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**School Bullying and its Impact on Academic Achievement  
Case Study: 4th Year Middle School Pupils  
- Seddik Brother School -**

A Thesis Submitted as Partial Fulfilment of the Requirements for the Degree of Master in Didactics.

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## **Declaration of Originality**

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Signature:.....

## **Dedication**

### **To My Beloved Parents,**

I want to express my sincere gratitude for everything you have done for me. Your love, support, and prayers have made me who I am today and still guide my journey. Mom, your constant encouragement always helps me when I am down, and your prayers light my path. Dad, your sacrifices for my success instilled in me the belief to try my best.

**To My Dear Siblings,** Wissal, Amani, Soundous, and Ibrahim, thank you for your support and love.

**To My Wonderful Teachers,** especially my supervisor, Sekkal-Babou, thank you for your guidance.

**To Everyone I've Shared My Life With,** thank you immensely. I love you all!

## **Acknowledgments**

First, I would like to express my deepest gratitude to my teacher and supervisor, Mrs. M. Sekkal Babou, for her support, guidance, and encouragement. I appreciate the knowledge and help she has given me, both during my past studies and for this research project. Her helpful feedback has greatly enhanced my critical thinking and elevated the quality of my work.

I would also like to thank the members of the committee, Dr. L.Sellam, Dr. H.Hichour, who have given their time to read and evaluate this humble work.

A special appreciation is extended to all teachers who offered their collaboration to make this work be done and equipped me with the necessary tools to navigate my studies effectively and successfully complete this dissertation.

I also extend thanks to my Mom who was also a teacher in my sight for guiding me throughout my academic journey and for my whole life in studies from kindergarten to university.

## **Abstract**

School bullying may be viewed as a normal part of childhood or simply just children behaving as children naturally do, but bullying is a prevalent form of violence among young people, especially in school settings. The current study aims to discover the different common forms of bullying and the reasons behind this issue and determine the impact of school bullying on student academic achievement. The significance of this research is to differentiate between repeated aggressive behaviour within dynamic power like one boy against a group of boys or young boy against older boy and occasional conflict or single fight between equals or rivals which constitute aggression in order to prevent bullying when it occurs. The researcher selects the population randomly using both quantitative and qualitative methods at Seddik Brother middle school, the tools used are a questionnaire for 41 students and interview with 4 teachers and classroom observation. Using these 3 tools to guarantee triangulation and gain valid and reliable insightful data. The findings indicate that many students become victims to school bullying which affects their self esteem and well being and their confidence as it leads to the creation of negative emotions and affects their academic performance. On the other side, teachers are lacking experience of how to deal with bullying when it occurs alongside with their classroom responsibilities. Hence, it recommended contacting school administrators, guidance counselors, for immediate assistance and implementing anti-bullying policies and intervention strategies to reduce the incidence and impact of bullying within the school environment.

**Keywords:** aggressive behaviour, anti-bullying policies, dynamic power, learning achievement, self esteem, school bullying, victims, well being .

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## **List of Acronyms**

**OBPP:** Olweus Bullying Prevention Program .

**The P.E.A.C.E Pack:** a Program for reducing Bullying in Schools.

**UNESCO :** the United Nations Educational, Scientific and Cultural Organization.

**A.F.T :** American Federation of Teachers .

**UCLA :** University of California, Los Angeles .

**GSHS:** global school based student health survey.

# **General Introduction**

Bullying remains a common problem that happens in schools or the workplace and at different stages of life no matter what age of that person. Although Some people, especially those who bully, might think it's not a big deal or see it as a temporary issue, but bullying can have long-term negative effects on victims, particularly if it happens at school.

Bullying can take many forms whether physical or verbal or social bullying or cyberbullying. Physical bullying that involves actions like hitting and pushing others. Verbal bullying includes insults, threats, and name-calling. Social bullying often involves mocking someone's appearance, background, or social status to make them feel excluded. Cyberbullying uses digital devices and online platforms to harass, threaten, or shame others. Therefore, victims are faced with this form repeatedly and intentionally harming them.

Bullying in schools can cause depression, losing confidence, feeling anxious and loneliness and performing poorly academically, which will develop negative feelings about school and become afraid to go school and they may also disengage from school activities and lose total interest in learning. Therefore, creating safe learning environments is essential for all Algerian students. Since bullying is common and negatively affects how often students come to school, how well they do in class, and their mental health, it's important to understand and deal with the different types of bullying in Algerian schools. This will help improve student well-being and their success in school.

This research investigates bullying in Algerian middle schools by analyzing all current types, specifically separating physical harassment, verbal bullying, and cyberbullying. It also examines how bullying affects student well-being by considering their mental health , such as anxiety and depression, their social isolation , and disruptions to daily life like sleep and social interaction. It also includes teacher perspectives on the issue. Furthermore, the research delves into the potential consequences of bullying on students' academic performance, including grades, attendance, and engagement in classroom activities.

To accomplish this, the work is guided by the following main research question:

1. What are the prevailing types of bullying that exist in Algerian school ?
2. Does bullying impact the student's academic achievement ?

Based on the research questions above, we propose the following possible answers as hypotheses:

- First, it seems that Verbal bullying is the prevalent form of bullying in Algeria school, followed by social exclusion and physical bullying .
- Second, Bullying may have a significant negative impact on student academic achievement.

This study employed a combination of qualitative and quantitative methods to test the hypothesis. Data collection included a questionnaire administered to 41 fourth-year students and interviews conducted with 4 teachers at Seddik Brother Middle School, in addition to classroom observations.

This dissertation contains three chapters. The first chapter reviews the existing research on school bullying, which covers the definition of school bullying, its causes, its different types, explore the role within "bullying triangle", discusses the consequences of bullying, identifies signs of involvement (as bully, victim, or bystander), and examining instances of bullying specifically in Algerian schools. The second chapter outlines the research methodology, detailing the mixed-methods approach, data collection procedures, population, and research instrument. The third chapter presents and analyzes the research findings. This chapter examines data gathered from pupil questionnaires, teacher interviews, and classroom observations, followed by a discussion of these findings. The dissertation concludes with recommendations and proposed solutions to address the problem of school bullying.

The research has limitations because the small sample size might not accurately reflect the broader population. The study focuses on students and teachers, but does not include parents' active involvement.

### 1. Definition of School Bullying

Bullying is the term that has been defined by many scholars as being aggressive, unwanted behavior among school aged children that involve a real or perceived power imbalance, and this behaviour is repeated or has the potential to be repeated over time. Olweus in 1993 defines bullying as ``student is being bullied or victimizing when he or she exposed, repeated and overtime, to navigate actions on the part of one or more other students``(P.9). This definition emphasizes power imbalance and is characterized by intentional harm and repetition.

Bullying can be manifested in various forms which can occur as physical assault such as hitting or kicking, shoving and it also can take passive nature leaving no physical marks such as spreading rumors, excluding individuals, manipulation, threats and making fun of the victims leaving them feeling powerless and alone. These forms of bullying can often inflict more harm on the victims. Therefore, children who experienced bullying may feel embarrassment, intimidation and even violent actions.

Most youth report having been bullied during their school year. Romano,et al in 2011, pp 468-479 demonstrated that the concept of bullying has three element as follows :

- An intention to harm
- It happen many time
- The imbalance of power between the bullier and the victim

Aggressive behavior in children often signifies an underlying issue or disturbance whether the child is the bully or the victim they require attention, care and support. Bullying is an uncontrollable aspect of a child development journey, a natural part of their adolescent period. This uncontrollable behavior disrupts the calm and peaceful learning environment by instilling fear, tension, anxiety in students.

## **2 .Background of School Bullying**

The topic of school bullying has a rich and well documented history. The theme of bullying was first prominently featured in Thomas Hughes 1857 Novel “Tom Brown’s days” which provides an early literature depicting the phenomenon. However, it was not until 1897 that the first significant academic article specifically addressing school bullying was published. marking the beginning of scholarly research in this area.

Over the subsequent decades, research on school bullying has steadily increased. From 1900 to 1990 there were only 62 citations related to these topics. However, this number grew exponentially in the early 2000s with 562 citations recorded between 2000 and 2004 alone. The surge in academic interest and inquiry reflects the growing recognition of bullying as a critical issue in educational settings.

Since 2004, the focus on school bullying has continued to intensify. Researchers, educators and policymakers have dedicated increasing attention and resources to understand the causes, consequences and effective interventions for addressing this pervasive problem. Additionally the 2022 south korea television series “ the glory ” has brought further public awareness and discussion to the issue of bullying, further highlighting its ongoing societal relevance.

The evolution of research on school bullying demonstrates the field’s progression from its early literary depictions to its current status as a well established area of academic study. This trajectory underscores the growing importance placed on understanding and addressing the complex dynamics of bullying in the educational environment.

In 1970, the bullying issue came into discussion in Scandinavia by Olwues and he published his work in Scandinavia 1973 and in the U.S.A 1978. Olweus was a pivotal figure in the field of bullying research and was the first person who took bullying seriously and established the foundation for how it is comprehended and addressed. Olweus is widely recognized as a leading figure in the field of bullying research and intervention. His contributions have significantly shaped our understanding and approach to addressing this critical issue in the educational setting



In 1980, he conducted a questionnaire to evaluate the issue of bullying and he developed one of the first comprehensive anti bullying programs, the Olweus Bullying Prevention Program (**OBPP**); which have been widely implemented in schools across various countries. This program focuses on creating a positive school environment that reduces bullying and fosters healthy relationships among students.

Wishing to go further than just raising awareness among authorities about school bullying. Olweus set out on the difficult work of establishing research based strategies for addressing this problem. He went further another notch to develop and design intervention policies to curb and have control over this all prevalent issue. Research by Olewus sparked interest in other countries of the world including Britain,the U.S.A, Canada, Italy, Spain, Japan and Australia where other studies were conducted and programs to combat school bullying launched. Many countries have embarked on qualifying programs to eradicate bullying in school in order to do away with bullying like the United kingdom; Japan and the Australian **P.E.A.C.E** pack for reducing bullying in schools and new zealand the KIA KAHA programs ( Smith & Brain ,2000,PP.3-5).

The research work of Dr. Slee and Dr. Olweus which was conducted in 1989 made the problem of school bullying topical in Australia. These professors worked with specialists of the department of children's service, their efforts were sometimes coordinated together, at other times each party was its own. To some extent, the problem of bullying may present in schools with different frequency rates. This is due to school climate, social relationships and other relevant cultural factors which exist in school and the community level. On the other hand, the school and community climate actually work positively or negatively toward the goals. New reports of bullying are discovered every other day and while this problem mostly affects students, the negative impacts are experienced by the whole society, departments and families.

Today, as either victims or witnesses to bullying or receiving information from the media, bullying continues to become more prevalent. Due to such problems, schools have been forced to pay much attention to the issue of bullying. some have established several strategic anti- bullying prevention measures meant for prevention of learning environment and positive classroom climate. They play an important role in reducing the impacts of bullying on students' learning and development.

### **3. Types of Bullying**

Bullying involves acts that are usually considered threatening, provoking or unpleasant in a given context that sees the bully having dominance over the victims, in essence the professionals define bullying as a phenomenon in which an offender intentionally and repeatedly harasses another person. This dynamic usually makes the victims perform unwanted actions. bullying may present in different forms and can happen to anybody, including children and adults.

#### **3.1 Physical Bullying**

Physical bullying involves the application of power and aggression to cause pain to other and its include hitting, pushing, kicking as well as sexual assault in the form of touching, biting, forcibly taking and throwing the victims belongings. However, physical bullying can also be contextualized in group bullying, in which bullies target those who they consider to be subordinate. Many of its cases involve those considered “ nerdy “Unpopular or “ freaky “ with the bullies purpose of making the victims feel worthless and insecure because they have been rejected or not part of the bully’s crowd. Physical bullying can have tragic endings. They can end up developing negative self esteem or dejected and personal identity which can lead to feelings of depression. Physical bullying can be noticed through signs in childrens and young adults like indicating withdrawal and an overall sense of sadness or if a child complains that she or he is afraid to go to school or after school activities walk home alone.

#### **3.2 Verbal Bullying**

Is the time when the bully says or utters inappropriate words to the victim. by the act of saying harsh vicious words to make someone feel bad about themselves.

According to the new Mexico university (UNM) Verbal bullying defined as repeated slandering, ridiculing, or maligning of a person or persons, addressing abusive and offensive remarks to a person or persons in a sustained or repeated manner; or shouting at others in

public and/or in private where such conduct is so severe or pervasive as to cause or create a hostile or offensive educational or working environment or unreasonably interfere with the person's work or school performance or participation.(University of New Mexico, n.d.)

According to Olweus in 1993 categorized verbal bullying as a type of bullying in which an individual or more are attacked using words or writing, and may contain insults, name calling, threats or dropping of rude remarks that cause disturbance and pain to the victims. While the impacts of physical bullying are immediately noticeable, the consequences of verbal bullying can be subtler at first. Over time, verbal bullying seeks to erode a person's self-worth and self-esteem and This can lead to mental health issues such as depression and anxiety. Lee (2004) states "Verbal bullying mustn't be treated as kids simply being kids and will be handled seriously by parents, counselors, teachers and college administrators"(pp.102).

### **3.3 Cyber Bullying**

Bullying that happens online or through social media or through text messages is recognized as cyberbullying. It involves actions like spreading rumors, lies, and mean comments about someone through text messages or even posting pictures or videos. This behavior can harm a person's reputation and dignity. It may also include racist messages that lead to the victim being isolated , creating a hostile environment, even if they are not the direct target.

Cyberbullying is increasingly prevalent among today's youth due to the internet, social media, and smartphones. This type can occur through various smart devices, including cell phones, laptops, and tablets, and can manifest in SMS, texts, social media platforms, chat rooms, and games, Which can leave The victim feeling trapped and unable to escape this type of bullying. Cyberbullying can be considered repetitive when a message, image, or video is created once and then shared with multiple individuals. These individuals may share or upload the content online. Each time someone views this content, it can be perceived as a repetition of bullying. (Juvonen & Gross, 2008. pp 496-505).

Cyberbullying has no excuse. A lot of bullies do not look for reaction, what they are interested in is ways to inflate their egos by harassing people. Such behavior gives the bully a feeling of power. Under certain individuals, it is a wrong impression to consider it funny to mock others, lacking the ability to see the effects it creates. Bullying is known to cause a number of problems for both children and adolescents, both in their emotional well-being as well as their performance in academics. Although at first sight it seems that cyberbullying is a minor problem, the awareness of this type of bullying is rapidly increasing thanks to the global progression of technology and the ever growing interest of youth in the internet, over which they can do whatever they want. This is likely to be one of the major forms of bullying in the 21st Century and we need to all pull together in fighting it (Lee, 2004).

### **3.4 Social Bullying**

Social bullying or relational bullying, as it is known by Coloroso (2008), is when violence happens socially, where people might poke fun or exploit someone's image by spreading false information, exclusion, insulting, or embarrassing the victim in public. This unique form of bullying takes place socially, where it can be practiced openly or with people around the victim.

Social bullying also happens in a defined social environment, such as social groups. In the latter case it may be a matter of attacking someone physically or using other forms of intimidation within a group (Lee, 2004). Such acts of cruelty can be devastating for the emotional, they can lead to destructive outcomes like depression and increase in psychologically stressful concerns (scary feeling). While in some cases psychosocial impact gets resolved with proper treatment, in other cases the effects of social bullying can persist throughout a person's life. In addition, insults can range from mockery to a peer's clothing and manner of speaking to verbal abuse of academic performance and a person's ethnicity or culture. All of those are characteristics of attempts of one child to bully another (O'Moore & Minton, 2004, pp 43-46).

## 4. The Bullying Triangle: The Bully, The Bullied, Bystander

### 4.1 The Bully

Studies indicate that some children may show bullying behaviour in their adolescence, others may do so in their early childhood. However, they were able to identify him or her through their actions, which involves pursuing and bullying others with physical and verbal means (Garrett, 2003. p.11). Because there are no specific signs that clearly identify a bully and their characteristics, it can be challenging to identify one. However, It's often possible to recognize bullies by how they act, particularly by their lack of self control and anger. Bullies exist in many different ways:

- **The self-assured Bully** is someone who has a lack of empathy for their victims and shows a large ego and a sense of superiority.
- **The Social Bully** is someone who out of jealousy, spreads untrue rumors and gossip to hurt others emotionally.
- **The Armored Bully** is someone who Hides their true self behind a tough exterior and doesn't consider the impact of their actions on others. .
- **The Hyperactive Bully** is someone who Struggles with social skills and acts aggressively, and frequently blames their victims for the conflict.
- **The Bullied Bully** is someone who bullies others because they themselves are victims of bullying. so they use bullying in a way that helps them to deal with their own feelings of being weak or helpless.
- **The Cluster of Bullies** is a group that works together to threaten and harm others.
- **The Gang of Bullies** a group known for bullying.they work together to seek domination and show disrespect authority and school policies.

The bullies can be identified by their personality :

**1-Desire for Control:** Bullies often seek to dominate others, making them act according to their wishes.

**2-Temper Issues:** They struggle with anger management and are often driven by their emotions.

**3-Intimidation:** Bullies intentionally annoy and insult others, taking pleasure in their humiliation.

**4-Influence from Home:** Their bullying behavior can often be influenced by what they observe in their home environment.

According to American Federation of Teacher (AFT) that president by **Randi Weingarten** also bullies identified through(American Federation of Teachers, n.d.) :

**1-Selfishness:** They frequently exhibit self-centeredness by focusing on their needs and desires, ignoring the feelings of others.

**2-Lack of Empathy:** they frequently ignore the possible harm to victims self-esteem and do not understand or care how their actions hurt others.

**3-Refusal to Accept Responsibility:** they frequently defend their act and refuse to admit they are wrong and do not take accountability for their behavior.

**4-Dominance Over the Weak:** They would rather exercise authority over people who are considered to be weaker.

## **4.2 The Victims**

Olweus (1997, p. 499) noted that typical targets of bullies often exhibit low self-confidence and are usually submissive and anxious. These individuals may have a limited sense of humor and poor social skills, often appearing sad in the schoolyard. They are usually low in popularity, with few or no friends, making them frequent targets for bullying and teasing. Their reactions typically include being cautious around others and crying frequently. Youngsters are often labeled as submissive victims, distinct from provocative victims, who are characterized by anxiety and aggression that can lead to unawareness, creating tension and irritation.

According to a team of **AFT in Chicago** they characterized victims into two types, passive and proactive victims in which the passive victims are known for their feeling of isolation during school hours and difficulties with social interaction and easily getting upset or overwhelmed by bullies and having learning difficulties. However, the proactive victims are known for Being easily emotionally triggered and acting in ways that keep the conflict going and potentially having attention deficit hyperactivity disorder (ADHD).(American Federation of Teachers, n.d.)

Bullying can affect individuals at any age, but it is more prevalent among adolescents with Special Educational Needs (SEN). The most vulnerable individuals are often those who have been forced to relinquish personal and financial possessions. Adolescents who feel powerless may report being forced and abused, losing their ability to defend themselves. Young adults from higher social classes or those living in stepfamilies are more susceptible to manipulation, while frequently changing schools can be advantageous for some. However, being introduced as a new student in a school increases the likelihood of being bullied (Green, Collingwood & Ross, 2010, pp. 8-10).

There is a smaller group who react with violence, even though they are scared. These children often had trouble concentrating in class due to their behavior, which created discomfort and stress for themselves and their classmates, which prevented effective learning. Additionally, there is the rational victim, who experiences exclusion from groups, particularly during play, lunch, or sports activities. This type of victim is more likely to be the subject of rumors and lies. New students often face hostility and mistreatment, making them particularly vulnerable to bullying from those who dominate the school environment.

### **4.3 Bystander**

A significant number of individuals are identified as bystanders, who neither commit abuse nor experience it themselves within the school setting (Glew et al., 2005, p. 1030). Bystanders are defined as active participants in the school environment. bullying is not just about bullies and victims, bystanders also play a big role in the dynamic of bullying. The interactions between

victims and bystanders, as well as the actions of bystanders, can allow analysing and creating a bully-victim situation. The bystanders may engage in bullying through action for instance, letting the bullying happen or when they intervene in a manner that worsened the situation.

Research indicates that passive bystanders may inadvertently support the bully's actions. There are assertive bystanders who take an active role in orchestrating plans that lead to the victimization of others within the school community. There are also bystander victims, who are vulnerable and anxious individuals drawn into the bullying process. Supportive bystanders may collaborate in the harm to others while attempting to defend both the victim and the Sham bystander, who is a safeguarded individual neither acting as a bully nor as a victim ( Twemlow, Fonagy & Sacco, 2004, pp. 2-14-31).

## **5.Cause of School Bullying**

### **5.1 Environmental Cause**

Media representation of physical aggression like what is found in movies, music, video games, and other formats can contribute to the continuation of bullying behavior. Some children are not influenced by exposure to media violence, while others may become more aggressive because of what they see. This indicates that environmental factors can have a significant impact on behavior depending on how they are perceived and reacted to.

Providing kids with the right education is essential to help them in resisting the negative impact of the media. television and other media that display scenes of violence, conflicts, crimes, and wars, have a significant impact on children. The environment in which children are raised can have a significant effect on whether they become bullies later in life. (Berkowitz and Donnerstein.,et al., 2003.pp 81-110).

School setting also plays a role in increasing the issue of bullying because absence of strong adult supervision, higher level of aggression and chaos and lower sense of school community are beleived to increase chances of students becoming bullying or victims. Additionally, a survey conducted in school with bullying incidents revealed the detrimental elements in the school



environment can elevate the occurrence of bullying and diminish student feeling of safety at school. ( Wienke Totura, C.M., MacKinnon-Lewis, C., et al.,2009. pp 571-609).

## **5.2 Social Cause**

Children's behaviour is shaped by the family environment. Studies show that children who are raised in homes with regular fighting, conflicts, and hostility among family members are more likely to become bullies. These children may develop negative behaviors, aggressive attitudes, and even use violence as a means of expressing their inner pain , anger, and resentment towards their parents (Stephenson and Smith, 1989).

Several family dynamics can contribute to a child becoming a bully:

- A family that is isolated and lacking social support.
- Unfair punishment from parents, which is influenced by their mood rather than the child's actions.
- Duncan's research shows that when mothers overly protect their sons, those boys do not face obstacles that would help them develop necessary conflict resolution skills and independence. As a result, children with poor parental relationships may struggle to get along with their peers and could become targets of bullying. For instance, a daughter may not develop good social skills if her mother treats her in a hostile and emotionally abusive way. This lack of healthy relationships with her mother can lead to difficulties in emotional regulation and communication, increasing the daughter's risk of becoming a victim. (Duncan ,R.D,2004 ,PP. 227\_244)

In contrast, children who grow up in a peaceful home environment with positive relationships with their parents are less likely to engage in bullying (Rigby, 1993; Bowers et al.,1992). Hence, the actions and attitudes of adults are vital in either reducing or worsening the bullying behaviors among children.

### **5.3 Peer Dynamic**

Making friendships and gaining support from them is what adolescent people desire for because, During this time young people want to be independent and often turn to friends for support. However, negative relationships and the absence of supportive peers can increase the risk of bullying. Research shows that peers significantly had a big impact on both the victims of bullying and those who engage in bullying behavior. For many adolescents, being accepted by peers, being popular, and having strong friendships are very important. (Espelage, D.L , 2002)

Demaray and Malecki emphasize that gaining acceptance from peers can serve as a protective factor against bullying for young individuals. Their study indicates that youth with diminished peer acceptance and social support are more likely to be subjected to bullying.

( Demaray, M.K. and Malecki, C.K ,2003.pp 471-489)

### **5.4 Low self Esteem**

The bullies appear having problems with their own self-esteem issues. By picking on others, they attempt to hide their insecurities and experience momentary feelings of happiness, power, and self-satisfaction. However, this behavior usually occurs on a regular basis, as they are unaware of the significant impact their actions have on their victims.

According to what D.r Anderea post in her account in website of LINKEDIN; she stated that bullies often feel insecure about themselves so they pick on others to make themselves feel better by attacking their victims, they distract from their own feeling of inadequacy, even if just for little while this why bullies act mean in which this behavior are stem from low self esteem and need to feel accepted by other. ( Carte, A , 28 august 2023 )

## **6 . Consequence of School Bullying**

Research has increasingly highlighted the negative impact of bullying on children's well-being and behavior (Gini and Pozzoli, 2009.pp 1059-1065; Lereya et al., 2015.pp 524-531; Reijntjes et al., 2010.pp 244-252; Ttofi et al., 2011.pp 63-73). The bullying impacts not just the victims; therefore, it is also influencing the school environment. It makes students feel afraid, which

negatively affects everyone. Students who are bullied may have health problems and struggle emotionally and academically in schools. Bullying can cause students to be unmotivated, have low self-esteem, and struggle to make friends, often spending a lot of time alone. Some students may consider dropping out of school, and decline in their academic performance. Others might use drugs and alcohol as a way to deal with their pain.

## **6.1 Psychological Consequence**

Garrett (2003, pp 165-169) describes victims of bullying as typically experiencing unhappiness and low self-esteem, anxiety, depression even suicidal thoughts and these effects can be both for short term and long lasting affecting mental health well into adulthood.

Also trust issues can arise, affecting both personal and professional relationships. In certain cases children may not survive the long term effects of bullying, carry emotional scars throughout their lives (Garrett, 2003:70) and become part of their adult life.

Ismaili in 2014, suggested in her PHD thesis work an example of a victim being affected psychologically and causing him hurt like If a student misses a week of school due to illness, bullies might falsely suggest that she is absent because she is pregnant. As a result, her classmates could start teasing her about this rumor. Depending on how the student handles this situation, she may feel very embarrassed and anxious. In severe cases, these overwhelming feelings could lead her to consider suicide as an escape. (Ismaili.E, 2014)

Another psychological effect of bullying is linked to how individuals blame themselves causing individuals to question their worth like “ why does this happen to me ?”. This self-accusation can result in lower self-esteem, anxiety, and depression (Graham and Juvonen, 1998, pp 587-599).

Graham and Juvonen (1998) discovered that middle school students who were labeled as targets of bullying were more likely to make characterological self-blaming attributions for their victimization rather than behavioral self-blaming attributions in their initial analysis specifically focused on bullying. Consequently, psychological self-blame was found to mediate the relationship between being victimized and psychological maladjustment, as indicated by measures of depression and social anxiety. Additionally, children who are bullied and tend to

characterological blame themselves are more likely to have a pessimistic view of the future, which may increase their chances of being bullied again.

In 1986, Albert Bandura's social cognitive theorist suggested that human behavior results from the interaction of three factors: personal characteristics (like thoughts and feelings), environmental influences (such as social and cultural contexts), and behavioral patterns (the ways people act). He highlighted the importance of observational learning (learning by watching others), social experiences, and reciprocal determinism (the idea that people shape their environments while being shaped by them). This means that individuals both affect and are affected by their surroundings and it was improved through experiments called the **BOBO DOLL** experiment.

Recent studies have started to explore emotions dysregulation and examine difficulties in managing emotions, linking peer victimization to adverse outcomes. the methods individuals use to enhance, control, or reduce specific aspects of their emotional response “ are termed emotion control” (Gross, 2001, p. 215).

Emotion control refers to the techniques people use to manage their emotional responses, which can influence how intensely they react to stress and how well they recover from it. Studies indicate that teenagers who struggle with their emotion regulation are more likely to experience bullying (Hanish et al., 2004.pp 335-353; Mahady Wilton et al., 2000.pp 227-245) . It is also important to investigate whether having further problems with emotional control is linked to being victimized, which may have more detrimental consequences.

Having emotional dysregulation may explain the link between psychological distress and negative outcomes in adolescents. Peer victimization can impair self-regulation, resulting in feelings of social isolation (Baumeister et al., 2005.pp 589-604) and stigma (Inzlicht et al., 2006.pp 262-269). Additionally,chronic stress is another common feature of childhood and adolescence. Furthermore, bullying in particular creates persistent anxiety for both victims and aggressors (Swearer and Hymel, 2015.pp 344-353), which can interfere with emotion regulation. Studies indicate that peer victimization and bullying can result in emotional dysregulation issues, which include feeling more negative emotions and emotional reactivity (Rudolph et al., 2009. pp 1444-1454; Schwartz et al., 1993.pp1755-1772). Over time, when victims are

Repeatedly experiencing strong emotions due to bullying can ultimately make it more difficult to manage those emotions.

## **6.2 Physical Consequences**

According to research conducted by stopbullying.gov (2017), bullying can lead to various physical health issues, which may be immediate such as injuries, or they may manifest long-term as headaches, sleep troubles, eating disorders, nightmares, cardiovascular issues, feelings of unsteadiness, chronic pain, and muscle soreness.

Children who have observed violence in school settings may be at risk of developing Reactive Attachment Disorder, as well as facing issues like reduced physical activity, overweight or obesity, diabetes, smoking habits, substance abuse, and potentially serious conditions such as cancer, heart disease, and lung disorders, among other adverse consequences. stopbullying.gov researchers emphasize also on how being bullied raises cortisol levels in the body, which is a hormone released in response to stress. This stress from being bullied can weaken the immune system and disrupt hormone balance.(stopbullying .gov ,2017).

## **6.3 Academic Consequence**

According to stopbullying.gov (2017), bullying has a harmful effect on the academic performance of children and teenagers. From kindergarten through high school, it negatively influences their grades and scores on standardized tests.

The research indicate a strong connection between being bullied and poorer academic performance, from kindergarten (Kochenderfer and Ladd, 1996.pp 1305-1317) through high school (Espinoza et al., 2013.pp 1775-1788; Glew et al., 2008.pp 123-128). A 2013 study by Espinoza and colleagues, found that Latino students in the ninth and tenth grades reported more academic challenges, like lower test scores and feelings of inadequacy, on days when they were bullied more often. However, In 2010, the Journal of Early Adolescence published the results of a University of California, Los Angeles ( UCLA) review involving 2,300 middle school students and their teachers from eleven public schools in Los Angeles. Students rated the extent of their

bullying experiences on a four-point scale and identified peers who were frequently bullied. Educators also assessed their students' engagement and academic success. This study, which gathered data over three years, revealed significant findings.(Juvonen et al.,2011.pp 156-167).

Short - term longitudinal studies suggest that being bullied leads to academic issues , instead of academic issues predicting the likelihood of being bullied (Kochenderfer and Ladd, 1996; Schwartz et al., 2005.pp 425-435). Juvonen et al. (2011) found that self- reported victimization negatively impacted academic achievement over three years in middle school, with a 1 unit increase in victimization correlating to 0.3 point (pp. 152-173). Juvonen also noted that bullying is often associated with poor academic performance.

Jaana Juvonen, a psychology professor at UCLA stated, “students who are repeatedly bullied receive poorer grades and participate less in class discussions... students may get mislabeled as low achievers because they do not want to speak up in class for fear of getting bullied.” She further explained, “Once students get labeled as ‘dumb,’ they get picked on and perform even worse.”

## **7. Signs that Indicate Child is A Bully or Being Bullied**

### **7.1 Signs that a Child is Being Bullied**

- Signs that a child may be experiencing bullying include frequently missing personal belongings, requesting extra money from parents, showing aggressive behaviour or a negative attitude toward school, and changing their arrival or departure time like when he/she starts to leave school earlier or later than usual. Other indicators that prove that a child is being bullied are when they are making excuses to avoid school such as pretending to feel unwell or illness.
- refusing to discuss their problems, and start spending time alone or being excluded from peer groups.
- having unexplained injuries or damaged items, facing teasing or ridicule, showing reluctance to participate in class discussions, and experiencing declining academic performance.

## ● **Parents' Observation**

Parents may notice changes in their child's behavior at home, which they should report to the school. A child may:

struggle to get out of bed, express negative feelings toward school, change their everyday walking route or feel nervous about it, change their sleeping or eating habits, reveal mood swings or increased emotional distress, showed unexplained injuries, complain of stomach aches or other pains, have missing or damaged belongings, ask for extra pocket money or snacks, come home hungry, and be secretive about their online interactions.

## **7.2 Signs that Child is the Bully**

- Bullies always engage in physical or verbal aggression to control the others and get what the bully wants. They often land in the principal's office or detention, other signs of bullying behaviour include possessing unexplained extra money or new items, and struggling with anger management, acting out of frustration.
- They avoid taking responsibility for their actions and are competitive, prioritizing their reputation and popularity. Bullies usually do not follow the rules and show little respect for authority, often viewing violence as a source of amusement. Some use violence to express and let out their anger and fulfill personal desires. The bullies often claim that the victims deserve this mistreatment which allows them to justify their own actions and put the blame on the victims.
- For their own amusement and feeling of power some bullies enjoy upsetting, frightening, or insulting others and humiliate their victims.

Some children start displaying bullying behavior when they are very young, while others might only show it during their teenage years. so, Recognizing these signs and behaviors is important for addressing bullying effectively and keeping in mind that any child, even those who are usually well-behaved, can engage in bullying sometimes. Identifying a bully can be challenging because there's no specific set of signs that define them but previous signs can help to understand their misbehaviour.

## **8. Target of School Bullying**

Bullies tend to seek out individuals who exhibit particular traits that make them more vulnerable, viewing them as potential sources of entertainment (Coloroso, 2008, pp. 43-44).

- New students may face bullying despite excelling in activities and receiving positive recognition from peers and teachers.
- High intelligence can make others jealous, leading to insults from others.
- The bullied are targeted Students who are Introverted, shy, or low-confidence. Additionally, students may be targeted also for their interests, habits, or hobbies, as well as academic struggles or specific learning disabilities.
- Students who are characterized with Physical disabilities, unusual voice tones, minority backgrounds, or being overweight, underweight, very short, very tall, weak, or having acne can also make children become targets for bullying. Socioeconomic status can contribute as well, with kids seen as either too wealthy or too poor being at risk.

## **9. Bullying Case in Algeria School**

Recently, there has been an increase in reports of violence and bullying around the world, making it a widespread social issue. Algeria is no exception, as bullying in the country is often linked to violent and aggressive behavior, particularly in schools and playgrounds.( Zouichene ,R & Bendahmane , I , 2023 , p.6).

Schools serve as a crucial institution for social development, marking the initial link between individuals and society. They play a vital role in passing down culture, customs, and social practices while also providing education and knowledge under optimal conditions. Addressing the issue of school bullying is important, as it can have harmful effects on victims, creating barriers to a peaceful life and negatively influencing academic performance and classroom environments. Victims may often miss classes, which can have serious effects, including the possibility of quitting school completely.

Bullying can harm students' mental health, creates a hostile learning environment, and disrupts education. Each year, many students experience severe bullying, compromising school safety



and positive classroom dynamics. With approximately 70% of teenagers worldwide experiencing bullying, it is essential to develop an actionable plan that involves both children and adolescents in addressing this issue (UNESCO, 2017). In this context, bullying in Algerian schools has emerged as a major social concern and a pressing reality, drawing the attention of scholars, academics, and researchers from various Algerian regions, one of these researchers who study Algeria school bullying was Habib Tiliouine. Tiliouine shows that children's likelihood of being bullied can vary based on their family's financial situation. Specifically, kids from poorer families often become targets for bullying because they may lack essential items like clothing and school supplies. This vulnerability makes it easier for bullies to pick on them. Additionally, family stability also plays a role; for instance, children who return to Algeria after living in a foreign country with a different culture may face bullying upon their return, because their peers see them differently. (Tiliouine, 2014, p 7. 8). Sahel and Mokrane (2019), Algerian researchers, also highlighting the significant impact of family conditions and environments on children's behavior. They argue that factors such as emotional neglect from parents, mistreatment (whether verbal, physical, or through damaging property), difficult economic situations, and signs of family breakdown can have harmful effects on a child's future. These adverse experiences can lead to violent behavior, first in public spaces and later in school, affecting interactions with peers, teachers, and even the child's self-perception.( Sahel & Mokrane , 2019, P.69).

Even teachers can contribute to bullying behavior in schools. For example, if a teacher embarrasses a student in front of the class, it can harm student mental health, potentially leading to depression or aggression. This behavior put teacher in a similar position to bullies as both create a negative environment for the student; in the light of that Sahel and Mokrane highlighting that when a teacher marginalizes or belittles a student, doesn't recognize their abilities, and fails to motivate them, it can cause the student to feel depressed. This depression may then result in aggressive and violent behaviors towards both the teacher and other students.( Sahel & Mokrane, 2019 , p.69).

Bachir (2013) highlighted that around 3,000 instances of actual school bullying were documented between 2012 and 2013 in his newspaper article titled "La violence dans l'éducation, un phénomène qui ne cesse de menacer la vie des enseignants et des élèves," published in the

electronic newspaper *Algerie patriotique*. Furthermore, in a subsequent article published in LINKED IN also led by Bachir (2015) and titled "L'école Algérienne entre le marteau et l'enclume," the study revealed that 55% of both physical and verbal bullying took place within classrooms, while 45% occurred arounds schools grounds. Bullying is more common in urban areas, with 74% of reported cases occurring there, compared to 26% in rural areas. This suggests that students in cities experience greater difficulties with bullying in schools. These difficulties are likely linked to the social environment, demographic conditions, as well as economic and cultural influences. Notably, 20% of all incidents of school abuse occurred in the two largest cities, Oran and Algiers, which reported the highest rates.

School bullying among Algerian adolescents remains a major problem that has attracted worldwide interest because of its complexity. A case study conducted in 2011 revealed alarming statistics from a global school-based student health survey (**GSHS**) involving pupils aged 13 to 15 years. Schools were selected randomly based on their size, resulting in a total of 4,532 participants from both genders. According to the findings, 51% of students in Algeria reported experiences of school bullying, with 48% of males and 55% of females reported being victims. This data positions Algeria at the forefront of school bullying incidents, which demonstrates that the problem affects a large number of young people in the country. The study also highlighted that factors such as physical activities, age, and social dynamics are all closely linked to the prevalence of bullying (MazabaLiwewe et al., 2014, pp. 407-412).

Sahel and Mokrane (2019) reference 2016 statistics from the Algerian Ministry of Education, which recorded 1,661 cases throughout the differnet 48 Algerian towns. 52% of middle school students, 35% of elementary school students and 13% of secondary school students. Among these ,1427 cases of violence were between pupils, 156 teachers against pupils and 87 pupils against their teacher. ( Daloumi,2016). 75% of cases of verbal bullying are reported with insults making up 44% , threats 17% and contempt 13% , only 25% of physical bullying incidents are reported. 14% of children indicated that they were the target of rumors and 24% who reported being bullied online; pupils against pupils 80% , pupils against their teachers 13% , teachers against pupils 5% . (El Khabar, 2017).

During the first term of the 2018-2019 academic year, nearly 200 cases of school violence were reported by a ministry involving teachers, students, and administrative staff. The main contributing factors included insufficient training for teachers, overcrowded classrooms, a lack of pedagogical authority among teachers, drug presence in schools, and social issues like divorce.(sahel & Mokrane , 2019, P. 65.V6) According to the latest statistics during the first term of the academic year (2018- 2019), there were 161 confirmed cases of school violence across various educational levels. Specifically, in primary schools, 10 cases were reported where teachers were aggressive towards students, while 45 cases involved students behaving aggressively towards classmates. In middle schools, 53 instances involved teachers assaulting students and 14 involved violence between teachers and administrative staff. In secondary schools, 22 teachers were reported as violent towards students, and 17 staff members were violent towards each other. ( Sahel & Mokrane , 2019). Notably, incidents of violence among students were not reported as they were resolved in classrooms without involving the administration . ( [http:// www. elheddaf . com](http://www.elheddaf.com) /16/07/2019) .

Bullying in Algeria, like elsewhere in the world, is influenced by factors such as the home environment, classroom dynamics, gender, and age. These elements impact students' social and psychological growth, which shapes their lifestyle choices.( Zouichene, r., Bendahmane, I, 2023, P. 369-381). School bullying in Algeria is linked to a lack of awareness and education. Despite the continuous reports regarding bullying incidents and the urgent need for support for affected students, but the education institutions still fail to address this problem. It is essential for the entire school community to be aware of the difficulties related to bullying.

## **Conclusion:**

Bullying, a recurring and deliberate act of harm, manifests across nations in physical, verbal, cyber, and social forms. Rooted in environmental, social, and peer dynamics, as well as low self-esteem, bullying leads to detrimental psychological, physical, and academic consequences for victims. Algerian schools have seen hundreds of bullying cases in recent years, highlighting the widespread nature of this issue.

## **Chapter two :                      Research Methodology and Design**

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### **1. Introduction :**

This chapter presents the descriptive side of the study regarding student experiences of bullying, its impact on their mental health and academic performance, and teacher concerns and beliefs about bullying. Data was collected through structured questionnaires administered to students, interviews with teachers, and classroom observations of student-student and teacher-student interactions. The research was conducted at Seddik Brother Middle School. This chapter explains how we gathered data (using questionnaires, interviews, and observations) and the research methods we used. It describes the purpose of each data collection tool and how we used them. The chapter also provides details about the people who participated in the study (the sample population), the ethical guidelines we followed, and any problems we faced during the research.

### **2. Research Methodology**

#### **2.1 The Research Design**

This research employs a mixed method approach, utilizing three different data collection methods. Firstly, a questionnaire which was administered to 41 students to gather their experiences and perspective on school bullying. secondly, a structured interview with four teachers of varying qualifications, seniority, and age; and classroom observations to record behaviors and actions in Algerian classrooms. Student questionnaire data will be analyzed quantitatively using descriptive statistics, presented in clear and brief tables summarizing response frequencies and percentages, and visually represented in graphs such as line charts to illustrate trends in bullying experiences across grade levels, and scatter plots to explore potential correlations between bullying involvement and academic performance or student well-being. Teacher interviews, Recorded with permission, then written down exactly as it was said. The data was analyzed using thematic analysis, a qualitative method. This involved taking detailed notes, coding the data, and identifying patterns to find common themes related to teachers' perceptions

and experiences, and for Classroom observations were analyzed in tables classifying student behaviors, characteristics, and teacher actions. The integration of collected quantitative and qualitative will inform comprehensive discussion of findings, address research questions, and confirm the research hypothesis.

## **2.2 Type of Research Design**

This research employs a convergent parallel design, also known as triangulation design by using a mix method approach to comprehensively investigate the issue of bullying in Algerian schools. This research work collects two types of data at the same time, quantitative data through student questionnaires and qualitative data through teachers interviews and classroom observation. The goal of this design is to compare and confirm the findings from different data sources whether the findings are equal or not to confirm the research hypothesis or answer the research questions. This will help to validate the findings and get a more complete and richer understanding of bullying in Algeria schools, including the types of bullying ( physical , verbal , cyber , social ) and explore the causes of bullying and examine the consequence of bullying on student mental health (anxiety, depression), overall well-being (social isolation, self-esteem), and academic performance (grades, attendance) within Algerian schools. These diverse data sources will provide a robust and nuanced analysis.

## **3. Data Analysis Procedures**

### **3.1 Quantitative Data Analysis Procedures**

This method uses standard statistical and mathematics tools to analyze numerical data and to test or confirm theories and assumptions. This research work employs a quantitative approach by utilizing a detailed questionnaire for students in Seddik Brother Middle School to gather data on bullying experiences. The questionnaire aimed to determine which gender is statistically more likely to experience bullying, considering different age groups and the number of students that experienced bullying during their school journey and determine which specific kinds of bullying (physical, verbal, social exclusion, and cyberbullying) students experienced regularly. All collected answers will be organized into comprehensive tables and informative graphs, including pie charts and bar graphs, to facilitate a deeper understanding of bullying from the diverse views

and opinions of the participating students and to test pre-defined hypotheses related to bullying prevalence and its impact on students learning achievement .

### **3.2 Qualitative Data Analysis Procedure**

This study uses qualitative methods; teacher interviews and classroom observations. Instead of using numerical data like quantitative studies, this qualitative approach aims to understand and interpret the teachers' experiences and their perception regarding bullying incidents and the pupils' behaviour in the classroom. Qualitative data delves into the "how" and "why" behind phenomena, providing rich, in-depth, and contextual insights, so our research aims to understand why bullying happens and what its effects are.

Teacher interviews, which are recorded and then written down, reveal their concerns about how bullying affects students' learning and well-being. Classroom observations capture students' real-life experiences with bullying. The information from both the interviews and observations is organized into common topics and relationships to create a complete picture of bullying. These qualitative methods give a thorough understanding of bullying. To ensure the results are correct, the information from the interviews is compared with what was observed in the classrooms.

### **3.2 Mix Method Data Analysis Procedure**

Mixed methods research involve analyzing both qualitative( numerical) and quantitative methods(non numerical) to achieve a more comprehensive understanding of complex phenomena and robust validation of research findings and gain understanding of the research questions. This approach aims to leverage the strengths of each methodology, offering a richer perspective than either method could provide alone, by taking advantage of each method but this method may present challenges like analyzing both require time and more resource and need to be expertise in both methodologies (Creswell & Plano Clark, 2018).

## **4. Data Collection Procedure**

To validate our hypotheses, we used a mixed-methods approach, employing student questionnaires ( clear questions contained of 15 questions for 41 participants ), structured

interviews with 4 teachers lasting approximately 45 minutes each with 4 teachers , and classroom observations with two classes of fourth years at Seddik Brother Middle School. This approach aimed to provide a comprehensive understanding of the subject matter and strengthen the study's conclusions.

## **5. The Selected Population**

In Our research study the selected population involved 41 fourth-year students who were selected randomly at Seddik Brother Middle school and observation with two classesAt the same school this observation was taken from 10AM to 12 am and interviews with four teachers who were from different age and seniority and having different academic qualifications. of the participants who answered the questionnaire, 56% were male and 44% were female between age ( 14-15-16-17).

### **5.1 Sampling Technique**

We used probability sampling, so every student and teacher had a known chance of being chosen for the study. Specifically, we used Simple Random Sampling, where everyone had the same chance of being selected (Creswell & Plano Clark, 2014). We chose this method to effectively study bullying experienced by students and how it impacts students' learning and daily lives. Because of time constraints, this technique was chosen and also focused on a smaller group of 41 students and 4 teachers, which made data collection and analysis simpler. Probability sampling also gives us more dependable statistical results than if we had used non-probability sampling.

## **6. The Research Instrument**

To test the hypothesis, the research employed mixed methods using standard instruments:

1- Student Questionnaire

2- Teachers Interview

3- Classroom Observation

## **6.1 Student Questionnaire**

### **6.1.1 Description of Questionnaire**

The questionnaire stands as one of the key research tools that uses carefully programmed questions to collect precise details from a selected group of respondents. Open-ended questions in questionnaires have greater value because they offer participants space to share their thoughts while expressing personal experiences and perspectives, which produces detailed and complex information for researchers. The analysis of research questionnaires, as a standardized collection tool, experienced its first formulation in 1838 when the Statistical Society of London began their systematic survey of social and economic data for large-scale analysis. The adaptable nature of these data collection devices produces outcomes consisting of both qualitative data, through opinions and narratives, as well as quantitative data, through frequencies and measurements, which enables researchers to view the results in different ways.

### **6.1.2 Aim of Questionnaire**

This questionnaire seeks to provide quantitative data and gather detailed information about students' firsthand experiences with bullying, including the specific types of bullying encountered (physical, verbal, social exclusion, cyberbullying), the perceived impact on their academic performance and overall well-being, their potential behavioral and emotional responses to such incidents, and a prioritized list of trusted individuals – teachers, counselors, family members, or friends – they would feel comfortable contacting if bullying occurred.

### **6.1.3 Administration of the Questionnaire**

A paper questionnaire, printed on crisp white A4 sheets, was distributed to fourth-year students during their regular thursday morning class, after obtaining prior written permission from their respective subject teachers and administration, the research and its purpose were explained, emphasizing the complete anonymity of each participant's responses, their explicit right to withdraw from the study at any time without penalty, and the opportunity to ask questions for clarification before, during, or after the questionnaire completion. All questionnaires were completed in a single school day, specifically February 20th, with full participant cooperation



observed. this questionnaire involve 15 questions each question was leading to explore on deep the bullying incident among algerian school .The questions were divided into closed-ended (yes/no), multiple-choice, and open-ended questions designed to explore student experiences and opinions.

#### **6.1.4 Questionnaire Measurement Scales**

A scale is a tool used to measure the amount, weight, or size of something. In which are often calibrated using standard units and are used to classify numbers and variables according to particular ranges or values in various situations including scientific studies and business transactions.

Scales can be classified into four types: nominal, ordinal, interval, and ratio. Nominal scales use numbers simply as labels or names. Ordinal scales rank data, but the intervals between ranks are not meaningful. Interval scales provide meaningful measurements where the differences between values have significance. Ratio scales have all the properties of interval scales, plus a true zero point, allowing for comparisons of ratios and differences.

In this research work The questionnaire that was distributed to student used the following types of scales:

Nominal scales were used in questions 1 (male/female), 6 (physical/verbal/cyber/none), 11 (support/ignore/take action), 12 (need for power/emotional difficulties/peer pressure/other), 13 (boys/girls), and 14 (parent/teacher/counselor/friend). This option represents distinct categories with no order or ranking and labels (1,2,3,4) are used as identification and categories, one option isn't inherently "higher" or "better" than another.

Ordinal scale was used in question 5, with the categories: most of the time, rarely, or never. The answer choices ("Most of the Time," "Rarely," "Never") are ranked by how often something happens. "Most of the Time" means it happens very often, "Rarely" means it happens sometimes, and "Never" means it does not happen at all.

## **6.2 Teachers Interview**

### **6.2.1 Description of The Interview**

The study employed an interview methodology to comprehend how teachers perceive bullying incidents and their methods of intervention, while also exploring their professional doubts. Qualitative methods provide a platform for in-depth research into personal narratives, particularly when dealing with sensitive information. Consequently, they facilitate the study of reasoning dynamics. The interactive nature and flexible structure of interviews enable researchers to create a range of questions that elicit detailed responses. Given their advantages, structured interviews were employed for qualitative data collection, using standardized questions. This method enables participants to provide free-form responses, which facilitates more efficient data analysis and provides opportunities to compare findings, while also reducing the likelihood of interviewer effects through increased reliability and validity measures.

### **6.2.2 Aim of The Interview**

This Interview explores how teachers create supportive and positive classrooms and school communities. They examine the specific methods teachers use to encourage inclusivity and respect. The interviews process examines both young people's knowledge of bullying terminology as well as several bullying styles such as physical, verbal, and cyberbullying, alongside any related concerns and beliefs about its The interviews explore both the prevalence levels and well-being effects of student experiences. The interview process aims to uncover multiple aspects of understanding about bullying behavior. The interviews aim to discover realistic bullying prevention measures along with suitable solutions which target the problem. The school community must understand the different roles teachers, administrators and parents can perform to establish a safer educational space.

### **6.2.3 Administration of The Interview**

Data were collected at Seddik Brother Middle School through structured, script-guided interviews with four teachers on February 20th and 23rd, 2025. Individual interviews, lasting approximately 45 minutes, were audio-recorded and transcribed after taking the teachers' permissions for the interview and recording their answer. All interviews were conducted in private rooms, ensuring confidentiality and anonymity. All teachers were asked the same questions. The teacher questionnaire included nine open-ended questions designed to gather teachers' thoughts, understanding, and opinions on school bullying using their own words. First, teachers provided details about their academic qualifications and years of experience and also They confirmed that the information they had given had no connection to dealing with bullying. They believed that addressing bullying requires expertise and sufficient knowledge. The teachers were then given the chance to answer questions and share their views, which were recorded.

## **6.3 Classroom Observation**

### **6.3.1 Description of The classroom observation**

Classroom observation is an organized method of gathering data about classroom activities , focusing on how teachers instruct and how students learn. Trained observers document classroom activities and assess several areas such as; teaching methods, how lessons are presented, the materials used, technology integration, and how teachers-students interact. In order to identify factors that support or impede learning the research turns to observations that help to track student behaviour and their participation and their teamwork. They also consider how the classroom is organized, how it feels in general and how well all of the students are included. Finally, observers record anything that distracts students from learning, how well the curriculum is taught by teachers and whether the teaching matches the learning goals, and how effective the assessments are.

### **6.3.2 Aim of The Classroom Observation**

Classroom observation at specific intervals aims to provide a representative sample of behaviour over time. This allows for in-depth analysis of targeted behaviours and the psychological atmosphere, particularly bullying, and how it interferes with the learning environment. These observations include analysis of teacher-student interactions and communication, as well as student collaboration.

### **6.3.3 Administration of Classroom Observation**

Classroom observations took place at Seddik Brother Middle School on February 20, 2025, in two fourth-year BEM classes. The first class, observed at 10:00 AM, had 36 students present, with one student absent. The second observation was conducted at 11:00 AM, and had all 34 students present. Before the observations, teachers and students gave their informed consent, and their confidentiality and anonymity were guaranteed. To avoid disrupting the classes, the observer remained at the back of the room, taking detailed notes on student behavior, including direct quotes and relevant contextual information.

The teacher was known for being collaborative and the teacher was on time to present the class and their level. Then, the teacher gave 5 minutes to present our work and what are required to do in order to help complete this work. During this presentation the teacher noted the date and lesson title in white board and the teacher notebook before joining the presentation to further clarify points about school bullying. For the student, In one class the students listened attentively to the presentation. However, others were uninterested.

## **7. Ethical Consideration**

Ethical Issues in Research Ethical issues have to do with what is morally right or wrong. These principles help to ensure that the research is carried out in a responsible, honest manner, and with respect to all concerned parties. This encompasses all aspects from research design, through study implementation, to reporting the findings. This principle includes:

1. Autonomy of the Individual: Individuals have the right to make their own decisions. People with limited decision-making abilities require protection. Informed consent is a common method to protect their autonomy (The Belmont Report, 1979).

In this research, the autonomy of the participants was confirmed by informing both students and teachers about their anonymity and their right to withdraw from participation.

2. Justice: Research should not unfairly target specific individuals or groups based on their accessibility or vulnerability. The benefits of research should be available to everyone, and the distribution of advantages and disadvantages should be equitable (Emanuel, Wendler, & Grady, 2000).

Our research addresses school bullying by focusing on students' experiences and sharing stories about the impact of bullying on their academic and daily lives.

3. Beneficence: Researchers should maximize the benefits of their studies, while practitioners should protect both participants and the community from potential harm. Before starting a study, researchers must carefully consider both the possible risks and benefits (Beauchamp & Childress, 2019).

The goal of this research is to ensure that victims of bullying are not ignored and that their suffering is recognized. This paper will explore strategies for preventing bullying, supporting victims, and intervening with bullies. It will also present evidence of the impact of bullying on both victims and bullies.

4. Integrity :Researchers must be honest and report their data, methods, and findings accurately. They should avoid fabrication, falsification, and plagiarism (National Institutes of Health, n.d.).

## **8. Challenges of The Research**

The common point are the challenge that faced this research paper :

1. Literature Review and Identifying Research Gaps which mean that this research paper takes a lot of time to do a thorough literature review to find gaps in research that can be filled.(Enago, n.d.).
2. Problem with Resources which mean Some resources could not be accessed because they were either unavailable, required a membership, or required payment.
3. Time Management and Workload which mean, It's harder to do research when researchers have other responsibilities, especially when they're juggling multiple deadlines over long periods.(Monash University, n.d.).
4. Data Collection Challenges which mean Research findings may be inaccurate if students change how they act when they know they are being watched. Also, students might not answer questionnaires truthfully because they are afraid or have personal concerns. In the end it will impact the validity of research findings.
5. Last challenge in this research paper was about informed consent which took a significant amount of time, almost two weeks, to address the complex ethical problems surrounding informed consent for the data collection in middle school which was time consuming .

## **Conclusion:**

This research deeply investigates the issue of bullying in Middle School in Algeria targeting one of this school's "Seddik Brother Middle school" . It uses a convergent parallel mixed methods design, combining quantitative and qualitative data. Student questionnaires provide data on their experiences and the effects of bullying. Teacher interviews reveal their concerns and beliefs about bullying, while classroom observations present a real time behaviour . This combined approach ensures a reliable and validated understanding of the findings about the prevalence, types, causes, and consequences of bullying on students' mental health, well-being, and academic performance.

## Chapter three : Data Analysis and Interpretation

### 1.Introduction

This chapter examines the practical aspects of our research, focusing on the experience of students and teachers in the middle school environment. Revealing the reality of school bullying and its effects on learners in Algerian school. This study was conducted at Seddik Brother middle school. The researcher opted for both quantitative and qualitative methods; the tools used are questionnaires with 41 students of fourth year and interviews with four teachers and classroom observation with two classes.

### 2.Data Analysis

#### 2.1 Student Questionnaire:

- Question 1: pupils genders

Table 3.1 Pupils Gender

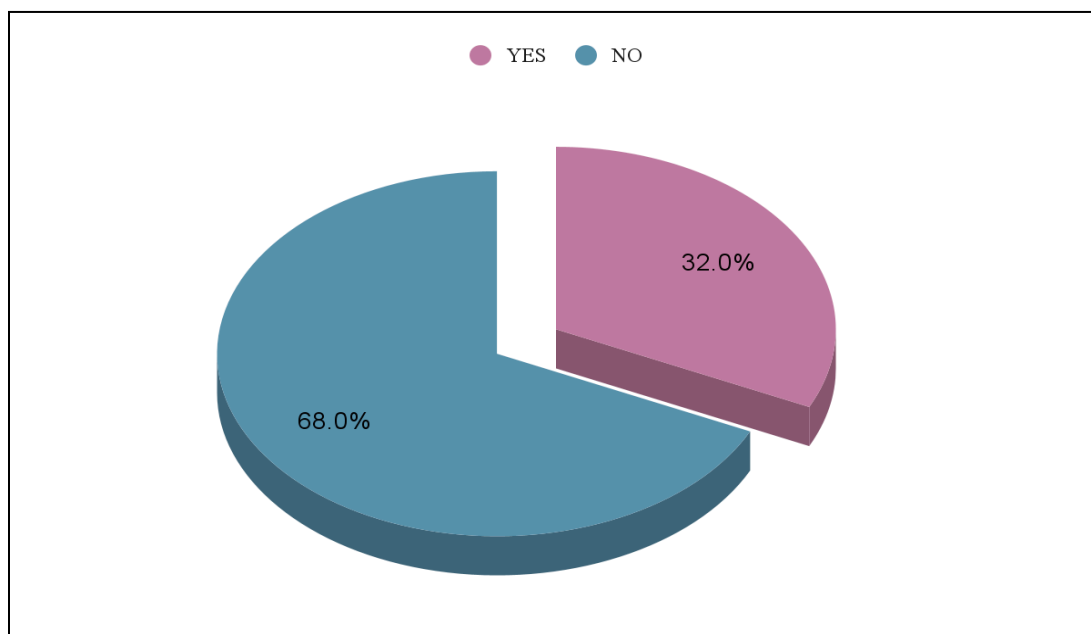
Gender	Number	Percentage
Male	23	56%
Female	18	44%
Total	41	100%

- Question : pupils Age

**Table 3.2 Pupils Age**

<b>Variable ( Age )</b>	<b>Frequency ( Number )</b>
14	16
15	12
16	9
17	4
<b>Total</b>	<b>41</b>

- **Question 2: Have you ever experienced bullying by others? Yes / No**

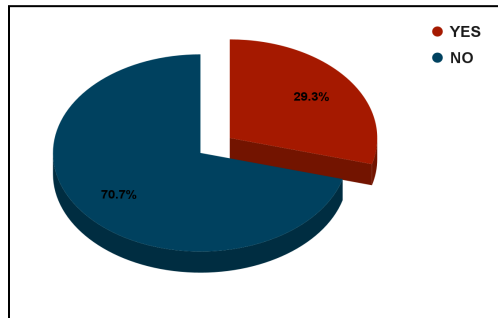


**Graph 3.1 Bullying Victims**



The graph shows that 13 out of 41 students reported experiencing bullying, while 28 indicated they have not. This means 68% of students have never been bullied, while 32% admitted to being bullied, often due to differing interests or talents that made them easy targets.

- **Question 3: Have you ever experienced being excluded from activities or games during your school year? Yes / No**



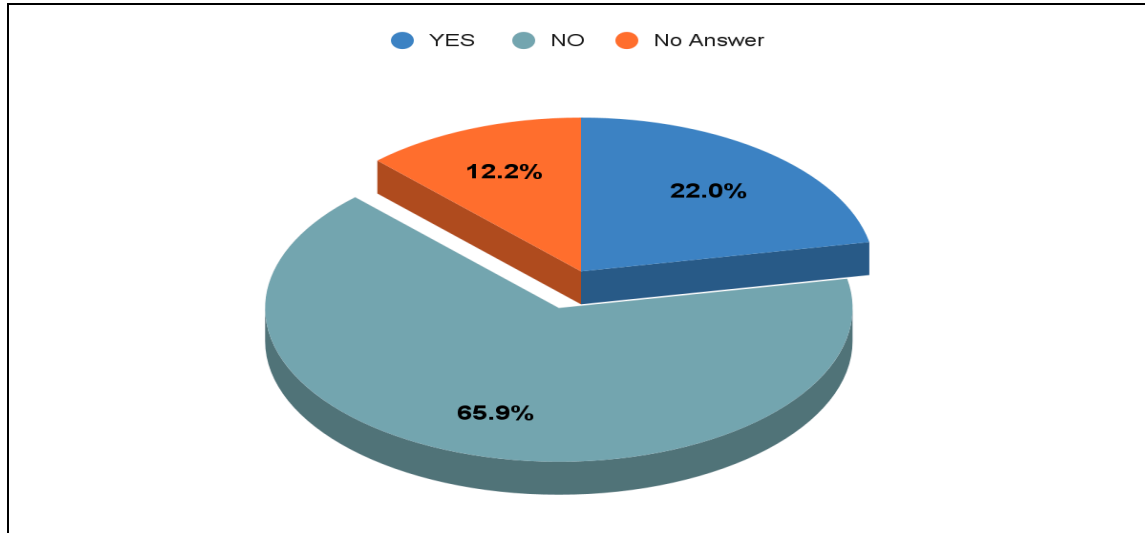
**Graph 3.2 Pupil Being Excluded**

**Table 3.3Pupil Being Excluded**

Answer	Frequanty (Number of student)	Percentage
Yes	12	29%
No	29	71%
<b>Total</b>	<b>41</b>	<b>100%</b>

In this question, Twelve respondents reported feeling excluded from school activities and games, leading to feelings of isolation. This exclusion may stem from factors such as financial status, race, background, or a lack of social skills to engage with peers. In contrast, 71% of the 41 informants did not report any exclusion or related issues.

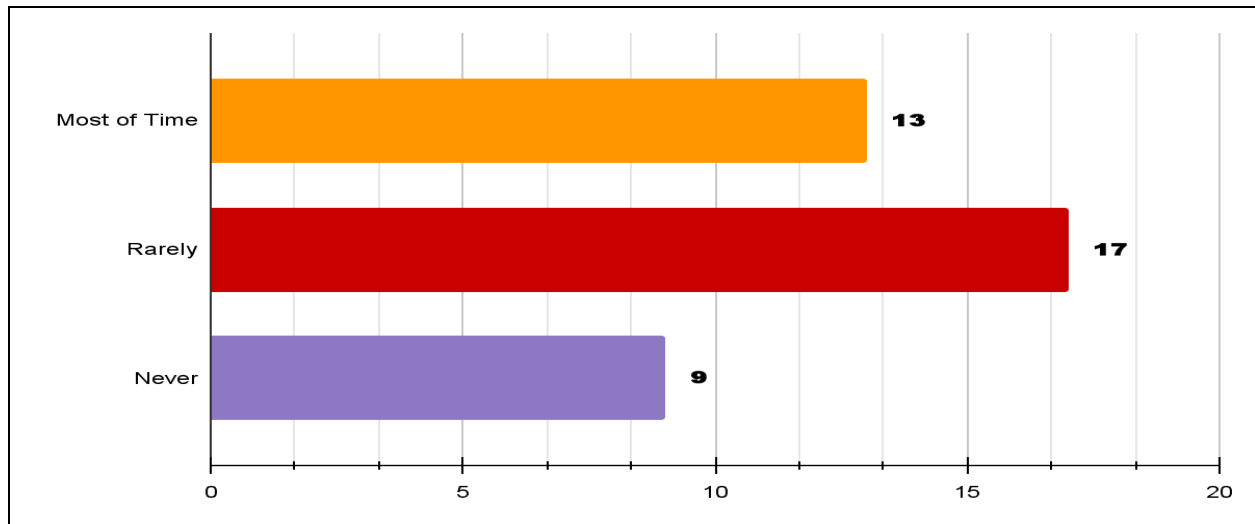
- **Question 4: Have any untrue stories about you been circulated at school? Yes / No .**  
If yes, what rumors.



**Graph 3.3 Students Confronting Rumors**

The graph shows that 27 out of 41 students reported not hearing any rumors about themselves, while 5 students could not answer due to the pain caused by these rumors. Conversely, 9 respondents admitted to being aware of such rumors. These rumors have made them targets for new bullying and have threatened their dignity, leading to increased isolation and difficulties in forming relationships. Additionally, these rumors could negatively impact their future careers; One of the respondents has been rumored to kill cats, causing fear among students and preventing them from interacting with him, which made his school year very tough.. The rumors often arise simply because these individuals have different interests, such as liking K-pop music or being intelligent.

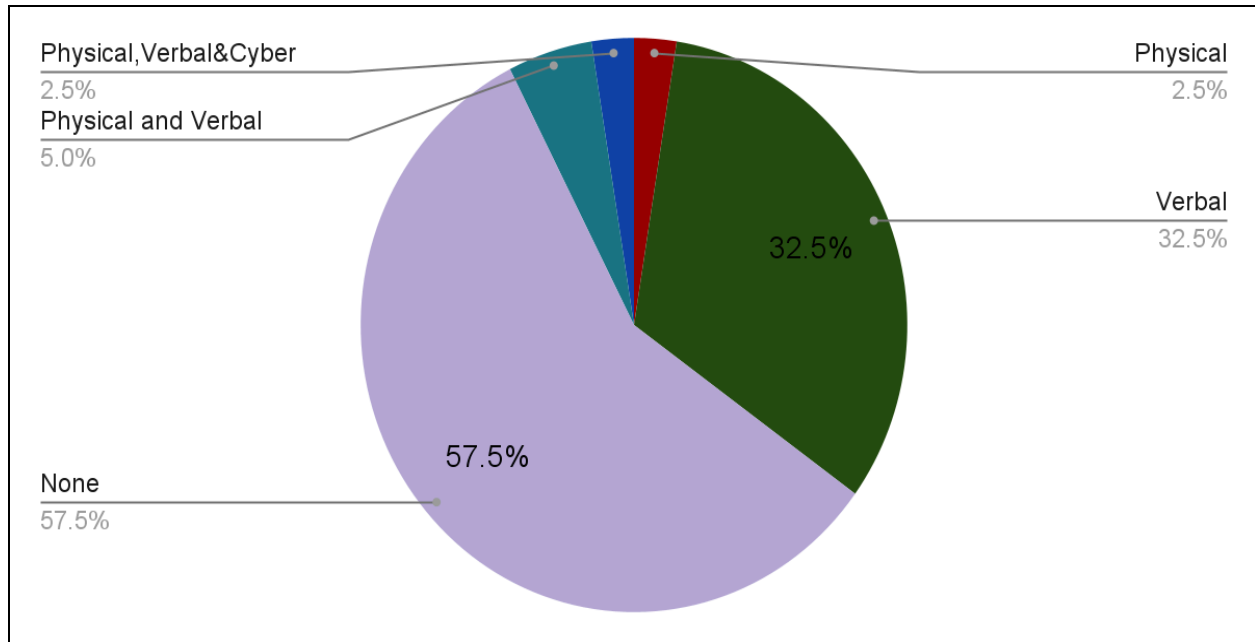
- **Question 5 How frequently did students take something from you ? Most of the Time \_ Rarely \_ Never**



**Graph 3.4 Student Being Robbed**

The graph indicates that most students rarely experience theft which means that 17 out of 41 respondents report occasional theft of their belongings. Meanwhile, 9 respondents stated they have never been stolen from. while 13 respondents reported frequent thefts. This issue often arises from a lack of mindfulness regarding their belongings or it appears that bullies target victims they perceive as weak which give them the authority to steal from the victims

- **Question 6:What form of bullying did you experience? 1-Physical / 2-Verbal / 3-Cyber/ 4-None .**



**Graph 3.5 Types of Bullying**

The types of bullying that students encountered during their school years are illustrated in this graph. None of the respondents reported experiencing cyberbullying. Nonetheless, verbal bullying which included insults, harsh language, emotional distress and a sense of losing control was experienced by 32.5% of them, leaving them helpless to do anything but report the abuse. One student reported being physically bullied. Three other students experienced a combination of physical and verbal bullying, or all forms of bullying (physical, verbal, and other). This resulted in injuries and lasting scars, alongside the emotional toll of insults, which severely threatened their well-being and self-esteem, leaving them under the bullies control and questioning their existence. The remaining 23 participants reported never experiencing such bullying, but this behavior remains unacceptable due to its detrimental effects on victims.

- **Question 7: have you ever asked to do something at school against your wish ? Yes/ Never .**

**Table 3.4 Pupils Being Coerced**

<b>Answer</b>	<b>Number of student</b>	<b>Percentage</b>
<b>Yes</b>	5	12%
<b>Never</b>	36	88%
<b>Total</b>	41	100%

The answer of this question was reported as follows, in which 88% of respondents reported that they have never done something they didn't want to do, indicating they have never felt controlled or forced to act against their will at school. However, 12% of respondents indicated they have done things they didn't want to do, often because of shyness or a lack of confidence in standing up for themselves. They perceive bullies as stronger and more capable, while victims often feel inadequate, leaving them unable to resist the impositions made upon them or the fear that if they do not do those things they will become the next target of bullying.

- **Question 8 : Have you ever felt embarrassed by a teacher's punishment or comment ? Yes/ No , if Yes give an example .**

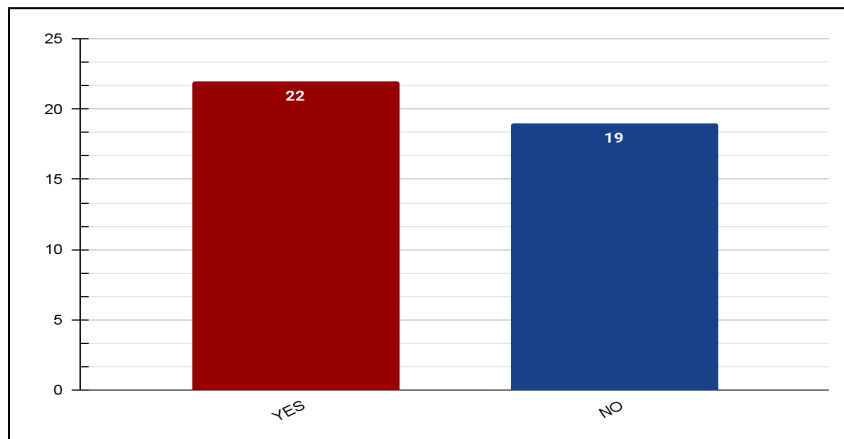
**Table 3.5 Sentiment of Teacher's Punishment**

<b>Answer</b>	<b>Number of student</b>	<b>Percentage</b>
<b>Yes</b>	10	24%
<b>No</b>	27	66%
<b>Total</b>	41	100%

This table shows how many respondents feel embarrassed by teacher punishment. 66 percent reported that teacher punishment never embarrassed them or made them feel inadequate. nonetheless, 10 out of 41 respondents indicated that they sometimes feel embarrassed, feeling

lesser than other students. This may be due to punitive measures like cutting hair or putting bubble gum in students' hair, which may seem effective for maintaining discipline but can also be perceived as bullying. Such actions, along with derogatory comments or judgments about a student's background, can create an uncomfortable environment, and may indirectly encourage to be bullied by his/her classmate leading to resentment towards the teacher and a dislike for the subject. Whereas only 04 respondents showed no response recording this matter.

- **Question 9: Have you ever felt the teacher's punishment or decision was unfair ?**  
**Yes/No ; if Yes, mention how you felt .**



**Graph 3.6 Injustice by Teacher**

This graph illustrates the number of respondents who felt the teacher's punishment and decisions were unfair. A small number, Only 19 respondents answered "No," meaning they had never been a victim of teacher injustice. In contrast, 22 respondents answered "Yes," indicating they felt the teacher's punishment and decisions were unfair, which led to feelings of anger and injustice. students may vent their anger on peers or to be lonely, lowering their self-esteem because of the threatening environment that is caused by teachers' unfair treatment. Bullying in the classroom may result from students losing trust in teachers and the value of education, potentially contributing to bullying in the classroom and leading victims feeling anxious or depressed, which would hinder their academic achievement.

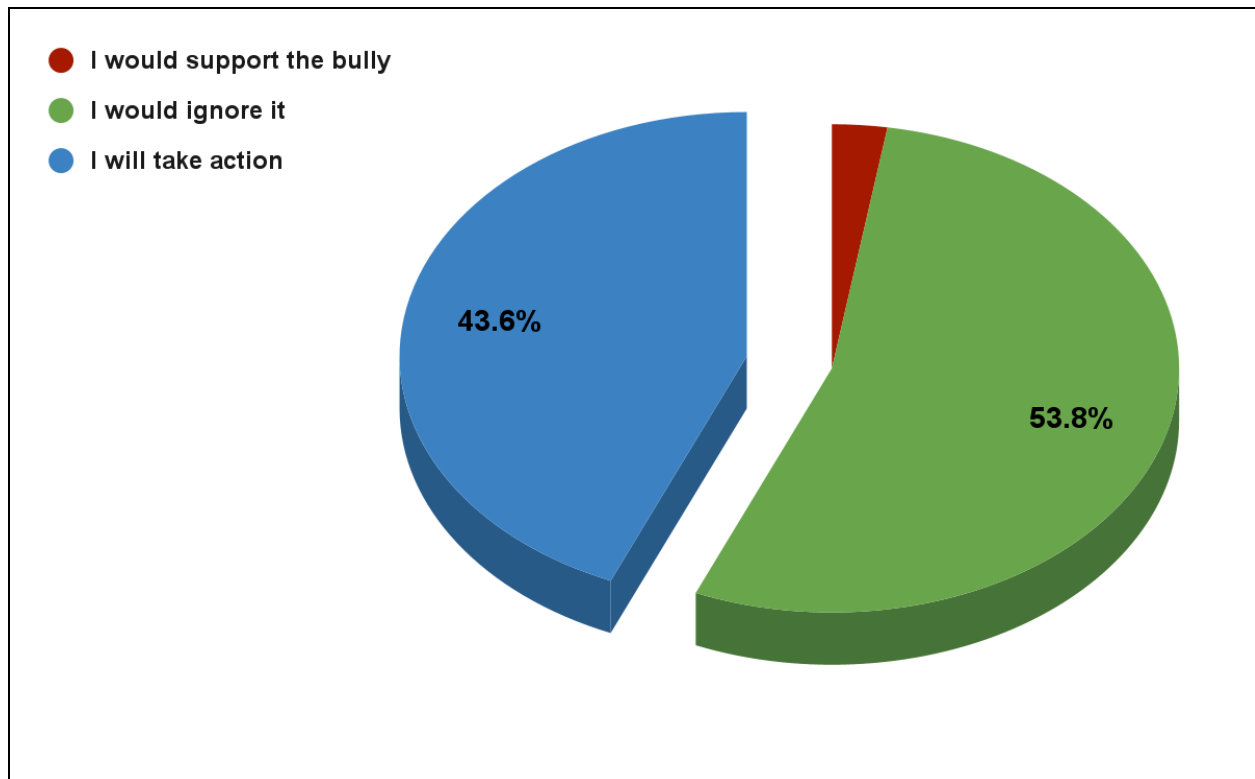
- **Question 10 : Do you find attention diverted when a bullying incident occurs during a lesson ? Yes / No**

**Table 3.6 Bullying Disrupts Lessons**

<b>Answer</b>	<b>Number of student</b>	<b>Percentage</b>
<b>Yes</b>	23	56%
<b>No</b>	16	39%
<b>No response</b>	02	05%
<b>Total</b>	41	100%

This question explores students' experiences with classroom bullying and its impact on lesson comprehension, even for non-victims. A majority (56%) reported that bullying disrupts their comprehension and attention. Conversely, 39% stated that bullying does not bother them to focus on their studies. Only two students provided no response regarding this issue.

- **Question 11: How do you respond to bullying if you notice it in your classroom ?**  
**1-I would support the bully 2- I would ignore it 3- I will take action .**

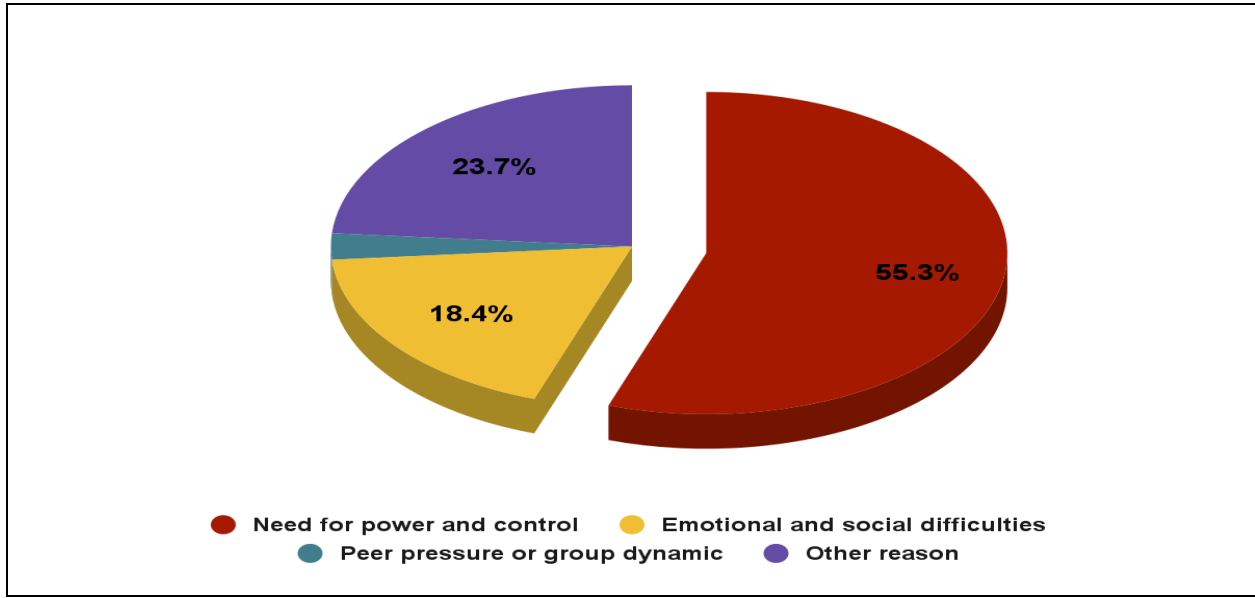


**Graph 3.7 Respond to Classroom Bullying**

This graph illustrates student reactions to witnessing bullying. 21 respondents reported ignoring bullying incidents, due to fear of becoming the next victim, opting for silence over intervention. However, 43.6% chose to take action, an appropriate response to help prevent bullying. One student selected both ignoring and taking action, possibly intervening only when their safety wasn't threatened. Finally, one participant chose to support the bully, potentially to ensure their own safety by aligning with the dominant side.

- **Question 12: In your opinion, why are some student bullies ?**
  - 1-Need for power and control**
  - 2-Emotional and social difficulties**
  - 3-Peer pressure or group dynamic**
  - 4-Other reasons**





**Graph 3.8 Bullying Reasons**

This graph illustrates the motivations behind bullying and characteristics of bullies. A majority (55.3%) believe bullies act to demonstrate control and power. 18.4% believe Bullying often stems from the bully's own emotional and social struggles, such as family problems. Another 23.7% of the participants think there is another reason behind bullying. Only one participant indicated peer pressure or group dynamics as the cause, suggesting bullies choose the "strong side" to fit in with their friends; the last Three participants did not respond to this question.

- **Question 13: Who do you think are more likely to bully others ?1- Boys / 2-Girls**

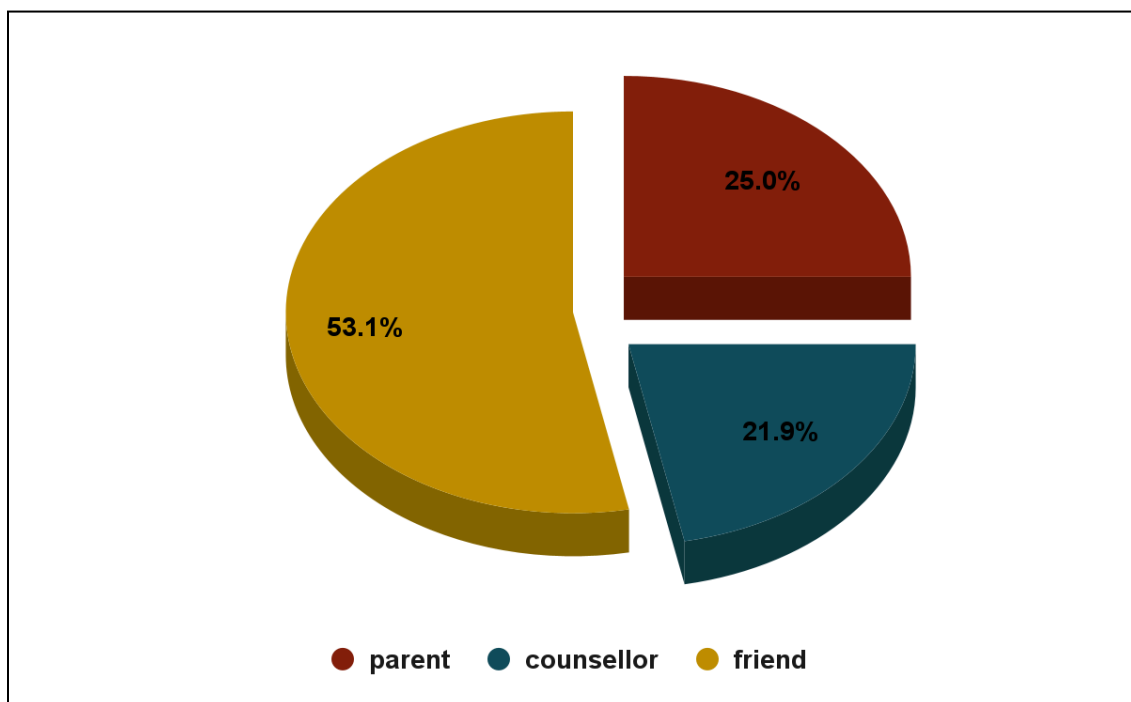
**Table 3.7 Who mostly Bully The Other**

Answer	Number of student	Percentage
Girls	12	29%
Boys	22	54%
Boys and girls	5	12%

In this question, 54% of participants indicated that boys are more likely to bully to appear tough or get their needs met, while 29% reported that girls are more likely to bully to exert control, power, or due to jealousy. 12% stated that both genders bully equally, and the remaining participants did not answer this question.

- **Question 14 : Who would you contact if you are bullied ?**

1. Parent                      2. Teachers                      3.Counsellor                      4. friend



**Graph 3.9 Who Should Contact if You Are Bullied**

The graph shows where victims of bullying would turn for help. 53% stated that they would talk to a friend, suggesting they value discretion and trust their peers. 25% would contact a parent, probably seeking their support and guidance. About 22% would seek help from a school counselor. Notably, no one reported about contacting a teacher when bullying took place .

However, one participant stated that they would contact both a parent and a teacher, and another participant stated that he/she would contact both a parent and a friend. another participant prefers to contact both a parent and a counselor. one participant stated by " NO ONE" maybe he/she would prefer to deal with the bullying alone rather than contact any one . The final three participants did not provide an answer

- **Question 15 : Do you think being bullied by others can affect your learning achievement ? If yes, to what extent ? If not, explain how?**

**Table 3.8 School Bullying Impact on Learning Achievement**

<b>Answer</b>	<b>Number of student</b>	<b>Percentage</b>
<b>YES</b>	13	32%
<b>NO</b>	17	41%
<b>Total</b>	30	37%

The last question was about the impact of school bullying on academic performance. 41% of respondents stated that bullying does not negatively affect their learning. They believe that bullying can be resolved by ignoring it and is just a temporary issue. Some even suggested that bullying could be perceived and utilized as a source of motivation to reach a higher level of academic achievement. However, 32% of respondents reported that bullying impacted their learning. These individuals claimed that being bullied caused them a range of negative emotions and other consequences like feeling afraid, anxious, and socially isolated, and it also damaged their self-confidence. They believe ignoring bullying will make things worse, harm the victim's self-esteem, and possibly end up with them becoming the target of more abuse. Some even considered the only solution to escape the negative environment and protect themselves from further harm is by dropping out of school. The remaining percentage (27%) chose not to provide an answer to this particular question regarding the impact of bullying on academic performance.

## **2.2 Teacher's interview :**

### **2.2.1 introduction**

This interview was collected with 4 teachers of Seddik brother middle school, where the 4 teachers belong to the same gender (female), but they have different ages and seniority, in which one interviewee had 30 years' seniority and another one had only one year's seniority, and also the 4 teachers had different academic qualifications, whether license or secondary school certification. This interview aims to collect data about teachers personal experiences and teachers worries about how school bullying affects student learning .

#### **Question 1 :**

1. Have there been any instances of bullying during your class sessions ?

Regarding this question, The 3 Teachers stated by “yes” they have witnessed bullying during their class session. while only one teacher who had 30 years seniority stated they would not dare to do it inside my class .

#### **Question 2:**

1. What method do you follow to maintain discipline in your class and how do you punish the student who misbehaves ?

All the teachers maintain class discipline through strict rules that control student behavior and this rule differs according to each teacher. for those who misbehave the teacher then will turn to punishment of writing assignment or physical discipline or referral to the principal's office.

#### **Question 3:**

2. Did bullying between students affect your teaching atmosphere ? To what extent ?

All the teachers were in agreement regarding the significant extent to which bullying can negatively impact their teaching atmosphere. This detrimental effect can in turn, prevent them from effectively presenting the lessons they have prepared. While the 4 teachers are currently being strict toward this pressing issue of bullying, but dealing with this sensitive matter requires from them a deeper understanding of each individual's unique differences and circumstances. Furthermore, teachers need to become more expert in dealing with this type of misbehavior, so that they can handle situations delicately and avoid sounding unfair or biased in their interventions.

**Question 4 :**

3. Do you think that teachers are entirely accountable to deal with bullying in their classroom ? If not , who else should share this responsibility ?

In this question, three teachers stated that parents, society, and school administration share the responsibility for preventing bullying, not just teachers. However, one teacher believed that teachers hold the primary responsibility due to their preventative capabilities within the classroom.

**Question 5:**

4. How do you encourage a positive and supportive environment among your students ?

Regarding this question, all the 4 Teachers reported fostering a positive and supportive environment by encouraging students and learning to accept their mistakes as learning opportunities. This encouragement leads to peer experience sharing which aims to improve academic performance and cultivate a stimulating, competitive atmosphere.

**Question 6:**

5. As a teacher, what do you think is the impact of bullying on student learning ?

All the four teachers reported that bullying has an impact on student learning, which will affect student behavior and lead to losing their confidence and their self-esteem. Additionally, the teachers reported that the majority of bullied students drop out of schools due to bullying incidents because they are in adolescence and they do not think about consequences.

**Question 7:**

6. Is it essential for educators to understand bullying ? If yes , are you interested in more information?

All four teachers affirmed the importance of understanding bullying and the 4 teachers agreed to seek further information because They perceived bullying as a broad concept, extending beyond name-calling and public mockery, which was different from what they originally thought.

**Question 8 :**

7. Are you aware of any programs or policies to address bullying in educational settings ?

The three teachers reported using the internet to research successful programs for Algerian schools and connect with other educators on social media to share experiences. One teacher mentioned using the Prophet's biography to instill morals in students, viewing him as an exemplary teacher.

**Question 9 :**

8. Evaluate the effectiveness of school in addressing bullying ? What modification to current programs would you suggest ? Why ?

The Four teachers indicated that there aren't effective programs or policies in place to prevent bullying. However, one teacher wants to learn about bullying prevention programs and introduce them in Algerian schools. Another teacher proposed using Islamic programs to strengthen relationships between students and teachers.

## 2.3 classroom observation :

### 2.3.1 Introduction

This observation examines the extent and nature of bullying among Algerian students, the impact of bullying on their classroom learning environment, and how teachers can address it. This observation focuses on two fourth-year classes.

### The Observation Grid n°1 :

**Table 3.9 First Classroom Observation**

Student behaviour	Student characteristics	The teacher act
<ul style="list-style-type: none"><li>. Pair talking when the teacher starts writing the lesson</li><li>. Not all students were participating with teacher</li><li>. Laughing at classmate's reading of the short passage</li><li>. making Jokes during the explanation of the lesson</li><li>. Name calling</li><li>. They were Helping each other in understanding the complex words</li></ul>	<ul style="list-style-type: none"><li>. lack of responsibility</li><li>. Ignorant</li><li>. Impulsive</li><li>. disrespectful</li><li>. Collaborators</li></ul>	<ul style="list-style-type: none"><li>. The teacher patiently repeated the lesson, even in the middle of students' jokes.</li><li>. The teacher motivated students to persevere after failure and corrected their spelling.</li><li>. Unclear words were clarified with synonyms and definitions.</li><li>.The teacher fostered a comfortable atmosphere that encouraged participation, even with incorrect answers, by smiling and joking during conversations.</li></ul>

According to the observation, During a lesson, students showed a high engagement through active participation and attempted to formulate rules before the teacher provided them. However, a number of behavioral problems were observed like excessive joking, inappropriate laughter at peers' errors, using inappropriate nicknames, and disruptive side conversations. Additionally, students in the Back row seemed uninterested in the lesson and did not take notes. Although the teacher used nonverbal cues (stern looks) to eliminate misbehavior and create a supportive environment for learning from mistakes, these techniques were not fully effective. When the teacher gave me the opportunity to present my research on bullying, students responded by laughing and targeting specific classmates with jokes.

### **The Observation Grid n°2 :**

**Table 3.10 Second Classroom Observation**

Student behaviour	Student characteristics	The teacher act
<ul style="list-style-type: none"> <li>. unmotivated</li> <li>. Name calling</li> <li>. nonparticipant</li> <li>. Joking during a teacher's explanation to make classmates laugh.</li> </ul>	<ul style="list-style-type: none"> <li>. Carefree</li> <li>. anxious</li> <li>. Negligent</li> </ul>	<ul style="list-style-type: none"> <li>. Encourage pupils to participate without fear of judgment or error.</li> <li>. Creating a fun environment for pupils to motivate them.</li> <li>. try to Praise students to boost their confidence and treat them equally.</li> </ul>



The second observation indicated that the students seemed unmotivated and nervous, in contrast to the previous session, when students showed energetic behavior. This was probably because it was nearing 12 AM, the last hour of the school day and their energy levels naturally decreased. Despite this, The teacher from time to time made an effort to create an engaging environment, but student participation was low. The instructor also used positive reinforcement, praising students to boost their confidence and encourage participation by drawing attention to the no-fear-of mistakes atmosphere. While humor and jokes were incorporated, some were inappropriate, leading to a teacher warning the student responsible. During the research presentation, the students showed no interest or reaction, and most didn't complete the questionnaire.

### **3. Discussion of the Findings**

#### **3.1 Pupils Questionnaire :**

Bullying is defined as a persistent global issue particularly that is prevalent in Asian countries like Japan and South Korea, and lately this issue was increasingly observed in Arabic countries, including Algeria. Therefore, This study investigates the detrimental impact of bullying on students' academic performance. To understand how common bullying is and how it impacts their grades, this research used questionnaires to gather data from fourth-year students (ages 14-17) at Seddik Brother Middle School. Through Analysis of the student responses, it revealed that 32% of students had experienced bullying, primarily due to perceived differences in interests, background, status, or even birth defects, this experience hindering their ability to concentrate in class and actively participate in school activities. Consequently, these students felt rejected and isolated, opposite with the positive experiences and friendships and sense of belonging that schools ideally should foster.

Among the 13 fourth-year students who were bullied, 12 also reported being excluded from activities and games. The one student who was bullied but not excluded might have had a friend who protected them from isolation. Another possibility is that this student was seen as pitiable,

which caused other students to include them. This exclusion highlights the connection between bullying, loneliness, and isolation.

Bullied students also experience harmful rumors that damage their self-esteem and sense of worth. Even non-bullied students were exposed to rumors, which resulted in either unwanted attention or jealousy intended to hurt their social standing.

In addition, bullied students are often victims of theft. All 13 students who were bullied said they were often stolen. Bullies often see them as vulnerable and believe they have the right to take their possessions.

Based on the bullying type reported at Seddik brother Middle School student, 32% of students of fourth year experienced verbal bullying, meaning approximately 13 students endured insults like being called names such as "stupid" or "loser," cruel words targeting their appearance or family, and subsequent emotional pain often manifested as anxiety and fear of attending classes. Only one student experienced physical bullying, which included being hitting, slapping, or causing bleeding which is a dangerous form that can lead to severe trauma and in extreme cases, thought about suicide. Critically, two students reported experiencing both verbal and physical bullying, a complex and particularly harmful situation requiring immediate intervention from school administrators and potentially involving external counseling services.

Being bullied also often leads to being coerced into unwanted actions due to perceived weakness and inability to stand up for oneself. Moving to the bystanders, According to analysis, 54% chose to ignore bullying incidents to avoid becoming targets themselves. However, 44% chose to intervene, believing that bullying should be stopped and recognizing the potential for it to affect their loved ones. This group either stands up to the bully or reports the incident to authorities. A smaller fraction support the bully, siding with perceived strength to avoid becoming the next victim and for the sake of their benefit.

Moreover, Students who witnessed bullying incidents identified several reasons for it. 21 respondents (18%) stated bullies act to show power and control. Another 18% cited emotional and social difficulties, leading bullies to act out at school to avoid appearing weak or pathetic, or to release anger. Only one participant attributed bullying to peer pressure and a desire to fit in. 24% believed that bullies had undisclosed, personal reasons. and for the gender who are more likely to bully the other, Boys are perceived as more likely to bully (29%), and girls who bully,

possibly due to jealousy or a need for control. 12% believed that both genders engage in bullying equally as they can both be victims of bullying.

When students who were bullied were asked who they would tell, 53% said they would tell their friends. because they trusted them and knew they would keep the information private. 25% said they would tell their parents. Other students said they would look for help from a school counselor because they believe the counselor is a person who helps keep the school safe.

While student-on-student bullying is widely recognized, teacher bullying also exists and creates a negative school atmosphere. This includes humiliating punishments or remarks. For example, 27% of students reported teachers doing things like sticking gum in their hair or calling them with embarrassing nicknames. When students felt teachers treated them unfairly, 22% became angry and hated that exact teacher, which made their grades worse in that subject. Other students felt embarrassed, lonely, unfairly treated, and ashamed, feeling inferior to their peers. These feelings can seriously harm students' confidence, self-respect, and overall happiness, which hurts their schoolwork. Essentially, these students are being bullied by teachers who think it's a way to manage the class.

Regarding the impact of bullying on learning, Bullying significantly harms many students; in which 32% reported negative effects. Bullying causes them distraction during lessons, losing their motivation, leads to absenteeism, and eventually performs worse academically. So, To avoid long-term harm, this problem must be resolved quickly. Conversely, 41% stated that bullying temporarily motivates them to study harder to prove their worth.

This question reveals that some students could manage the problem by just ignoring it , while others struggled and were hindered by it and ignoring it was not the solution.

### **3.2 . Teachers' Interview:**

Based on the analysis obtained from the teachers interview regarding bullying and its impact on the learners' learning. Teacher interviews revealed that bullying is a serious and frequent issue impacting the learning environment and student well being. While teachers address bullying with with a zero-tolerance policy and implement disciplinary measures such as detention and parental

notification or writing assignment or physical discipline, they acknowledge the challenges of effectively managing such sensitive situations, particularly among adolescents, and recognize that doing so requires deep understanding and adolescent psychology, communication strategy and a professional approach. although, they are always looking for ways to encourage a positive and supportive environment for the learners.

Teachers believe that preventing bullying is a shared responsibility between parents, school administration, and society. Since the issue is often minimized by many Algerian people, they leave it to the teachers to manage it alone. However, the teachers recognize the difficulty of addressing bullying alongside their already demanding teaching schedules and other duties, but teachers are eager to better understand the nuances between immature behavior and occasional conflicts and bullying. They actively seek opportunities to expand their knowledge through international programs and policies, and explore the experiences of other teachers, and potentially adapt programs for successful bullying prevention within the specific cultural and social context of Algerian schools. According to Ahmed et al. (2022) they conclude that School bullying is a key problem among students. Varying prevalence rates stem from differing methods and risk factors. Long-term research on students who bully and prevention programs are needed for early detection and to prevent later psychiatric issues.

The student questionnaire and teacher interviews both indicated that bullying are being experienced by many Algerian student and negatively impacts student learning, the data obtained from the questionnaire is equal to the data obtained from the interview, confirming the research hypothesis that bullying has a significant negative impact student learning achievement and answering the research question that bullying does impact their learning, leading to demotivation and academic decline.

### **3.3 . Classroom Observation :**

Classroom observations showed clear differences in how students reacted and behaved. Students could identify bullies by their actions and expressions, and they recognized victims. Some victims even identified themselves. Interactions with the teacher and other students were worrying.

The first observations revealed bullying incidents, such as name-calling and mocking students for errors. Although the teacher tried to create a positive atmosphere, bullying continued in the classroom.

The bullying had a visible psychological impact on students, especially during the second observation. Those observed Signs were depression, anxiety, and low self-confidence. Which at the end resulted in students being unwilling to participate in class, fear of being subject of jokes, having low self-esteem, performing poorly in school, and showing a lack of interest in lessons.

Håkan Källmén & Mats Hallgren in 2021 found that bullying at school was associated with higher odds of mental health problems. Finally, the data obtained from the observation equal both the data obtained from the questionnaire and the interview in which the bully behavior was obvious and was noticeable in the classroom like name calling and unacceptable jokes about their classmates and this kind of bullying was reflected in the victim's academic performance and affect their emotional and psychology side, conforming the second hypothesis that verbal bullying is most prevalent form of bullying in algerian schools, followed by social exclusion and physical bullying.

## **conclusion**

Bullying becomes a daily problem for Algerian students, which negatively affects their grades, mental health, and overall school experience. Teachers believe that policies are necessary to prevent bullying because they recognize the seriousness it appears to be. The data used in this research revealed students are experiencing bullying. Each day, a new student may become the next target, which can lead to psychological and academic struggles and a negative view of school. Some teachers may lack experience in dealing with this problem, as bullying is a broader issue that affects adolescents. Some teachers, in their pursuit of perfect classrooms may indirectly encourage bullies and create a negative atmosphere.

## **4. Implications and Recommendations**

### **4.1 Introduction :**

The findings of this study reveals that bullying significantly harms students' academic performance and psychological well-being. To address this, the following recommendations are meant to support affected students and stop bullying. These recommendations emphasize effective policy implementation, empowering teachers to manage bullying, fostering a supportive school environment, and strengthening school policies.

### **4.2 Implication :**

These study findings hold value for real-world implementations and further academic study development. Because bullying is common in Algerian schools, and as result schools should train their staff and involve teachers in preventing adolescent aggression. Bullying is a common and harmful issue that affects many students, and in extreme cases, it can lead to death. Various forms of bullying were experienced by many students at Seddik Brother middle school, such as exclusion, rumors, and theft of personal belongings. According to our research, This will negatively affect their emotions, mental health, and school performance, and it might even make them consider dropping out.

Teachers must receive training to identify and handle bullying, and to understand its harmful effects on students. This understanding may benefit educational institutions in creating more effective policies and programs. Teachers, school administrators, families, and government organizations can work together to tackle bullying. As Cantera et al. (2021) point out, government and public officials are key to preventing this problem, which harms students daily (pp. 5-20).

These findings highlight the need for proactive bullying prevention strategies to be developed by educators and educational institutions. Additionally, they must employ successful tactics to support students, like providing conferences, informational meetings, or education courses about bullying.

### **4.3 Suggestions and Recommendations:**

Schools sometimes can not stop bullying because some incidents happen secretly among students; to help students overcome this issue, schools should teach students to trust the adults in helping them and contact them to solve the problem .

Schools should implement anti-bullying programs that teach why bullying is unacceptable, explain how it harms the victims, where students can get support.

Teaching and learning social skills are crucial for assertiveness, mutual support, positive conflict resolution, kindness, and empathy to understand others feelings.

Help students to discover their interest by encouraging them to join hobbies, activities, or school clubs. These opportunities will provide fun and at the same time connect them with others who share their interest and may help reduce bullying.

Take immediate actions if you witness bullying by Stop the bully, help the person being bullied, make sure there are quick consequences for the bully's actions, take steps to prevent bullying from happening again, and inspire others to intervene and offer support.

Due to the teachers lack of knowledge about bullying behaviors, schools should offer practical training programs on effective bullying intervention tactics. Additionally, since some parental behaviors can contribute to bullying, schools should also foster open communication between staff, teachers, and parents. Parents should create an anti-bullying environment at home by teaching their children how to respond to rude behavior.

To help prevent cyberbullying all students from elementary to high school should learn about digital citizenship. This education should cover : responsible online behavior, understanding the impact of cyberbullying, identifying different types of online harassment, and learning how to report and block cyberbullying. Parents should also participate in workshops and receive resources to help them keep their children safe and healthy online. Furthermore, awareness campaigns are crucial to address and condemn all forms of bullying .

Create a comprehensive guide for educators on developing student self-advocacy and anti-bullying initiatives in schools by teaching students to assert themselves confidently and respectfully and building students confidence and implementing proactive measures to prevent bullying incidents and Training staff and teachers to recognize and respond to bullying situations.

## **General conclusion**

Bullying is perceived by some as merely a phase of teenage aggression that children will eventually outgrow. However, research indicates bullying is not a phase but a set of circumstances that can lead to negative behaviour that will harm others. This behaviour may cause the victims academic difficulties, thoughts of leaving school, and emotional and psychological distress. In fact, longitudinal research indicates that the effects of bullying may extend into adulthood, with potential impacts on career progression and the formation of healthy relationships.

Victims of bullying often report feelings of worry, fear, and threat, which can contribute to a pervasive sense of insecurity in their daily school lives. Often, school staff do not address this due to having too many students to monitor. This perceived lack of attention from staff may correlate with reduced victim self-esteem and academic performance, as indicated by student reports. Teacher interviews indicated varying levels of experience among staff in addressing bullying incidents and implementing effective prevention strategies, which is particularly relevant given the critical developmental period of adolescence. Offering sessions on bullying and reporting procedures can help staff identify and respond to incidents quickly. Promoting effective programs and policies that protect victims and help bullies manage their anger is also essential and sharing responsibilities between teachers and school staff.

This research investigated bullying at Seddik Brother Middle School to understand the experiences of victims and the prevalence of bullying among students. The findings indicated that victims faced notable psychological and academic challenges, including exclusion from



school activities and disruptions to their daily routines. Student responses for no solutions beyond acceptance or quitting school. Teachers are willing to deeply understand this phenomena and how it impacts students and what can be done to prevent such issue and protect the students from being victims.

Teachers may not have enough experience handling bullying. Sometimes, teachers unintentionally create a hostile environment, believing it will prevent misbehavior. However, this can actually encourage bullying in the classroom. It may also prevent victims from seeking help from teachers, as they may lose trust in adults' ability to prevent bullying. These findings support the research questions about the impact of bullying on student learning. Student questionnaires and teacher experiences with bullied students showed a gradual decline in academic performance. Verbal bullying is the most common type adding to others types that students are facing during their journey. Which confirms our hypothesis that bullying negatively affects student achievement and that verbal bullying is prevalent.

This study focused solely on one school, raising questions about the prevalence and impact of bullying in other schools. Are students in other schools also suffering, or are they protected by effective programs and policies?

Consequently, these findings underscore the importance of urgent and focused attention on bullying within educational institutions, given its considerable potential to negatively impact student well-being and academic success.

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## Appendices

### Appendix A

#### Pupils' Questionnaire

Dear students,

This questionnaire is part of the research work entitled « school bullying and its effect on learning achievement » to obtain information needed for the accomplishment of Master dissertation. You are kindly requested to select appropriate answer(s) and provide honest and thoughtful responses/ justifications when needed. Your responses will be treated anonymously and confidentially. Thank you very much for your time and assistance.

طلابنا الأعزاء،

هذا الاستبيان جزء من بحث بعنوان "التنمر المدرسي وأثره على التحصيل الدراسي" للحصول على المعلومات اللازمة لإنجاز رسالة الماجستير. يُرجى منكم اختيار الإجابة المناسبة وتقديم إجابات/مبررات صادقة ومدروسة عند الحاجة. سَتُعامل إجاباتكم بسرية تامة. شكرًا جزيلاً لوقتكم ومساعدتكم.

1/ Gender : male (     )                      female (     )

Age : .....

2/ Have you ever experienced bullying by others ? هل سبق لك أن تعرضت للتنمر من قبل الآخرين؟

Yes / No

.....

3/ have ever experienced being excluded from activities or games during your school year ? هل سبق لك أن شعرت بالاستبعاد من الأنشطة أو الألعاب خلال سنوات دراستك؟

Yes / No

4/ have any untrue stories about you been circulated at school ? If yes, what rumors .Yes/

No هل تم تداول أي قصص غير صحيحة عنك في المدرسة؟ إذا كانت الإجابة بنعم، فما هي الشائعات؟

5/ How frequently did students take something from you ? كم مرة كان الطلاب يسرقون منك شيئاً؟

(Never) أبداً (Rarely) نادراً (Most of time) معظم الوقت

6/ What form of bullying did you experience ? ما نوع التنمر الذي تعرضت له؟

(None) لا أحد (cyber) الإلكتروني (verbal) لفظي (Physical) بدني

7/ have you ever asked to do something at school against your wish ?

هل سبق لك أن طلب منك القيام بشيء في المدرسة ضد إرادتك؟ Yes/ Never

8/ Have you ever felt embarrassed by a teacher's punishment or comment ? if . Yes ,give an example . هل شعرت يوماً بالخجل من عقوبة أو تعليق من معلم؟ إذا كانت الإجابة بنعم، فاذكر مثالاً.

Yes / No

9/ have you ever felt that the teacher's punishment or decision was unfair ? If yes, mention how did you felt . هل شعرت يوماً أن عقوبة أو قرار المعلم كان غير عادل؟ إذا كانت الإجابة بنعم، اذكر كيف .

شعرت Yes / No

10/ Do you find your attention diverted when a bullying incident occurs during a lesson ?

هل تجد أن انتباهك يتشتت عندما يحدث حادث بلطجة أثناء الدرس؟

Yes / No

.....

11 / how do you respond to bullying if you notice it in your classroom ? كيف ترد على التنمر إذا؟

لاحظته في صفك؟

I would support the bully (سأدعم المتنمر) / I would ignore it (سأتجاهله) /

I will take action (سأأخذ إجراءً)

.....

12/ In your opinion, why are some student bullies ? في رأيك، لماذا يكون بعض الطلاب متنمرين؟

Need for power and control ( الحاجة إلى القوة والسيطرة ) / Peer pressure or group dynamic (ضغط الأقران)  
(أو ديناميكية المجموعة)

emotional and social difficulties (الصعوبات العاطفية والاجتماعية ) / other reasons (أسباب أخرى)

.....

13 / Who do you think are more likely to bully others ? من تعتقد أنهم أكثر احتمالاً للتنمر على الآخرين؟

Boys ( الأولاد ) / girls ( فتيات )

.....

14/ Who would you contact if you are bullied ? من ستتواصل معه إذا تعرضت للتنمر؟

Parent ( آباء ) / teachers ( المعلمين ) / counsellor ( مستشار ) / friend ( صديق )

15/ Do you think being bullied by others can affect your learning achievement ? If yes ,  
to what extent ? If not , explain how ? هل تعتقد أن التعرض للتنمر من الآخرين يمكن أن يؤثر على  
إنجازك التعليمي؟ إذا كانت الإجابة نعم، إلى أي مدى؟ وإذا لم تكن، فاشرح كيف؟

.....

.....

.....

.....

.....

## **Appendix B**

### **Teachers' Interview**

Dear Teacher,

This interview aims to collect data about your personal experiences and your worries about how school bullying affects student learning. Thank you for your collaboration, your answers will be kept anonymous.

#### **Question 1 :**

1. Have there been any instances of bullying during your class sessions ?

#### **Question 2:**

2. What method do you follow to maintain discipline in your class and how do you punish the student who misbehaves ?

#### **Question 3:**

3. Did bullying between students affect your teaching atmosphere ? To what extent ?

#### **Question 4 :**

4. Do you think that teachers are entirely accountable to deal with bullying in their classroom ? If not , who else should share this responsibility ?

#### **Question 5:**

5. How do you encourage a positive and supportive environment among your students ?

#### **Question 6:**

6. As a teacher, what do you think is the impact of bullying on student learning ?

#### **Question 7:**

7. Is it essential for educators to understand bullying ? If yes , are you interested in more information?

#### **Question 8 :**

8. Are you aware of any programs or policies to address bullying in educational settings ?

#### **Question 9 :**

9. Evaluate the effectiveness of school in addressing bullying ? What modification to current programs would you suggest ? Why ?

