

## School bullying in the middle stage and the role of physical education and sports in reducing its severity.

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### Abstract:

This research discusses the point of view of teachers of physical education and sports about the role of the class in reducing school bullying during the middle stage. We tested three indicators, which are the curriculum, the teacher and the emotional object, we used the descriptive method and our hypotheses were tested through the use of a questionnaire distributed to a sample of thirty Professors in the state of Laghouat. The results indicated that there is an effective role for the physical education class in reducing the severity of the bullying phenomenon among middle school students.

**KEY WORDS:** Physical And Sports Education Class; Bullying Phenomenon, Physical And Sports Education Curriculum Teacher of Physical And Sports Education; the Emotional Object.

### المخلص:

يناقش هذا البحث وجهة نظر أساتذة التربية البدنية والرياضية حول دور الحصة في التقليل من ظاهرة التتمر المدرسي خلال الطور المتوسط عن طريق ثلاث أبعاد وهي المنهاج، الأستاذ والبعد الوجداني، استخدمنا المنهج الوصفي وقد تم اختبار فرضيات من خلال استخدام استبيان تم توزيعه على عينة مكونة من ثلاثين أستاذًا بولاية الأغواط. دلت النتائج على وجود دور فعال لحصة التربية البدنية في التقليل من حدة ظاهرة التتمر لدى تلاميذ الطور المتوسط. الكلمات المفتاحية: درس التربية البدنية والرياضية، ظاهرة التتمر، منهاج التربية البدنية والرياضية، أستاذ التربية البدنية والرياضية، البعد الوجداني.

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### **1-Introduction:**

The phenomenon of school bullying constitutes a serious social problem that threatens the mental and physical health of the student, as it negatively affects the educational process. The concept of bullying behavior is related to verbal or physical aggression, and it may be by provoking the adolescent about his physical or mental characteristics or ethnic affiliation. Bullying may occur for several reasons, psychological, social or economic reason. Bullying also takes many forms, such as vandalism, harming others, insults, provocation...etc. As soon as the student is repeatedly subjected to harassment, mockery and psychological threats by peers, the school becomes the biggest complex for him, so his academic achievement declines and he fails. Most psychological studies indicate that bullying within school environment weakens the victim's personality, makes him lose self-confidence, and stresses him, which leads to his academic failure. In addition, bullied students may suffer from isolation and deterioration in social relationships, which affects their overall communication experiences. Researcher Qunun Khamisa also points that bullying behavior has damages that are not only limited to the victim, but also include the bully and the school and social environment.

The reasons for bullying differ according to the students and the environment in which they live. The use of the method of punishment may be one of the most important factors that cause disturbances in the formation of the child's personality, which makes him more aggressive and assault on others,. On his part, then the gate of aggressive behavior opens. On the other hand, we find that the subject of physical education and sports is a fertile field for modifying such behavior, taking advantage of the students' motivation towards practicing and loving it. In turn, studies and scientific research dealt with the mental health of the student in the various stages of study. Among the most prominent topics that discussed the role of the physical education class in achieving the normal behavior of the student, we find the researcher Yahya bin Al-Arabi's study entitled "The physical and sports education class

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as a means to reduce school bullying behavior in which the researcher appealed to the need to organize programs and awareness sessions about school bullying. He also demanded the need to amend The school campus law so that it is fair and equitable, and the subject of physical education and sports suggested a method to suppress bullies smoothly and quietly (ben arbi2022 ,606) . Qunun Khamisah Hawsala's study on the phenomenon of school bullying also presented its diagnosis and treatment, as it facilitated for teachers an understanding of this behavior and ways to modify it (qunun ,2021:145).

The studies that dealt with school bullying behavior were not only limited to studying the phenomenon and its relationship to some variables, but rather went beyond it by proposing programs to combat this social scourge, including a classroom study entitled Anti-bullying Programs in the school milieu - the Kiva program against school bullying as a model, which is an international experience that seeks to establish mechanisms Fighting bullying has received a global response in Japan, America and even South Africa (Arofa, 2022: 349); And the study of both Khatash Muhammad and Mannai Linda, which discussed a proposed training program for the prevention of bullying based on the development of assertiveness, self-esteem and social skills.

Based on the previous studies, it becomes clear how serious the phenomenon of school bullying is as an abnormal behavior and as a socially unacceptable phenomenon, which requires us, as researchers, to search for effective ways and mechanisms to deter such intrusive behaviors in our Islamic society, especially since our true religion, for more than fourteen centuries, has fought against injustice and supported the oppressed. And in our role as specialists in the field of sports, we aspire to contribute, even a little, to reducing bullying behavior. Therefore, we decided to discuss in this research the following problem:

Does the physical education and sports class reduce the severity of school bullying among middle school students?

In order to answer the general question of the research, we proposed a group of partial hypotheses:

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- The content of physical education and sports curriculum reduces the severity of school bullying (verbal / physical) among middle school students.
- The teacher of physical and sports education has a role in reducing the severity of school bullying (verbal / physical) among middle school students.
- The emotional object of physical and sports education class contributes to reducing the severity of school bullying among middle school students.

### **2- General objective of the study:**

Through this research, we want to identify the negative effects of school bullying among students in order to identify ways to avoid it. Sports, in particular, is characterized by its comprehensiveness and flexibility in containing this phenomenon of bullying on the one hand; On the other hand, we will highlight the role of the class teacher through his personality, his scientific level, his training and his professional experience towards combating the phenomenon of bullying among students inside and even outside the class, thanks to the emotional and emotional dimension of the physical and sports education class. With this, we have opened the way for more a future research on bullying, taking advantage of the privacy and privileges of the physical and sports training class in treating this phenomenon, and this is what values the importance of the existing research.

### **3- Procedural definition of the concepts mentioned in the research:**

**School bullying:** Defined by (Ahmed Fikry Al-Bahnasawy, 2015) as that physical, psychological or emotional harm, harassment or ridicule by a child who is bullied on another child who is weaker or younger than him or for any reason and repeatedly, and the bullied child is the one who harasses, frightens or He threatens or harms others in the school and forces them to do what he wants.

The researcher concludes that bullying, or what is known as bullying, is intentional harm to the other in a repeated manner, and often the

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bully and the victim are of the same age or the victim is less than the bully, and the harm is psychological, physical, or verbal, so that there is no equivalence between the bully and the victim, and this phenomenon takes place inside the school.

**Curriculum for physical education and sports:** (Ahmed Marei and Muhammad Mahmoud, 2011) stated that the curriculum is all the activities that students undertake, or all the experiences that they go through under the supervision and guidance of the school, in addition to the objectives, content and various means of evaluation.

The curriculum related to physical and sports education procedurally is a set of studied competencies that push to improve the level of the student and requires their sequence and integration in order to develop the acquired skills and knowledge and also reduce psychological pressures.

**The emotional object of the physical and sports education class:** (Khawla Fadel Al-Zubaidi, 2003) believes that the emotional goals fall within the third classification of the levels of behavioral goals, as this aspect focuses on feelings, feelings, attitudes, internal changes, and values that affect the multiple manifestations of his behavior and his various activities, and is concerned with developing Learners' feelings, attitudes, values and emotions.

Hence, our procedural concept of the emotional object of physical education and sports is to make the learner able to control his emotional expressions through his participation in various games.

**Physical education and sports class:** (Amin Anwar Khouli, 1996) points out that school sports activities are a set of effective means to form and educate young people, being a good opportunity to meet, communicate, integrate, exchange experiences, learn healthy habits and consolidate them to achieve a psychological and emotional balance to spare them the scourge of deviation, which benefits them because it helps them study and achieve and makes them good citizens for themselves, their families and their society.

Physical and sports education class, according to our procedural

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concept, is that educational space that exploits sports games to instill social values, reduce psychological tension, absorb the energy of aggression, and achieve psychological balance for the learner.

Teacher's personality of physical education and sports: (Suhair Ahmed Kamel, 2002) defined that personality, according to what he quoted from John Watson, is a set of activities that can be discovered through actual observation of behavior for a sufficient period as possible to give reliable information.

According to this research, teacher's personality of physical and sports education is composed of parts that cannot be separated from the nature of the individual and his physical and mental composition, and these features are linked to the course of the physical and sports education class.

## 4- The methodological procedures used in the study:

### 4-1 Method and tools:

**Method of the study:** In order to achieve the objectives of this study, we applied the (analytical descriptive approach), which is appropriate for describing the studied phenomenon and quantitatively portraying it by collecting codified information about the problem and classifying it.

**Exploratory study:** We conducted the first exploratory study in order to control the research variables by collecting the largest amount of scientific material (books, graduation projects, research published in scientific journals), while the second exploratory study was field, as we visited middle schools of Laghouat in order to determine the study sample and apply the tool to it.

**Sample and its selection methods:** The research sample is part of the research community, which consists of a group of teachers of physical education and sports for the middle schools.

Fields of study:

**Temporal field:** This topic was studied during the year 2022.

**Spatial field:** The field study was conducted in the averages of the state of Laghouat.

**Human field:** we used sample which is composed of teachers of physical and sports education in Laghouat.

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## Study procedures:

### Study variables:

The independent variable: class of physical education and sports.

Dependent variable: school bullying behavior.

**Research tool:** we designed the questionnaire which was based on partial research hypotheses, where each hypothesis represents one of the axes of the questionnaire. The form contains a set of phrases that have three alternatives to answer.

Degrees were distributed on the unified alternatives according to a triple scale (agree, neutral, disagree), including positive ones, i.e. degrees (1,2,3) like statement No. 4, and negative ones with degrees (3,2,1) like phrase No. 2.

### The Psychometric characteristics of the tool:

**The validity:** by presenting the questionnaire to experts who decided whether the phrases were appropriate or not, their formulation is correct or requires modification, whether they belong to the axis or not.

**The internal consistency of the questionnaire:** the internal consistency coefficient can be found by calculating the correlation coefficients between the three axes and whole form.

Table N°1: the correlation coefficient between the total scores and the phrases of the first axis: "The content of the physical education and sports curriculum reduces the severity of the phenomenon of bullying (verbal / physical) among middle school students."

Phrases of the first axis	correlation coefficient
Curriculum competencies reject bullying behavior.	0.71
Curriculum objectives do not support equity among learners.	0.86

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Elements of curriculum combat bullying behavior among students.	0.87
The content of the curriculum denounces the student's bullying of his classmate.	0.90
The curriculum needs to be modified to deter school bullying.	0.77

Source: SPSS output

Table N° 2: The correlation coefficient between the total scores and the phrases of the second axis, “The teacher of physical and sports education has a role in reducing the severity of school bullying (verbal / physical) for middle school students.”

<b>Phrases of the second axis</b>	<b>correlation coefficient</b>
The character of a physical education teacher rejects bullying behavior	0.66
The teacher's experience enables him to deter bullying among students	0.96
Formation of a teacher of physical and sports education that qualifies him to understand bullying among his students	0.75
Male teachers of physical education and sports have the ability to control	0.82



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bullying better than female teachers	
The teacher does not care about bullying among his students	0.71

Source: SPSS output

Table N° 3: Correlation coefficient between the total scores and the third axis statements: “The emotional dimension of the physical education and sports class contributes to reducing the severity of school bullying among middle school students.

<b>Phrases of the third axis</b>	<b>correlation coefficient</b>
Competition in individual sports supports bullying	0.88
Competition in sports game develops fair play.	0.73
student feels comfortable after practicing t physical education and sports class	0.69
The class cultivates the values of team collaboration	0.93
Respecting the laws of games reduces bullying among students	0.90

Source: SPSS output.

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**Discriminatory validity:** that is, the questionnaire questions distinguish between the answers of the sample members through the indication of differences between the arithmetic means of the Student test.

Table N° 4: discriminatory validity of the questionnaire

application	answers	SMA	standard deviation	The difference between SMA	df	T test	sig
Higher grades	10	78	6.2	9.55	28	12.65	00
lower grades	10	68.45	8.09				

Source: SPSS output.

Through the results in Table 4, we notice that the difference between the average of the upper scores and the average of the lower scores of the respondents' answers to the phrases of the designed questionnaire was equal to 9.55 degrees, which is a significant difference indicating the existence of statistically significant differences and this is justified by:

T test result which equals to 12.65 also df equals to 0.00 which is less than the significance level 0.05, i.e. rejecting the null hypothesis (no differences between the upper and lower scores).

**Reliability of the designed scale:** We calculated it by applying the questionnaire to the study sample once, and we adopted two methods:

**Calculation of Cronbach's alpha reliability coefficient:**

$$r_{\alpha} = \frac{N}{N-1} \left( 1 - \frac{\sum S_i^2}{S_x^2} \right)$$

$$r_{\alpha} = 0.81$$

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Table N° 5: Calculation of the reliability coefficient by the split half method of the Gutman method:

application	sample	$S_x / S_y$	S	sig	significance level
First half grades	30	8.77	16.28	.00	0.05
Second half grades		9.31			

Source: SPSS output.

Since the paragraphs of the questionnaire are randomly arranged, in the mid-section method, we relied on dividing the questionnaire into two halves, where we considered each half to represent the “A” and “B” measures, and we took the degrees of the first half, then the degrees of the second half of the sample’s answers, and we calculated the correlation coefficient between them, which represents The stability coefficient, then we corrected it according to the Gutman method, and we found the correlation coefficient equal to 0.81, which expresses a strong reliability coefficient.

### Statistical tools:

SMA, standard deviation, Cronbach's alpha equation for calculating the stability coefficient, split half method according to Guttman's equation, Pearson's linear correlation coefficient r, ANOVA analysis of variance, as we used also SPSS

## 4-2 Presentation and Analysis of Results:

### First hypothesis:

Table N° 6: Results of the first axis of the questionnaire

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phrases	SMA	SD	arrangement
1	3.06	0.08	1
2	2.32	0.5	5
3	2.80	0.17	3
4	2.98	0.19	2
5	2.67	0.41	4

Source: SPSS output.

Through the results of Table No. 6, which represents the respondents' responses to the phrases of the first axis of the questionnaire, we find that phrase No. 1 (the curriculum competencies reject bullying behavior) took the first place with SMA of 3.06 with a standard deviation of 0.08, followed by phrase No. 4 (the content of the curriculum He denounces the student's bullying of his classmate) with SMA of 2.98 and a standard deviation of 0.19, while the phrase that took the last rank in No. 2 (the goals of the curriculum do not support justice among learners) with SMA of 2.32 and a standard deviation of 0.5.

From the above statistical reading, we find that teachers of physical and sports education agree that the curriculum, with its content, competencies, objectives, and means of evaluation, denounces bullying behavior among students and that the curriculum does not need to be modified to deter this phenomenon. Therefore, the first partial hypothesis has been achieved.

### Second hypothesis:

Table N° 7: Results of the second axis of the questionnaire

phrases	SMA	SD	arrangement
1	2.80	0.54	2

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2	2.89	0.6	1
3	2.60	0.48	3
4	2.17	0.33	4
5	2.05	0.21	5

Source: SPSS output.

Through the results of Table No. 7, which represents the respondents' answers to the phrases of the second axis, we find that phrase No. 2 (the professor's experience enables him to deter bullying among students) ranked first with SMA of 2.89 with a standard deviation of 0.6, followed by phrase No. 1 (The personality of the teacher of physical education rejects bullying behavior) with SMA of 2.80 and a standard deviation of 0.54. As for the phrase that took the last rank in No. 5 (The teacher does not care about bullying among his students) with SMA of 2.05 and SD of 0.21.

### SThird hypothesis:

Table N° 8: Results of the third axis of the questionnaire

phrases	SMA	SD	arrangement
1	2.00	0.49	4
2	3.15	0.39	1
3	2.79	0.40	3
4	3.10	0.42	2
5	3.15	0.39	1

Source: SPSS output.

Through the results of Table No. 8, which represents the respondents' responses to the phrases of the second axis of the

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questionnaire, we find that phrase No. 2 (competition in sports develops sportsmanship) and phrase No. 5 (respect for the laws of games reduces bullying among students) also ranked first with an average The SMA was estimated at 3.15 with a standard deviation of 0.39, followed by the phrase No. 4 (the class enables the cultivation of collective cooperation values) with SMA of 3.10 and a standard deviation of 0.42. As for the phrase that took the last rank at No. 1 (rivalry during individual sports supports the phenomenon of bullying) with an average My calculation is estimated at 2.00 and a standard deviation of 0.49.

Statistical reading indicates, through the point of view of teachers of physical education and sports, that the characteristic of competition that characterizes sports games during the lesson does not support bullying behavior among students, but rather it enhances the honest competitive sports spirit, and that respect for the rules of the game makes the student also respect his peers and cooperate with them, and this The qualities are completely incompatible with the characteristics of the bullying student. Therefore, the third partial hypothesis has been achieved.

### **4-3 Discussion and interpretation of the results:**

**First hypothesis:** The results of the first hypothesis indicated that the curriculum denounces bullying behavior among students. Rather, its content, competencies, objectives, and evaluation methods seek to combat aggression and harm to others. The normal behavior of young people, even if they are in adolescence, should not be violent towards himself or others, nor is the goal of sports bullying. On others Physical and sports education came to modify behavior by exploiting students' love for sports activities, and what we found is supported by the study of Harchaoui Youssef and Bouchiba Mostafa entitled "Evaluation of the objectives of the physical education and sports curriculum in light of the psychological needs (self-confidence and stress reduction) among secondary school students." The two researchers emphasized that applying the curriculum in a good way will contribute to satisfying psychological needs, and that the state of prejudice is not due to the curriculum itself, but rather to the inaction and laziness of the teachers (Harchaoui and Bouchiba, 2016: 150).

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**Second hypothesis:** Through the consensus of teachers of physical and sports education that the professor's experience and personality rejects bullying behavior among students, and there is no difference between males and females in that, just as neglecting this social scourge is not one of the characteristics of the teacher of physical and sports education. As there are many studies that dealt with this important party from the educational process, including the study of Marzouki Osama and Marouqi Ali entitled "The Impact of the Personality of the Professor of Physical and Sports Education on the Pedagogical Relationship between Him and the Secondary Stage Students" where they concluded that the professor is very close to his student to the extent that he helps him in solving his personal problems and this is due to the confidence that The student placed them in it, and the direct contact between them strengthened the student's self-confidence and the strength of his personality (Marzouqi and Marwaqi, 226: 2022).

Among the similar studies that dealt with the personality of the teacher of physical and sports education, we find the study of each of Sultani Osama and Zawaghi Idris, where they discussed "the relationship between the teacher of physical and sports education and secondary students and its implications for their psychological health and their social status." Many virtuous qualities such as cooperation, respect, love of goodness, creation, and integration into society, and all these qualities support our study in that it contradicts the characteristics of the bullying student (Sultani and Zawaghi, 1551: 2023). And finally, a study by Wahid Ahmed Amin and Kargour Muhammad entitled "The personality traits of a teacher of physical and sports education and their relationship to achievement motives", in which the researchers emphasized that the students' behavior is a reflective mirror. As he must be careful, especially during the emotional , and it agrees with our study that the teacher, if he bullied his students, spread that behavior to them (Wahid and gargour, 2014: 130).

**Third hypothesis:** The point of view of the teachers of physical and sports education indicated that the emotional objective of the class is completely inconsistent with the characteristics of the bullying student, but rather fights them. He cooperates with them, and these qualities are completely incompatible with the characteristics of a

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bullying student. There are many studies that have highlighted the importance of the class in achieving the psychological balance of the student, including the study of Tamtawsin Ahmed, "The role of the physical and sports education class in developing self-confidence among secondary school students," where he emphasized the existence of statistically significant differences between the practitioners and the exempted due to the emotional objective of the class (Tamtawsin , 2023: 230). Among the researches, we also find a doctoral dissertation by the student Mourabit Masoud and under the supervision of Dr. Shanati Ahmed, which dealt with the extent of the interest of teachers of physical and sports education in achieving emotional goals and its relationship to achievement motivation and emotional intelligence for secondary school students. This study supported our vision on the importance of achieving emotional goals because of their Positive effects on the life of the student during the crises of his adolescence (Murabit, 2017: 211).

### **Conclusion:**

Through our study ; we conducted on the role of the physical and sports education class in reducing bullying among students, and in comparison with related studies, we conclude that school bullying behaviour can be reduced through several ways and measures, including the physical education and sports class. The curriculum and its various components is considered a weapon to deter this group. Not by violence, but by consolidating the teacher's relationship with his students, so that the mentor becomes the guide and the friend, and his behaviour are reflected on them.

The practice in physical and sports education class keeps the student from engaging in bad behavior and fair competition directs the exploitation of his physical abilities in the right path, cooperation and respect for the laws of play teaches him respect for the freedoms of others. As psychological balance, getting rid of negative energy and self-confidence teaches him not to practice bullying over the weak. On the other hand, we are keen on the need for good training of teachers of physical education and sports so that they can provide guidance and direction as they are the closest to the souls of the students in order to



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understand some of their behavior, and try to solve them with modern educational methods.

Finally, we note the need to develop programs to combat school bullying before this phenomenon takes hold of our society and to organize study days on mechanisms to deter bullying.

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