions

The PE-PSTs interviewed in this study considered that while PE could favor bullying, with proper classroom management and an appropriate teaching style, it also provided an ideal setting in which to detect cases and work on prevention. The trainee teachers largely felt ill-equipped to deal with bullying, and while they proposed several strategies for preventing this behavior, their ideas lacked depth. In brief, they perceived a lack of resources and confidence to detect and effectively deal with bullying in their future careers. Our findings highlight the importance of incorporating bullying into teaching training curricula in the field of PE.

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