

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA MINISTRY OF
HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**IBN KHALDOUN UNIVERSITY - TIARET FACULTY OF LETTERS AND
LANGUAGES DEPARTMENT OF FOREIGN LANGUAGES**

ENGLISH SECTION

*The Impact of a Detrimental Bullying Environment in Schools on Students' Behaviour and
Academic Performance*

Case of study : 4th grade middle school students

**A Dissertation Submitted to the Department of Foreign Languages (English)
in Partial**

Fulfillment of the Requirements for a Master's Degree in Didactics

Supervisor.

Dr. Youcef BENAMOR

Candidate(s) :

Mr. Islam HAMEURLAINE

Miss. Ikram GASMI

BOARD OF EXAMINERS

Chairman Dr.Yacine Moulai HACENE MCA

Ibn Khaldoun University -Tiaret

Supervisor Dr. Youcef BENAMOR MCB

Ibn Khaldoun University -Tiaret

Examiner Dr.Habib MADANI MCA

Ibn Khaldoun University -Tiaret

AcademicYear : 2022-2023

Dedication

First of all, the mighty and honest thanks to Allah who enlightened my path

gave us the strength to accomplish this work

"My decent family"

I would like to thank you all for supporting me through my college years

« To my pets »

Thank you for being there when no one was

"To everyone"

It Is with genuine gratitude and warm regard that we dedicate this work

To all the department of English language in Tiaret

To our beloved teacher Mr. Youcef BENAMOUR

To all my beautiful friends

To me

To everyone whome i shared my life with, thank you a lot

I Love you all

Acknowledgments

During the process of writing this dissertation, we have been fortunate to receive abundant support and assistance.

First, I would like to thank Almighty Allah for giving me the strength and capability to complete this work.

At the outset, we would like to express our sincere gratitude to our esteemed teacher and supervisor, Mr. Youcef BENAMOUR. His invaluable support, guidance, advice, and encouragement have been instrumental in our journey. We deeply appreciate the knowledge and assistance he has provided, not only in teaching us throughout the year but also in the context of this research study.

Special thanks to the members of the jury Mr. Moulay and Mr. Belarbi for devoting some of their precious time and agreeing to evaluate our work and be part of the jury .

Deepest thanks for Mr. Hmaidia GhlamAllah , Mr . Benabed , Mr. Madani and Mrs. Khaldiya and her friend for being kind with me.

Deepest thanks for my friend Halima for supporting me and helping me to finish this work.

We are thankful for both Mokhtari El-Hadj middle school students and teachers and specially Mrs. Imen Brahimi for being genuine and kind with us.

Last but not least my greatest thanks to all teachers who have been constantly a source of knowledge and enlightenment throughout the different stages of my education.

We want to thank you for your patient support and for all of the opportunities we were given.

Abstract

Bullying is a pervasive issue that continues to plague schools across the globe, and middle school is often a critical period where this behavior manifests. Middle school bullying can take various forms, including physical, verbal and social aggression. The purpose of this dissertation is to look into the effects of a negative school bullying environment on learners' behaviour and academic performance and achievements. This research uses mixed-methods approach. Data is gathered using two instruments: a questionnaire for students and interviews with teachers and students. This study includes 86 students from various classrooms and four interviewees including two students and two teachers from the same middle school. The results of the data collection indicate that a bullying-prone environment in schools has a negative impact on students' behaviour, including lowering self-esteem, causing loneliness, mental health problems, aggression, and self-harm. It also has a negative impact on students' academic performance by lowering motivation, concentration and attention, which results in absenteeism, which impacts students' grades and academic achievements. Schools need to instill excellent principles and run awareness programs to lessen this occurrence.

Keywords: academic performance, behaviour, school bullying, educational, effects impact, learners.

LIST OF TABLES

Table3.1: Pupil’s gender	47
Table3.2: pupil’s age.....	48
Table3.3: Bullying frequency	49
Table3.4: Bullying types	50
Table3.5 : Pupil’s reaction.....	51
Table3.6 : Pupil’s social life.....	52
Table3.7 : Pupil’s self esteem.....	54
Table3.8: Pupil’s mental health	55
Table3.9:Aggressive pupil’s.....	57
Table3.10 : Bullying in adulthood	58
Table3.11:Pupil’s academic performance	59
Table3.12: Pupil’s concentration	61
Table3.13:Absenteeism.....	62
Table3.14: Pupil’s relationships	63
Table3.15: Pupil’s personal information.....	66
Table3.16:teacher’spersonalinformaion	69

LIST OF FIGURES

Figure3.1: Pupil’s gender	47
Figure 3.2: pupil’s age	48
Figure 3.3: Bullying frequency.....	49
Figure 3.4: Bullying types	50
Figure 3.5 : Pupil’s reaction	51
Figure 3.6 : Pupil’s social life.....	53
Figure 3.7 : Pupil’s self esteem	54
Figure 3.8: Pupil’s mental health.....	56
Figure 3.9:Aggressive pupil’s	57
Figure 3.10 : Bullying in adulthood.....	58
Figure 3.11:Pupil’s academic performance	59
Figure 3.12: Pupil’s concentration.....	61
Figure 3.13:Absenteeism.....	62
Figure 3.14: Pupil’s relationships	64

LIST OF ABBREVIATIONS AND ACRONYMS

NSEC : National Center for Education Statistics

PTSD : Post Traumatic Stress Disorder

UNESCO: United Nations Educational, Scientific and Cultural Organization.

TABLE OF CONTENT

Dedication	II
Acknowledgments	III
Abstract	IV
LIST OF TABLES	V
LIST OF FIGURES	VI
LIST OF ABBREVIATIONS AND ACRONYMS	VII
TABLE OF CONTENT.....	VIII
General Introduction	1
Chapter One: Conceptual Underpinnings and Categorizations of Bullying	5
Introduction	5
1.1. Definitions of bullying	5
1.2. Historical Background.....	7
1.3. Modes of bullying	11
1.3.2 Direct Bullying.....	11
1.3.2 Indirect Bullying	11
1.4. Types of bullying	12
1.4.1. Physical bullying.....	12
1.4.2. Verbal bullying	13
1.5. Characteristics of bullies and victims.....	13
1.5.1 Characteristics of the bullies.....	13
1.5.2. Characteristics of the victims.....	14
1.6. Gender differences in bullying	15
1.7. Causes of bullying.....	18
1.7.1. Individual characteristics	18
1.7.2. Family factors	18
1.7.3. School factors.....	18
1.7.4. Societal factors.....	18
1.7.5. Home Environment	19
1.7.6. Peer Pressure	19
1.7.7. Low Self-Esteem.....	19
1.7.8. Lack of Empathy	20
1.7.9. Media Influence	20
1.8. The effects of bullying	20
1.8.1. Short term effects	21

1.8.2.Long term effects	24
Conclusion	25
Chapter Two : Bullying in Algerian Schools.....	28
Introduction	28
2.1.The Impact of Bullying on the Student’s Behaviour	28
2.1.1Low Self-Esteem and Lack of Confidence.....	28
2.1.2 Isolation and Loneliness	29
2.1.3 Mental Health issues	30
2.1.4 aggression and Self-Harm Acts	30
2.2.The Impact of Bullying on Student’s Academic Performance	31
2.2.1.Lack of Motivation.....	31
2.2.2Low Concentration and Attention	32
2.2.3Absenteeism.....	32
2.2.4Low Students’ performance and achievement (grades)	33
2.3.Research Findings on Bullying in Algerian Schools	33
2.3.1Research Findings on the Causes of Bullying in Algerian Schools.....	34
2.3.1.1Psychological factors.....	34
2.3.1.2Social Causes:	36
2.3.2Research Findings on the mitigation of Bullying	38
Conclusion	40
Chapter Three : Research Methodology and Data Analysis	42
Introduction	42
3.1.Research design	42
3.2.Research context	42
3.3.Research approach	43
3.4.Participants and sampling techniques	44
3.5.Data Collection Methods and Procedures	44
3.6.Data Analysis Methods and Procedures.....	45
3.6.1Pupils questionnaire	46
3.6.2The interview	64
3.6.2.1The aim of the interview	64
3.6.2.2The procedure of the interview	65
3.6.2.3Interview of the students.....	65
3.6.2.4Teachers interview	68
3.7.Limitation of Research	71

3.8. Discussion and Recommendations.....72
Conclusion74
References75

GENERAL INTRODUCTION

General Introduction

Bullying is a serious issue in the educational system worldwide and has a negative impact on students' lives. It involves repeated aggressive behaviour where one person who has more power hurts another person. Bullying can be direct or indirect as it can take different forms, such as physical, verbal, social, or even cyber bullying. It harms students physically, emotionally and psychologically which has caught the attention of researchers, teachers, and people making decisions about schools. However, to have a clear idea and really understand how this harmful phenomenon affects students' behaviour and educational performance, we need to look deeply at the issue and gather useful and helpful information.

Bullying has numerous complex effects on students' behaviour. Students who face bullying often feel more anxious, depressed, and have low self-esteem. As a result, they tend to isolate themselves causing them to participate less in class activities, and find it hard to make new friends, they may also become aggressive themselves, which makes the bullying cycle continue. Figuring out how bullying affects behavior will help us create schools where everyone feels safe and included. In addition, bullying has a significant impact on how well students do in school. Students who experience bullying struggle to focus in class or on their studies, which leads to lower motivation, disinterest in school, and lower grades. These negative effects can last a long time and even affect whether students finish school or go on to higher education. By studying the impact of bullying and academic performance, we can understand the seriousness of the issue and its impact on students' educational life.

This research sheds light on this issue that is a danger for the students , during this work we tried to investigate the reasons behind this issue and it's consequences on the victims and the bullies , ways to eliminate it , and suggesting effective strategies and way to prevent this phenomenon .

The purpose behind this study is to investigate bullying between middle school pupils. This research sheds light on the effect of a detrimental school bullying environment on student's behaviour and their performance in school

This dissertation aims to explore the many ways bullying affects students, specifically how it influences their behaviour and academic performance. By studying existing research, conducting our own investigations, and analyzing relevant data, we hope to add to what we know about this important topic and find ways to help students effectively.

As a result, we've come up with this research questions :

- Which type of bullying is mostly a common phenomenon among Middle School learners?
 - How can bullying affect learner behaviour in Middle Schools?
 - Can bullying also affect Middle School learners' academic performance?

The following are the hypothesis we set for this study based on the previous questions:

- Many Middle School learners face all types of bullying daily
- Bullying is quite harmful on most Middle School learners' behaviour causing them low self-esteem, loneliness, mental issues , aggression and self harm
- Bullying may well lower Middle School learners' academic performance and achievement affecting their motivation to study, their concentration, attention and attendance

To achieve our goals, we used a combination of methods. We gathered information through surveys and academic records to see how common and severe bullying is and how it relates to behavior and academic performance. Additionally, we conducted interviews to get a deeper understanding of students' experiences and thoughts about bullying.

To confirm or reject the previous hypothesis, both qualitative and quantitative methods used in this research study for the best outcomes , in combination with the research instruments; A questionnaire served to 86 pupils at “Mokhtari El-Hadj “ middle school, accompanied with an interview to four participants, two students and two teachers at the same middle school. This dissertation contains three main chapters, the first chapter is a literature review about school bullying to deeply understand what is bullying, types of bullying, modes, characteristics of the victims and bullies, gender differences in bullying, causes and consequences. The second Chapter is also a theoretical chapter dealt with bullying in Algerian schools especially here in Tiaret at “Mokhtari El-Hadj “ middle school, which contained the effects , causes, and solutions suggested to mitigate bullying and preventing it from damaging the learning atmosphere. At the end the third chapter is about the research methodology, data collection and analysis methods and procedures, the findings of the pupils' questionnaire and the interviews ,limitations, and recommendations .

Chapter one :
Conceptual
Underpinnings and
Categorizations of
Bullying

Chapter One: Conceptual Underpinnings and Categorizations of Bullying

Introduction

Bullying is a pervasive and complex issue that affects millions of children and adolescents around the world. In recent years, there has been growing recognition of the detrimental effects of bullying on the psychological, social, and academic functioning of young people. Middle school students, in particular, are a vulnerable population that is at a higher risk of experiencing bullying due to the numerous changes and challenges that they face during this developmental stage. The aim of this literature review is to explore the impact of bullying on middle school students, including its definitions, causes, and effects, as well as the characteristics of both bullies and victims. By synthesizing the existing research, this review aims to provide a comprehensive overview of the current state of knowledge on this topic and to identify key areas for future research. In the following sections, we will begin by providing a brief overview of the history of bullying and its various forms, before examining its prevalence and impact on middle school students. We will also explore the risk factors associated with bullying, including the characteristics of bullies and victims, and discuss the potential implications of these findings for the prevention and intervention of bullying in schools.

1.1. Definitions of bullying

Bullying can be described as a process of interaction between the perpetrator and the victim, in which the perpetrator gains power while the victim loses it, rendering the victim unable to effectively respond to the abuse (Menesini et al., 2012; Swearer & Hymel, 2015). This behavior is characterized by repeated actions, such as physical assault, verbal harassment, nonverbal gestures, and deliberate exclusion, which are intended to harm

individuals who are perceived as vulnerable and unable to defend themselves (Feldman, 2014).

According to Nesbit (1999), bullying involves unprovoked abuse that is repeated over an extended period of time, with the intention of causing distress to the victim, in a one-sided display of power.

Olweus (2001) defines bullying as a specific type of interpersonal aggression that is characterized by deliberate and repeated behavior, as well as an imbalance of power between the perpetrator and the victim. What sets bullying apart from other forms of aggression is the abusive use of power by the perpetrator, which can take various forms, including physical harm (physical bullying), verbal threats and insults (verbal bullying), exclusion, humiliation, spreading of rumors (relational or social bullying), and online harassment through text messages, emails, or social media platforms (cyberbullying). However, Olweus (2005) defines bullying as behavior intended to cause harm to an individual through physical, psychological, or verbal means, and it often involves an imbalance of power. Perpetrators of bullying tend to repeat their actions over time, which can include physical acts such as hitting or pushing, as well as non-physical actions like teasing, name-calling, or excluding someone from activities or games. Another common form of bullying involves using technology to send threatening or hurtful messages or spreading negative rumors (Olweus, 2005).

Although multiple definitions of bullying have been proposed, there is no universal consensus on the concept (Cowie & Jennifer, 2008).

Research on bullying has been conducted for more than 40 years, and it is commonly understood as a type of intentional aggressive behavior that is perpetrated

repeatedly over a period of time by an individual or group. The targets of this behavior are often individuals who are perceived as defenseless and unable to protect themselves (Menesini & Salmivalli, 2017).

Bullying can involve threats or physical violence directed towards individuals, groups, or others, and can have a range of negative consequences, including injury, physical harm, mental health problems, or even death. This behavior is increasingly widespread and is a source of distress in many parts of the world today (Bonke, 2005).

1.2. Historical Background

Around 40 years ago, bullying was researched by the Norwegian scientist and psychologist Dan Olweus (1973-1978). Olweus defined this behaviour as ‘an aggressive intentional acts carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend him or herself’. (Olweus, 1993, p. 48).

Mobbing, *Aggression in the Schools: Bullies and Whipping Boys* (1978), by Dan Olweus, was the first significant research on bullying. Since its publication, the United States, the United Kingdom, Norway, and many other nations have developed a research tradition.

A collective attack by a group of animals on an animal of a different species—usually one that is larger and a natural enemy of the group—is referred to as mobbing. Mobbing was also used to characterize a school class or a group of troops banding together against a troublemaker in Lorenz’s 1968 book.

Olweus mentioned in the introduction of the book of 'peer harassment in school' (Juvonen, & SGraham, 2001;) The term "mobbing" or "mobbing" was originally used in Sweden in the late 1960s and early 1970s to describe the occurrence of peer harassment or victimization (Heinemann, 1969, 1972;)(Olweus, 1973). P.-P. Heinemann, a school physician, first used the phrase in the context of racial discrimination in the public Swedish debate (Heinemann, 1969). The term "mobbing" was first used by Heinemann in the Swedish translation of a book of aggression by Renowned Austrian ethologist Konrad Lorenz (1963, 1968).

Japan, the Netherlands, Canada, Australia, Italy, and Spain. Due to the stated levels of bullying and high-profile suicide cases linked to bullying in numerous nations, other early research drew a lot of media attention. Bullying is still a frequent topic in the news, demonstrating the continuous public concern and requirement for anti-bullying efforts in schools.

The prevalence rates of bullying vary greatly in different studies, in part because of differences in the way bullying is defined and measured. These inconsistencies have had a significant impact on the estimation of rates, leading researchers to urge greater agreement on the definition and measurement of bullying. (Menesini&Nocentini,2009).

Bullying in schools is undoubtedly a very ancient problem. Despite the fact that many are familiar with the issue, more thorough investigation of the phenomenon did not begin until the early 1970s (Olweus, 1973, 1978). For many years, These initiatives were mostly restricted to Scandinavia.

However Bullying in schools drew attention in a number of other nations, including Japan, Great Britain, the Netherlands, Canada, the United States, and Spain, in

the late 1980s and early 1990s (Olweus, 1993). Within the last ten years Since then, there has been a nearly rapid growth in this field in terms of research, interventions, and national policy . The highly publicized school shootings in the USA that occurred as a result of kids who were bullied or who were victimised of bullying have contributed to this increased attention (Anderson. Et al., 2001)

One Substantial studies indicate that 20% to 30% of kids participate in bullying often, either as bullies or as victims. 2–6 For instance, among US children in the 6th through 10th grades (n = 15 686) in a nationally representative survey, 13% were found to be bullies, 11% to be victims, and 6% to be bully-victims (i.e., bullies who are also abused themselves).

The writer Roz Dixon mentioned in his book `Rethinking school bullying ` the following :

I.United kingdom

In 1989, three books on bullying were published in the UK, and the Elton Report on Discipline made reference to school bullying, the work being done in Norway, and the need for additional study. A survey service built on an English-language version of the Olweus questionnaire suggested that bullying rates in English schools were higher than those in Norway. This research project was one of many that the Gulbenkian Foundation funded. From 1991 to 1994, the Department for Education in London supported a survey and intervention project in Sheffield that led to the creation of the informational resource pack Don't Suffer in Silence for schools. Additional initiatives have included work by the children's charity Kidscape, ChildLine, and peer support networks, as well as a Home Office project on Bullying.

II. In Finland

A study team led by the late Kirsti Lagerspetz established a strong research tradition in Finland in the 1980s. This team was among the first to create the peer nominations method of data collection. This was eventually refined into a model for evaluating participant roles in bullying by Christina Salmivalli and colleagues (1996). A nation-based intervention called KiVa is being coordinated by Salmivalli, who has previously examined treatments in schools in Helsinki and Turku (Salmivalli et al., 2004). The idea of indirect aggression—as opposed to direct aggression—was created by Kaj Björkqvist and colleagues in 1992, and it has been immediately useful in the field of studies on bullying.

III. Japan and the far east

A comparison of bullying in Japan, Norway, England, and the Netherlands was backed by the Japanese government and UNESCO, and reports on bullying from around the world were compiled in *Sekai no ijime* (1999). A 2003 international conference in Kobe produced an international report with significant Japanese input. Also, there is study from other nations in the area, particularly South Korea.

Bullying is not a modern issue; rather, it has always existed. Burk wrote the first substantial journal article that addressed bullying among youth (1897), although it took a while before the topic was addressed once more after that. In the 1970s, Scandinavia considered the issue of bullying (Pikas, 1972; Olweus, 1978).

Studies on bullying have evolved since the late 1970s using a variety of methodologies and have been taken into account in a variety of social contexts (Whitney & Smith, 1993; Rigby, 1996; O'Moore & Hillery, 1987; Morita, 1985; Olweus, 1993).

1.3.Modes of bullying

Bullying can take many different forms, but generally, it can be classified into two main categories: direct and indirect bullying.(Olweus,1993)describes direct bullying as involving physical or verbal aggression, such as hitting, kicking, name-calling, or teasing, while indirect bullying is more subtle and covert, such as spreading rumors, exclusion, or social manipulation.

1.3.2Direct Bullying

Direct bullying is a more visible and physical form of bullying, which can include hitting, pushing, kicking, or verbal insults. It is typically associated with more overt forms of aggression, such as physical violence, and it can have immediate and lasting effects on the victim's mental and physical health. Direct bullying is more commonly perpetrated by boys, although girls can also engage in this type of behavior. Victims of direct bullying often experience physical injuries, as well as emotional distress, such as anxiety, depression, and fear. The effects of direct bullying can be long-lasting and can impact a victim's self-esteem, sense of safety, and overall well-being.

1.3.2Indirect Bullying

Indirect bullying is a more subtle form of bullying, which involves social exclusion, spreading rumors, or manipulating relationships to hurt someone. It is often referred to as relational aggression or social bullying, and it is more commonly perpetrated by girls. Unlike direct bullying, indirect bullying does not involve physical violence or overt forms of aggression. Instead, it is characterized by more covert forms of behavior that can be

difficult to detect. Victims of indirect bullying may experience emotional distress, including anxiety, depression, and feelings of loneliness or isolation. The effects of indirect bullying can be just as damaging as direct bullying and can impact a victim's mental and emotional health, social relationships, and overall quality of life.

1.4.Types of bullying

Sheri Bauman mentioned in journal of educational psychology in February 2006 the following:

Bullying can take many different forms, according to experts, including overt bullying (which can be physical or verbal) and indirect or relationship bullying.

1.4.1. Physical bullying

Physical bullying involves any form of aggressive behavior that involves physical contact, such as hitting, pushing, or kicking. According to a study by the National Center for Education Statistics, physical bullying is the most prevalent form of bullying in U.S. schools, with over 20% of students reporting being physically bullied in the past year (NCES, 2019). Physical bullying can have serious negative consequences for victims, including physical injuries, emotional trauma, and a lasting sense of fear and vulnerability. Furthermore, research suggests that physical bullying can lead to long-term effects such as increased rates of depression, anxiety, and post-traumatic stress disorder (PTSD) (Klomek, 2007). Therefore, it is crucial to address physical bullying in order to ensure the safety and well-being of individuals, particularly children and adolescents.

1.4.2. Verbal bullying

Verbal bullying, on the other hand, involves using words to hurt, insult, or belittle someone. It can include name-calling, teasing, or spreading rumors, among other forms of verbal aggression. According to a survey by the American Psychological Association, verbal bullying is the most common form of bullying in the United States, with nearly 80% of participants reporting that they had experienced some form of verbal aggression (APA, 2020). Verbal bullying can have serious negative consequences for victims, such as low self-esteem, anxiety, and depression (Twemlow, 2001). Furthermore, verbal bullying can occur in person or online, which can increase its reach and impact. Therefore, it is crucial to address verbal bullying in order to promote healthy communication and social relationships.

1.5.Characteristics of bullies and victims

There are certain characteristics that are commonly found in individuals who engage in bullying behaviors.

1.5.1Characteristics of the bullies

There are certain characteristics that are commonly found in individuals who engage in bullying behaviors. According to Olweus (1993), bullies tend to have higher levels of aggression and dominance, and may also lack empathy towards their victims. They may also exhibit a lack of social skills and difficulty forming positive relationships with peers. Additionally, bullies are often motivated by a desire for power and control, and may engage in bullying to elevate their own status within their social group.

There may be certain environmental factors that contribute to the development of bullying behaviors. For example, a study by Espelage and Swearer (2003) found that

children who grow up in homes with a lack of parental warmth and involvement may be more likely to engage in bullying behaviors. Similarly, peer groups that endorse aggressive or bullying behavior may also contribute to the development of bullying behaviors in individuals.

Bullies tend to have certain characteristics that make them more likely to engage in aggressive and intimidating behavior towards others. Research has found that bullies are often impulsive and have low self-control, making it difficult for them to regulate their emotions and behavior (Dodge, Coie, & Lynam, 2006). They may also lack warmth and involvement from their parents, which can contribute to a lack of empathy and understanding of how their actions affect others (Espelage & Swearer, 2003). Exposure to violence in the home or community can also desensitize bullies to aggression and make them more likely to use violence themselves (Stassen Berger, 2007). Bullies may hold pro-violence attitudes, which can make them more likely to view aggression as an acceptable way to solve problems (Salmivalli & Voeten, 2004). Finally, negative attitudes towards school can also be a risk factor for bullying behavior, as bullies may feel disengaged or disconnected from the school environment (Finn, 1998).

1.5.2. Characteristics of the victims

Victims of bullying may also exhibit certain characteristics that make them more vulnerable to bullying behaviors. Victims may be perceived as weaker or less popular than their peers, and may struggle with low self-esteem and poor social skills (Rigby, 2003). They may also exhibit high levels of anxiety, depression, and other emotional problems as a result of the bullying they have experienced (Hawker & Boulton, 2000).

Furthermore, certain environmental factors may also contribute to an individual's risk of being bullied. For example, children who come from low-income families or who attend schools with a high prevalence of bullying behaviors may be more likely to experience bullying (Swearer & Doll, 2001). Additionally, children who are perceived as different from their peers, whether due to physical appearance, cultural background, or other factors, may also be at an increased risk of being bullied.

Victims of bullying also tend to exhibit certain characteristics that make them more vulnerable to victimization. Physical weakness or perceived vulnerability can make individuals more likely to be targeted by bullies (Olweus, 1993). Low social status can also increase the risk of victimization, as victims may be seen as easy targets or outsiders by their peers (Juvonen & Graham, 2001). Shyness and withdrawal can also be risk factors for victimization, as these behaviors can make it difficult for individuals to assert themselves or defend themselves against bullies (Kochenderfer & Ladd, 1997). Poor academic performance can also be a risk factor for victimization, as academic difficulties may contribute to a sense of low self-worth and make individuals more vulnerable to bullying (Juvonen & Graham, 2001). Finally, negative self-concept can also be a risk factor for victimization, as individuals with low self-esteem may be more likely to internalize the negative messages they receive from bullies (Rigby, 1999).

1.6. Gender differences in bullying

Social expectations of acceptable behavior for males as opposed to women are known as gender norms. (Pulerwitz & Barker, 2008). These gender norms frequently serve as a framework for behavior and represent beliefs and attitudes that young girls and boys develop in society, at school, online, in sports groups, and in other settings. Individuals are only allowed to identify and express themselves as males or females in accordance with

societal gender conventions. (Oswald, Blume & Marks, 2005). According to studies on the subject, boys and girls who exhibit higher levels of gender nonconformity are more likely to experience bullying during their adolescence (Aspenlieder, Buchanan, McDougall & Sippola, 2009; D'Augelli, Grossman & Starks, 2006). Adults may not always comprehend bullying in the same way as children do. So, in the effort to understand and manage bullying in schools, kids' perceptions of bullying may be the crucially important missing component. (Gamliel, Hoover, Daughtry & Imbra, 2003; Varjas, Meyers, Bellmoff, Lopp, Birckbichler & Marchall, 2008). It's crucial to comprehend how adolescents interact with their peers and what behavior qualifies as gender non-confirming because early adolescence is a time when peer interactions become increasingly significant. (Toomey, Card & Casper, 2014).

Research has attempted to explain how bullying differs between men and women by claiming that boys are more socialized to use direct physical aggression while girls have trained to use less aggression, or (Lagerpetz, Björkqvist, & Peltonen, 1988; Björkqvist, 1994) to covertly express their anger. According to Lagerpetz (1988) Maccoby (2003), guys report more casual and numerous friendships, while girls appear to have fewer and tighter relationships, because this structure focuses on these relationships, girls may prefer covert (relational) aggressiveness to overt hostility. These relationships are perceived as being especially cruel as it targets them (Galen & Underwood, 1997; Galen, Paquette & Underwood, 2001). The manner that ladies exclude other girls and propagate stories and gossip could be a tactic to make close relations with other girls to lower the likelihood of exclusion (Espelage, Mehan & Swearer, 2004). Additionally, it has been demonstrated that being a man predisposes one to bullying behavior (Navarro, Larranaga, & Yubero, 2011; Gini & Pozzoli, 2006). Cultural representations, beliefs, and social expectations could provide an explanation for this connection. (Gini & Pozzoli, 2006). Bullying has been

described as a potent social control technique, and those who engage in it often aim to gain control and leadership positions among their peers.(Olweus, 1993; Brain & Smith, 2000).

According to earlier research (Frosh, Phoenix & Pattman, 2003), it appears that many boys feel that attaining masculinity is crucial to avoiding being Bullied. Children can absorb gender stereotypes through watching the behaviors of various men and women as they mature and expand their cognitive abilities. Girls who support aggressive behavior might be too out of the mainstream in terms of how girls should act to be accepted. In contrast to guys, who can act physically aggressively and even demand it if they want to be popular (Espelage, 2004; Guerra, Kirk, Sadek & Williams , 2011), physically aggressive girls may be seen as immature and going against the grain. (Eliasson, 2007)

Normative expectancies and the expected effects of violence may affect gender disparities in aggression; if boys engage in non-normative behavior, for example, they may be more likely to face May experience social ramifications as a result (Bem, 1995; Card, Little, Stucky, Sawalani, 2008). Similar to how boys and girls have various coping mechanisms and have diverse experiences with and concerns about dangers, multiple studies have demonstrated these differences.

Boys and girls generally have distinct perspectives about asking an adult for help. (Newman, 2008). Compared to boys, who frequently display apprehension about talking to an adult or a peer for support or reporting bullying (Naylor, Cowie, and del Rey, 2001;Cowie, 2000; Hunter, Boyle, and Warden, 2004; Boulton, Down, Sanders, and Craddock, 2017) girls tend to seek social support more frequently.

1.7. Causes of bullying

Bullying is a psychological disorder and is considered one of the most prevalent behavioral problems and it has several causes.

1.7.1. Individual characteristics

Research has shown that some individuals may be more likely to engage in bullying behavior due to their personal traits or characteristics. For example, individuals with high levels of aggression and impulsivity may be more prone to bullying others (Coie, Dodge & Lynam, 2006). Similarly, those who have experienced violence or trauma may be more likely to engage in bullying as a way of exerting power and control over others (Stassen Berger, 2007).

1.7.2. Family factors

Family dynamics can also play a role in the development of bullying behavior. Children who are exposed to poor parenting practices, including harsh or inconsistent discipline, may be more likely to engage in bullying (Espelage & Swearer, 2003). Similarly, children who lack parental supervision or who are exposed to conflict and violence within their homes may be more likely to bully others.

1.7.3. School factors

Schools can also contribute to the development of bullying behavior. For example, schools that lack supervision or have low levels of teacher support may provide an environment in which bullying can thrive (Farrington & Ttofi, 2011). Negative school climates, such as those characterized by high levels of conflict or a lack of social support, can also contribute to bullying behavior among students.

1.7.4.Societal factors

Finally, societal factors such as cultural norms and economic conditions may also play a role in the development of bullying behavior. In some cultures, aggression and violence may be more accepted or even encouraged, leading to a greater incidence of bullying (Veenstra, 2014). Economic factors, such as poverty and limited opportunities, may also contribute to the development of bullying behavior as individuals may feel powerless and seek to exert control over others.

1.7.5.Home Environment

Children who grow up in homes where aggression, violence, or neglect are present may be more likely to bully others. This can occur due to exposure to aggressive behavior at home, or due to a lack of positive role models who demonstrate healthy social interactions. Studies have shown that children who experience family violence or conflict are more likely to exhibit aggressive behavior towards others (Herrenkohl, 2008; Farrington & Ttofi, 2011).

1.7.6.Peer Pressure

Children who feel pressure to fit in with a certain group may resort to bullying in order to gain acceptance or maintain their social status. Research suggests that bullying is often a group activity, and that children who are part of a group that engages in bullying are more likely to become bullies themselves (Salmivalli, 1996). In addition, some studies have found that children who are bullied themselves may be more likely to bully others in order to gain a sense of power or control (Gross & Juvonen, 2008)

1.7.7.Low Self-Esteem

Children who have low self-esteem may bully others as a way of trying to feel better about themselves and children who bully others often have negative attitudes towards themselves, and may feel insecure or powerless in other areas of their lives (Rigby, 2003). In addition, some studies have found that children who are bullied themselves may be more likely to become bullies as a way of coping with their own feelings of inadequacy (Gaffney, 2008).

1.7.8.Lack of Empathy

Some children may lack the ability to understand or appreciate the feelings of others, making it easier for them to engage in bullying behavior. Research has shown that individuals who lack empathy may have difficulty recognizing and responding to the emotional needs of others, which can make it easier for them to engage in aggressive behavior (Jackson& peters , 2008).

1.7.9.Media Influence

Exposure to violent or aggressive media, such as movies, TV shows, or video games, can desensitize children to aggressive behavior and make it seem more acceptable. Research has found that exposure to violent media is associated with increased aggression in children (Anderson, 2003). In addition, children who play violent video games may be more likely to engage in aggressive behavior themselves (Anderson & Dill, 2000).

1.8. The effects of bullying

Peer victimization in early education has a negative impact on students' mental health and can result in violent or depressive symptoms (Hessel, Rudolph, Troop-Gordon & Schmidt, 2011).

It has been demonstrated that prolonged victimization in educational environments might harm social-emotional development. These negative impacts range from internalizing to externalizing problems, among others (Houchins, Johnson & Oakes, 2016).

Low self-esteem, loneliness, and greater rates of anxiety and depression are a few examples of internalizing problems. According to Houchins (2016), externalizing problems might manifest as aggressive behavior, attention problems, and defiant inclinations. Early learners' social-emotional status and age-appropriate development may therefore be hampered if they do not have healthy peer relationships (DeRosier, 2004).

Ken Rigby 'mentioned in a journal article in January 1999 the following :

Bullying is seen to be harmful to kids in a variety of ways, including:

- Peer victimization may cause children to be less able or more reluctant to form constructive relationships with teachers and other classmates. For instance, it is alleged that some kids skip school out of concern for bullying.
- Some students may find it difficult to focus in class and pick up the knowledge and skills that are being taught there.

- In the short- and long-term, it might have an impact on some kids' physical and mental health.

1.8.1.Short term effects

- **Low self esteem** : It goes without saying that one of bullying's usual consequences is to lower the victims' sense of self-worth. Research from Australia (Rigby & Slee, 1993) has confirmed findings from prior studies that students who report experiencing relatively high levels of victimization have relatively poor self-esteem.
- **Isolation** : Children who are bullied frequently typically have few, if any, friends. Numerous kids have expressed to us their unwillingness to make friends with a wimp. It can be challenging to distinguish cause from effect in this situation, just like with poor

self-esteem. The lack of friends among young people may contribute to bullying unlike people who have supporters, they are simpler to bully.

Some people could also think that their loneliness proves they are suitable targets for bullying. Once bullying has occurred, however, the victim may become so isolated and miserable that they make little to no effort to form friends.

- **Absenteeism** : Unsurprisingly, a student may want to avoid attending school (if at all feasible) if bullying is severe and persistent. This may call for some deceit. The child may report to the parent that they don't feel well, which could be somewhat genuine. Sometimes a youngster's fear of attending school and running across bullies is so intense that the parents are almost obliged to enroll their child in a different school to start over. There have been times when I've heard from parents

who have left the region and enrolled their kids in another school across the state because they were so distraught by the course of events and the lack of help from the local community.

- **A domino effect :** A youngster who is routinely bullied at school by a more dominant classmate or group of peers may not be able or unable to actively respond, but they might be compelled to vent their frustration on someone else. He or she can feel extremely irritated because it seems like there is no way to safely vent their rage by taking action against the person or thing that is bullying them. There could be a shift in circumstances, and someone else could suffer. Bullying frequently results in a sequence of incidents that are connected by the interactions between the aggressor and the victim.

We know that many children who are victims frequently bully others from both the self-reports of children who are victims and the findings of peer nomination studies carried out in Australia. We refer to them as “bully/victims.”

- **Educational consequences :** Kids who were unable to concentrate on their schoolwork due to bullying, and their absences from class hampered their academic advancement. But also bullied kids who have withdrawn themselves more and more from their peers, adopting an increasingly contemplative lifestyle in which reading and studying have taken on a significant role.

Unfortunately, sufficient emotional and social growth can and frequently is sacrificed for this.

- **Health :** Children may be the ones who can best determine whether they are being victimized, but it is probable that individuals who frequently report being bullied

may also be more likely to report experiencing health issues. Furthermore, it's conceivable that physical frailty and self-pity could both be a cause and a result of others' hostility.

For girls, the association between victimization and poor overall health, as measured by the overall Health Questionnaire, was statistically significant regardless of whether self-reports or peer nomination assessments of victim status were used. The outcome was not repeated for boys, indicating that the link between victimization and ill health is currently more well-established for girls than for boys.

- **Suicide :** The relationship between peer victimization in school and suicide has some strong supporting data. This is based in part on an analysis of case studies of schoolchildren who attempted suicide and, in some cases, succeeded. Several nations, including Australia, the United States, the United Kingdom, and Norway, have reported these. This connection has indirect support in some instances. According to findings from an Australian study on peer victimization and health Significant associations were discovered between self-reported school victimization and what is sometimes referred to as “suicidal ideation,” or regularly thinking about suicide. According to earlier research on adolescent suicide, planning to commit suicide frequently precedes the actual act .

1.8.2.Long term effects

- **On victims :** A child being bullied by peers at school can be expected to have short-term repercussions. Contrary evidence has been firmly argued by recent studies. Studies on children who experienced severe bullying at school have been

followed up on to look at potential outcomes. Professor Olweus (1992) of Norway tested these kids psychologically till they were in their early 20s, while Professor Farrington (1993) of England followed up with bullied kids into their 30s with long-term studies. The research all point to possible long-term impacts. People who have experienced bullying at school typically have low self-esteem, and Olweus (1992) claims that adults who experienced severe bullying as children frequently experience depressive episodes. According to Farrington's research, bullying occurs from generation to generation; as a result, children who were tormented in school as youngsters had more vulnerable offspring than their peers.

- **On bullies :** As if the impact on bullies were unimportant, we have been focusing on the victims. We must constantly remind ourselves that youngsters who develop a bullying lifestyle at a young age may not have a bright future. As we may anticipate, misbehavior in multiple contexts is linked to bullying at school, such as theft, spray-painting, and generally having issues with the police. Bullying seems to be a symptom of an aggressive, rash, and careless way of living. It should come as no surprise that kids who have been labeled bullies in school have a far higher likelihood than others of being charged with a delinquent offense in the future. Children who bully other students at school may benefit greatly from changing their orientation, not to mention the difficulty they might save others, if they want to live law-abiding lives in the future.

Last but not least, there is typically more depression among people who have admitted to bullying others in school than there is among those who did not (Dietz, 1994). We can only surmise as to whether this stems from remorse or a sense of missed opportunities to collaborate with others.

Conclusion

According to the United Nations' 1989 Convention on the Rights of the Child, bullying jeopardizes children's rights, especially their right to an education. Children who are excluded, have a disability, are refugees or children affected by migration, are excluded children, are children who belong to a minority group, or are just children who are different from their peers are particularly at risk. Scientists may study all kinds of suggested solutions in order to reduce the phenomena and afford a good atmosphere for studying .

Chapter two :

Bullying in

Algerian Schools

Chapter Two : Bullying in Algerian Schools

Introduction

Bullying in Algerian schools kept growing and spreading its negative impact on the pupil's behaviour and school performance .Now days schools, teachers, parents and every kind of human is worrying about this harmful issue and began to fight it for the sake of eliminating it .This chapter will mainly focus on the negative impact of a detrimental school bullying environment on student's behaviour and academic performance. This Chapter provides the research findings' interpretation; and it discusses the research's limits and implications, in addition, it concludes with some recommendations for further research.

2.1.The Impact of Bullying on the Student's Behaviour

Bullying is dangerous for the wellbeing of the students and it's spreading more and more in Algerians schools, it profoundly impacts our learner's behaviour and mental health. It goes beyond physical harm, leading to social isolation , academic decline, and self-destructive behaviours. Victims often experience mental health issues, anxiety, depression specifically , and low self-esteem, with some resorting to self-harm and aggressive attitudes.

2.1.1Low Self-Esteem and Lack of Confidence

Bullying has a profound impact on students' self-esteem and confidence levels. Students who experienced this issue consistently reported feelings of inadequacy, worthlessness, and a diminished sense of self-worth, 17% of the participants claimed that it makes feel inferior and worthless. The persistent exposure to negative and derogatory remarks, verbal and physical aggression, and social exclusion eroded their confidence,

making them doubt their abilities and diminishing their belief in their own potential, 29% of the participated pupils stated that bullying make them doubt their abilities. This decline in self-esteem often had far-reaching consequences, influencing various aspects of their academic performance, social interactions, and overall well-being. That negative impact of the declining on their self-esteem lowered their social value which 36% of the participants agreed so .

2.1.2 Isolation and Loneliness

Another notable consequence of bullying emerged in the form of isolation and loneliness experienced by targeted students. The quantitative data gathered from questionnaires demonstrated that victims of bullying frequently described feelings of exclusion, social rejection, and a profound sense of being alone, 39% of pupils agreed that bullying leads to isolation and loneliness. They reported a reluctance to engage in social activities, withdraw from peer interactions, and avoid school environments altogether. This isolation not only affected their ability to develop meaningful relationships , 14% of the participants noted that this issue has adopted a fear to interact and make new friendships for them. However the qualitative data gathered from interviewing the 2 selected pupils had another outcome, one of the participants stated that she prevent to stay alone to prevent being a victim of bullying while the other stated that bullying has never affected her social life in terms of loneliness and isolation . From these findings we concluded that bullying does not always make the pupils facing it isolated and lonely. This isolation not only affected their ability to develop meaningful relationships but also impeded their academic progress and overall emotional stability.

2.1.3 Mental Health issues

Bullying is linked to adverse mental health outcomes, specifically anxiety and depression. Students subjected to bullying consistently reported elevated levels of stress, anxiety, and persistent feelings of the constant fear of being targeted, coupled with the emotional distress resulting from the actual instances of bullying, contributed to the development of anxiety disorders and depressive symptoms, 31% of the participants claimed that bullying causes anxiety and stress, while more participants 42% noted that it causes depression, learners who experienced verbal and physical or any type of bullying are in a greater risk of developing depression than learners who did not experience it. The gathered data from interviews infer that pupils are in a massive danger of developing a harmful mental health issues. This phenomenon put the learners in a mentally discomfort state. These mental health issues had a profound impact on their overall well-being and often resulted in difficulties concentrating on academic tasks, reduced motivation, and a decline in educational performance and achievement

2.1.4 aggression and Self-Harm Acts

The investigation into the impact of bullying on student behavior also shed light on a concerning trend of aggression and self-harm among victims. One of the interviewees pupils disclosed engaging in aggressive behaviors as a response to the distress caused by bullying toward the bullies, adopting a "fight back" mentality as a defense mechanism, 92% of the participants answered yes that bullying lead to aggressive behaviours. Moreover, the remaining interviewee reported resorting to self-harm as a way to cope with their emotional pain and regain a sense of control. These destructive behaviors are harmful

and concerning and identified as maladaptive coping strategies resulting from the frequent exposure to bullying.

2.2.The Impact of Bullying on Student’s Academic Performance

As well as bullying has profound effects on a student’s behaviour, it also has a negative impact on student’s academic performance. The detrimental impact of bullying on academic achievement can be seen in various ways. Firstly, victims of bullying may be experience a decreased motivation and disengagement from school activities and a decline in academic performance. Additionally, experiencing bullying may lower their concentration and attention which may have a significant impact on their achievement. Moreover, the fear of encountering bullies at school may lead to absenteeism, further disrupting their learning process. These effects may lead to lowering the student’s academic achievement and grades.

2.2.1.Lack of Motivation

Students who endure bullying often lose their motivation to participate in academic tasks. The constant barrage of negativity damages their confidence in their abilities leaving them disinterested in learning and reluctant to pursue academic goals and achievements .the gathered data from the pupils who answered the questionnaire state that 21% of the participants and the interviewees noted that experiencing bullying lead to decrease in motivation. Persistent bullying can sap a student’s drive to do well in school. They could feel defeated, thinking their efforts are pointless or that they are undeserving of

achievement. As a result, they may become less involved in class activities and less motivated to do well in school

2.2.2 Low Concentration and Attention

Bullying, especially when it comes to poor concentration and focusing skills, can have a substantial negative impact on a student's academic achievement. Bullying take a significant toll in student's ability to focus and concentrate inside the classroom . The psychological distress, anxiety and stress caused but this issue divert their attention away from performing the academic tasks, affecting their learning and comprehension. They could find it challenging to focus, finish their work, and study for tests. As a result, their academic performance could deteriorate, and they might lag behind their peers, 24% of the participants and the interviewees agreed that bullying leads decrease in concentration and it makes it harder for them to focus on schoolwork, since it makes them feel distracted because they're too concerned about being attacked.

2.2.3 Absenteeism

Bullied students may grow afraid of attending to class or particular parts of the school where the bullying takes place. Where they feel threatened or dangerous, they can want to avoid certain circumstances or locations. This avoidance tendency may interfere with their regular attendance, interest in class activities, and learning which leads to increased absenteeism as many victims try to avoid the bullying environment , 79 % of pupils answered yes , bullying can lead to school absenteeism and truancy . Students may frequently miss school to prevent being in that harmful environment, leading to massive gaps in their education, disadvantages in their learning ,worse performance and lowering

their academic progress. However , the gathered data from the pupils who were interviewed had a different thoughts since they stated that experiencing bullying has never lead them to miss school or even think about it, it shows that it's differ from student to another to miss the school to prevent bullying

2.2.4Low Students' performance and achievement (grades)

Academic performance declines as a result of a confluence of psychological anguish, fear, decreased motivation, disturbed concentration and absenteeism . Bullying victim frequently have trouble keeping up with their studies, do badly on tests and assignments, and see a decline in their grades , but this is not the case always , some student's academic performance may not decline based on the gathered qualitative data from the interviews , the two peers acknowledged that bullying has not affected their grades and academic achievements since they both stated that they separate their social life from their educational life.

2.3.Research Findings on Bullying in Algerian Schools

Bullying is an unfortunate and pervasive issue that continues to be a significant concern in Algerian schools. Numerous reports and studies indicate that bullying is a common occurrence, affecting students across different grade levels and educational institutions. The prevalence of bullying in Algerian schools can be attributed to various factors, including power imbalances, social pressures, and a lack of effective interventions. Students often experience different forms of bullying, such as physical aggression, verbal abuse. Research conducted by Belhadj and Boufrioua (2019) highlighted the alarming prevalence of bullying in Algerian schools, revealing that a significant percentage of

students reported experiencing different forms of bullying, including verbal, physical, and psychological abuse. Factors such as peer pressure, cultural norms, and inadequate disciplinary measures contribute to the persistence of this issue. Urgent attention and comprehensive interventions are necessary to address the negative impact of bullying on the well-being and academic performance of Algerian students (Belhadj & Boufrioua, 2019). Algerian students often experience verbal aggression, which involves the use of derogatory language, insults, teasing, and spreading rumors to demean and belittle their peers. Verbal bullying can be particularly damaging as it directly targets an individual's self-esteem and psychological well-being, 67% of the participated students stated that see verbal bullying as the most common type while 10% agreed on both physical and verbal.

2.3.1 Research Findings on the Causes of Bullying in Algerian Schools

Bullying is a psychological disorder and is considered one of the most prevalent behavioral problems. The bully may resort to verbal or physical aggression towards others, stemming from a lack of empathy towards those they harm, without feeling remorse. The bullying student is the one who harbors resentment towards others and holds them in contempt based on their skin color, gender, language, ethnicity, or occupation.

There are several reasons and factors that contribute to Algerian students engaging in bullying. These reasons can be classified into social and psychological factors.

2.3.1.1 Psychological factors

- **Arrogance:** Some students may feel a sense of superiority over their fellow classmates, and to fuel this arrogance, they may resort to bullying. In several different ways, arrogance can fuel bullying and it's frequently results from a sense of superiority toward others. Bullying is a strategy used by those who feel superior to their peers in terms of ability, intelligence, or importance to establish and maintain their authority.

- **Lack of self-confidence :** Imitating others, and comparing oneself to others can make a student feel inadequate, leading them to engage in bullying to compensate for this deficiency.

- **Electronic Games:** Despite the fact that not all gaming-related incidents include bullying and that most players interact in respectful and good ways, it's vital to highlight that video games have the potential to contribute to bullying in a number of ways. Online gaming communities that are toxic can have members who participate in bullying, harassment, and other bad activities. This might foster an atmosphere where bullying is accepted and encouraged.

- **Lack of emotional and psychological security:** The emergence and maintenance of bullying behaviors can be influenced by a lack of emotional and psychological security in a number of ways. Lack of emotional and psychological security can

cause people to feel inadequate or unworthy, which can lead to low self-esteem. Bullying others can be used as a means of gaining control, feeling superior, and raising one's own ego momentarily. Students who experience emotional insecurity may use bullying as a means of exerting control over others and their surroundings. They can be attempting to counteract their own feelings of helplessness or vulnerability by establishing domination over others.

- **Student's feeling of anxiety and depression :**The constant feeling of anxiety and depression can lead the student to vent their emotions through engaging in bullying. Bullying behavior may be influenced in a number of ways by depressive and anxious feelings. It's important to remember that not everyone who suffers from anxiety or depression bullies other people, but there are some situations that can make bullying more likely. A person may project their worried or melancholy feelings onto others while they are experiencing projection. They may target and bully others in an effort to put someone else through their anguish in order to ease their own distress.

- **Frustration:** Several factors can lead to school frustration, which in turn can lead to bullying. Students who are disappointed, overburdened, or dissatisfied with their academic experience may look for a way to express their negative emotions. Regrettably, some people may decide to act cruelly against others in order to get their emotions out of control. By giving victims of bullying a sense of power and control, bullies can momentarily ease their own emotional suffering. Frustration can cause people to project their fears, which can make them doubt their own skills or place in society. Some kids may turn to bullying others as a way to

reclaim their sense of superiority or to divert attention from their own difficulties. They may momentarily improve their own self-esteem or create a positive environment for their peers by focusing on and demeaning them.

2.3.1.2 Social Causes:

- **Neglect:** Some parents may neglect their children, leading them to engage in wrongful behaviors, including bullying. Numerous factors, including neglect, might influence the emergence of bullying behavior. Children who endure neglect may suffer from low self-esteem. Low self-esteem and a sense of insignificance may emerge from this. Bullying can develop into a method for someone to gain power and control over another person, temporarily enhancing their own self-esteem. Neglected children may engage in harmful attention-seeking activities in an effort to attract any attention, regardless of how detrimental it may be. Bullying can be used to get attention from peers or authority people, satisfying their need for interaction and acknowledgement.

- **Poor upbringing:** Some parents may raise their children with bad habits without it. When comparing themselves to other students, the child may feel a lack of self-esteem, leading them to engage in bullying to fill the resulting void.

- **Domestic violence:** Divorce or conflicts between parents can lead to domestic violence, which can have a negative impact on the child's behavior, potentially contributing to bullying. Children who experience domestic abuse in their homes may pick up aggressive and violent behavior

as a way of resolving disputes. They see one parent using abuse physical, emotional, or verbal to exert dominance and control over the other. As they see bullying as a successful means of establishing power and authority over others, these kids may emulate this conduct and become more likely to engage in it.

- **Excessive pampering:** Overindulgence is one of the important factors that drive a student to engage in bullying. The student may be the only child in the family or may be of a different gender than their peers. The development of bullying behavior may be influenced by excessive pampering in a number of ways. Even though it's crucial to recognize that not all instances of pampering result in bullying, certain patterns of excessive indulgence and a lack of limits might encourage bad behaviors in kids.

- **Role modeling or imitating what they see in the media:** Role modeling and copying what pupils see in the media have the potential to encourage bullying in a number of ways. Media frequently presents idealized representations of people, particularly in terms of looks, fame, and achievement. Students could experience emotions of inadequacy or challenges with self-esteem as a result of feeling under pressure to meet these unattainable expectations. Bullying can occur when people who fall short of these norms are singled out and derided by their peers.

2.3.2 Research Findings on the mitigation of Bullying

Although bullying is a common phenomenon in schools, it shouldn't be slept on. Bullying can be mitigated and prevented by using some strategies. Here's the solutions we managed to extract from the gathered data to reduce bullying in schools :

- Enhancing the sense of belonging and participation plays a crucial role in preventing and mitigating bullying in schools. When students feel a strong sense of belonging and connection to their school community, they are less likely to engage in bullying behaviour.

- Providing a safe learning environment is instrumental in reducing bullying in schools. When students feel safe and secure within their educational setting, they are less likely to engage in or tolerate bullying behaviour. A safe environment ensures that students can focus on their studies and personal growth without fear or intimidation. By implementing clear and enforced policies against bullying, schools send a strong message that such behaviour will not be tolerated. This empowers students to report incidents of bullying, knowing that appropriate action will be taken.

- Promoting respect, tolerance, values, and good ethics plays a pivotal role in reducing bullying in schools. By instilling these principles within the school community, students develop a strong understanding of the importance of treating others with dignity and kindness. When respect and tolerance are

actively promoted, it creates an inclusive environment where differences are celebrated rather than targeted.

- Teaching good ethics help students understand the difference between right and wrong, and encourages responsible decision-making .

- Encouraging effective communication among students to foster positive friendships plays a crucial role in preventing bullying in schools. When students engage in open and respectful communication, it creates a supportive and inclusive environment where empathy, understanding, and cooperation thrive. Positive friendships built on effective communication provide a strong support system, where students look out for one another and stand up against bullying behaviour.

- Teachers should attempt to Handle the situation calmly and without panicking, and host awareness sessions about the dangers of bullying and at the end both teachers and the administration should behave correctly in order to help their learners to behave the same way they do.

- Awareness campaigns play a vital role in reducing bullying by fostering a culture of understanding, empathy, and education. These campaigns raise public consciousness about the detrimental effects of bullying, highlighting its emotional, psychological, and even physical consequences for the victims. By promoting awareness, they encourage individuals to recognize

and report instances of bullying, creating a safer and more supportive environment.

Conclusion

In Algeria, school bullying is a complex phenomenon. It is also a mature area of Investigation in education, psychology, and health care, due to its negative effects on students' academic performance and behaviour . In this present chapter, the concept of bullying in Algeria was introduced, its negative impact on learner's behaviour and academic performance, followed by the causes of bullying in Algeria and solutions to mitigate it and reduce it.

Chapter three :

Research

Methodology and

Data Analysis

Chapter Three : Research Methodology and Data Analysis

Introduction

This part of the research is mainly focused on the practical part. The selected sample was mainly focused on students first and teachers second to gather a useful data that can be useful in our research. The aim of this dissertation is to highlight the negative impact of bullying on the student's behaviour and academic performance.

3.1. Research design

This dissertation employed a mixed-methods research design to examine the effects of school bullying on students' behaviour and educational performance. The target population consists of 4th grade middle school students and some of their teachers. Participants were divided into two groups. The 1st group received a questionnaire, while the other group was interviewed. The data was collected using validated questionnaires and interviews. Ethical considerations were addressed by obtaining informed consent, ensuring participant confidentiality, and following ethical guidelines. The data was analyzed and then transferred to results.

3.2. Research context

Bullying in schools poses a significant threat to students' well-being and development. Existing research consistently highlights the negative impact of bullying on students' behavior and academic performance. Victims of bullying often experience emotional and psychological issues, such as anxiety, depression, and low self-esteem.

These effects manifest in behavioral responses like aggression, defiance, and avoidance of school-related activities. Additionally, bullying can impact students' academic progress in a negative way, leading to difficulties in concentration, engagement, low grades, and motivation, ultimately resulting in decreased academic achievement. Understanding the relationship between bullying, behavior, and academic performance is essential to inform effective prevention and intervention strategies. This research aims to explore the mechanisms through which bullying affects students and identify protective factors or interventions to prevent its harmful effects to create a safe and positive learning environments for all students.

3.3. Research approach

The research employed a mixed-methods approach, combining both quantitative and qualitative methods. This approach allowed for a comprehensive exploration of the research topic by integrating numerical data analysis with in-depth qualitative insights. The quantitative component involved administering a structured questionnaire survey to a representative sample of participants, providing numerical data on various variables of interest. The qualitative component involved interviews with a purposive sample of participants, enabling a deeper understanding of their experiences, perspectives, and narratives. The integration of both quantitative and qualitative data during the analysis phase provided a holistic and nuanced understanding of the research phenomenon. This mixed-methods approach ensured the research captured both the breadth of the participants' responses and the richness of their qualitative insights, enhancing the overall validity and depth of the findings.

3.4. Participants and sampling techniques

The study included a convenience sample of participants consisting of two 4th-year classes with 86 students, two additional students, and two teachers from Mokhtari El-Hadj middle school-Tiaret . The purpose was to explore the impact of bullying on student's behaviour and academic performance. Participants were selected based on accessibility and willingness to participate. Data collection involved interviews and questionnaires, ensuring a comprehensive understanding of the student's and teacher's perspectives on this phenomenon. Confidentiality and anonymity were maintained throughout the research process, and participants were assured that their responses would be used for research purposes only. The diverse range of participants provided valuable insights and contributed to the depth of the findings

3.5. Data Collection Methods and Procedures

We used two instruments to collect data, a questionnaire to the learners to survey their thoughts about the impact of bullying on student's behaviour and academic performance since the questionnaire is a common tool used by researchers for its fast and effective ability to provide huge amount of data from the targeted sample, and an interview for teachers and students to obtain more qualitative data about the targeted issue. The students were given enough time to fill and answer the questionnaire while we tool our time in interviewing the teachers and the students .

We used both quantitative and qualitative to collect data , for quantitative we used questionnaire contain 14 questions about school bullying and its impact on the students, we avoided direct questions in the questionnaires in order to make the participants at ease and answer comfortably, the surveys were given to 4th grade learners after having the

permission from the school's administration and the teachers of the targeted classes , the learners too their time answer the question , the learners were curious about some questions and asked for an explanations and they got what they wanted , after they've finished answering we collected the surveys. However for qualitative we interviewed teachers and students , we tried to know the participants personal information like their names and age to get into the interviewing procedure , we informed the participated pupils that the questions are direct and makes them talk about their personal experience with bullying , the participants agreed and answered all the questions , we took our time interviewing them to gather as much data as possible .

3.6.Data Analysis Methods and Procedures

Since both quantitative and qualitative data were collected, descriptive analysis and exploratory analysis were performed. Descriptive analysis was used for quantitative data, and this analysis refers to the process of summarizing and describing data in a meaningful way, with the goal of gaining insights and understanding the main characteristics and patterns within the data set. It involves organizing, presenting, and summarizing data using various statistical measures, charts, and graphs. The approach analyses the data quantitatively to assist in comparing how different variables affect each other (Kaliyadan& Kulkarni, 2019). However, exploratory analysis was used for qualitative data, this analysis approach is the process of examining and summarizing data through statistical and visual techniques to gain insights, identify patterns, and understand the main characteristics of the dataset. It involves data summarization, visualization, identifying relationships, handling missing data and outliers, and formulating initial hypotheses. These two analysis methods were used to determine how bullying impacts the behaviour and the academic performance of the middle school students.

3.6.1 Pupils questionnaire

The questionnaire was designed following the literature review in the first chapter. It contains 14 questions 12 of them were closed-ended questions and 2 questions were open-ended. The questionnaire was divided into two sections. The first section started with questions about bullying in general then it was followed with questions about the impact of school bullying on student's behaviour to be more specific , the second section which was about the impact of bullying on their academic performance finishing with a question about solution to prevent and execute this phenomenon.

Gender	Number	Percentage
Males	40	47
Females	46	53

Table3.1: Pupil's gender

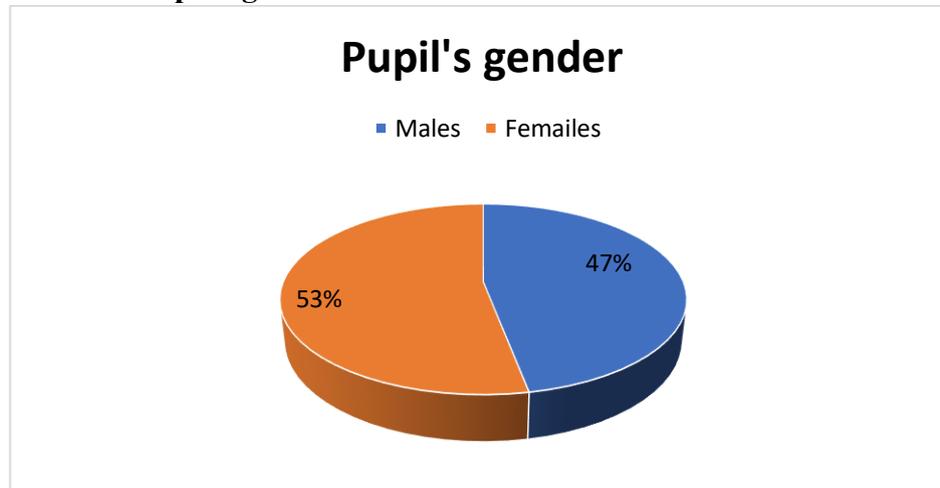


Figure3.1: pupil's gender

In the participated sample males were (40) representing (47%) and (46) females representing (53%).

Age	Number	Percentage
13	5	6
14	32	37
15	26	30
16	15	18
17	8	9

Table3.2: pupil's age

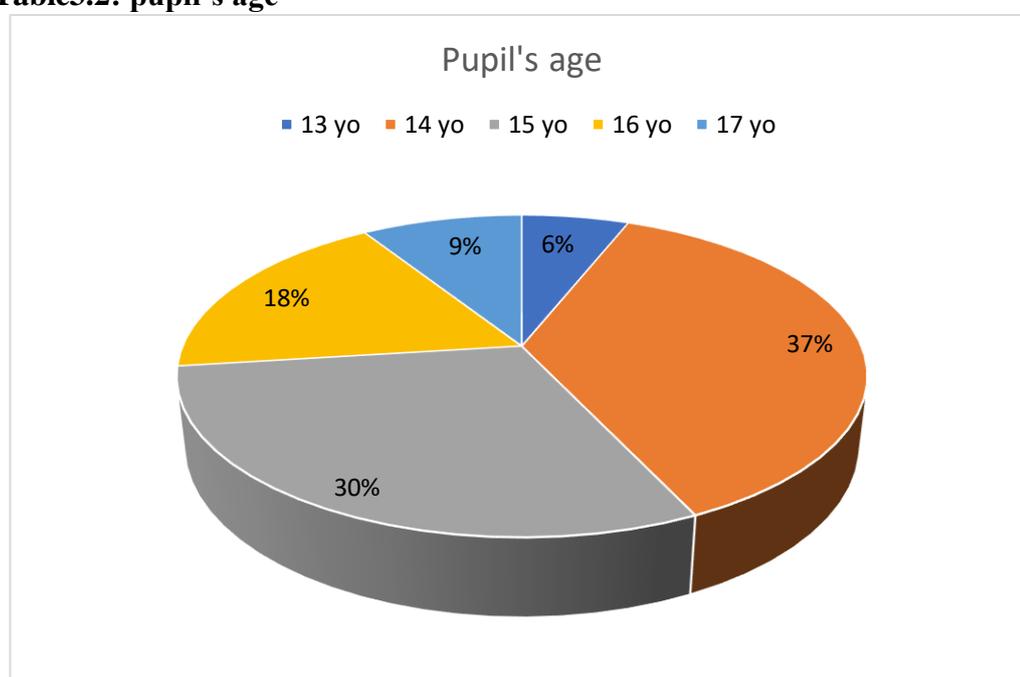


Figure3.2: Pupil's age

The students were from different ages, 5 learners were at the age of 13 while 32 learners were at the age of 14 representing 37%, 26 students at the age of 15 and 15 of them were 16 years old while 8 students were kinda old at the age of 17.

Question 01

How often have you witnessed bullying at school ?

-Rarely. – Sometimes. – Often. – Always

Answer	Frequency	Percentage
Rarely	1	1
Sometimes	10	11
Often	12	14
Always	63	74

Table3.3: Bullying frequency

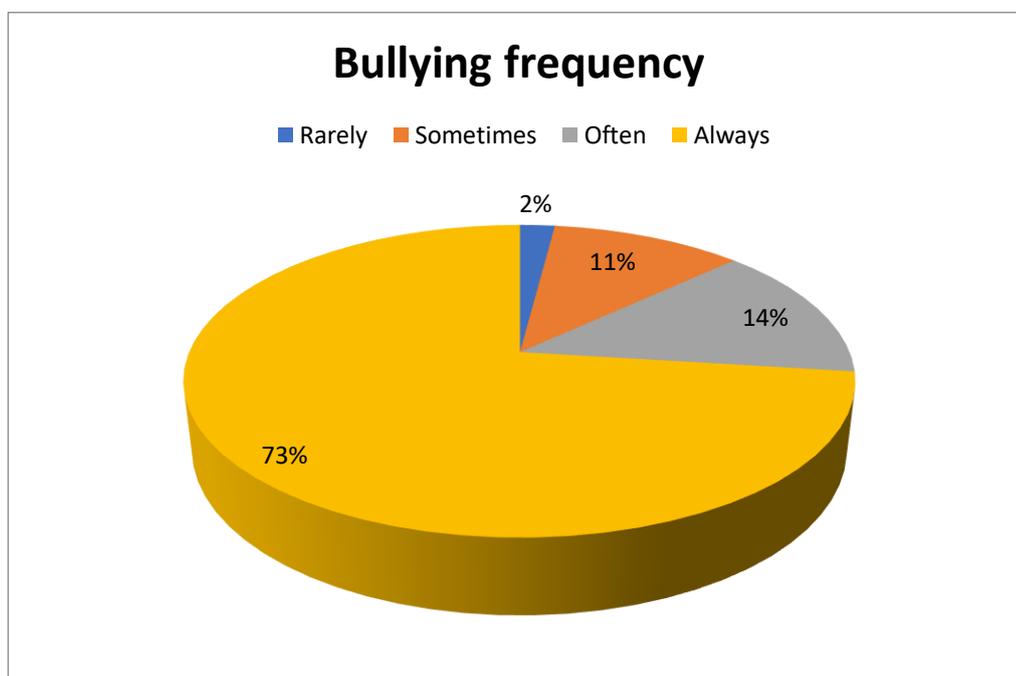


Figure3.3: Bullying frequency

The results of this question show that most of students (63) answered always which means that the majority (74%) of students witness bullying at school while . While (14%) from the participants (12) students chooses often because they are facing bullying scenes most of time .10 students answered sometimes while only one student chose to stand for rarely ,in this case the answers of this question showed that the majority of students are getting bullied that means bullying is taking a big space between learners . Bullying is a dangerous issue that should be taken

for serious because it kept growing all over the time ,it harms our future generation mental health and even the physical one .

Question 02 : what type of bullying you witness a lot in your school?

- Physical – Verbal - Both

Answer	Frequency	Percentage
Physical	20	23
Verbal	57	67
Both	9	10

Table3.4: Bullying types

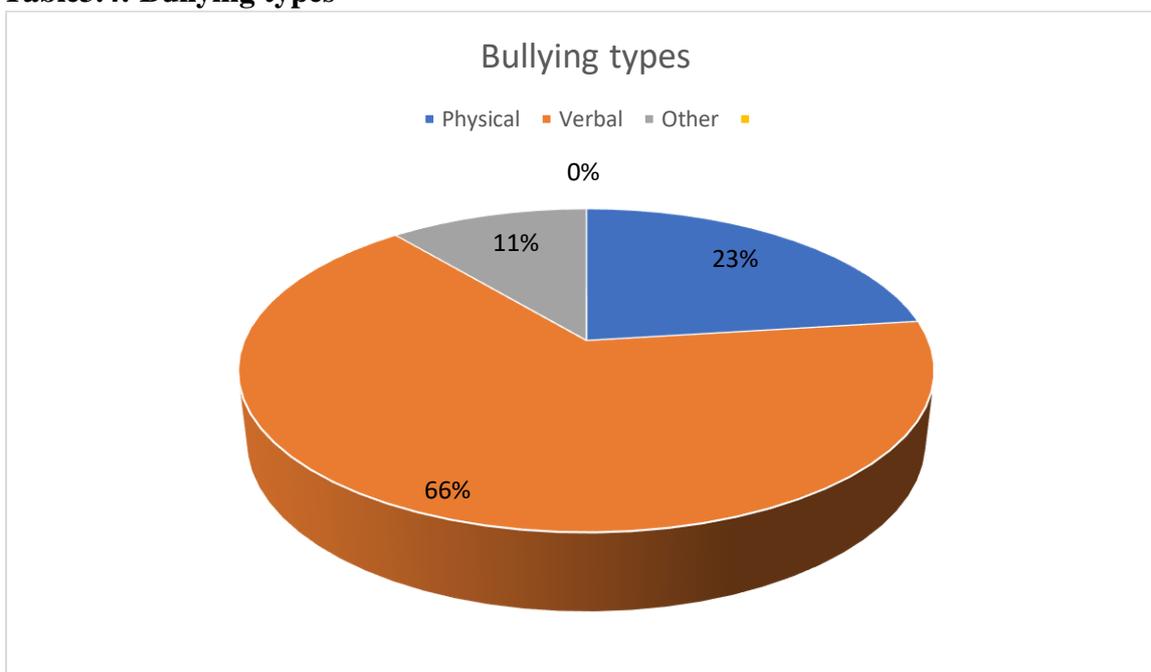


Figure3.4: Bullying types

Here we about to dig down in bullying types in order to in order to know more about this issue we tried to know what type of bullying students were familiar with ,the majority of students 66,27% picked verbal which means that 57 students were exposed to verbal bullying, name calling ,teasing ,threats ,and cruel words as a result of this they feel unhappy ,sad and afraid . We have 23.2% about 20 students who didn't witness that type of bullying but they still witness the physical one . This type is more risky than the other one it can be summarized in hitting ,kicking , damaging

property this type leaves an awful consequences and scares in the psychology of the one who gets bullied and makes him afraid of attending classes in order not to get bullied, while the remaining participants witnessed both.

Question n 03 :How do u act when u see a bullying scene ?

- -I defend the victim.
- I report it to a teacher or adult.
- I stay out of trouble and don't get involved.
- I feel scared or intimidated to do anything

Answer	Frequecy	Percentage
Defend the victim	41	33%
Report it	8	8%
Stay out of trouble	7	10%
Feel scared and do nothing	28	50%

Table3.5 : Pupil's reaction

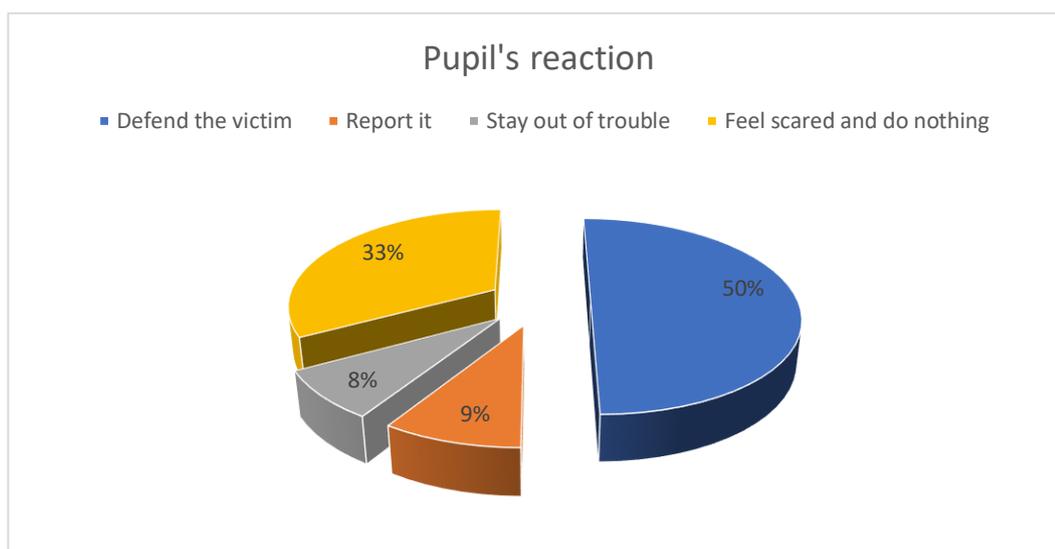


Figure3.5 : Pupil's reaction

The reaction of learners play a central in this issue because if learners behave in a decent and correct manner this in itself reduces bullying and eliminates it in thousands . This question was asked in order to know about their way of thinking . The majority of learners (50%) chose the correct answer which is i defend the victim this answer show that most of learners are behaving properly . While 33 .3% chose to stay out of trouble and don't get involved maybe they feel scared of being bullied the same way .9 .52%percent said that reporting to a teacher or an adult night save the situation. The minority 8.33% of learners who feel scared or intimidated to do anything perhaps these bullying scenes happened to them when they were younger so when they face a bullying scene they remember what happened to them so they feel scared and intimidated

Question n04 : How did bullying affect students social life and relationships with others ?

- It has made them feel isolated and alone.
- It has made them afraid to make new friends
- It has affected my self-confidence and self-esteem which lowered their social value
- It hasn't affected them much

Answers	Frequecy	Percentage
Feeling isolated and alone	32	39
Afraid to make new friends	12	14
Lower their social value	30	36
Has not affcted	9	11

Table3.6 : Pupil's social life

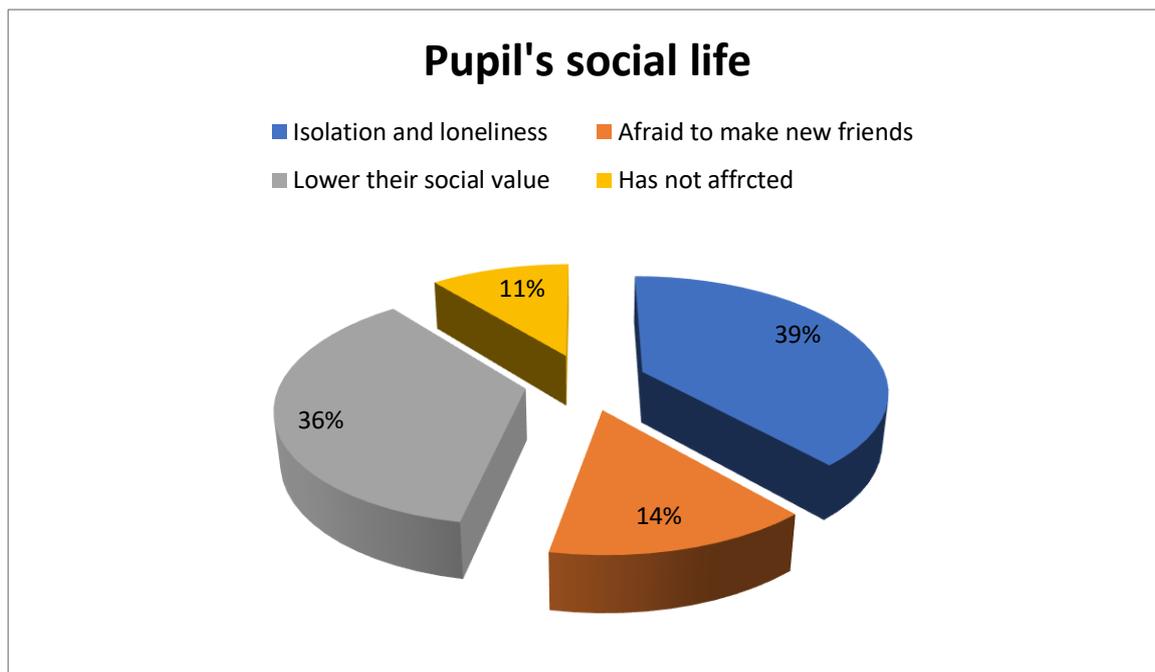


Figure3.6: Pupil's social life

Question four is about the effects of bullying on student's social life and relationship with others the majority of learners 38.55% indicated that bullying made them feel isolated and alone perhaps they prefer to stay alone in order to avoid being bullied. While 30 students about 36.14% confess that bullying affected their self confidence and self esteem so they think they are not enough and they have some lacks in their bodies and even their personalities this feeling drive them to underestimate their capacities and their talents . 14.46% which means 12 students said that bullying made them afraid of making new friends this answer can be combined to the first one (they feel isolated and alone) so when learners get bullied they feel afraid of having new friends at the end they became isolated and alone . The minority of students chose that bullying has not affected them to much maybe they have strong personalities to not let anything affect them and family support that gives them the courage to overcome all the obstacles

Question n 05 : How does bullying impact student's self esteem and self confidence ?

- It can make them feel inferior or worthless
- It can make them doubt their abilities or talents
- It can make them feel ashamed or embarrassed
- It can make them feel angry or resentful

Options	Frequency	Percentage
Feel inferior and worthless	14	17
Doubt their abilities	24	29
Feel ashamed	29	34
Feel angry or resentful	17	20

Table 3.7 : Pupil's self esteem

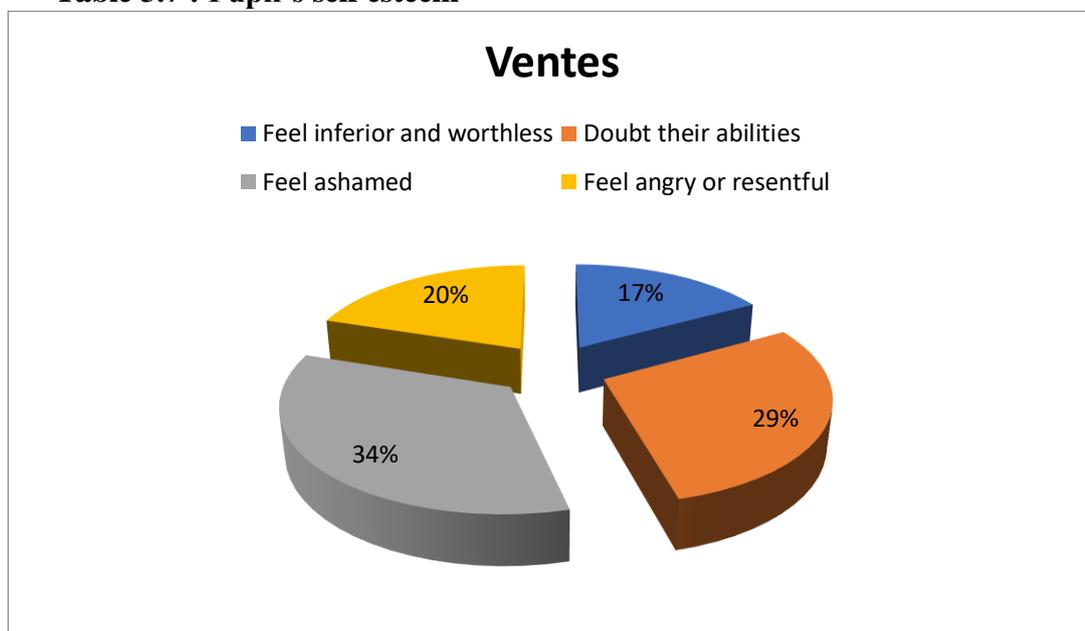


Figure3.7 : pupil's self-esteem

Question five talks about the impacts of bullying on student's self esteem and self confidence. The majority of learners 34.52% indicated that bullying can make them feel ashamed or embarrassed perhaps they do not accept their selves as who they are . 28.57 said that bullying made them doubt their skills and talents maybe because of bullying they start underestimating their selves and capacities even if they are capable of doing this thing they convince their selves they can't and even if they are talented they can't make a thing because of the labels they convince their selves with .20.3%choosed that bullying can lead to self anger and hating their selves so the one who get bullied obviously he is going to react negatively and this reaction differ from one to another .bullying leads to self anger which lead learners to serious health issues such as .The minority of students 16.7 said that being bullied makes them feel less valuable and inappreciable because they feel that they are inferior of others .

Question n 06 : what's the impact of bullying on student's mental health including anxiety and depression ?

- It can cause feelings of anxiety or stress
- It can lead to depression or other mental health issues
- It can make it harder to focus on school or other activities due to being mentally uncomfortable
- It can affect their sleep or eating habits

Options	Frequency	Percentage
Anxiety or stress	26	31
Depression	36	42
Mentaly uncomfortable	17	20
Sleep and eating habits	6	7

Table 3.8: Pupil's mental health

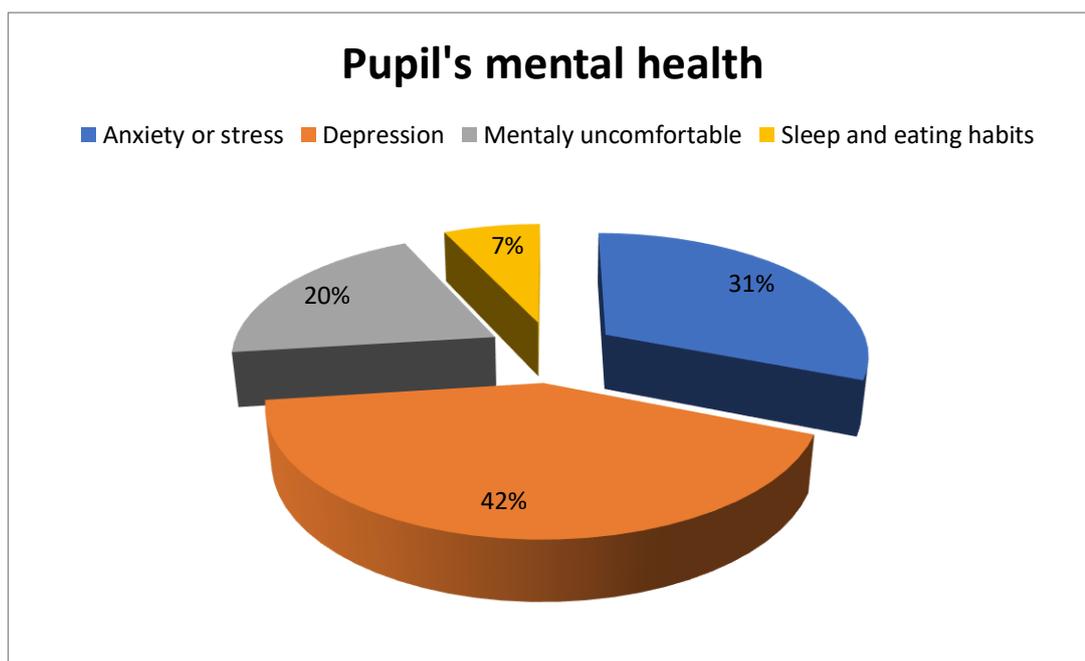


Figure3.8 : Pupil’s mental health

Question six talks about the impacts of bullying on student’s mental health including anxiety and depression this question was asked in order to reveal how bullying affect the learners mentally . The majority of learners 42.35% indicated that bullying cal lead to depression or other mental health issues perhaps they start overthinking about the details and the problems of their lives so they got depressed . While 30.59 %said that bullying can cause them feelings of anxiety or stress so this issue has entirely ruined their inner peace . 20% from the participants about 17 students said that it can make it harder to focus on school or other activities because bullying obviously is going to ruin their comfortable learning atmosphere by being stressed they keep thinking about how to avoid being bullied all the time . The minority of learners 7.05% indicated that bullying can effect their sleep or eating habits, bullying affect learners not only mentally but even physically so they lose their appetites so they mise their meals and even their sleeping times this leads them to suffer from anemia and other dangerous issues

Question n 07 : can bullying lead to behavior problems like aggression or using drugs ?

-Yes. – No.

Answers	Frequency	Percentage
Yes	79	92
no	7	8

Table 3.9:Aggressive pupil's

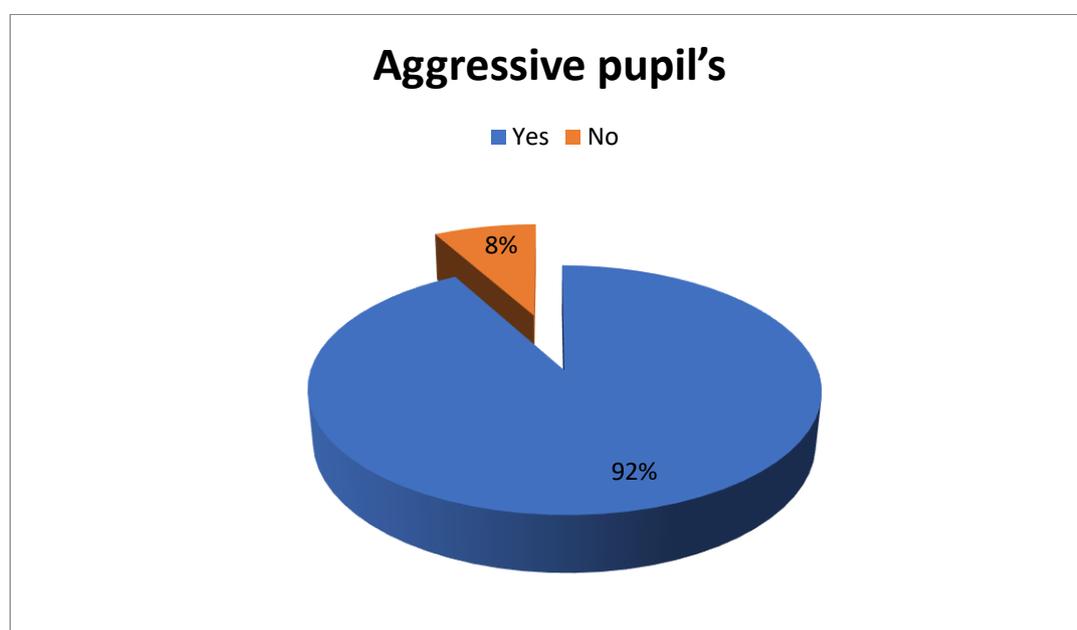


Figure3.9: Aggressive pupil's

The results of question seven show that the majority of learners 91.86% think negatively by saying that bullying can lead to behaviour problems like aggression or using drugs . Here we see that bullying is a serious matter that should be taken into consideration and giving it the full interest because it is awful risky on our kids this is why we have to provide them with the total careness and this issue won't stop unless the instructors take control over bullies and stop them . The minority of students 7 took no as an answer leaving us hoping that this issue can not affect our future generation negatively .

Question 08 : Can the effects of bullying persist into adulthood, and if so, how ?

-Yes. – No. –How ?

Answer	Frequency	Percentage
Yes	73	87
No	11	13

Table3.10 : Bullying in adulthood

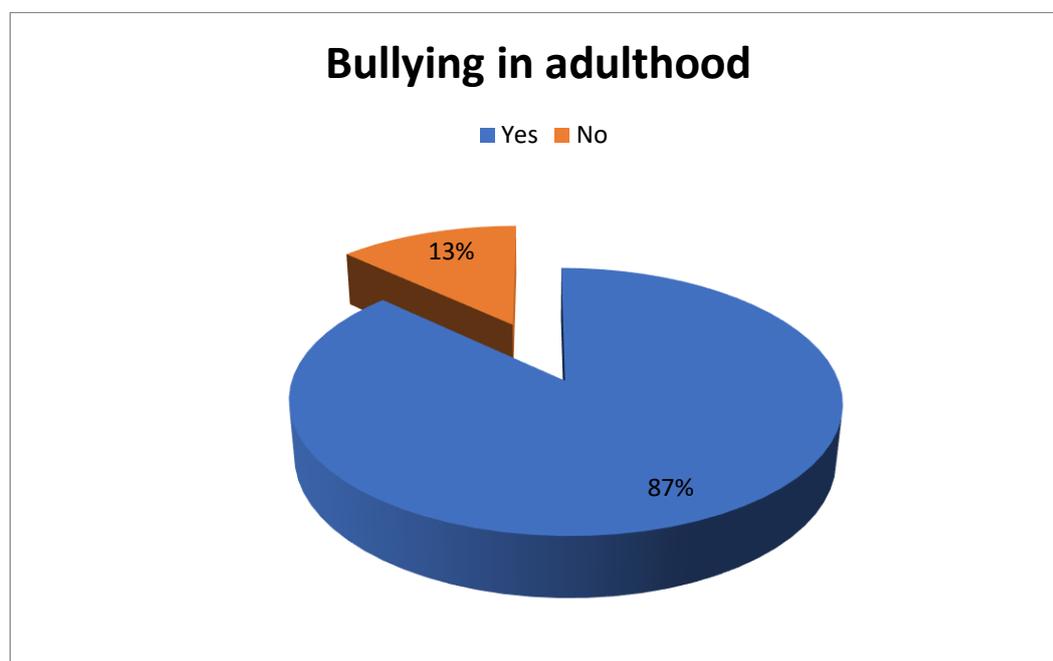


Figure3.10 : Bullying in adulthood

In question eight, the researcher wanted to know whether the effects of bullying persisted into their adulthood, 73 participants agreed mainly due to the fact that bullying had a significant impact on their mental health in adulthood. The remaining participants (11) disagreed probably they stood up to the bully, which means that his-her actions may not have the long-term effects that make them profitable.

in terms of how, bullying has negative repercussions on people who bully others as well as the children who are the targets of the abuse. Bullying of any kind can cause

emotional misery, a lack of self-confidence, and suicidal thoughts; the effects can endure a lifetime.

Question 09 :how does being bullied affects a students academic performance and achievements?

- It can make it harder to concentrate in class or focus on schoolwork
- It can cause them to miss school or skip classes
- It can affect their grades or test scores
- It can make them feel less motivated to succeed academically

Answers	Frequency	Percentage
Lowers concentration	24	29
Absenteeism	22	26
Lower their grades	20	24
Lowers motivation	18	21

Table3.11 :Pupil's academic performance

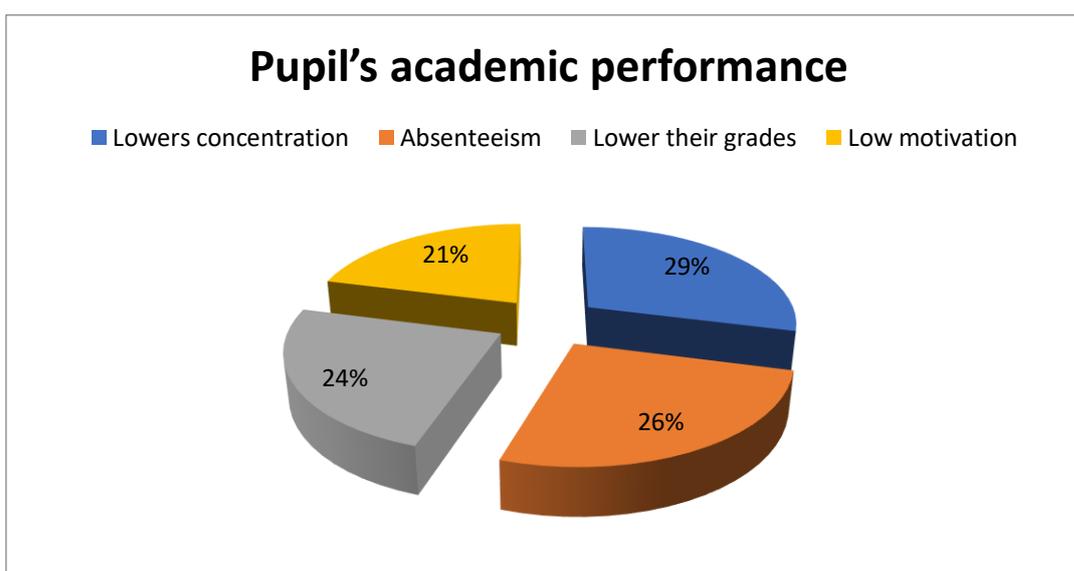


Figure3.11: Pupil's academic performance

By this question, the researcher wanted to know how does being bullied can affects ones' performances academically, 24 participants stated that It can make it harder to concentrate in class or focus on schoolwork. In other words, students that are bullied perform worse academically because they are afraid of standing out. As a result, teachers frequently label those children as underachievers or uninterested students. 22 participants said that It can cause them to miss school or skip classes, in most students absenteeism is not due to boredom or lack of motivation. 20 participants pointed that It can affect their grades or test scores; Students are frequently less engaged in the learning process because they are too distracted by or concerned about the bullying, which could be one explanation for the lower test scores in schools where bullying is common. the remaining participants said that It can make them feel less motivated to succeed academically , i.e., students who are bullied have a loss of identity and self-confidence, which results in a lack of enthusiasm and involvement.

Question 11 :How can bullying impact a student's ability to concentrate and focus on academic tasks ?

- o It can make them feel distracted or preoccupied
- o It can cause them to feel anxious or stressed
- o It can lead to negative self-talk or self-doubt, affecting their ability to concentrate
- o It can make them feel demotivated or disinterested in schoolwork

Answers	Frequency	Percentage
Distracted or preoccupied	22	26
Feeling anxious or stressed	28	34
Negative self Talk	22	26
Feeling Disinterested In school	11	14

Table3.12 : Pupil's concentration

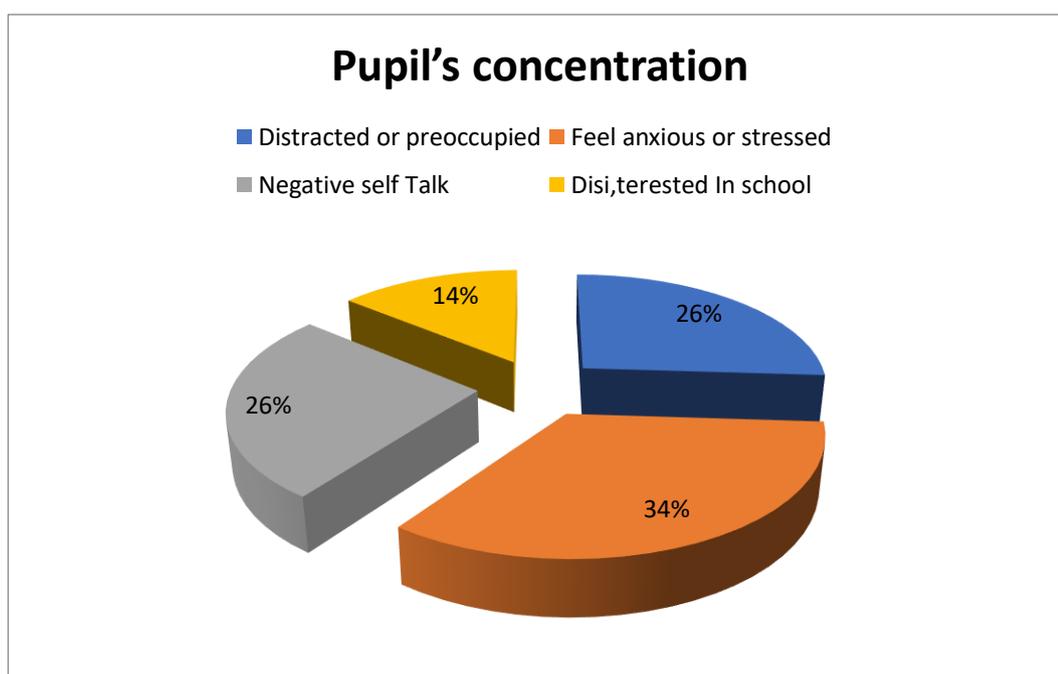


Figure3.12: Pupil's concentration

The Eleventh question aimed at identifying the ways where bullying can lead to, 22 participants said that it can make them feel distracted or preoccupied probably because they're too concerned about being attacked, other 28 participants pointed that It can cause them to feel anxious or stressed because according to them, bullying can be considered as potential catalysts for the emergence of new psychosocial and psychopathological issues.

22 of the participants stated that It can lead to negative self-talk or self-doubt, affecting their ability to concentrate; Bullied students are more likely to experience mental health issues, migraines, and difficulties transitioning to school. The remaining participants said that It can make them feel demotivated or disinterested in schoolwork which means, students who are bullied may withdraw from school, which can have a severe impact on their relationships and academic performance.

Question 12 :Can bullying lead to school absenteeism? and if so, how does this affect academic progress ?

-Yes. – No.

Answer	Frequency	Percentage
Yes	68	79
No	18	21

Table3.13 : Absenteeism

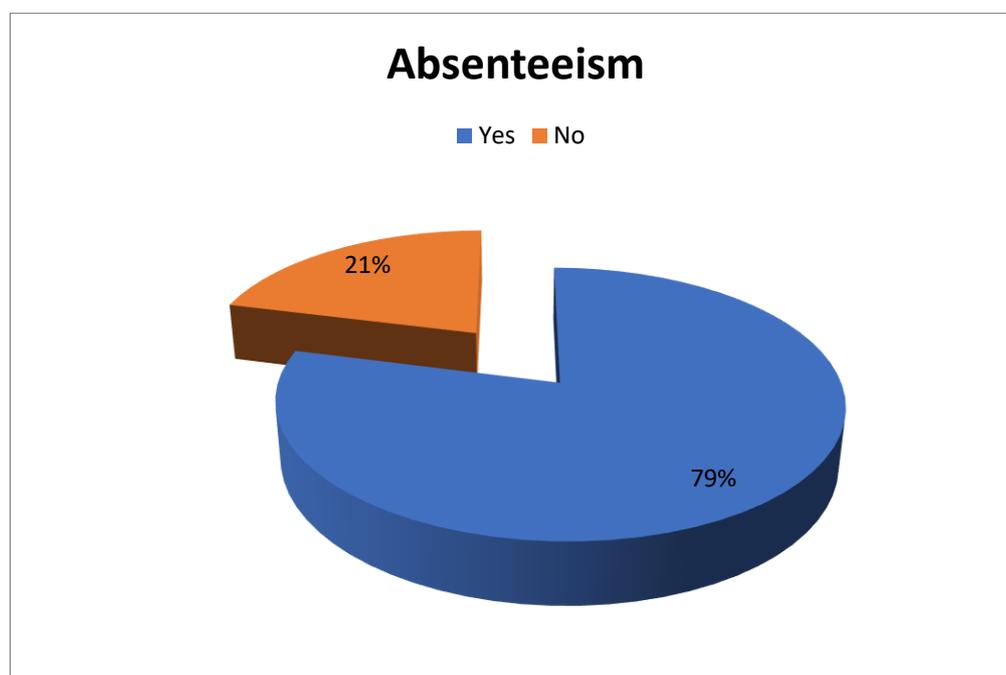


Figure3.13: Absenteeism

The twelfth question aimed at identifying how does school absenteeism lead by bullying can affect academic progress, the results showed that 68 participants agreed; students who receive fewer hours of teaching during the school year are at a disadvantage in their learning, perform worse on exams, earn poorer grades, and are more likely to drop out before completing compulsory education. Even after controlling for other factors, in-school teenagers who were bullied were more likely to be absent. Whereas the remaining percentages disagreed.

Question13:How does bullying affect a student’s relationships with teachers and peers ?

- o It can cause them to feel disconnected or unsupported by their teachers
- o It can affect their ability to form positive relationships with peers or classmates
- o It can make them feel ashamed or embarrassed, leading to social isolation
- o It can make them feel like they don’t belong or fit in at school, affecting their engagement in learning.

Answers	Frequency	Percentage
Feel unsupported by teachers	33	40
Disability to form positive friendships	16	19
Feeling isolated from classroom	22	26
Do not belong or fit in at school	12	15

Table3.14: Pupil’s relationships

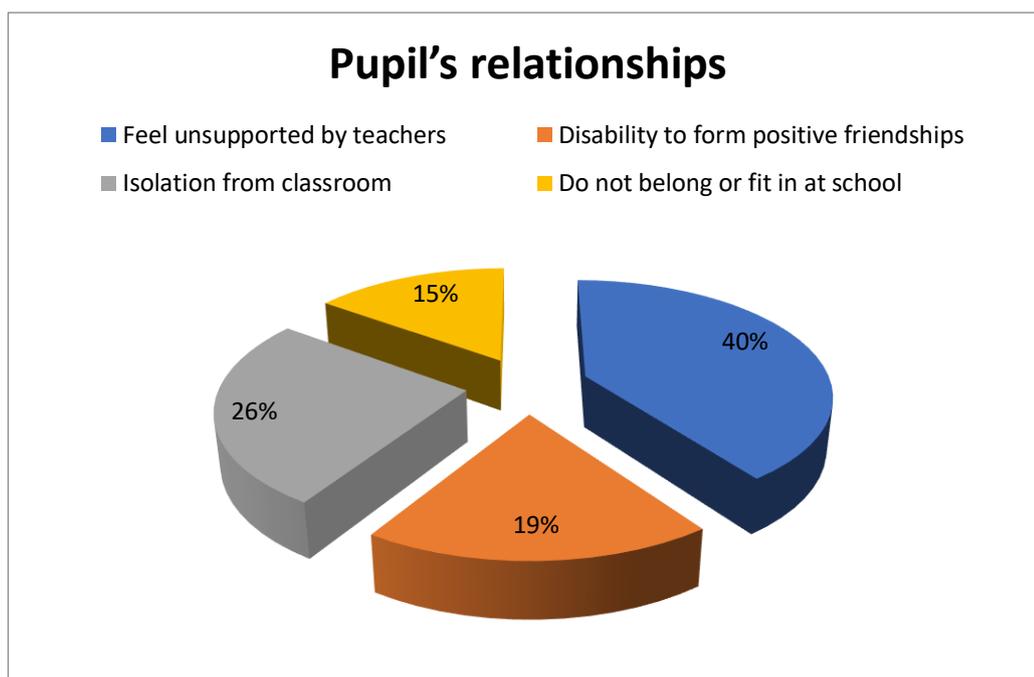


Figure3.14: Pupil's relationships

The 13th question is to determine the effects of bullying on students relationship with their teachers, the majority of the participants(29 participant) stated that it can cause them to feel disconnected or unsupported by their teachers, mainly because there is minimal research on the association between teacher responsiveness and both student-teacher and student-student relationship qualities in determining kids' bullying victimization at school. other participants (13) stated that it can affect their ability to form positive relationships with peers or classmates, Bullies frequently fail to appreciate the amount to which they pressurize the victim. It is not uncommon for bullies to be unaware of the impact they have on others.

26 participants said that it can make them feel ashamed or embarrassed, leading to social isolation due to victimization frequency and duration in high school (and prior) were both related to stress symptoms in college, and this link was reduced by perceived isolation. the rest of the participants said that it can make them feel like they don't belong or fit in at school, affecting their engagement in learning

3.6.2 The interview

An interview is a structured or semi-structured conversation between an interviewer and one or more participants. It serves as a means of gathering information, insights, or opinions on a specific topic or for a particular purpose. The interviewer asks questions and listens actively, allowing the interviewee(s) to express their thoughts, experiences, and perspectives. The interview may be conducted face-to-face, over the phone, or through video conferencing. It aims to create a conducive environment for open communication, where both parties can exchange information, clarify ideas, and explore the subject matter in-depth. The interview process typically involves rapport building, questioning, active listening, and follow-up inquiries to elicit valuable responses and generate meaningful data or insights.

3.6.2.1 The aim of the interview

The aim of an interview in collecting qualitative data is to delve into the subjective experiences, perspectives, and insights of individuals. Qualitative interviews are designed to explore the richness and depth of a particular phenomenon, allowing researchers to gain a comprehensive understanding of the participants' thoughts, feelings, and motivations. Through open-ended questions and active listening, interviews aim to uncover nuanced details, uncover patterns, and generate in-depth narratives that can provide valuable insights for research, social understanding, or informing decision-making processes. The focus is on capturing the participants' unique perspectives and generating qualitative data that can illuminate the complexities of human experiences.

3.6.2.2 The procedure of the interview

Data collection took place in “Mokhtari El-Hadj” middle school. The interviews were conducted in a 4 days period from 22th Mai to 26th Mai, 2023. Two 4th year grade students and two teachers of English were individually interviewed through script-guided semi-structured interviews. The interviewees were given the same questions while interviews were recorded and transcribed into script format.

3.6.2.3 Interview of the students

Section 01 : student’s personal information :

School	Student	Sex	Grade	Age
Mokhtari El-Hadj	1	Female	4 th year	15
Mokhtari El-Hadj	2	Female	4 th year	14

Table 3.15 : Pupil’s personal information

Both the participated students were 4th year from the same middle school, they were in total of two, same gender but different in age.

Section 02 :

➤ **Question 01**

How often have you witnessed and experienced bullying in school and classroom?

Both students expressed that they frequently witness bullying and personally experience it themselves. The first girl faces both physical and verbal bullying, enduring physical assaults and hurtful language, including body-shaming. The second girl stated that

she primarily encounters verbal bullying, where bullies form groups and subject her to shouting offensive and humiliating words due to her isolation and introverted nature.

➤ **Question 2**

Does bullying affected your education in any way?

Both girls mentioned that bullying does not affect their academic performance or exam scores. The second girl explained that she consciously separates her social life from her educational life, ensuring that this phenomenon does not negatively impact her academic achievements.

➤ **Question 3**

Did facing bullying lowered you concentration and attention inside classroom?

The first girl claimed that bullying never affects her concentration inside the classroom. However, the second girl informed us that sometimes bullying does affect her concentration, causing her to detach from the classroom environment as she starts thinking about her negative experiences.

➤ **Question 4**

Have you ever thought about skipping and missing classes because of bullying?

Both girls dismissed the idea of absenteeism and said that bullying has no impact on their attendance and they never considered skipping or quitting school due to bullying.

➤ **Question 5**

Did bullying lowered you self-esteem and the way you see yourself?

The first girl mentioned that bullying sometimes lowers her self-esteem and gives her body dysmorphia. On the other hand, the second girl denied these effects but acknowledged that it affected her social life. To avoid being bullied, she actively engaged in social activities and interacted with her classmates. G01 statement informs that she is a popular and extroverted individual, stating that bullying did not lead to her isolation.

➤ **Question 6**

Did bullying affect your mental health and mood?

The first girl admitted that bullying occasionally makes her feel sad, but she tries to cheer herself up shortly afterward by engaging in her usual hobbies and activities. Similarly, the second girl acknowledged feeling the same way but does nothing about it. Both girls denied experiencing depression. However, during the questioning, the second girl's facial expressions suggested a deep sense of depression and withdrawal.

➤ **Question 07**

Do you think that experiencing bullying would lead you to adopt aggressive behaviour?

Girl number 01 stated that she has never engaged in any aggressive behaviors towards the bullies. However, girl number 02 mentioned that when she is being bullied, she often experiences feelings of anger and anxiety, which sometimes leads her to react aggressively and fight back against the bullies.

➤ **Question 08**

Does facing bullying lead you to self-harm or suicide?

Both girls denied attempting suicide or either thinking about it. However, girl number 01 admitted that sometimes she resorts to self-harm such as cutting her forearms.

➤ **Question 9**

How do you think schools can prevent and eliminate this harmful phenomenon?

G01 said that they should teach students good morals to prevent bullying . G2 in the other hand mentioned that the some of the teachers have a role too in this phenomenon and sometimes her and her classmates get bullied by the teachers so her answer was to do awareness campaigns against bullying for both teachers and learners

3.6.2.4 Teachers interview

Section 01: teacher's personal information

School	Teacher	Sex
Mokhtari El-Hadj	1	Female
Mokhtari El-Hadj	2	Female

Table3.15: teacher's personal informaion

The participated teachers were from the same middle school, one English teacher and a guidance counselor, both females but they were in different age and seniority.

Section 02:

➤ **Question 1**

How often you witness bullying in your classes ?

The answer of this question is that depending on the level ,age ,etc, all teachers have seen instances of bullying during their lesson . Bullying in middle school is quit often between learners in classes in the yard and everywhere learners are interested in bullying more than studying.

➤ **Question 2**

Can you mention some cases about bullying ?

Interviewees answered that students make racial and physical slurs ,toss items ,and engage in other bullying behaviours ;this behaviour does not occur in front of teachers ,although some students engage in it when the teachers are not well respected .

➤ **Question 3**

Why does bullying occur so much ?

T1 said that bullying has numerous causes, but the family and society are at the top of the list . Additionally ,some students bully in retaliation for previous acts of bullying .

T2 stated that one of the primary reasons of bullying in schools is the coinfection of certain illnesses with personality disorders and poor self-esteem . Family breakdown, the popularity of violence, lack of moral and religious consciousness.

➤ **Question 4**

How does bullying affect the academic progress of students ?

Both teachers said that when kids are bullied, their primary concern is how to avoid it ,which causes them to lose interest and experience concentration issues ,which makes

them less interested in the activities ,which has a bad impact on their academic achievement .

➤ **Question 5**

Do you think that bullying led to absenteeism ?

The participated interviewees said that because of bullying , students are more likely to skip class, believing that doing so will stop the bullying .

➤ **Question 6**

What's the impact of Bullying on student's mental health ?

The interviewees stated that students who are bullied experience the following mental effects : they lose confidence, become withdrawn ,hostile, less sociable and isolated, may have depression and anxiety.

➤ **Question 7**

Do you think bullying leads learners to act aggressively ?

T1 and T2 agreed and stated that bullying affect the student's behaviour to the point where they turn to violence ,changing from a friendly ,loving student into one who is aggressive and despaired by everyone around him . He also exhibits signs of anxiety and tension which leads him to do aggressive attitudes

➤ **Question 8**

Do you think bullying affects learner's concentration ?

Both teachers said that the disruption caused by bullying , students find it difficult to concentrate in class and instead begin to obsess over ways to prevent bullying at school .

➤ **Question 9**

How can schools and teachers create a positive environment to reduce school bullying ?

T1 stated that teachers should monitor their pupils to prevent bullying and remind them about how to respect each other ,teach them good morals .

T2 stated that teachers should attempt to Handle the situation calmly and without panicking, and host awareness sessions about the dangers of bullying and at the end both teachers and the administration should behave correctly in order to help their learners to behave the same way they do.

3.7.Limitation of Research

The research limitations are the challenges and the obstacles tha the researchers face throughout the work . during the research we faced some obstacles which affected and impacted the applicant of our findings , some of them were in finding participants and some were during the interviews.

Starting with the obstacles of findings students to do an interview with them because not many students wanted to participate because they are going to talk about the bad experience with bullying , as well it was hard for us to procedure the interview with the participated pupils since the questions were personal .

Involving the parents was also an obstacle since we couldn't contact them it's considered as a challenge to add the parents to the selected sample .

3.8. Discussion and Recommendations

The findings obtained from the study strongly support the hypotheses regarding bullying and its effects on Middle School learners. The data reveals that many Middle School learners experience various forms of bullying on a daily basis, with verbal bullying being the most prevalent. This matches with the hypothesis that students experience and witness bullying frequently, particularly in verbal form. Furthermore, the findings confirm that bullying has detrimental effects on students' behavior, leading to low self-esteem, feelings of loneliness, mental health issues, aggression, and self-harm. These outcomes are consistent with the hypothesis that bullying significantly impacts learners' behavior and emotional well-being. Additionally, the study demonstrates that bullying can have a negative impact on students' academic performance, affecting their motivation to study, concentration, attention, and attendance. However, it is noteworthy that there are instances where bullying does not seem to directly affect students' academic achievements. Nevertheless, the overall findings affirm the hypotheses' assertion that bullying in Middle School has serious consequences for students' psychological well-being and academic engagement. And here are some recommendations:

- Although bullying is common in and outside schools among the students, it can be resisted and eliminated by teaching children good morals and by creating a positive healthy school environment.
- Awareness campaigns can have a good impact in reducing this phenomenon by informing the learners that bullying is dangerous.

- Spreading messages through schools, clubs and communities about the danger of bullying so everyone would know that this issue shouldn't not be ignored.
- When you witness a bullying scene, try to help the victim if you can by stopping the bullying and provide help to victim.

Conclusion

Bullying is among the most serious social problems that threaten our children's social and academic lives because of its psychological and physical effects. The phenomenon of bullying is exacerbated every day, and for this reason it must be taken into account by finding the necessary solutions to reduce it. Bullying leads to the worst in the lives of students and sometimes leads to suicide. In order to limit this phenomenon, parents must educate their children on self-esteem, and accept the differences that exist between them. Schools should also publish awareness campaigns.

The topic of this study's investigation was bullying in Tiaret, Algerian schools, a noteworthy problem that endangers our students and has an impact on the environment in which they learn. Three key chapters make up the research: a survey of related literature for the first chapter, the second chapter featured information on bullying in Algeria, from the causes to the solutions and advice for preventing it. The final chapter analyzed the data collected using the two instruments of study.

The results of this study supported the three hypotheses that suggested that bullying at school has a significant negative impact on student's behaviour and academic performance.

References

- Anderson, C. A., et al. (2001). Violent video games, aggression, and prosocial behavior in eastern and western countries: *A meta-analytic review*. *Psychological Bulletin*, 128(3), 372-390.
- Aspenlieder, L., Buchanan, M., McDougall, P., & Sippola, L. K. (2009). *The relationship between gender nonconformity and experiencing bullying in a Canadian undergraduate sample*. *Journal of Homosexuality*, 56(8), 1087-1099.
- Björkqvist, K. (1994). *Sex differences in physical, verbal, and indirect aggression*.
- Björkqvist, K., et al. (1992). *Social Intelligence—Empathy = Aggression? Aggression and Violent Behavior*, 17(3), 285-299.
- Burk, F. (1897). *Pedagogy and child study: Ideas concerning the effects of danger upon character*.
- D'Augelli, A. R., Grossman, A. H., & Starks, M. T. (2006). *Childhood gender atypicality, victimization, and PTSD among lesbian, gay, and bisexual youth*. *Journal of Interpersonal Violence*, 21(11), 1462-1482.
- Feldman, R. (2014). Bullying and Victimization. *In Development Across the Life Span* (7th ed., pp. 281-282). Pearson.
- Daughtry, D. M., Gamliel, T., Hoover, J. H., & Imbra, D. (2003). The importance of understanding children's perceptions of bullying in order to prevent bullying: *A qualitative study*. *Child and Adolescent Social Work Journal*, 20(4), 355-377.

- Graham, S., & Juvonen, J. (2001). Peer harassment in school: *The plight of the vulnerable and victimized*. Guilford Press.
- Kochenderfer, B. J., & Ladd, G. W. (1997). Peer victimization: *Cause or consequence of school maladjustment? Child Development*, 68(6), 1167-1178.
- Björkqvist, K., Lagerpetz, Y., & Peltonen, T. (1988). *Is indirect aggression typical of females? Gender differences in aggressiveness in 11- to 12-year-old children. Aggressive Behavior*, 14(6), 403-414.
- Lorenz, K. (1968). *On Aggression*.
- Menesini, E., et al. (2012). Definitions of Bullying: *A Comparison of Terms Used, and Age and Gender Differences, in a Fourteen-Country International Comparison. Child Development*, 83(3), 815-832.
- Menesini, E., & Nocentini, A. (2009). Bullying definition across countries: *An international comparison*. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *Handbook of Bullying in Schools: An International Perspective* (pp. 23-38). Routledge.
- Morita, Y. (1985). The nature of bullying in Japan: *From the perspective of child and adolescent psychiatry*.
- Nesbit, R. (1999). *Bullying: A Handbook for Educators and Parents*. Rowman & Littlefield Education.
- Hillery, B., & O'Moore, M. (1987). Bullying in Dublin schools: *The prevalence and nature of bullying among primary and secondary school pupils*.

Olweus, D. (1978). *Mobbing, Aggression in the Schools: Bullies and Whipping Boys*.

Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Malden, MA: Blackwell Publishers.

Olweus, D. (2001). *Peer Harassment: A Critical Analysis and Some Important*.

Blume, L. B., Marks, M. S., & Oswald, R. F. (2005). Decoding the mixed messages of youth: *An investigation of youths' opinions about smoking in the context of tobacco industry advertising*. *Journal of Health Communication*, 10(2), 127-143.

Pikas, A. (1972). *Aggression and Altruism in School Settings*.

Barker, G., & Pulerwitz, J. (2008). Measuring attitudes toward gender norms among young men in Brazil: *Development and psychometric evaluation of the GEM Scale*. *Men and Masculinities*, 10(3), 322-338.

Rigby, K. (1996). *Bullying in Schools: And What to Do about It*.

Rigby, K. (1999). *Self-esteem and the esteem of others*. In P. K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano, & P. Slee (Eds.), *The nature of school bullying: A cross-national perspective* (pp. 47-68). Routledge.

Salmivalli, C., et al. (2004). *KiVa Antibullying Program: Overview of Evaluation Studies*. In P. K. Smith, D. Pepler, & K. Rigby (Eds.), *Bullying in Schools: How Successful Can Interventions Be?* (pp. 251-267). Cambridge University Press.

Doll, B., & Swearer, S. M. (2001). *Bullying in schools: An ecological framework*. *Journal of Emotional Abuse*, 2(2-3), 7-23.

- Hymel, S. ,& Swearer, S. M. (2015). Understanding the Psychology of Bullying: *Moving Toward a Social-Ecological Diathesis-Stress Model. American Psychologist, 70*(4), 344-353.
- Casper, D., Card, N. A., M. ,Toomey, R. B., & (2014). Peers' perceptions of gender nonconformity: *Associations with overt and relational peer victimization and aggression in early adolescence. Journal of Youth and Adolescence, 43*(9), 1426-1437.
- Bellmoff, L., Birckbichler, L., Lopp, M., Marchall, M., Meyers, J., & Varjas, K. (2008). *Violence, substance use, and academic achievement as predictors of bullying in middle school. Journal of Early Adolescence, 28*(3), 326-342.
- Smith, P. K. & Whitney, I.,(1993). *A survey of the nature and extent of bullying in junior/middle and secondary schools.*

Appendix

Questionnaire

Dear pupils

As two "master's" students studying "Didactics" in English at the IBN KHALDOUN University of Tiaret, Algeria, we are currently conducting research for our graduation thesis on the effects of school bullying on students' behavior and academic progress. We are seeking to understand the true impact of bullying in schools and would greatly appreciate your participation in our research study by answering the following questionnaire.

كطالبين فيدرجة الماجستير باللغة الإنجليزية في جامعة ابن خلدون بتيارت، الجزائر، نقوم حالياً بإجراء بحثنا لذكر التخرج حول تأثير التنمر في المدارس سعنا سلوك الطلاب وتقديمهما الأكاديمي. نسعدلفهما الأثر الحقيقي للتنمر في المدارس، وسيكون لنا مسرة بمشاركتكم فيدر استنا البحثية من خلال الإجابة علنا لاستبياننا التالي.

Gender: Male - (ذكر) Female - (أنثى) Age - (العمر):

1) How often have you witnessed bullying at school ?

- Rarely. - Sometimes. - Often. - Always

كم مرة شاهدت حالات التنمر في المدرسة؟

- نادرا احيانا غالبا دائما-

.....
.....

2) How do u act when u see a bullying scene ?

- I defend the victim.
 I report it to a teacher or adult.
 I stay out of trouble and don't get involved.
 I feel scared or intimidated to do anything

كيف تتصرف عند رؤية مشهد التنمر؟

- أحاول دائما الدفاع عن الضحية و المساعدة في وقف التنمر
 أحاول إخبار المعلمين أو المشرفين عن الموقف لمساعدة الضحية
 أشعر بالخجل أو الخوف ولا أفعل شيئا
 أتجاهل الموقف و أتصرف و كأني لم أرى شيئا

.....
.....

3) What type of bullying do you witness the most ?

- -Physical. verbal - both

ما هو نوع التنمر الذي لاحظته بكثرة ؟ -
○ جسدي - شفهي - كلاهما

4) How has bullying affected student's social life and relationships with others ?

- It has made them feel isolated and alone.
- It has made them afraid to make new friends
- It has affected their self-confidence and self-esteem.
- It hasn't affected them much

كيف يؤثر التنمر على حياة الطالب الاجتماعية وعلاقاته مع الآخرين؟

- يؤدي إلى الشعور بالعزلة والوحدة
- يجعل الطالب يشعر بالخوف من إقامة صداقات جديدة
- أثر على الثقة بالنفس وتقدير الذات
- لم يؤثر علي كثيرا

5) How does being bullied affect a student's self-esteem and self-confidence ?

- It can make them feel inferior or worthless
- It can make them doubt their abilities or talents
- It can make them feel ashamed or embarrassed
- It can make them feel angry or resentful

كيف يؤثر التعرض للتنمر على تقدير الذات و الثقة بالنفس لدى الطالب؟

- يمكن أن يجعلهم يشعرون بالدونية أو القلة القدر
- يمكن أن يجعلهم يشككون في قدراتهم أو مواهبهم
- يمكن أن يجعلهم يشعرون بالعار أو الحرج
- يمكن أن يجعلهم يشعرون بالغضب أو الاستياء

6) How does bullying impact a student's mental health, including anxiety and depression ?

- It can cause feelings of anxiety or stress
- It can lead to depression or other mental health issues
- It can make it harder to focus on school or other activities
- It can affect their sleep or eating habits

كيف يؤثر التنمر على الصحة النفسية للطالب، بما في ذلك القلق والاكتئاب؟

- يمكن أن يسبب شعوراً بالقلق أو التوتر
- يمكن أن يؤدي إلى الاكتئاب أو مشاكل صحية نفسية أخرى

- يمكن أن يجعل من الصعب التركيز على المدرسة أو الأنشطة الأخرى
- يمكن أن يؤثر على نمط النوم أو الأكل

7) Can bullying lead to the development of behavioral problems, such as aggression or substance abuse ?

- -Yes. – No

هل يمكن أن يؤدي التنمر إلى تطور مشاكل سلوكية، مثل العدوانية أو إساءة استخدام المواد المخدرة؟
 ○ نعم - لا

8) Can the effects of bullying persist into adulthood, and if so, how ?

- Yes. – No. –How ?

هل يمكن أن تستمر آثار التنمر حتى في البلوغ ؟ وإذا كان الأمر كذلك، فكيف؟

9) How does being bullied affect a student's academic performance and achievement ?

- It can make it harder to concentrate in class or focus on schoolwork
- It can cause them to miss school or skip classes
- It can affect their grades or test scores
- It can make them feel less motivated to succeed academically

كيف يؤثر التنمر على الأداء الأكاديمي والإنجاز الدراسي للطلاب؟

- يمكن أن يجعل من الصعب التركيز في الصف أو التركيز على العمل المدرسي
- يمكن أن يؤدي إلى غيابهم عن المدرسة أو تخطي الحصص الدراسية
- يمكن أن يؤثر على درجاتهم أو نتائج الاختبارات
- يمكن أن يجعلهم يشعرون بالقلّة من الحافز للنجاح الأكاديمي

10) In what ways can bullying lead to decreased motivation and engagement in school ?

11) How can bullying impact a student's ability to concentrate and focus on academic tasks ?

○

It can make them feel distracted or preoccupied

- It can cause them to feel anxious or stressed

- o It can lead to negative self-talk or self-doubt, affecting their ability to concentrate
- o It can make them feel demotivated or disinterested in schoolwork

كيف يمكن أن يؤثر التنمر على قدرة الطالب على التركيز والتركيز على المهام الأكاديمية؟

- o يمكن أن يشعروهم بالتشتت أو التفكير في تجارب التنمر التي عاشوها
- o يمكن أن يتسبب في شعورهم بالقلق أو التوتر ، مما يجعل من الصعب التركيز
- o يمكن أن يؤدي إلى الحديث السلبي عن الذات أو الشك بالنفس ، مما يؤثر على قدرتهم على التركيز
- o يمكن أن يجعلهم يشعرون بعدم الحماس أو الاهتمام بالعمل المدرسي

12) Can bullying lead to school absenteeism ? and if so, how does this affect academic progress ?

- o -Yes. – No.

هل يمكن أن يؤدي التنمر إلى الغياب عن المدرسة أو الغياب عنها؟

- o نعم - لا

13) How does bullying affect a student's relationships with teachers and peers ?

- o It can cause them to feel disconnected or unsupported by their teachers
- o It can affect their ability to form positive relationships with peers or classmates
- o It can make them feel ashamed or embarrassed, leading to social isolation
- o It can make them feel like they don't belong or fit in at school, affecting their engagement in learning

كيف يؤثر التنمر على علاقة الطالب مع استاذة و زملائه؟

- o يمكن أن يجعلهم يشعرون بعدم الاتصال أو عدم الدعم من قبل معلمهم
- o يمكن أن يؤثر على قدرتهم على تكوين علاقات إيجابية مع الأقران أو زملائهم في الصف
- o يمكن أن يجعلهم يشعرون بالعار أو الحرج ، مما يؤدي إلى العزلة الاجتماعية
- o يمكن أن يجعلهم يشعرون بأنهم لا ينتمون الى المجتمع المدرسي مما يؤثر على تعلمهم

14)How can schools create a positive school environment that reduces the incidence of bullying?

- Promoting a sense of belonging and participation
- Provide a safe and stimulating educational environment
- promotes respect, tolerance, values and good morals
- encourage effective communication between students to create good friendships between them

كيف يمكن للمدارس خلق بيئة مدرسية ايجابية تقلل من حدوث التنمر ؟

- تعزيز الشعور بالانتماء و المشاركة
- توفير بيئة تعليمية امنة و محفزة
- تعزيز الاحترام و التسامح و القيم و الاخلاق الحميدة
- تشجيع التواصل الفعال بين الطلاب لخلق صداقات حميدة بينهم

شكرا لكم Thank you for your time

Interview of the student's

Personal questions:

- 1) What's your name?
- 2) How old are you?
- 1) How often you witness and experience bullying in schools and classroom?
- 2) Does bullying affected your education in any way?
- 3) Did facing bullying lowered you concentration and attention inside classroom?
- 4) Have you ever thought about skipping and missing classes because of bullying?
- 5) Did bullying lowered you self-esteem and the way you see yourself?
- 6) Did bullying affected you mental health and mood?
- 7) Do you think that experiencing bullying made you adopt aggressive behaviours?
- 8) Does facing bullying lead you to self-harm or suicide?
- 9) How do you think schools can prevent and eliminate this harmful phenomenon?

Interview of the teachers

Personal question :

- 1) What's your name?
- 2) How old are you?

How long you've been teaching?

- 1) How often you witness bullying in school?
- 2) Can you mention some cases about bullying ?
- 3) Why does bullying occur so much ?
- 4) How does bullying affect the academic progress of students ?
- 5) Do you think that bullying led to absenteeism ?
- 6) What's the impact of Bullying on student's mental health ?
- 7) Do you think bullying leads learners to act aggressively ?
- 8) Do you think bullying affects learner's concentration ?
- 9) How can schools and teachers create a positive environment to reduce school bullying ?

Summary

This dissertation includes a study on the phenomenon of bullying in schools and its effects on the behavior and psychology of Algerian students, as well as their academic performance, in order to find possible solutions to reduce it. Bullying negatively affects students in schools, causing them psychological problems, which in turn lead to physical problems, and this ultimately affects their academic performance. To support the hypotheses, data was collected using student questionnaires, interviews with students and teachers. All of these techniques confirmed that bullying is a serious problem that needs to be studied, not ridiculed, and that all possible solutions should be found as quickly as possible.

Keywords: academic performance, behaviour , bullying, psychological problems.

ملخص

تتضمن هذه المذكرة دراسة حول ظاهرة التنمر في المدارس وآثارها على سلوكيات و نفسية التلميذ الجزائري و على أدائه الدراسي ، وذلك لإيجاد الحلول الممكنة للتقليل منها. يؤثر التنمر سلبا على التلاميذ في المدارس مما يسبب لهم مشاكل نفسية والتي بدورها تخلف مشاكل جسدية و هذا الأخير يؤثر على أدائهما لأكاديمي ،ومن أجل دعم الفرضيات ،تم الحصول على البيانات باستخدام إستبيان التلميذ ،مقابلة التلاميذ و المعلمين .كل هذه التقنيات أكدت على أن التنمر مشكلة خطيرة يجب دراستها وعدم الاستهزاء بها و إيجاد كل الحلول الممكنة لها في أسرع وقت ممكن

الكلمات المفتاحية: التنمر ،الأداء الأكاديمي ،سلوكيات .

Resumé

Cette mémoire comprend une étude sur le phénomène de l'intimidation dans les écoles et ses effets sur le comportement et la psychologie des élèves algériens, ainsi que sur leurs performances scolaires, afin de trouver des solutions possibles pour le réduire. L'intimidation a un impact négatif sur les élèves dans les écoles, leur causant des problèmes psychologiques qui entraînent à leur tour des problèmes physiques, ce qui affecte leur performance académique. Pour étayer les hypothèses, des données ont été collectées à l'aide de questionnaires d'élèves, d'entretiens avec des élèves et des enseignants. Toutes ces techniques ont confirmé que l'intimidation est un problème grave qui doit être étudié et non ridiculisé, et que toutes les solutions possibles doivent être trouvées le plus rapidement possible.

Mots-clés : l'intimidation , , performances scolaires , problèmes psychologiques .