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School Bullying Impact on Pupils' Learning Development Case Study: 2nd Year Secondary School Pupils -Ibn Rostom- Tiaret

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Dedication

*Above all, the great and true thanks to **Allah** who gave me strength and determination to accomplish this work, which at first seemed like a difficult mission.*

My precious Mother

I feel lucky to have the most wonderful mother ever, by her love, support, and all her sacrifices adding her precious advice and encouragement "you can do it", there are not enough words to describe just how important she is to me, thank you mother for everything, may Allah bless you with happiness, good health and long life. I love you mom.

My precious Father

To the man I admire most, the symbol of kindness, the source of my strength, thank you for being by my side, for showing me the right way, believing in me and being an inspiration all along in my life, I hope to live up to your expectations and make you proud of me, may Allah bless you with happiness, good health and long life. I love you dad.

*To my beautiful sisters **Aicha** and **Nacera** and to my brother **Ahmad***

This work is whole heatedly dedicated to you my beloved sisters and brother, my most sincere affection and deepest gratitude, thank you for being the light in my life, may Allah bless you with happiness, good health and long life. I love you.

*To my adorable niece **Serine***

You were born to be loved, you are a wonderful baby and you will grow up and read this to know just how precious you are, thank you for being the source of our joy. Auntie loves you so much.

*To my best friend **Yakout***

Thank you for being you, you mean so much to me, nine years with you full of happiness, joy and so much fun, keep shining I love you my best friend forever.

Asma

Dedication

*I thank **Allah** for everything.*

To my dear Mother

Words can never express the deepest gratitude I have for you, you are my happiness, my strength with your endless love and prayers for me, look at me growing up to be the girl you want me to, I love you so much my dear mother, may Allah protect you and give you health you deserve the entire world.

To my dear Father

Special dedication to my lovely father, you taught me lessons learned from you to be strong no matter what , you gave me everything, I love you so much my dear father thank you for encouraging me and supporting me every single day may Allah protect you And give you health.

*To my bothers **Sofiane**, **Mahdi**, **Youn**es and my sisters **Khaldia** and **Fadila***

I love you from the bottom of my heart thank you for your daily support and encouragement

*To my nephew **Mahdi** and niece **Douaa***

My lovely angels I adore you.

*To my best friend **Asma***

My soul mate you are an angel, we did so much together and here we are graduating together may Allah keep our friendship forever.

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Abstract

The present research study seeks to investigate the effects of school bullying on pupils learning development, education and performance mentioning definitions, main types, modes of school bullying and major reasons behind this act by getting to the bottom of this issue to help understand the meaning of school bullying based on previous research studies from stating facts and realities to stand up against this social issue with helpful effective strategies. In this respect, this research work is completely devoted to reveal the seriousness and effects of such a sensitive topic in Algerian schools and come up with solutions to tackle such a toxic phenomenon.

Key words: school bullying, victims, school performance, effects.

List of Acronyms

OBPP: Olweus Bullying Prevention Program

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

UNICEF: United Nations Children's Fund, formerly

CDC: The Centers for Disease Control and Department of Education

SEN: Special Educational Need

SPCC: The American Society for the Positive Care of Children

NDA: National Day of Action against bullying and violence; Australia's key anti-bullying campaign for schools.

GSHS: global school based student health survey.

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Introduction

Bullying has been a reproving issue in schools for decades becoming a major problem and a trending topic all around the world, bullying victimization among adolescents and teens is a global public issue well recognized as topic du jour. Bullying in schools is a vital issue that can considerably impact the learning development process, the educational experience and the all-embracing well being of pupils that leaves behind physical and emotional scars on them and affecting the whole school community, a notable worry that have to be speedily claimed. bullying can be broadly defined in the form of physical act as hitting and pushing someone or kicking the person, while other times bullying can be passive dealing with emotional manipulation it can take many forms including; teasing, making threats, name calling and online bullying, an exposure to negative actions that involves a power imbalance between the bully and the victim enduring multiple long lasting effects on learners educational experience and reduce academic performance leading to further loss of interest about going to school or even participating inside the classroom and capturing a strange reckless behaviors, an act of using violence to harm and intimidate weak school pupils that will probably continue if no actions are taken into consideration cause once bullying becomes a severe problem in a school it can be difficult to annihilate. The effects of school bullying has long been a matter of concern because pupils are more conscientious with the term bullying so here the bully is fully aware of what he is doing and the victim knows what's happening to him.

This research paper will mainly focus on investigating the effects of school bullying on pupils, the interaction between the bully the bullied and the bystander, The negative impact of bullying on pupils learning development, grades and productivity mentioning the main causes behind school bullying and the effects of this act proceeding to raise awareness and basic rules to be aware of dealing with such a menacing issue, proceeding with basic

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recommendations and guide lines for the whole school community, teachers and even parents. The aim of this study has been to penetrate deeply into revealing and knowing to what extent bullying can affect bullied pupils schooling environment in the Algerian schools and come up with basic solutions to tackle this issue.

For this purpose, the current study had mainly boosted two main questions justified in details during the investigation of the research study. They are stated along these lines:

1. How can school bullying affect pupils' school achievement and well being?

2. Is bullying less common in Algerian schools?

Based on previous studies and researchers understanding the following two possible hypotheses were settled to answer the questions:

1. School bullying effects on pupils are highly experienced by the victims solely affecting their tendency to have school avoidance, learning difficulties and threatening their mental health.

2. Bullying is a common neglected topic that seems to gradually increase in Algerian schools, the whole school community is failing to put an ending point to school bullying, by firstly admitting this problem and implying rules and policies to tackle this social issue and raise awareness among pupils.

To accomplish the purpose of the study, a combination of both qualitative and quantitative research methods are applied for an effective practice. One Questionnaire is designed for one hundred thirty-eight (138) second year pupils at Ibn Rostom secondary school in Tiaret following an interview of six (6) questions done with three teachers (3) from the same secondary school alongside with a classroom observation.

The present research study embraces three main chapters to deeply understand school bullying effects on pupils well being and schooling environment. The first chapter is about literature review an in-depth grip of the main topic which is school bullying impact on pupils

learning development by reviewing where the research study fits consent knowledge from the evolution of bullying, definition, types, modes, causes and lastly long and short term effects of school bullying on the bully, victim and the bystander.

The second chapter is another theoretical chapter dealing with school bullying in the Algerian case. A realty to face in Algeria dropping facts, factors influencing school bullying, actions that show a pupil is being bullied or a bully, specific targets of bullying ending the chapter with basic Solution suggested treating school bullying in Algeria especially in educational environment.

Lastly, the third chapter is mainly about data gathering analysis from pupils' questionnaire, teacher's interview and classroom observation and discussion of the findings of the research study.

Suggestions for future studies:

➢ First of all, for more interesting future studies, do not suffocate yourself, deal with other grades when choosing the population or even study a sizable sample for example make a comparison between schools detect similarities and differences on how school bullying is handled, this challenging preposition require time, patience, hard work but worth the try.

➢ Lunching awareness campaign will help you make a moving step, apply it and see the change after.

➢ Our research study dealt only with secondary school pupils with a specific level, extend to middle schools and even elementary schools.

➢ For this research study, only a minority of teachers were interviewed but adding various figures to be part of the interview will toughen and benefit your research study as an example interviewing the whole school stuff focusing on counselors who

suppose to be the main role in dealing with real school bullying incidents adding even parents in the circle can come up with more valid data.

Limitations of the Study:

This work like other works faced some difficulties and limitations

- ➢ Conducting a research study work demand concentration, time, valuable materials and sufficient existing non payable researcher works, in our case, we dealt with various difficulties and boundaries, starting with facing problems concerning time especially with a sensitive topic dealing with school bullying.

- ➢ going through the payable articles or unavailable books in our country giving an example of an article, we could not afford "Suck It Up, Walk It Off, Be a Man: A Controversial Look at Bullying in Today's Schools" by Simplicio, Joseph; 2013 and another important book the famous Prevention Program : school wide guide by the finding father of school bullying a book by Dan Olweus originally published in 2007 so due to the current situations dealing with the corona virus we did not receive the book.

- ➢ Passing to the methodology that impacted our interpretations of the findings, the pupils' questionnaire, the teacher interview and classroom observation, concerning the teachers interview the whole process was not taken seriously, three teachers were responsive with us but others neglected us completely. We did not have sufficient time to observe, two days getting from one class to another in a limited time was a tiring experience, failing to have an observation with one classroom.

- ➢ We did not complete a face to face interviewing due to the period of the exams and after that the current covid-19 situation but we choose to email them instead.

- ➢ Lack of Algerian scientific studies concerning school bullying lacking journal articles and books dealing with this social issue.

Chapter One

School Bullying

Bullying in schools is a worldwide phenomenon an overall challenge requiring overall procedures and actions. Throughout the years multiple events and studies have taken place to understand precisely where bullying comes from and to look deeply at this phenomenon on different levels. The first chapter will mainly focus on a review of literature to gather enough information about bullying in schools and everything related to this issue, based on previous research studies.

1. The Evolution of Bullying in schools

In the middle of the 1800s, the term bullying was widespread in schools, but the effects were not taking into consideration, because there were no studies involved in preventing this phenomenon (Koo, 2007, p.107).

Hyojin Koo (2007) states that research on bullying in early times was quite rare. The term bullying was not acknowledged until The Times newspaper introduced the first case of bullying in 1862 highlighting the death of a soldier called Flood. He also reveals that bullying was considered an innocent act among schoolboys, providing a real example of the death of a twelve-year old boy from bullying behavior by his older classmates at Kings Boarding School in the UK in 1885, mainly after these two incidents researchers started to witness the seriousness of bullying leading to the first journal article publication entitled teasing and bullying by Burk in 1897 (p.108-113).

However in the 1970s, Bullying became a major issue in the public sector, more researchers began studying bullying. books and journal articles started to appear mainly in Scandinavia (Monks & Coyne, 2011, p.37).leading to the appearance of the first person who took bullying into a serious matter Professor Dan Olweus the founding father of the anti-bullying research, being the first one to introduce the world's basic systematic bullying

research, in order to keep safety initiative inside the child's school. Through the 1980s he established the primary questionnaire to evaluate the process of bullying and the first proposition of the anti-bullying law followed by the world well known Olweus Bullying Prevention Program [OBPP]. in 1993 his book bullying at school : what we know and what we can do, gained a lot of attention due to its efficiency in the world of school bullying by increasing awareness and prevention (Smith,2013,pp.4-7).

Professor Dan Olweus works began to spread far and wide to other countries. More researchers and authors started to notice the necessity to bring the bullying phenomenon included in various studies. countries such as the United States , South Korea , particularly the United Kingdom started establishing programs dealing with bullying works, such as the national guidelines created by the ministry of education and also school campaigns in Japan a specific word correspondingly similar to bullying, which is ijime was refined. taking up a road in many other European countries Including Australia P.E.A.C.E pack for reducing bullying in schools and New Zealand the Kia Kaha Program (Smith & Brain, 2000,p.3-4-5).

Kids have been bullying each other for generations, however, the latest generation intensity broadened along with the development of Technology that remain increasing consequently transforming the society way of thinking, bullying entered the 21st century, a common era that illustrated the growth of the internet usage globally, doors were opened to introduce the new phenomenon called cyber-bullying a new growing problem surrounding online interactivities among teens using communication tools that became an overwhelming part of the kids live a way to harm others by sending hateful texts or images behind a computer, a phone or other devices using only typed words. opening an easier gate to cyber bullies to be anonymous with a less opportunity of recognition (Patchin & Hinduja,2014, p.2).Albeit the cyber- bullying phenomenon has simplest regarded some years ago, it is now genuinely sizeable in many countries all around the world and known globally as a menacing

issue (Smith & Slonje, 2010,p.4). Today cyber- bullying has its own international recognized official day each year in June every third Friday and a valid website STOP CYBER-BULLYING DAY. a whole day to bring collectively individuals, schools, government, institutions and agencies to promote a sincere diversity of the online environment, a blossoming movement against online bullying (The Cyber Smile Foundation).

Latterly bullying became more and more frequent in the schoolyard and online more policies are being evaluated. Many opportunities arise to talk about bullying in various situations and each person is familiar with the term bullying with the advancing consequences of bullying in schools, that affects the whole communities and also families capturing each day a case of bullying whether witnessing the whole scene or hearing the news from TV channels, newspapers or media reports. More campaigns are involved with the anti bullying preventions blossoming different programs and demonstrating the schools active role in reducing bullying by developing caring learning cultures and a friendly schools (Miller & Lowen, 2012, p. 67).

According to UNICEF FOR EVERY CHILD the End violence in schools global campaign (2018) too many students aged from 13 to 15 around 150 million claimed having experiencing bullying in schools with different forms, affecting their education. About 720 Million school age children live in countries where they are not protected from bullying getting stuck in a toxic environment with lifelong effects that can risk their education and mostly their entire life.

2. Definition of Bullying

The study of school bullying has finally taken on a worldwide dimension; however it still faces challenges in figuring the exact meaning terms, which really correlate and match the English word bullying in various languages (Smith, Cowie, Olafsson, & Liefooghe, 2002, p.1122)**.** Bullying is an English term used globally, that remain important through the years, a

term with such a broad concise concept that can lead to confusion and controversy about its basic meaning that can contain three main characteristics:

- Intentional brutality.

- Power imbalance between the bully and the victim.

- The repetition of mean and upsetting remarks (Cornell & Limber, 2015, p. 333)

According to professor Dan Olweus in his famous book bullying at school (1993), bullying among schoolchildren was not actually a new problem in the society and many literary works described the aggressive violence and the frequent attacks experiences with the bully victim problems. Dan Olweus (1993) defined bullying that "*a student is being bullied or victimized or he or she is exposed, repeatedly and time to negative actions on the part of one or more other students*"*(p.9)*

Bullying is defined as a relationship problem that happens during or after school hours a form of aggression intimidation and violence that happens in a relationship in which an individual seeks emotional and relational authority through fight and hostility (Pepler, et al., 2006, p. 376).a cowardly act (Sullivan, 2000,p.9). This phenomenon implies a desire to hurt someone influenced by feelings of annoyance in addition involving malicious behavior and imposing powerful disparity, an unfair use of violence and authority resulting an obvious pleasure and amusement by the bully by humiliating and disgracing the victim (Rigby, 2012, p. 342).

Bullying has only negative effects an undesirable act of addressing others with mean names or physical actions. A pupil is being bullied by another pupil or by several other students if they:

- Say mean things, make fun of he or she.

- Thoroughly ignoring or rejecting someone from group friends leaving them purposely out of the circle.

- Imposing dominance.

- Pushing, kicking, hitting, shoving and bumping around others.

- Spreading false rumors all around the school by sending wounding notes to make other students despise him or her by teasing them repeatedly causing damages and long term effects including the low academic potential achievement level. The retarding development of the Child's learning skills and the struggling in forming social relationships becoming victims of something unknown stopping them from studying accurately and advancing in their lives (UNICEF Jamaica, 2015).

For these reasons, bullying should be stopped before it affects everyone in schools. This act can continue over time if no actions are taken into consideration.

3. Modes of Bullying

In 2014, The Centers for Disease Control and Department of Education [CDC], Bullying Surveillance among Youths: Uniform Definitions for Public Health and Recommended Data Elements cited that there are two modes of bullying behavior which are:

> ### 3.1. Direct Bullying

It happens in the presence of the target which means a face- to- face interaction between the bully and the victim directing inappropriate verbal or written contacts.

> ### 3.2. Indirect bullying

A violent hidden behavior indirectly communicated to the victim without physical hurt but stronger emotional impacts on the individual self-esteem.

4. Types of bullying

Bullying can take many forms and different behaviors by individuals or groups involving both male and female (Fried & Fried, 2003, p. 26). According to the Department of Education and Early Childhood Development Building Respectful and Safe Schools A Resource for School Communities (2010) there are four broad universal types of bullying which are:

- ➢ Direct physical bullying
- ➢ Direct verbal bullying
- ➢ Indirect bullying
- ➢ Cyber- bullying

4.1. Direct Physical Bullying

Like other types of bullying, physical school bullying is connected with a set of harmful behaviors that happen frequently over time and portray a power imbalance between bullies and victims (Fu, Land, & Lamb, 2015, p.3). Physical bullying often causes apparent and clear hurt such as bruises and cuts it includes biting, hair pulling, hitting, kicking, punching, pushing, spitting, scratching, locking in a room and pinching (Sullivan, 2000, p. 11).

Physical bullying is one of the most commonly recognized forms of bullying that includes slapping, stepping on someone's' toes, tripping, inappropriate touching, throwing an object purposely at the victim it also includes acts that deprive a parson personal items and properties and damaging it such as stealing from him or her without their consent, bullies can adopt these kind of attitudes to hide hatred and maliciousness that effect the bullied in both physical and emotional prospects by destroying the person completely and ruining his

personality to doubt himself as a result causing him depression and fear from the outside life (Kuykendall, 2012, p. 42).

4.2. Direct Verbal Bullying

Includes intimidation, dominance, sarcasm, threats of violence, name calling, racist and cruel remarks teasing, insulting and using abusive language (Sullivan,2000,p.11). Humiliating the person by making fun of his body and physical characteristics using offensive comments and threatening to cause harm (Kuykendall, 2012, p. 42).

Verbal bullying takes place when someone uses words to offend or maintain power over another person includes insulting, threats to ridicule, put downs and taunts. A bully makes fun of a person's appearance by calling him or her ugly by exposing them as a subject to use and manipulate as pleased with this type of bullying the target is continuously traumatized over the time (Rivkin, 2013, p.7). Verbal bullies call their target names and keep embarrassing them unlike friends who tease and joke around each other, unfortunately the bullies words are meant to hurt and harm without stopping tempting to get things worse his target (Ferguson, 2013, p. 6).

4.3. Indirect Bullying

According to John Archer and Sarah M.Coyne (2005) the term indirect bullying (aggression) is also known as relational and social bullying (aggression) a person may gossip without meaning to harm another person, but nevertheless do so at the end (p.212).

Indirect bullying refers to some kind of behaviors that happens in the school during break time or inside the classroom; such as ignoring, gossiping around, spreading bad and false stories around the school, making a plan secretly to bother the victim, making facial expressions, funny gestures and signs talking about others behind their backs, criticizing their appearances by giving them dirty looks and writing sickening and offensive notes to ruin

their reputations causing them embarrassment. this type of aggression use differs from boys to girls thus girls are more indirect with their bullying methods with boys using more direct physical aggression (Owens & Macmullin,2012,p.22).This type of bullying is hard to identify because there are no visible scars in the body of the victim (Smokowski & Kopasz, 2005, p.101). On the report of stop bullying.gov state that indirect bullying (social) includes:

- Telling other's not to be friends with someone.

- Embarrassing someone in front of everyone.

- Spreading various rumors about someone.

- Purposely leaving someone out of the circle of friends.

4.4. Cyber-Bullying

Cyber bullying emerges as a new form of bullying with the development of technology through the years (Shetgiri, 2013, p.2) a form of bullying using internet or electronic devices. Smith et al (2008) study defines cyber –bullying as *"an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself " (p.376).*

The term cyber bullying is defined as a form of sending or posting hurtful and toxic material and be a part of social violence using internet as an exclusive tool by spreading and sending damaging cruel texts, online messages, posting direct threats that causes concerns to the person who is being the target and passing unpleasant images with just one click using multiples electronic devices sharing it on social media without permission. This type of bullying is one of the most challenging problems among educators due to the strong attachment of young people to the internet nowadays (Willard, 2007, pp.1-2). Cyber-bullying is a form of harm that includes repeated attacks by splitting hostile messages and public comments via communication technologies such as computers cell phones and tablets , in

order to humiliate , harass , intimidate and manipulate the victim , some researchers claim that cyber bullying is an easy way of threatening cyber-stalking someone for malicious purposes and tricking them into revealing their own personal sensitive information and share it with the whole online community causing them distress embarrassment and isolation, giving a real case being the victim of cyber bullying through text messages a cancer survivor named Justin Williams of Massachusetts a fourteen years old girl, she started receiving multiple threatening text messages by an unknown person, involving physical harassment and planting a bomb outside her house, at the end the identity of the culprit was revealed to be her best friend (Netzley, 2014, pp. 6-7) . like all forms of bullying cyber-bullying that happens in a variety of cyber-space venues has destructive outcomes that reach the real life, depression, frustration, sadness and anger issues, emotional and physical stress feeling of embarrassment leading to create a hate bubble for schools attendance due to the willful and repeated harm drawn to social media such as Facebook, Instagram, Twitter , Snapchat and video-sharing on YouTube crossing by destroying completely their peaceful road. Youth cyber-bullied in the united states expose having suicidal thoughts caused by the extreme online pressure ending the story by taking their own life (Patchin & Hinduja, 2014, pp.2-3) .by creating different opportunities for multiples form of online abuse (Popović-Ćitić, Djurić, & Cvetković, 2011, p. 412).

5. The Bullying Triangle: The Bully, The Bullied and The Bystander.

5.1. Characteristics of the bully

When identifying characteristics of bullies there are no actual symptoms to label the bully however managing to recognize him or her through their actions by harassing and intimidating others with physical and verbal means (Garrett, 2003, p.11). The bullies tend to be extremely dominant and impulsive having difficulties in controlling their feelings, temper

and emotions (Björkqvist, Ekman, & Lagerspetz, 1982, p.313). Bullies are taught to bully and make others act the way they want coming in different sizes and shapes detecting them by their destroying act, there are seven types of bullies:

➢ The confident bully with a big ego and a sense of superiority around others, he has no empathy for his targets rather than showing control and power.

➢ The social bully who uses false rumors, gossip, showing jealousy of other's positive qualities presenting confidence, harm and manipulation.

➢ The fully armored bully a detached person showing strong boldness to continue bullying his target, a vicious person hiding his true self not caring about the victim's feelings.

➢ The hyperactive bully, struggles with social skills development, uses hostile intent making himself innocent by blaming the victim "he hit me back first".

➢ The bullied bully is both a target and a bully at the same time, abused by others and picking up a target to get some relief from his or her powerlessness.

➢ The bunch of bullies; a collective group who want to harm someone and control other people by intimidating them purposely.

➢ The gang of bullies; a dangerous group who initiate a hurtful plan with a malicious strategy to harm and hurt their target. Control domination is in their blood, disrespecting the school rules and authority, teachers, administrators and counselors.

➢ Bullies traits are common they all like to dominate others to get what they want craving attention no matter what, concerned only with their own pleasure ,satisfaction and personal need, tend to hurt blame criticize their target without feeling guilty or responsible for ruining others soothing life (Coloroso, 2008, pp. 18-19-20).

5.2. Characteristics of the victims

The typical victims are more insecure, anxious subtly quite. they think that they are failures, stupid and unattractive most of the time in the schoolyard, the victims feel lonely without a single friend by their side getting attacked and teased continuously by bullies commonly reacting by being cautious around others and crying most of the time, if they are children this type of victims are labeled and characterized as the submissive victims. There are also the provocative victims characterized by being anxious and aggressive all the time leading them to lose concentration and provoking tension and irritation around them (Olweus,1997,p.499). young people with SEN special educational need are more likely to report being bullied all the time at all ages having been forced to hand money and personal possessions and these group of people are most of the time vulnerable to bullying, young people with disabilities reported being forced and manipulated loosing strength to defend themselves, teenagers with higher social positions or living in step families have higher qualification to be bullied in addition changing schools repeatedly may be beneficial for others however; being introduced as a new pupil in the school increased the possibility of being bullied (Green,Collingwood &Ross ,2010 ,pp.8-9-10). Victims tend to be physically weaker than the bullies, insecure with poor social skills, defenseless lacking self confidence easy targets exposed to bullying. various researchers divided them into passive victims with insecurities and fearful era lacking self defense against their bullies due to their physical and emotional weak potential, on the other hand there is the active victims portrayed as hot tempered being restless a provocative without realizing the long lasting effects of their behavior (Maudlin, 2002, pp. 27-28).Being the victim of bullying is fairly a usual adolescent experience (Aalsma & Brown, 2008,p.101).

5.3. Characteristics of the bystander

A substantial section of individuals are perceived to be bystanders, who did not bully and were not bullied by others within school system (Glew et al., 2005, p.1030).the bystander is defined and described as an active and involved partaker in the social atmosphere of school bullying instead of a passive witness included as a major part in bullying dynamics a bully-victim-bystander interactions, bystanders behaviors may be seen as a bully-victim act for instance when allowing bullying to happen in front of everyone or encouraging bullying by participating to the harm of others. based on other studies passive bystanders were actually found to be reinforcing the work of the bully by helping him or there is; The bully aggressive bystander who shows excitement in establishing plans to set up bullying victimization within school community. The victim bystander a helpless and fearful person passively drawn into the bullying process. The Sham bystander a preserved victim neither a bully nor a target and the helpful bystander who confidently intervene at the harm of others and stand up for the victim (Twemlow, Fonagy, & Sacco, 2004,pp. 2-14-31).The bystanders are the third group of players in the bullying circle they can actively support the bullies and become one of them or they can stand idly by, or just turn away from the scene like nothing happened, stating four basic reasons for the bystander for not intervening :

- The bystander is afraid of getting hurt and beaten.

- The bystander is afraid of becoming the next victim if he or she tries to intervene and help the victim.

- The bystander is afraid of doing a reckless act that will put him in trouble.

- The bystander has no clues on how to intervene to help the bullied or report the scene so here the necessity to help pupils intervene without fear of being the following target must be taught and included in the school community policies (Coloroso, 2008, pp. 62-67).

Generally speaking the bystanders feel so uncomfortable when witnessing the scene of bullying. The bystander can be a follower, a supporter, a passive supporter who likes the bullying behavior but shows no support and there is the person who despises bullying, but fail to help and lastly the defender who help the victim without fear of being the next one in list, the following thinking of the bystanders are the main cause that stop the person from helping and intervening:

- It's not my main problem it does not concerned me.

- The bullied is not my friend so why helping him.

- I want to be included as a part of the popular group of school and not with nerds.

- The bullied is a loser he did it to himself.

- I am a friend with the bully.

Each reason might be sufficient for the bystander to be reluctant in engaging at any sort of bullying problems and prefers being invincible doing nothing special and just witnessing (Strauss, 2012, pp.70-71).

6. Main causes of school bullying

Bullying can have numerous causes the bully behaves aggressively as an escape to deal with his or her own personal problems and issues by dominating, acting possessively towards others and gaining admiration from others, but the realty itself the bully lacks self confidence issues, the bullies act aggressively and reflect their own issues because they deal with serious problems at home they may be abused and mistreated by their own family so by creating a self defense bubble they bully others to make a balance for their lack of power at their home they may also be emotionally neglected and ignored so making others feel the same way they are being treated bring relief to them, bullies may be going through a rough time, money issues, parents divorce, family dispute, stressing him and cause him to bully peers, some

bullies may have been bullied in their life so to regain their dignity and social place they bully to take revenge and win approval from others (Porterfield, 2013, pp. 15-16-17).students who bully others are commonly aggressive by nature due to different reasons. They tend to be more impetuous, daring and permissive of bullying; they adopt their emotional, social and physical strength over others. bullies appear in both genders different shapes and sizes having the right accomplishment and social position capability to do whatever they want they may not appreciate someone different by showing control over them, probably been bullied or forced to bully by others not knowing exactly that bullying is totally inaccurate picturing a part of their life of the main common causes that lead them to bully others and capturing a target without having mercy. families play an important role as they are the main models in the child's relationships life, for instance a family that permit the use of bullying as an acceptable way to get what they want and need to prove their circle authority, social media images that donate the idea of bullying comical disposition is worldwide and tolerable for instance reality TV shows, entertainment programs, well known movies that entertain the spectators by giving them the idea of admiring the ways the characters are being humiliated, embarrassed by giving a false image of the seriousness of violence in real-life relationship (Quiroz,Arnette&Stephens,2006,pp.4-5).the causes of bullying can be classified into emotional causes that implicit violent acts just for entertaining and having fun however the instrumental causes show the bully absolute possession of power (Wong, Cheng, & Chen, 2013, p. 284).

According to the American Society for the positive care of children [SPCC] Youth Inspired Solutions to End Abuse (2018) stated the main causes that make the bully brutal, stating the major things that motivate pupils to bully others:

- Feeling powerless and fragile in their entourage, bullying with different forms claim using power in their life, attacking vulnerable persons and the reason behind this act

does not really matter for the bully just a way to stand out and show off, occasionally the feelings of controlling others come from issues at home such as extreme fighting in the house, parents getting divorced, an addicted family member all of these lead them to show authority using bullying.

- Being bullied by someone else, for instance being bullied by their own parents who are in the position of control and influence lead them to use this kind of authority for themselves throughout bullying.

- Bullies are jealous or irritated with the victim, picking on someone who is excellent, creative and praised for his good grades that the bully hopes to be in the first place, or the opposite they may be ashamed and uncomfortable to show their intelligence fearing to be named a nerd.

- Lack of comprehension and sympathy, the bully may have a judgment against the victim's race, religion.

- Seeking attention, they would never admit to be bullies, they believe their own doings is just teasing and playing around opening the concept of killing with kindness, gaining popularity and attention because in realty bullies are lonely people with no real friends.

- Bullies come from flawed families, where there is a little showing of affection seeing their parents being violent toward friends and family members.

- Bullies need to be dominant, enjoying being able to take control and intimidate the victim.

- Bullying behavior gets rewarded, they get admired by others for reaching popularity to the point of having others frightened by them this act motivate the bully to carry on with bullying.

- Bullies do not care about other's feelings when they hurt and harm they do not feel anything like guilt and shame of doing malicious acts experiencing a sense of pleasure and delight, so they keep on damaging other's life without stopping.

Bullies cannot control their own emotions, for instance a student is walking peacefully and by accident he or she bumps into a bully, the bully will be furious and push the victim hardly.

7. The Effects of school bullying

7.1. The Effects of school bullying on the bullied/victim

Experiences of being bullied appear to have a long term effects on children including anxiety lowered self esteem depression lack of motivation, fear and insecurity leading to commit suicide, victims try their possible ways to avoid school and social interactions to escape bullying (Garrett,2003,p.70).bullying intervenes with the social and personal achievement of the children that can lead to social isolation and influence dropping out of school, sadness and blaming themselves repeatedly opening a gate to fall into another category of students with low self esteem being bullied and begin to bully others called the bully/victim who confess to bullying behavior being involved commonly cited consequences of being a victim of bullying is loss of self confidence and deep public humiliation, students are deeply distressed and encounter social and medical consequences of being victimized after an extreme bullying episodes during school years announced in different countries including the United States ,Korea, Japan ,Australia and England, thinking about the one and only solution which is ending their own life (Rigby, 1998, p.15). They might retaliate with retreating from any social activities such as skipping school avoiding specific places at school and running away from anything that can affect them not caring about schools attendance that can lower their academic achievement (Piskin, 2003, p.559).

According to stop bullying gov (2017) research has found that bullied adolescents can experience negative emotional, physical and academic effects:

- **Emotional effects**

Emotional effects of bullying embrace chronic depression, anxiety, self harming behavior and being involved in multiple crimes that can lead them to lose their self by experiencing mental health issues by blaming themselves and avoiding social activities resulting in arguing, fighting and changing social group. That can possibly lead to suicide or taking revenge.

- **Physical effects**

The physical effects can be clear and apparent such as being bruised with visible scars and wounds. the outcomes of being physically bullied evolve sleeping and eating disorders, nightmares, hearts problems, unsteadiness, chronic pain, muscle aches being cautious around others and have difficulties in trusting issues.

- **Academic effects**

Recent studies have shown that school bullying can have a negative impact of pupils learning development and attitudes toward school including; School failing work, loss of concentration inside the classroom ,losing interest in studying, absenteeism the frequent non attendance , discipline issues, bad marks in exams and daily tests, lack of participation in fear of being criticized, sleeping when the teacher is explaining the lesson, avoiding group works and feeling completely disconnected from school.

7.2. The Effects of school bullying on the bullies

Frequently bullies imply their dominance and control by showing their capability of harming others, to show a sense of superiority and this behavior can also completely damage

the bullies personality for instance pupils who confess to having bullied others have spoken experiencing extreme levels of depression. They have much possibility of dropping out of school, suspensions from school administration, perpetrating in reckless behavior such as drinking alcohol and becoming drug addict involved in fights (Harris & Petrie, 2003, p. 6). As times passes the bully advance toward and end of his chapter by being identified and mentored through bullying prevention programs either accepting defeat of his act without adding pressure on the entire school community or being punished for his or her malicious acts (Quiroz, Arnette & Stephens, 2006, p.5).

7.3. Effects of school bullying on the bystanders

Witnessing people being bullied in front of their eyes causes incompatible emotions in the bystander will cause him or her anger, sadness, fear, anxiousness, worried and being pressured to join and being a part of bullying, apathy by feeling guilty and ashamed for not helping or intervening in fear of happening the exact same thing to them, based on research study that diagnosed the similarity effects on both bystanders and victims by reflecting their feeling for others, even bystanders who are clueless on what to do are fearful of becoming the following target of bullying (Harris & Petrie, 2003, p. 8).

School bullying is a serious issue that still and will occur around children every day and everywhere it can happen because of various causes and reasons nevertheless of the bullies personal problems and needs of domination. A major obstacle for ruining the school balance and affecting pupils wellbeing and learning development due to the daily harming experiences that includes all types of bullying.

Chapter Two

Dealing with school bullying in Algerian schools

Speaking about school bullying from the beginning of its appearance and having a general understanding into dealing with this social issue came to a strong existence of bullying penetrating in school all around the world. Algerian educational system nowadays is facing a number of a non reported school bullying incidents triggering and impacting pupils education and mental health rising every single day starting from damaging others personality either physically, verbally, indirectly or online, letting the victim dealing with the consequences alone. This chapter will mainly focus on the purpose of school bullying issue in Algeria; realities, Factors influencing bullying in schools, Warning signs that indicate a young person is being bullied or a bully, Particular targets of school bullying, Facts, Solutions suggested treating school bullying in Algeria specially in educational environment.

1. **School bullying in Algeria; a reality to face**

Generally speaking, the school first priority is to maintain and create a warm environment to the whole school community where pupils feel liberated from problems and concentration deeply in their learning and education and getting knowledge, however, by developing his intelligence there must be basic necessities to provide a peaceful learning environment without obstacles threatening their achievement, Stating facts about School bullying, can be devastating for the target, facing obstacles in finding a peaceful life having destructive consequences on the academic achievement and leaning environment from missing classes on daily basis to dropping out school in the end. Creating a negative atmosphere that can destroy the mental stability of pupils and educational system. Million of girls and boys experience unpleasant school violence acts every year having major difficulties to ensure school safety and warm environment inside schools, Highlighting a scale of 70% of adolescents being

victims of bullying all around the world from establishing useful plan of action engaging both children and adolescents into building a territory dealing with this issue (UNISCO, 2017).

As for Algeria, it does not differ much, the whole society complains about bullying suffering from its damaging effect on teenagers, a hidden aggressive act that still hunting pupils self esteem and education each passing moment, a trauma for parents; a mother of a fifth grade child named Adam described the changing behavior of her son from loosing appetite worsening his mental health and ability in enjoying life in such a young age, she did not understand the problem from the beginning thinking that these bizarre attitudes had a relation to their moving and distance, however, she started understanding that these acts carry out deep reasons behind, discovering his silent about losing his personal belonging fearing to tell the truth she said "my son was surround by a group of villains showing all signs of bullying and violence acts, insulting him every single day and surrounding him in an isolated corners threatening his precious life, stealing his cloths and savings from kicking, humiliating and insulting him in front of everyone, my heart was broken into tiny pieces after what my child horrible experience from cruelty, bad manners that dominated my son because of his angelic heart, getting depressed without a reason behind". A same treatment was received by Akram a twelve years old child, the whole story started by his father mentioning the beginning of jokes between friend developing into visible harassment from a bunch of bullies, they did not hesitate to psychologically and physically violating him for entertainment, amusement and showing power and dominance, a nightmare for and incent child The psychologist Kamal Masit emphasized that bullying can have a long term effects for sensitive teenagers, an aggressive and unwanted phenomenon, a form of abuse that involves violence and aggressive behavior by an individual or a group of people causing them mixed feeling and such as fear, loneliness, sadness, feeling hurt, low self confidence and poor self esteem. The specialist added that there are features and basic indications that reveal the

child' exposure to bullying; school failing, anxiety, lack of interest in playful activities, mood swings, nervous reactions, crying crisis advising parents with basic recommendations that should be discussed and treated immediately (El Hiwar, 2019).

   Sociologist and education researchers said bullying acts are carried out mostly in Algiers schools , a stated was conducted between Okba Bnou Nafaa secondary school in Beb el Oued and Bouammama secondary school in el Mouradia a prestigious area in Algiers, the study revealed 49% of bullying acts done by pupils up against teachers in Bouammama secondary school, however; a totality of 60% of pupils in Okba secondary school were violated by teachers. According to the statistics released by the Algerian Educational ministry approximately a number of 47.000 real school bullying incidents were reported in Algeria, 24.000 were performed in middle schools, 16.000 in primary schools and 6.000 in secondary schools, shedding lights about the following basics (El Chourouk, 2009).

- Family figures involvement.

- Raising awareness.

- Psychological and mental care a basic component.

- Anti-bullying TV programs.

- Involving active teachers and the whole school community into dealing with this social issue.

- Rules against bullies should be a number one priority.

- Creating a safe learning environment.

- Fighting school violence with basic solutions.

- Discipline

- Learning about school bullying.

- Make pupils aware and self conscious about their surroundings.

- Involving counselors; not only guiding in education but also in mental health care.

According to Bachir (2013) in his newspaper article entitled la violence dans l'eduaction , un phénomène qui ne cesse de menacer la vie des enseignants et des élèves in the electronic news paper Algerie Patriotique, about 3000 real school bullying incidents were reported between 2012 and 2013.

Adding another mention of school violence behavior, Bachir (2015) mentioned in another article entitled l'école Algérienne entre le marteau et l'enclume in the Reflixion news paper 55% of both physical and verbal bullying were reported within school, 45% in the space surrounding schools and 74% of cases were performed in Urban areas with 26% in rural areas, pupils in the city being the main facade into dealing with school bullying issue a trend linked in particular with social environment and demographic situations as well as economic and cultural contexts, learning that big cities Algiers and Oran having the highest percentage of school violence with a 20% of recorded cases.

School bullying is a major adolescent issue taking on an international dimension, a case study was conducted in Algerian school in 2011, participating in the global school based student health survey GSHS pupils aged from 13 to 15 years old , schools were selected randomly and to size with a 4532 participants from both gender and based on the results 51% of students were victims of school bullying in Algeria males 48% and female 55%, revealing a higher rank of school bullying incidents among teenagers coming to a conclusion revealing that Algeria topped the list of school bulling incidents, a constant act among Algerian adolescents, stating, physical acts, age, anthropology are thoroughly connected with school bullying (Mazaba-Liwewe et al.,2014,pp.407-412). Letting the child learn how to deal with this sensitive topic in the Algerian society will strengthen the ability to be more aware of his or her surrounding when an act of bullying is threatening to destroy their mental health in such a young age, so growing up fully knowing the existence of bullying in their daily life, deal with it and getting help will facilitate creating a cure and getting motivated,

unfortunately such a problem is not only limited in the schooling environment but also accelerating and positioning a prominent place in the family also, truth to be told Algerian children are classified among children who like to go to school fully satisfied with their schooling so it is a pity that school bullying deprive them from the right of loving and admiring school (Idri,2016,p.107-110).

2. Factors influencing bullying in schools

Based on Slee, Ma and Taki study (2003) there are four major factors that motivate the bullies continuously (p.433):

- **2.1. Personal factors**

Lack of interactions, patience, and having a sense of ascendancy.

- **2.2 School factors**

Including exam ambitiousness, the absence of teacher's role in school, and the excess population in classes. Major research in the schools indicates that specific features of the school setting, climate and context influence the student attitudes and behaviors (Espelage & Swearer, 2004, p. 193).

- **2.3. Family factors**

Inclusive of the lack of conversation between the child and his parents, the environment that permit violence and also overprotection.

- **2.4. Social factors**

Counting the social media violence, controversy and the unavailability of human respect and dignity.

3. Warning signs that indicate a young person is being bullied or a bully

BULLYINGNOWAY.gov.au provides a complete list of behaviors that can help the school community, families to detect the changing behaviors and mood swing of the bullied and bully. the Bullied will Frequently request to stay at home due to a sudden stomach aches or headaches, unexplained cuts, scratches, bruises and damaged personal belongings flinching to loud noises or physical contact, daydreaming being preoccupied with something else and stealing money regularly on the other hand the bully shows domination of siblings friends, teachers and even parents, desire to show off in front of others and expressing anger, irritation, frustration and regular changes of friend circle.

As stated by Kipper and Ramey (2013) each student who is being bullied, be concerned on observing and detecting these signs:

- Withdrawal from friends and extra -classroom activities.

- Expressions of sadness and hopelessness anger and rage.

- Unexpected aggravate in academic performance and making excuses for not going to school.

- Unexpected reject in excitement and passion.

- Get upset over nothing.

- Overreaction of criticism.

- Low self-esteem and feeling of shame.

- Lack of concentration.

- Agitation, tenseness and mood swings.

- Eating and sleeping disorders.

- Promiscuous crying episodes.

- Sudden fatigue and abuse of alcohol or other drugs at a young age.

mentioning some indicators that the child is on his way to become a bully, by showing his or her competitiveness and being obsessed with wining, acting disrespectfully to others, takes offense and always surrounded by followers showing of as a role model (p.60-61).

4. Particular targets of school bullying

When a bully feels the need to put someone down using his dominant aura by detecting certain targets that are at higher risk to be the new entertainment of bullies (Coloroso, 2008, pp. 43-44):

- Pupil who is new comer in the school.

- The youngest pupil in the school who can be smaller, fragile and feeling insecure.

- Traumatized and sensitive pupil who is already hurt and afraid to go through the same thing again.

- A submissive, anxious, fearful pupil who does everything said to him without complaining or unwilling to fight.

- A pupil with an annoying irritating behavior.

- A shy, reserved, quite and timid pupil who attract the attention of the bully.

- A rich and also poor pupil.

- The pupil whose religion, race interaction between white and black students bullying each other and ethnicity that angered the bully.

- A talented, intelligent, bright pupil loved by the teachers is seen by the bully differently.

- A pupil who is fat, skinny, short or tall, has acne or other skin problems.

- A pupil wearing glasses or braces known as a "nerd".

- A pupil with physical or mental disabilities these categories of pupils are more likely to be bullied regularly without stopping, due to their apparent disability or any

condition that set them apart making an excuse for the bullies to show a lack of empathy teasing and making fun of them knowing that they are unable to defend themselves.

5. Facts about bullying in Algerian schools

School bullying in Algeria is confined between lack of knowledge and ignorant educated, a worldwide issue completely neglected by the Algerian educational even with daily a daily reported of real school bullying incidents and help pupils in the first place to deal with this social issue and providing necessities to the whole school community regarding the current issue which is school bullying.

According to the Ministry of National Education in Algeria (2016) school bullying was deeply penetrating in Algerian schools with large scales, threatening the balance of pupils learning environment as following

- 52% of middle school pupils were victims of school bullying; 35% in primary schools and 13% in secondary schools.

- A scale of 80% represents the totality of pupils being verbally, physically, indirectly and online abused.

- Pupils who reported being bullied with different forms were repeatedly abused, lack in learning and concentrating inside the classroom.

- Pupils who reported being bullied with different forms dropped from schools.

- Reporting 75% of verbal school bullying incidents; divided into insults 44%, menaces 17%, disrespect 13%.

- Reporting 25% of physical school bullying incidents.

- Verbal bullying is more common and highly dangerous due to the short and long term effects when dealing with mental health damaging pupils personality and self esteem.

- The evolution of school violence in recent years is mainly due the development of social network.

- A totality of pupils reported being bullied at school demonstrated that school violence was majorly linked to the common features; physical appearance, race, social life and disability.

- 14% reported being the main subject of rumors.

- Pupils with physical and mental disabilities are highly risked to deal with school bullying on daily basis.

- Half of pupils develop depression and anxiety ashamed and afraid to go consulting a psychologist.

- Girls are more likely to bully others.

- The most typical reason behind school bullying acts is the lack of control in the household.

- 24% of pupils reported being online violated.

- The Algerian school system need to reinforce the necessity of implying a national rule again bullies in order to make and end and fight this social issue.

6. Solutions suggested treating school bullying in Algeria

School bullying is not taken seriously in Algerian school, a neglected problem under the motto they are just playing with each other. a devastating issue increasing day by day in our country without intervening or even helping with a word of hope and aspiration in this section specifically will introduce some helpful neat guidelines inspired by BULLYINGNOWAY.gov for not only the school community but also for parents to work with in order to understand deeply this social issue:

6.1. For teachers and school stuff

✓ Introducing the topic of bullying letting pupils know its seriousness, from defining it, showing them that this act is not tolerable making fun for entertaining others is not a simple act think about future effects.

✓ Discuss bullying on daily basis make them understand and coming up with self solutions and rules.

✓ Take hold of the act of bullying immediately; protect the victim from getting mistreated.

✓ Teach bystanders that reporting a bullying scene can totally change a person's life.

✓ Take serious actions against the bully involve both school administration and parents.

✓ Teachers and the whole school stuff are responsible of pupils, from detecting to helping, from guiding to saving.

✓ Creating an enjoyable environment inside the classroom, group works, painting sessions even music sessions will truly prompt and link their individual interest into making solid friendship.

✓ Observation learn the importance of paying proper attention during the session, one unusual interaction will help to provide future bullying acts from happening

✓ Solidarity, be the role model for pupils, loving a teacher can change their prospective into adoring school.

✓ Treat pupils fairly this act will strengthen the relationship between the teachers and his or her students.

✓ Any act making fun of others just for fun between classmate, criticizing for personal intentions is considered a direct bullying so intervening from the start will facilitate dealing with this social act.

- ✓ Encourage them to create a friendly atmosphere and create a solid connection between them.

- ✓ Protect and care like a parent figure.

- ✓ School need to develop seminars dealing with school bullying.

- ✓ Increasing the efficiency of proving an anti-school bullying policy and basic rules to let pupils feel safe and secure.

- ✓ Teach them the love of enjoying classroom participation.

- ✓ Let them learn deeply about our religion Islam and having faith and for sure the results will worth the fight.

6.2. For Parents

- ✓ Create a best friend relationship with your child, talking to him or her about their daily routine in school will facilitate the communication.

- ✓ Teach them basic techniques to handle school bullying, first step is to talk and entrust.

- ✓ Teach them that being a victim of bullying is not their fault, they do not deserve being bullied and mistreated it is all about the bully's selfishness.

- ✓ Being a bully parent is another serious thing; setting boundaries and taking care of it before is too late will save a whole community of victims, discipline and make them know that hurting someone on purpose is totally wrong and out of question.

- ✓ Help the victim or the bully to get a health care, a psychologist session is a helpful method.

- ✓ Addressing cyber-bullying, assess your child on his or her online space, monitor their personal phones and other devices detecting any threatening or inappropriate message and report it.

✓ Teach your bullied child a rule love yourself no matter what the consequences. You are lovable and cherished all the time.

7. Bullying in school, the ideal guide for bullied pupils to handle bullying acts

✓ Do not keep it secret, school bullying is unacceptable report the incidents to the school administration or the teacher immediately.

✓ Involve parents, they are trustworthy, keep them updated on daily basis about everything concerning your school activities.

✓ Read mental and spiritual healing books it will help you gain power and self confidence.

✓ Most basic rule; do not blame yourself, blame the bully

✓ Be aware of your social interaction and cunning bullying, be alert.

✓ Shower yourself with compliments; surround yourself with positive trustworthy friends.

✓ Avoid loneliness and isolation, socialization is an important step to carry on with life after a bullying experience, it is all about a new fresh beginning.

✓ Take a stand to protect yourself and others from getting bullied no matter because at the end. You are the winner.

✓ Bullying is bullying whatever the acts, throwing jokes for just feeling it or as an excuse of "take it easy am your friend" make it stop immediately.

✓ Taking a psychologist session is not forbidden, quite the contrary it will help you deal with your problems easily and smoothly.

✓ Try hard to write group letters the school administration to provide an effective anti school bullying policy against bullies.

✓ Think about a brightening successful future, do not let bullies influence you into think that you are not worth the change.

✓ Concentrate and focus only on your future achievement.

✓ Participate in or outside school sport activities, it is a healing method to prevent anxiety.

✓ Do not let bullies control your school life, do your best to improve, study, learn, educate yourself. Be proud of yourself (StopBullying.gov, 2017)

8. Basic components of an effective anti- bullying program in schools

According to Stop Bullying.gov (2017) a school anti bullying program can have a massive impact in changing, healing and raising awareness among teenagers just changing some rules and basics regarding various attitudes of pupils inside and outside schools here are some simple ideas that can help Algerian schools in dealing and preventing school bullying from happening:

- Education; deeply concentrate on defining school bullying in real life, let pupils know what is a bullying act, long and short term effects on their learning and education.

- Design group workshops at the end of the week, create solid interactions between pupils, choose a topic about the importance of friendship by demonstration a story in front of the whole classroom and let them feel.

- Design a program concentrating in building pupils strength and spirit, sport sessions are the best to let pupils interact and have a good time far from their insecurities and fears.

- Let pupils enjoy their hobbies from painting, acting, singing a duet, riddles and reading sessions.

- Every day morning, on a radio school play drama, let pupils speak a moral, a story of a book, let them choose whatever they like and help the listener imagine.

- Training sessions, teach pupils to react immediately when a bullying scene is happening, report it as soon as possible

- Any school bullying act is supported and dealt with by assuring the victims of this act that school bullying is forbidden.

- School anti bullying system will work its basics from other famous campaign and prevention programs for a more detailed section.

- All pupils have the right to be part of a social inner education; for victims how to handle bullying behavior, for bullies how to reduce rage and maintain a positive mind rather than being impulsive against a target, for bystanders how to be fearless and strong and reporting a bullying scene.

- Discipline bullies for bullying others by working on a basic law that provide the appropriate punishment for bullies.

9. Stomp out bullying

Stomp out bullying is a leading movement to eliminate completely bullying and reduce this social act from happening and can help pupils to have a common knowledge dealing with school bullying, causes, side effects, an overview about the three roles; the bully, the victim and the bystander with a positive view to build strong character and move on with a powerful mind.

Here are some famous anti-bullying campaigns and prevention programs dedicated to changing, dealing and completely removing bullying:

- UNICEF #END Violence, a global campaign helping to end violence against children.

- Stomp Out Bullying, End The Hate Change The Culture

- ANTI BULLYING CAMPAIGN, Break Through The Cloud of Bullying

- PUBLIC JUSTICE. IMPACT CHANGE

- Bullying No WAY! Anti Bullying Campaign For Schools

- NDA, National Day of Action against bullying and violence; Australia's key anti-bullying campaign for schools.

- Stop Bullying.gov.

- #Im Against Bullying   # التنمر ‑ضد ‑أنا an Egyptian anti-bullying campaign under the supervision of UNICEF.

- Lastly the famous Dan Olweus Bullying Prevention Program School wide guide, designed to reduce and prevent school bullying.

Every October is considered as the national month to prevent school bullying including anti-bullying activities together and be one (Stomp out bullying, 2020).

School bullying in Algeria were and still considered as a hidden vicious issue affecting the whole school environment, a totality of the victims are solely affected by the bullies frequent actions wrecking their school life and education in the process but each problem has a solution working on implying rules and prevention programs can imitate school bullying incidents from happening.

Chapter Three

Field Work

This chapter is all about the practical work of our dissertation. Our study aim is to penetrate deeply into revealing and knowing to what extent bullying can affect bullied pupils schooling environment in the Algerian schools, quantitatively and qualitatively, using basic instruments; pupils' Questionnaire; teachers' interview alongside with a classroom observation. Closing the process by a deep discussion of the findings and a whole explanation of the results, from the instruments mentioned to confirm the hypotheses.

1. The Educational setting

Our research study was conducted in Tiaret state in Ibn Rostom secondary school, which involved nineteen (19) classrooms in total, first year, second year and third year pupils from different divisions. This basic research was specifically bound to make the whole study process on the second year secondary school pupils per see, due to the previous serious bullying incidents, and also negative comments received from not only few, but the whole citizens of Tiaret, know that this particular secondary school was and still recognized to be the focus of school bullying issue among teenagers.

2. The Sample Population

Our research study embraced a population of a whole six (6) classrooms of second year secondary school, consisting of one hundred and thirty-eight (138) pupils in total disposed to them to answer truthfully, from both gender; 70 male and 68 female, alongside with an interview done with three (3) teachers.

3. Data Gathering Procedures

Our research study seated three basic instruments for the data collection process of analyzing and examining school bullying impact on pupils learning development and their opinion about this serious issue. We delivered a questionnaire to the second year pupils with a

clear format; fourteen 14 questions with an Arabic translation to make everything clear about the topic. We interviewed three (3) teachers, a variety of six (6) questions were disposed to them to answer, and one teacher (1) sent a response through email due to the covid-19 situation. Besides the classroom observation was done on February 25th and 26th 2020. So the whole process was done before pupils left schools because of Covid-19 pandemic.

4. Pupils' Questionnaire Analysis

A. Gender

Table 1: Pupils' Gender

Variable	Frequency	Percentage
	(n)	**(%)**
Sex		
Male	70	51%
Female	68	49%
Total	138	100%

Figure 1: Pupils' Gender
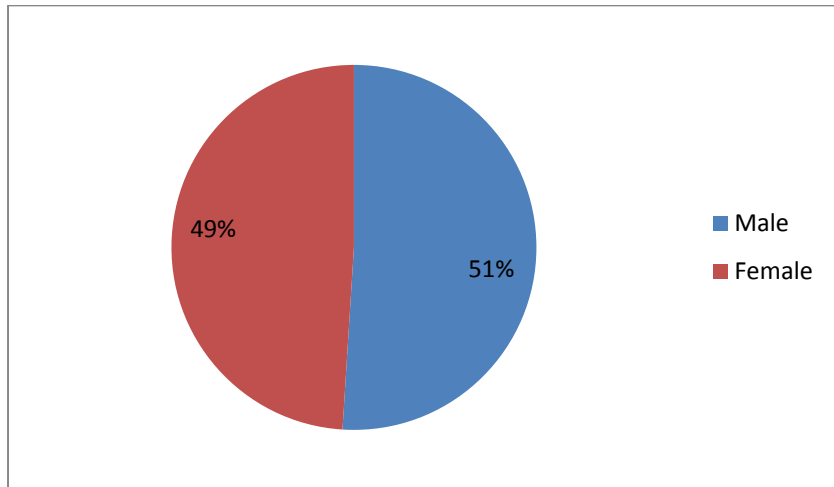
B. pupils' age:

Table 2: Pupils' age

Variable	Frequency	Percentage
	(n)	**(%)**
Age		
15	2	1%
16	55	40%
17	45	33%
18	20	14%
19	14	10%
20	2	1%
Total	138	100%

Figure 2: Pupils' age
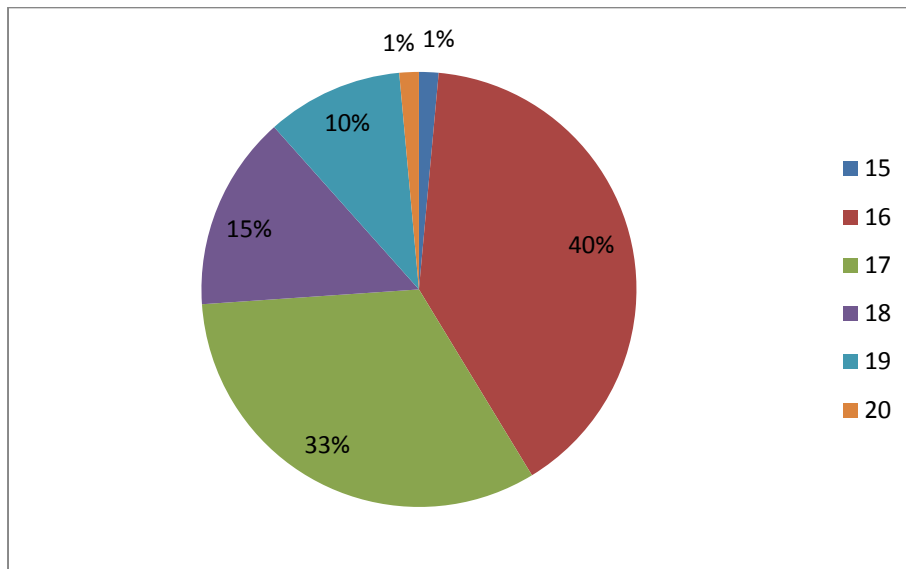
Q1. Is bullying acceptable?   Yes ☐   No ☐

Table 3: School Bullying tolerance

Variable	Frequency	Percentage
	(n)	**(%)**
Choice		
Yes	8	6%
No	130	94%
Total	138	100%

Figure 3: School Bullying tolerance
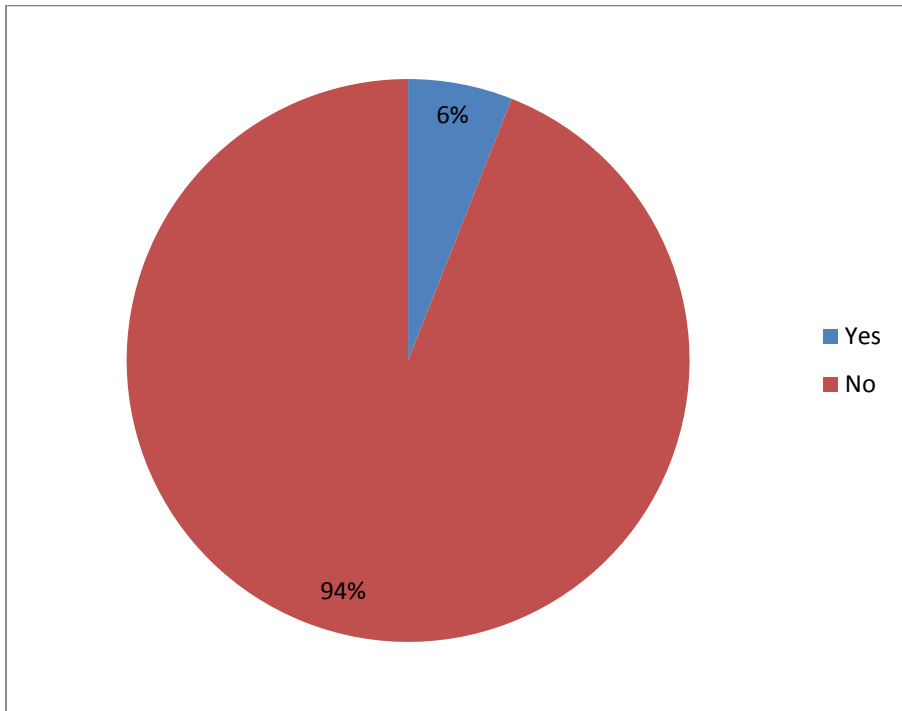
this question aims to see if this serious issue is considered as a normal behavior, the majority of pupils 94% answered that bullying is unacceptable and considered as an awful act of aggression towards others and never be forgivable, however 6% of pupils regarded bullying as a normal experience especially in the adult phase a spontaneous reaction to feel free and manipulate others this 6% of pupils are actually bullies in nature.

Q2. Have you ever been verbally or emotionally hurt in any way? (Teased or humiliated by others)

Yes ☐ No ☐

-If it is a Yes justify by whom?

Table 4: Sample table showing verbal Bullying Victims.

Variable	Frequency	Percentage
	(n)	(%)
Choice		
Yes	71	51%
No	67	49%
Total	138	100%

Figure 4: Verbal bullying victims
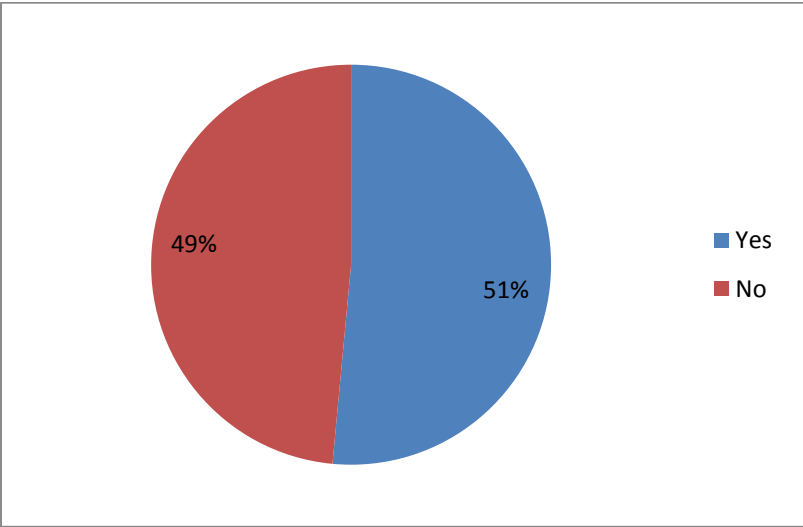
This question provides what kind of bullying pupils are most common with, starting with the verbal bullying most pupils of 51% have an exhausting experience with this type of bullying bringing up various acts of emotional violence, humiliated without caring about emotions they said that they get bullied by close and friends classmate and the whole school community including teachers sometimes, counselor who is supposed to be the one helping them dealing

with this issue, getting teased every day because of skin color, race, ethnic groups in Algeria being (Arab, Tamazight, Mzab),cloths, body image, and even being beautiful and excellent in studies, hearing curses from bullies because they want to feel better than someone and put others down to lift themselves higher, they stated that verbal bullying is more of their iconic style not caring about the damage done inside the victim heartbroken heart. However 49% of pupils did not receive any kind of verbal aggression.

Q3. During your school years have you been physically hurt in anyway (been pushed, shoved, or tripped by someone on purpose)? Yes ☐ No ☐

-If it is a Yes How?

Table 5: Sample table showing Physical Bullying Victims.

Variable	Frequency	Percentage
	(n)	**(%)**
Choice		
Yes	51	37%
No	87	63%
Total	138	100%

Figure 5: Physical Bullying Victims
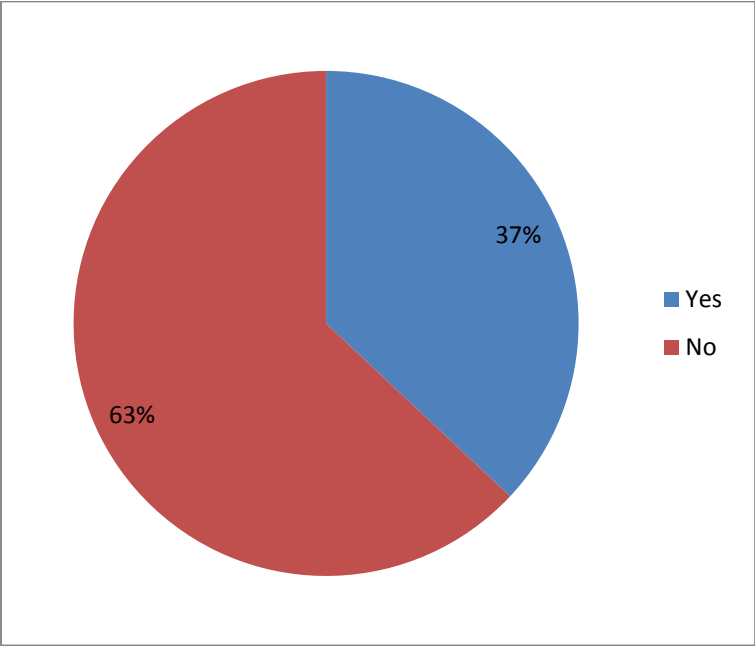
This question is a deep one, when it comes to school bullying, the physical bullying is more dangerous when it approaches the health of the victim abusing, hitting without stopping or caring damaging and harming leaving apparent scars to everyone to see and laugh 63% of pupils did not experience this kind of bullying, but still getting verbally harmed nonetheless 37% of pupils were seriously physically abused living on the bully's mercy and no one did anything to free them, "he tripped me on purpose" "he slapped me in front of everyone" "the school principal hit me" " I still have a scar in my head it is visible" "he tried to break my nose ell he succeeded leaving me alone bleeding" they revealed getting pushed around as much as someone pleases and teachers classmates tended to allude a basic solution for them "talk back" but it is not easy, they felt like a mouse hiding from a lion waiting to see if he or she would be the dinner wondering when they would be allowed to be themselves without the bullies towering over them leaving behind an open bleeding wound.

Q4. Has someone spread false rumours about you?   Yes ⬚   No ⬚

Table 6: Sample table showing indirect bullying victims

Variable	Frequency	Percentage
	(n)	(%)
Choice		
Yes	77	56%
No	61	44%
Total	138	100%

Figure 6: Indirect bullying victims
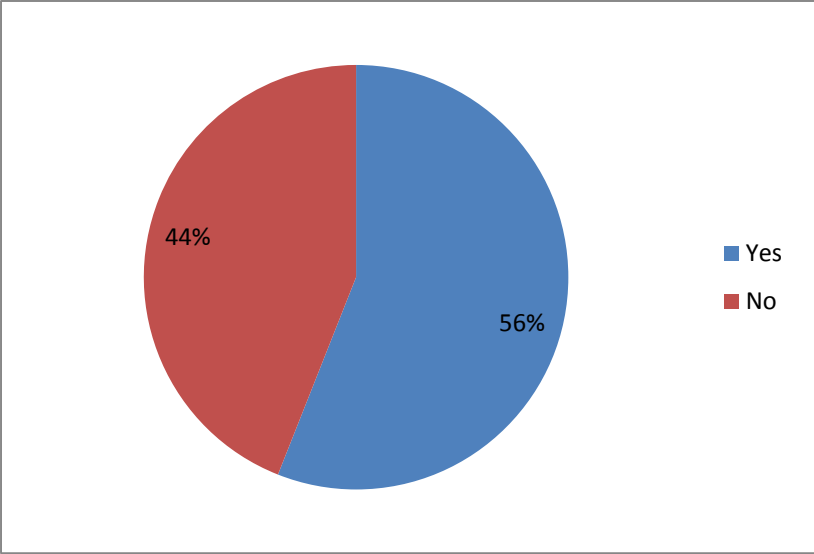
A very common question to see the ability of pupils to the point of ruining someone's reputation indirectly, 56% of pupils lived a very traumatic period based on lies that ruined completely their good reputation, they even mentioned the kind of demonstrative lies that caused panic to their families "romance relationships, crushing on someone, illness, smoking, doing drugs, speaking with strangers, planning on leaving the house, sharing inappropriate personal pictures, spreading gossips about their families" while 44% did not struggle with

This kind of behavior but they did mention the possibility of getting involved in this lies without them knowing.

Q5. Have you seen incidents of bullying behavior during your school years?

Yes ☐ No ☐

Table 7: School Bullying Incidents

Variable	Frequency	Percentage
	(n)	(%)
Choice		
Yes	121	88%
No	17	12%
Total	138	100%

Figure 7: School bullying incidents
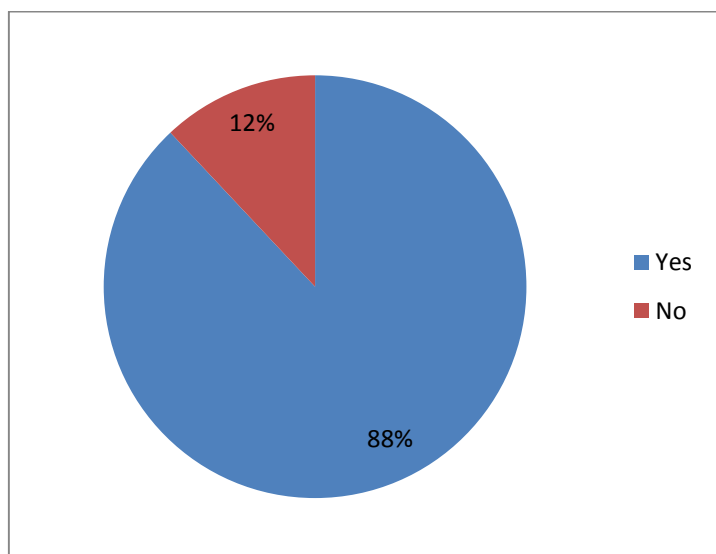
Real scenes of bullying at schools including physical or verbal violence, typical ways to hurt every single person with or without a reason, 88% of pupils said that bullying is a casual routine done every single day demonstrating actual incidents in front of them "slapping, throwing personal things, stealing for entraining, playing hide and seek to scare the victim, making a drama from nothing, making the victim the responsible for everything happening to him or her and even they mentioned a bullying scene of pupils bullying a teacher, throwing eggs on him, making fun of his cloths, insulting and cursing making his life a living hell to the extent of quitting his job however 12% of pupils, did not witness a bullying scene at school maybe in fear of getting involved in something they do not want to a be part of.

Q6. If so would you interfere and help the victim of bullying?

Yes ☐ No ☐

Table 8: Bystanders' intervention

Variable	Frequency	Percentage
	(n)	**(%)**
Choice		
Yes	91	66%
No	47	34%
Total	138	100%

Figure 8: Bystanders' interference
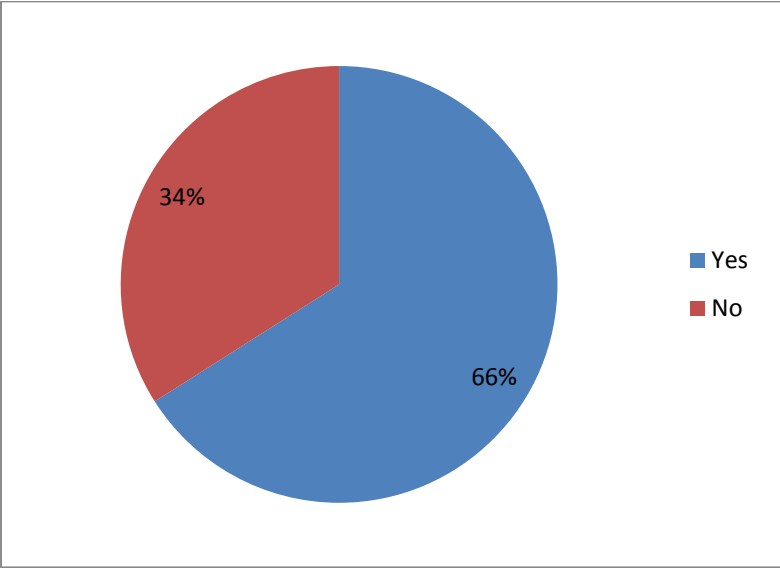
Speaking about bullying embrace a total of three basic components; the bullies, the victims and most importantly the role of the bystanders consisting of students, teachers and the whole school community defending, engaging, or hiding far way 66% of pupils considered themselves as a defending bystanders they even mentioned getting involved in an incident of a group of bullies harming a very calm person, they would help the victim no matter what the consequences but 34% of pupils said that they would never get involved in a bullying scene.

Q7. Have you ever been cyber-bullied? (When someone send you hurtful messages through cell phones or share your personal photos on the internet)

Yes [ ] No [ ]

Table 9: Sample Table showing Cyber-bullying victims

Variable	Frequency	Percentage
	(n)	(%)
Choice		
Yes	37	27%
No	101	73%
Total	138	100%

Figure 9: Cyber bullying victims
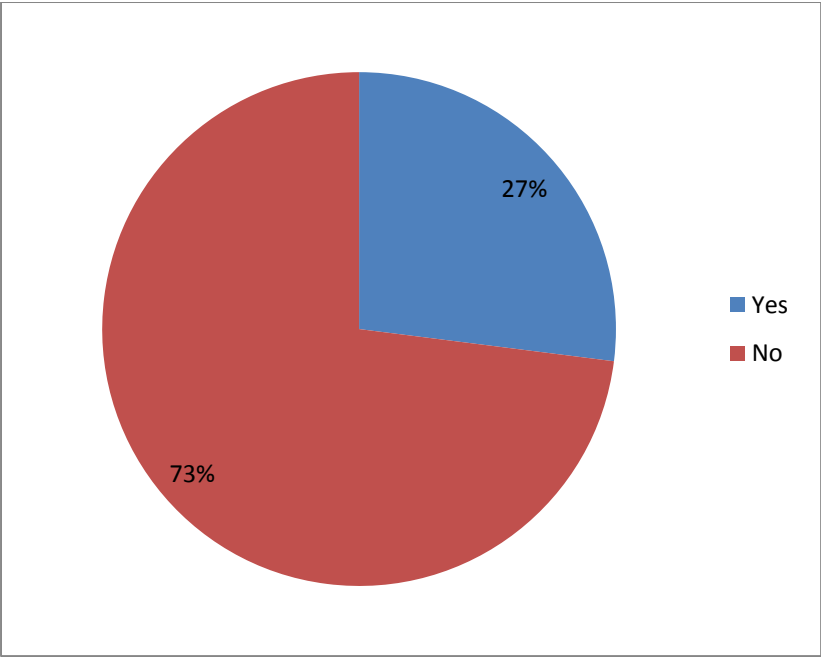
Cyber bullying appeared to be the most dangerous kind of bullying outside the school community, a new way to hurt and threaten someone using the internet just one click of a cell phone or any other tools is capable of destroying the pupils self esteem, after giving a brief definition of this new term 73% of pupils were not a victims of this issue however 27% of them were and still get cyber-bullied on Face book and Instgram and other platforms.

Q8. Have you bullied someone?

Yes ☐ No ☐

-If it is a yes what made you want to bully?

Table 10: Sample table showing Number of Bullies pupils

Variable	Frequency	Percentage
	(n)	**(%)**
Choice		
Yes	30	22%
No	108	78%
Total	138	100%

Figure 10: Bullies pupils proportion
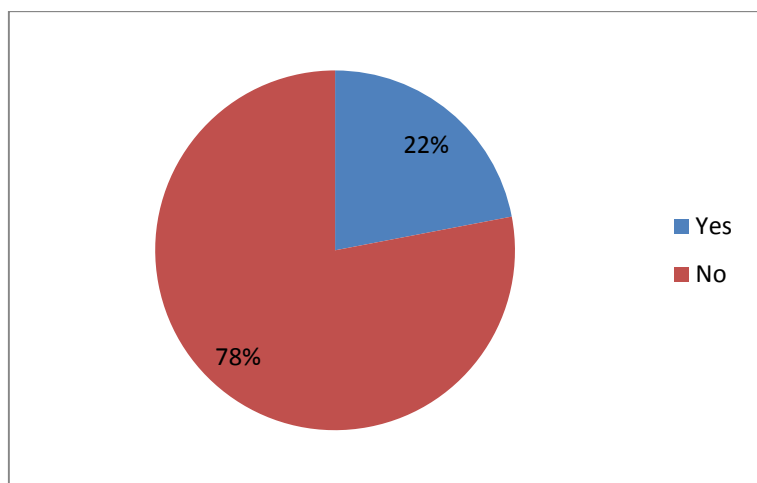
The interesting results of this question concerning the bullies number was quite catching with the answers given, 78% of pupils were not bullies and did nothing that suspected being a bully however 22% revealed normally being a bully with or without a reason the answer were quite surprising they said that it was a funny experience considered the victims as weak

persons just for joking "I hate this person so much I just search for the tiny bit of an excuse to beat him" " being a victim of bullying is not easy so why not taking a revenge" " I bullied a girl who refused to date me after hurting my feelings" " he acts like a girl playing on my nerves, an attention seeker he wants to be bullied so am the one taking care of him" " I wanted to feel that I had some power over something as simple as is am a tall and strong person so people at school were all I could control, I could not control what happened at home" " I enjoy seeing him miserable it is so funny " the answers were different from one pupil to another.

Q9. Why are some pupils bullies?

- I have no idea ☐
- They do it for entertainment and fun ☐
- They want to show power and control ☐

Table 11: Bullies characteristics

Variable	Frequency	Percentage
	(n)	**(%)**
Choice		
I have no idea	15	11%
They do it for entertainment and fun	31	22%
They want to show power and control	92	67%
Total	138	100%

Figure 11: Bullying Reasons
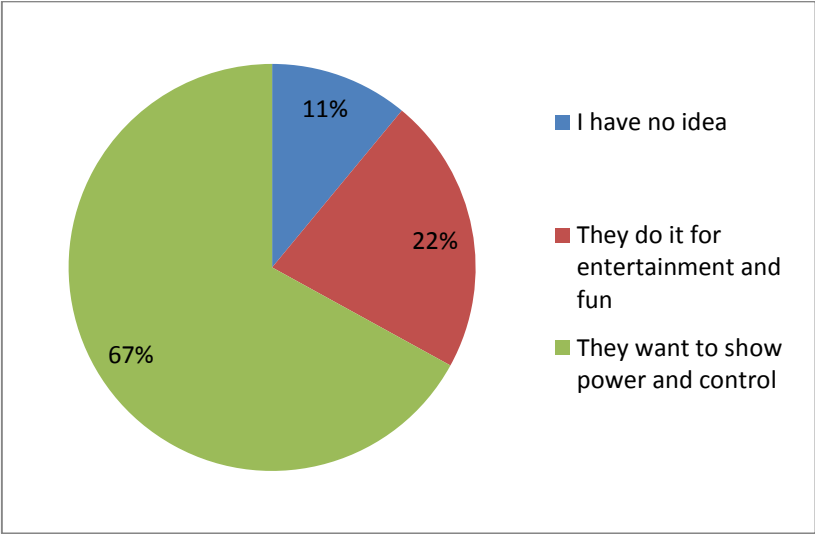
This question aims to know the characteristics of the bullies based on the pupils "victims/ non victims" or bystanders prospective, 11% had no idea on the bullies reasons behind his aggressive acts, 22% of pupils said that they do it for fun and entrainment being a victim laughing hard is their first reaction an entraining routine to kill boredom and enjoying the rest of the day in lieu of learning while the majority of 67% of pupils said that bullies want to show power and control, dominant, described as a vile monster " bullies are bullies because they want to feel better than someone, they put others down to lift themselves higher that is it".

Q10. Is bullying a topic discussed in your school on daily basis?

Yes [ ]   No [ ]

Table 12: Bullying as a major issue in schools

Variable	Frequency	Percentage
	(n)	(%)
Choice		
Yes	25	18%
No	113	82%
Total	138	100%

Figure 12: Bullying discussions in schools
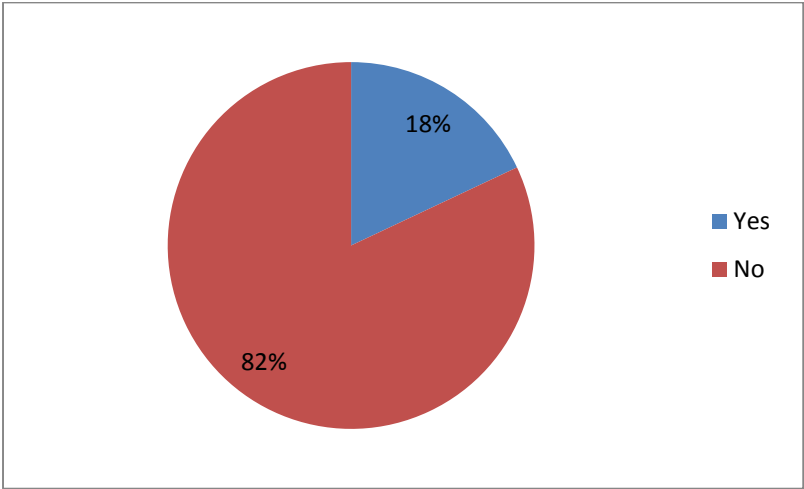
Bullying is a serious neglected problem especially in schools this question focuses directly on pupils knowledge about bullying and the school community awareness on giving a daily remind about this social issue as a head major topic discussed every single day 18% of pupils said that bullying is discussed in school every day, but the majority of 82% of pupils said that bullying is not discussed in schools even with the noticeable behavior of each pupil

interaction with one other this problem is not a phase, but a social issue that will damage the pupils educational route.

Q11. Who do you talk to when someone is bullying you?

- Teachers ☐
- Counsellor ☐
- Parents ☐
- Siblings ☐
- A close friend ☐

Table 13: Sample table showing whom the victims share his or her bullying experience.

Variable	Frequency	Percentage
	(n)	(%)
Choice		
Teachers	2	1%
Counsellor	3	2%
Parents	28	20%
Siblings	27	20%
A close friend	78	57%
Total	138	100%

Figure 13: Bullied pupils first support choice
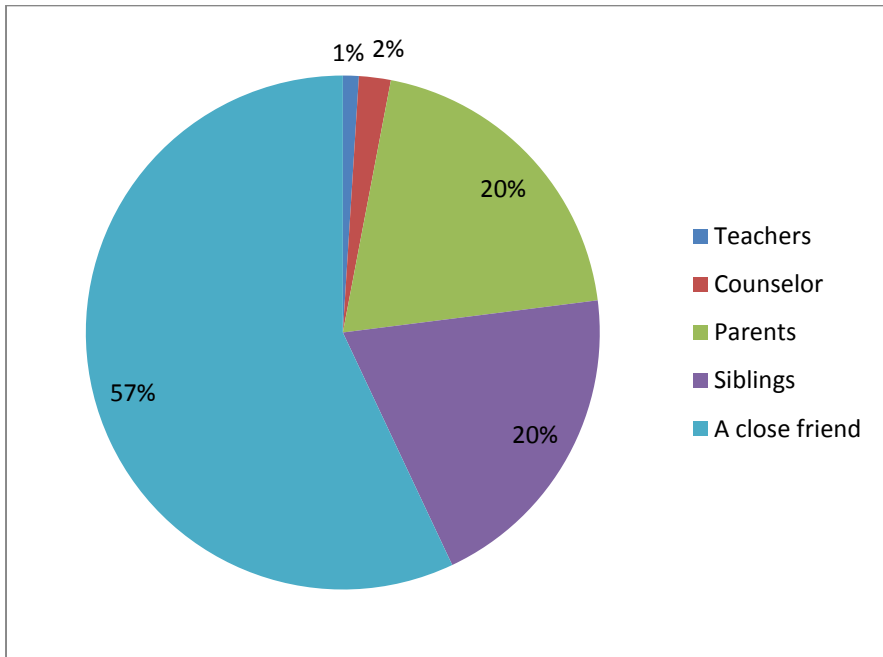
This questions enlightens the bullying victims first rescue about their problem, the minority of 1% said that the teachers would be the first ones to tell about their bullying problem,2% would get the counsellor involved and it is a small number considering the counselor as the first one who solve this kind of problems, 20% of pupils choose their parents and another 20% of pupils favours their siblings while the majority of 57% of pupils picked a close friend as the first nominee to tell and solve their problems together.

Q12. Do you think that bullying can affect your learning and academic performance?

Yes ☐ No ☐

-If it is a yes how?

Table 14: School bullying impact on pupils learning and school performance.

Variable	Frequency	Percentage
	(n)	**(%)**
Choice		
Yes	86	62%
No	52	38%
Total	138	100%

Figure 14: School bullying impact on pupils learning and school performance rate.
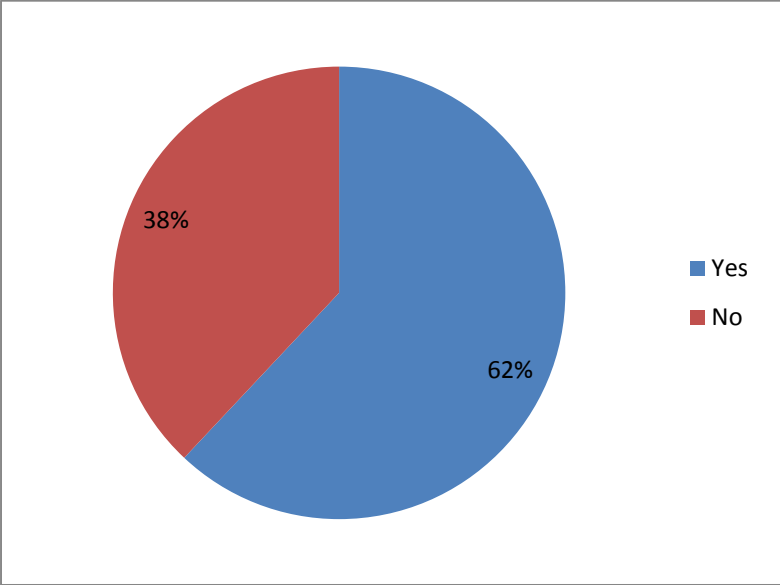
The most important question to know the high effects of school bullying on pupils learning development and performance in school, the majority of 62% said that this issue destroyed completely their peaceful enjoyable learning " I cannot participate they will look at me" "I cannot concentrate with the lesson remembering their hurtful words" " sitting alone in the

back row in the classroom will save me from the teachers eyes and the bullies remarks" " I cannot handle this on my own I want my old self back " " the teachers prefer high class pupils fully knowing their true self comparing us to them" " stuttering when speaking so it is easy to stay calm and sleep" " I cannot participate they will judge no matter what" " I get so shy so I rather keep my answer" " I am not going to be a doctor, me a doctor how funny" " if I have a choice to leave school for good I will take the chance" "we are labeled as low achievers I do not care" "they call me dumb so I am one" "who cares about grades when you are frequently exposed to bullying " " in exams he kept annoying me to give him my answers and the teacher accused me of cheating without fully knowing the truth, guess what he got a good mark" these acts will definitely damage the pupils capacity on engaging in a discussion inside and outside the classroom, a poor performance and mostly loosing completely interest in learning and developing their educational capacities, so here the teachers is the missing link, however 38% of pupils said that bullying will never mess with their education no matter what, " I can do it am fine it will pass" " let them bully me they will never be me" " I will not change for them it is my education am here to learn and make my parents proud of me" here their strong personality and confidence to carry one with their education plays an important role for them but speaking with them about their bullying experience will protect and help them in their future without leaving bad memories.

Q13. Are there any rules and policies implied to prevent bullying in your school?

Yes ☐ No ☐

Table 15: Sample table showing the Necessity of implying School bullying policies.

Variable	Frequency	Percentage
	(n)	**(%)**
Choice		
Yes	25	18%
No	113	82%
Total	138	100%

Figure 15: The necessity of School bullying prevention programs and policies.
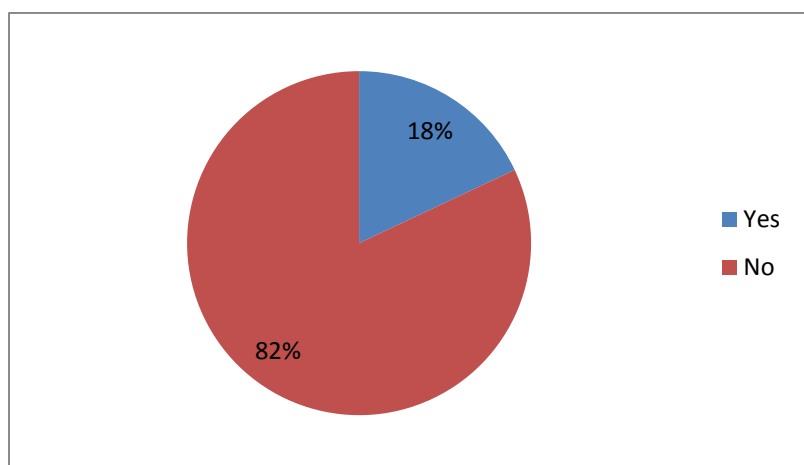
This question points about an anti-bullying policies taken to prevent all forms of bullying, 18% said that their school provides everything necessary to measure bullying however the majority of 82% of pupils revealed the truth that this problem is not taken into consideration, no rules, no policies, no prevention programs are implied against bullying to learn in a safe and secure environment.

Q14. Are you for making a law against bullying in the Algerian educational institutions?

Yes ☐ No ☐

Table 16: Sample table showing the extreme need of providing an Algerian anti-school bullying law

Variable	Frequency	Percentage
	(n)	**(%)**
Choice		
Yes	124	90%
No	14	10%
Total	138	100%

Figure 16: Providing an Algerian anti-school bullying law.
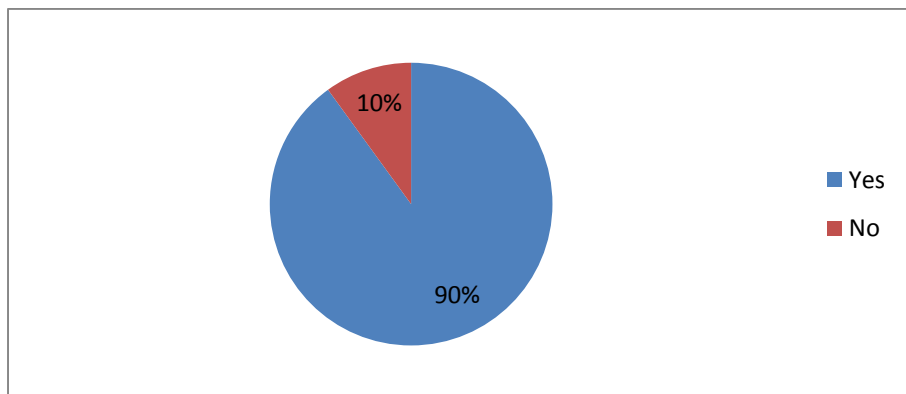
This question embraces the whole school bullying problem to be part of the school basic laws, the majority of 90% of pupils were for making a law in the Algerian schools against bullying and focusing on the pupils' safety and well being while 10% of pupils were against making a

law this portion of pupils were actually bullies so making an anti school bullying will distress and enable them to continue their bullying adventure.

5. Teachers' Interview Analysis

The interview was done with only 3 teachers due to their time of teaching session allowing just a ten minute break. Receiving answers through email of the three questions from another teacher due to the current covid-19 situation.

Q1: What do you think about bullying at schools?

Teacher 1 answer: as a teacher who is considered the role model of his pupils school bullying is an inappropriate act not taking seriously in our country, a hard thing facing the learning process creating a chaos inside and outside the classroom and this issue differs completely from one school to another and the process given to deal with school bullying, am 100% against bullying in schools but unfortunately we do not blame the pupils behavior but the whole school community is responsible for letting this problem increasing day by day giving you just an example of many , I expelled a pupil from the classroom due to his constant inappropriate remarks so I sent him to the school administration to take care of his behavior but the surprise was I got blamed for sending him there instead of dealing with the problem myself as a teacher of course I will help him but the problem got out of my hand with his impulsive behavior with me and his classmates

Q2: How to deal with this social issue?

Teacher 2 answer : school bullying can affect the whole entourage of the school effecting the lesson fluidity so instead of giving knowledge for pupils a pair of bullies will destruct this process I blame the school administration for not making laws and policies against bullies, calling parents for one act on daily basis will definitely minimize the bullying issue he will

fear getting suspended for a whole week or two but the school administration prohibits calling parents for a silly problem such as joking around with an excuse of take it easy well this silly problem will damage his or her self esteem so we need a law to prevent school bullying **.**

Q3: Do you take into consideration the unusual weird behavior of pupils like the lack of participation, overwhelming panic, the fear of being the center of attention do you ask him or her reason behind their acts?

Teacher 3 answer: Yes, I do. Almost every class suffers from this phenomenon .The very first thing the teachers should have is the awareness about bullying. There are teachers who don't know which of their students are bullied, and there are also those who don't give the issue much importance.

Q4: What is your role as a teacher in tackling school bullying?

Teacher 4 answers: I created a scientific club, for writing, singing, theatre, and many other activities with a school magazine too under my authorship, supervision and correction.
Yet, the biggest reason why I did so is to get students busy at something productive. I wanted their discussion when they're in break time to be about the club, and what to do on Saturday with our English teacher. I even started to hear that there competing about which student will surprise me most and which one will be my favorite. At least that's how they put it. Imagine the energy our students have, when you, as a teacher, succeed to direct it and help them pour it into something noble and positive. That's my view to fixing bullying at schools. I prefer to act and do something about rather than sit behind desks and just talk, as many do. Get them busy, keep them thinking, keep them learning.

Q5: How does school bullying affect the pupils' learning and academic performance?

Teacher 4 answer: very interesting question, it affects their learning capacities and academic performance in a way that bullied students will not feel at ease enough to chose what they are truly good at simply because they did not have the psychological freedom to do so. Besides, if they did they cannot focus enough on their learning process, what I want to say is that suffering from that fact they are bullied. Psychological violation leads to eternal complexes not only one one's learning development and academic careers but also on their life process as whole and all their social life.

Q6: What are the basic solutions to stomp out school bullying?

Teacher 4 answer: Bullying is not just a school phenomenon. It's a problem of a whole society. It takes place even within the same family between brothers and sisters. The best solution, so far, is to talk about it with students, discuss it, try to involve students themselves in finding solutions for bullying at school. This way, more awareness will be raised among students. Another effective solution which unfortunately almost vanished in nowadays schools is Clubs. The importance of cultural, musical, and scientific clubs is that we'll have more students who will discover their real potential and many other talents. Thus, almost every student will be good at something and will automatically feel proud of him/herself, and once you're proud of being good at something, bullying is far from taking place.

6. Classroom Observation

6.1. The Process

The observation is a useful tool of investigation to engage in depth study to maintain a direct fluid touch with the participants; we used a grid for taking notes about everything concerning the participants' behaviour in the classroom to gather well-grounded data.

6.1.1 The Observation Grid n° 1

Pupils' Grade: second year

Pupils' Number: 34

The First Session on February 25th 2020 from 11:00 pm to 11:20

Pupils' behaviour	Pupils' characteristics	The Teacher acts
▪ Joking around to make others laugh ▪ Throwing weird glances ▪ Giving the teacher attitudes ▪ Talking without stopping ▪ Making fun of other pupils like a normal thing ▪ Inappropriate cell phone usage	▪ Impulsive ▪ Care free ▪ Hyperactive ▪ Disrespectful ▪ Arrogant ▪ Negligent	▪ Encouraging pupils to participate ▪ Repeating the explanation of the lesson even though some particular pupils were joking around ▪ Responsive ▪ Creating a friendly atmosphere inside the classroom

1. Participants' 1st classroom observation

After being welcomed by the physics teacher and introducing the whole process of the research study and purpose, asking specific questions and detecting everything verbal and non verbal expressions and observing the interaction of the participants and also the teacher way of dealing with the learners, sitting in front of them and presenting our topic to obtain basic insights, without recording but instead taking notes respecting the teacher and the pupils

privacy. Based on the observing method the pupils of this classroom were hyperactive, there is no interaction between the classmates but a minority of them throwing remarks to joke around, 5 to 7 pupils were being disrespectful in a provocative way however the teacher was kind and helping them with the lesson without disciplining them keeping the lesson process smoothly going.

6.1.2. The Observation Grid n°2

Pupils' Grade: second year

Pupils' Number: 9

The Second Session on February 26th from 9:00 pm to 9:20

Pupils' behaviour	Pupils' characteristics	The Teacher acts
▪ Attentive ▪ Responsive ▪ Being respectful ▪ Being responsible ▪ Participating	▪ Quite ▪ Active ▪ Polite ▪ Well mannered	▪ Helping pupils with the lesson ▪ Encouraging them to participate without fearing ▪ Giving them a break to relax ▪ Giving them side advice

2. Participants' 2nd classroom observation

This pupils classroom were specifically a calm one getting welcomed by the teacher and also the pupils, they were well mannered and encouraging one other to answer the teachers question, they were interested in the topic of bullying and actually telling real incidents that

happened in this secondary school, mentioning a typical famous known to be "the bullies classroom", they were responsive and respectful toward the teacher.

6.1.3. The Observation Grid n°3

Pupils' Grade: second year

Pupils' Number: 19

The Third Session on February 26th 2020 from 9:30 to 9:55

Pupils' behaviour	Pupils' characteristics	The Teacher acts
▪ Side conversation	Impulsive	Consistent
▪ Sniping silent remarks	Disrespectful	Respectful
▪ Inappropriate cell phone usage		
▪ Silent misbehaving		
▪ Lack of participation		
▪ Showing power over someone		
▪ Teasing and destructing others.		
▪ Mistreating someone with an		

3. Participants' 3rd classroom observation

During the third observation session, ten minutes with the teacher presence to introduce the whole research study purpose, a permission to enter with a warm welcoming without recording respecting the teachers and pupils privacy, pupils were silently talking and throwing remarks from time to time, then the teacher left the classroom the pupils start to answer the questionnaire and distracting others from telling the truth about a bullying experience "are you seriously going to tell her" "wow you are living the role of a victim of bullying" this specific person was a girl destructed from other boys and girls not letting her answer peacefully and suddenly a threatening action happened with the girl by a boy "do not use this tone with me I will hit you believe me" after the girl revealed that she was bullied frequently using a sad tone " this school is full of bullying incidents they will not tell you the truth take it from me am a bullied person same usual laughing around not caring about a broken heart behind".

6.1.4. The Observation Grid n°4

Pupils' Grade: second year

Pupils' Number: 26

The Third Session on February 26th 2020 from 10 to 10:30

Pupils' behaviour	Pupils' characteristics
Engaging in the discussion and asking questions with a good attendance.	Calm, well mannered
	Alert, respectful
Participating without fear	Spontaneous
Interested in the topic, interaction	Persistent

4. Participants' 4th classroom observation

The forth observation method was interesting getting involved with a discussion with the pupils after the teachers permission to present the topic and discuss it with them, we asked participants questions about their knowledge concerning school bullying and revealing real incidents before answering the questionnaire, they were persistent on knowing whether or not their names will be mentioned here in the questionnaire and the research study work after getting a no as an answer everything changed. The whole process was smoothly proceeding with their responsive way of this interesting topic, and the majority of them were bullied victims "I am a victim of cyber bullying" " this school is the source of school bullying believe me you will not get the true answers from them they fear getting troubled outside school" " there is one specific classroom known to be the bullies base" " to be truthful there are pupils who want attention and they are the reason of getting bullied" " I was a victim of bullying" " getting bullied is a tiring experience that truly affect my learning capacity"

6.1.5. The Observation Grid n°5

Pupils' Grade: second year

P**upils' Number:** 24

The Third Session on February 26th 2020 from 11 to 11:20

Pupils' behaviour	Pupils' characteristics
Laughing about a person like a normal thing	Impulsive
	Careless
Not caring about their surrounding	Bold
Cursing	Spontaneous in a different way

5. Participants' 5th classroom observation

The fifth observation happened with a responsive pupils in a bold way laughing around and disrespecting others joking "answer them you are fat" they were addressing bullying like a normal thing doing it to kill time inside school.

Unfortunately, the sixth observation method was impossible to do respecting the teacher's decision due to the time of the lesson session.

7. Discussion of the Findings

7.1. Pupils' Questionnaire

Found on the results done using a pupils' questionnaire to gather data about school bullying among second year Ibn-Rostom secondary school pupils, in Tiaret the major city in Algeria, in order to have a general idea about school bullying roots in Algerian schools, the totality of pupils are well aware with school bullying being a menace threatening the school safety, a high percentage of pupils are suffering from school bullying and considering this dangerous issue as an unacceptable act and being bullied on daily basis, knowing that the majority of pupils being real victims of bullying is frightening the whole school community.

School bullying either verbally or physically, indirect or online can damage the pupils self esteem and education, being paranoid every day from the extreme excess of being the major target all the time as presented in the tables

The first question given, revealed a scale of 94% of pupils considered school bullying unacceptable and an awful venture, this question proved that pupils viewed school bullying as a threat and not only a simple interaction between pupils, the rest were bullies addressed school bullying as a teenage phase, returning to early times where bullying was just a normal synergy that lead to increase growth of bullying danger through the years.

We interpreted the results of our research study based on the pupils answers, revealing a larger number of pupils who suffered from verbal emotional bullying 51% were considered

targets of this kind of bullying mentioned in table 4, as the most common type of school bullying, being humiliated verbally without clear reasons, race, skin color, body image and most importantly in Algeria the ethnic groups for simply being mzab , Tamazight and even Arab bullying each other for this natural difference, throwing hurtful words, curses, inappropriate words in front of everyone to show off, cruel and wounding words can harm pupils touching and affecting their peaceful mind straightforwardly, however when talking about physical bullying among teenagers can be deep and extremely dangerous in the results as presented in table 5, the majority did not receive any kind of physical treatment but getting verbally abused, this type of bullies feel more liberated with emotionally harming others, they prefer this type instead of a physical touch, still on the other way a number to be considered a valid scale from the whole number of pupils, did receive a physical acts during their school year, like slapping, hitting, tripping to the extreme point of leaving someone bleeding, physical bullying is not only an evidence of being mistreated openly but passing to a third level stage of using brutality can be considered a criminal act punished by law.

The results as presented in table 6 showing 56% of pupils were indirectly target of bullying when it comes to spreading false rumor about someone to a whole new level of ruining someone's reputation, spreading lies and gossips everywhere based on the bullies words, spreading false rumours is typically considered as a hidden act primary an indirect behaviour from social bullying, this kind of manner can be disguised and out of the sight but the serious sequel can be fully damaging and having difficulties to handle this kind of treatment alone.

 Investigating School bullying incidents seen by pupils being a victim, bully or bystanders in table 7 shows a scale of 88% of pupils stated witnessing real incidents of bullying in school including both physical and verbal aggression demonstrating real incidents "slapping, throwing personal things, stealing for entraining, playing hide and seek to scare the victim,

making a drama from nothing, making the victim the responsible for everything happening to him or her, however comparing to the rest it is a large gap in between so for them keeping silent is the best solution unbiased. Moving to the main element of change the bystander; interfering or keeping in the dark, in table 8, 66% of pupils were part of this community getting involved in helping the victim not caring about the consequences no matter what happened the others refused to be part of defending a victim of a bullying act that not concerned him or her in any way possible they mentioned in a statement "he is not my friend I do not know him" in fear of being the next target or disliking the victim " I hate him though let him suffer" .In general the bystander play an important role in changing the whole concept of school bullying helping not participating but keeping silent without even reporting the scene can truly leave the person red-handed.

Passing to another type of bullying which is cyber-bullying called the internet use bullying, after explain the unfamiliar word to pupils the majority were well aware of this kind of treatment, the majority did not experience any kind of hurt when it comes of using the internet as a tool, from the answers given a minority were actually victims of this type of bullying they did not want to reveal the kind of getting cyber-bullied and rather keeping it a secret between themselves to avoid extra problems illustrating "the most terrible experience of their whole life" and notably respecting the pupils true feelings and privacy. From this point cyber bullying is a horrible experience for them telling from the point of not telling or even mentioning a detail of what kind the violence were touched is remarkably noted as a terrible threatening experience using only a device that plays such an important inner role in changing a life completely and entering in a threatening toxicity.

Shedding lights on the bully being the main role in the circle of bullying, when mentioning this question of whether being a bully or not the results were actually interesting because when talking about this sensitive topic regarding of who is behind bullying, no one

will expose himself or herself being a bully let knowing his or her acts however the results presented fully on table 10, a minority of 22% revealed being bullies giving surprising answers mentioned in the results sections in the justification column are quite surprising from beating the person because of hate, revenge for being a victim of bullying or simply hating rejection well the bully refuse something called rejection, enjoy laughing over someone's pain, surfing from family problems, an entraining experience, being bullied before, considered the victims as the responsible for their acts, dominant persons that preys on unsuspecting people, considered school a safe environment for them. The main reasons behind bullying differs from one person to another, different circumstances and places, giving a variety of choices to detect the causes of bullying from each side, the bully is impulsive in nature based on the table 11, a scale of 67% state that bullies are deliberately aggressive showing power oven someone else, picking on one person to ridicule him or her and creating his or her own kingdom using force, or even taking their acts as an entraining adventure, envy, anger, jealousy and maintaining a popular spot.

Concerning the most interesting issue, school bullying as a main topic discussed in schools, depending on the results in table 12, most of pupils revealed that this social issue is not taking seriously and never been such a worldwide sensitive topic is surely destructing pupils self-esteem and education the necessity to introduce this topic and letting pupils learn the severity of school bullying to reduce and raise awareness among teenagers, let them know.

Getting bullied frequently without telling or reporting the incidents can affect the pupils' sense of security, at least getting a needed help will reduce the effects; most pupils of 57% showed in table 13 that telling a close friend about their problems is the best solution, telling without getting criticized, a minority of 40% preferred trusting their siblings and parents, however absorbing the interesting results concerning mainly the counselor is quite surprising, the role of school counsellor can make a huge difference in keeping a safe environment

considering it as his or her main work in gaining pupils faith and assurance so knowing the majority of them noting on the questionnaire sheets "I will never say a word to a counselor, let alone a teacher" " aside from the list not telling is the best solution" same goes to the role of teachers in helping his or her pupils when noticing just a weird change, counselors must keep the focus on victims and every person surrounding the victim from the bullies, teachers and the whole school community.

Down to the most awaited question, the effects of school bullying on pupils learning capacities and performance, relying on the results 62% declared getting influenced by school bullying and failing school, from anxiety, self depressed to hating completely a word called "learning", lack of participation, sleeping or daydreaming during the lesson, sudden panic attacks, unusual careless attitudes, getting detention, repetitive absence, hating school, failing tests and exams, continuous self blaming, afraid of getting involved with their bullies these acts will definitely ruin their capacities in studying and succeeding in the future so handling the situation before it is too late and out of control will at least reduce the possibility of breaking pupils down completely and forever. however the other section of pupils described themselves confident in taking care the situations of bullying praising themselves on daily basis, working hard to pass this toxic phase and fighting the bullies barriers for a brightening future.

Working on preventing school bullying obliged several school policies, rules and prevention programs to create an anti-school bullying plans to tackle this issue and keep in touch all essential needed to raise awareness in the whole school community, not only the topic of school bullying is not discussed in Algerian school let alone creating an anti-school bullying prevention program, the majority expressed their concerns about this issue not getting serious attentions in their school to have a steady milieu to learn peacefully.

Algerian schools need to take into consideration the severity of school bullying, pupils need to feel safe where learning is their purpose, the majority of pupils are for making an anti-school bullying law against bullies acts, the rest this population, when reading the answers of the questionnaire this category of pupils were against making this law because being bullies themselves will for sure end their harmful acts, afraid of getting reported to the school administration, talking about this topic on daily basis and creating an effective anti-bullying guidelines will reduce school bullying by building a healing environment where bullying is not permitted.

7.2. Teachers' Interview:

While gathering data concerning teacher's interview the same problem is addressed, the lack of knowledge concerning school bullying, teachers were blaming the whole school community for not making school bullying a major concern, after analyzing the questionnaire pupils were blaming not only the school stuff but also teachers, teachers defend themselves by expressing their way into making their possible to create a peaceful environment inside the classroom making them love and appreciate learning by engaging into creative activities.

7.3. Classroom Observation

During the classroom observation pupils were actually quite different from their answers, revealing simply real incidents of school bullying without fear, observing attitudes of detecting at least two or three bullies by their acts and eye contact, from noticing victims and even getting a declaration of still being a victim, not only one but approximately fifteen In general, their acts with a teacher were quite astonishing even with their classmates, in the third greed the absence of the teacher made a change of behavior, they were bullying each other normally and joking around like nothing happened, same attitudes goes to the fifth classroom observation greed, in the fourth classroom observation greed expressing and

voicing real school incident effects on them and their studies was a brave move different perspectives that revealed the high effect of bullying on the school learning balance and threatening their future educational process.

This practical chapter reveals that school bullying is deliberately intruding Algerian schools and seriously building a dangerous neglected territory threatening bullied pupils learning and academic environment all based on the data gathered, pupils are suffering from this social issue. the totality of pupils are getting bullied either directly, indirectly or online affecting their education and creating a toxic and unhealthy environment that affects eternally the pupils well-being and learning path, schools need to take this problem seriously as soon as possible by establishing an effective school anti-bullying measures in order to guarantee the pupils learning space.

Conclusion

Bullying in schools is a common problem. a trendy topic all around the world, a wrong act that can cost a life of an innocent pupil within and around schools, there are certainly multiple cases of pupils being the victims of school bullying, a realty to face and a problem to solve. Most of the researchers tackle school bullying as a most disguised threat that can haunt pupils, families, and the whole school community. Therefore, strategies like school policies, campaigns and prevention programs are useful to put an end to school bullying, because whether the society accept it or not, bullying is a stumbling block that breathe in schools and has its own impact on pupils welfare and education.

This research study was a process of addressing school bullying in Algerian schools, a threatening issue among pupils affecting their learning and academic achievement. The research was divided into three sections in total. The first chapter gave a global overview about the history of bullying and its types, introducing the bullying triangle, the bully, victim and bystanders mentioning their features following the main causes and effects of school bullying based on previous research studies. The second chapter represented a theoretical part discussing school bullying in Algeria from realities and facts to solution proposed to help pupils and the whole school community dealing with this social issue. The third chapter discussed the setting were the research study was part of, analysing the data gathered throughout the three instruments of investigation: a pupils' questionnaire, teachers' interview and a classroom observation. Then, we ended up by discussing and interpreting the main findings.

The results of the study confirmed our two main hypotheses that school bullying is solely affecting the victims threatening their learning and education. On the other hand, the Algerian schools are not taking school bullying seriously, failing to put an end to school bullying, as

they do not have clear anti-bullying strategies, and they do not even raise awareness about this social issue.

Suggestions and Recommendations

Based and influenced by the theoretical part of the dissertation and the results of the triple use of pupils' Questionnaire, teachers' interview and classroom observation, here are some standing points gathered to stand up against school bullying for the whole school community, parents and social services:

- To imply an anti-bullying program will facilitate the process of dealing with school bullying incidents, rules, policies and basic disciplines.

- Teaching pupils the necessity of socialization and having an enjoyable atmosphere inside the school territory.

- To let pupils know that school bullying is not acceptable and to make them concentrate only on their education and future achievement.

- To let pupils get sessions of counselling, here the counsellor plays an important rule when a pupil is bullied.

- To involve all the actors of society including teachers, parents and social services to handle school bullying.

- Following solid educational strategies to address bullying in daily basis.

- Teachers and administrators need to be conscious of all acts of violence whether physically or verbally and immediately intervene.

- Submitting strict rules against bullies by involving the bully and the bullied parents.

- Carrying out awareness campaigns to fight this social neglected issue will set a reminder that every single bullying incident is prohibited.

Appendices

Appendix A

Pupils' Questionnaire

Dear pupils,

We are master two students majoring English at Ibn Khaldoun university of Tiaret, Algeria, working on our dissertation, exploring and gathering enough information about school bullying in Algerian schools, and detecting the effect of this act on pupils schooling environment. Thank you so much in advance for your help, so you are welcome to answer these questions, read carefully and ask questions if you struggle with anything.

تلاميذنا الأعزاء،

نحن بصفتنا طلاب في جامعة ابن خلدون، تخصص لغة انجليزية نعمل على أطروحتنا لاستكشاف و جمع معلومات كافية حول التنمر في المدارس الجزائرية، و الكشف عن تأثير هذا الفعل على البيئة التعليمية للتلاميذ. نشكركم مقدما جزيل الشكر على مساعدتكم، لذا نحن نرحب بكم للإجابة على هذه الأسئلة إذا وجدتم أي صعوبات بإمكانكم الاستفسار عن أي شيء.

Bullying at school is an act of using power over someone, hurt, harm and humiliate others either physically including pushing, shoving, hitting and kicking or verbally by teasing, insulting and calling others awful names.

التنمر في المدرسة هو فعل يتم فيه استخدام القوة على شخص ما، إيذاء، إلحاق الضرر و إهانة الآخرين إما جسديا بما في ذلك الدفع عمدا، الضرب و الركل أو لفظيا عن طريق الإغاظة ، الإهانة و نعت الآخرين بألفاظ و أسماء مروعة و غير لائقة.

Gender: Male (ذكر) ☐ **Female (أنثى)** ☐

Age ☐ **level (المستوى الدراسي)** ☐

Please take your time and answer the following questions truthfully:

1-Is bullying acceptable?   Yes ☐   No ☐

هل التنمر عمل مقبول؟

2-Have you ever been verbally or emotionally hurt in any way? (Teased or humiliated by

others) Yes ☐   No ☐

هل سبق لك أن تعرضت للأذى لفظيا أو عاطفيا بأي شكل من الأشكال؟(تعرضت للسخرية والإهانة من طرف الآخرين)

-If it is a yes justify by whom?   إذا كانت إجابتك بنعم برر من قام بأذيتك؟

………………………………………………………………………….………

………………………………………………………………….....................

3-During your school years have you been physically hurt in any way (been pushed, shoved

or tripped by someone on purpose)?

خلال سنوات دراستك هل تعرضت لأذى جسدي بأي شكل من الأشكال؟ (قيام شخص ما بدفعك أو كان السبب وراء تعثرك

عن قصد)   Yes ☐   No ☐

-If it is a yes how?

…………………………………………………………………………………

………………………………………………………………….....................

4- Has someone spread false rumors about you? Yes ☐   No ☐

هل نشر شخص ما شائعات لا صحة لها عنك؟

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5-Have you seen incidents of bullying behavior during your school years?

هل شاهدت من قبل حوادث تنمر في مدرستك؟   Yes ☐   No ☐

6-If so would you interfere and help the victim of bullying?   Yes ☐   No ☐

إذا كان الأمر كذلك هل تتدخل و تساعد ضحية التنمر؟

7-Have you ever been cyber- bullied? (when someone send you hurtful messages through cell

phones or share your personal photos on the internet) Yes ☐   No ☐

هل سبق أن تعرضت للتنمر الالكتروني؟ (عندما يرسل لك شخص ما رسائل مؤذية عبر الهواتف النقالة أو

يشارك صورك الشخصية عبر الانترنت)

8-Have you bullied someone?   Yes ☐   No ☐

هل قمت بالتنمر على شخص أخر؟

-If it is a yes what made you want to bully? إذا نعم لماذا قمت بالتنمر؟

…………………………………………………………………………………………….………

………………………………………………………………………………………………….

9- Why are some pupils bullies?

لماذا بعض التلاميذ متنمرين؟

- I have no idea ☐

- They do it for entertainment and fun ☐

  يفعلون ذلك للترفيه والتسلية

- They want to show power and control ☐

  يريدون إظهار القوة و السيطرة

10-Is bullying a topic discussed in your school on daily basis? Yes ☐   No ☐

هل يتم مناقشة موضوع التنمر في مدرستك يوميا؟

11-Who do you talk to when someone is bullying you?

مع من تتحدث عند تعرضك للتنمر؟

- Teachers ☐
- Counsellor (مستشار التوجيه) ☐
- parents ☐
- Siblings (الإخوة) ☐
- A close friend ☐

12-Do you think that bullying can affect your learning and academic performance?

Yes ☐ No ☐

هل تعتقد أن التنمر قد يؤثر على تعليمك ومسارك الدراسي؟

-If it is yes how?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

13- Are there any rules and policies implied to prevent bullying in your school?

هل هناك أي قواعد و سياسات متبعة في مدرستك لمنع التنمر؟   Yes ☐ No ☐

14-Are you for making a law against bullying in the Algerian educational institutions?

هل أنت مع وضع قانون ضد التنمر في المؤسسات التربوية في الجزائر؟   Yes ☐ No ☐

You can answer in Arabic.

يمكنك الإجابة باللغة العربية.

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Teachers' Interview

Students: good morning sir and madam

Teacher: good morning welcome

Students : we are a master two students in didactics and we are conducting a research on school bullying impact on pupils learning development at Ibn- Rostom secondary school, we will be grateful if you accept being part of our study, and answer these question to collect enough information to treat this social issue.

Question 1: What do you think about bullying at schools?

Teacher 1:

…………………………………………………………………………………..………

…………………………………………………………………………………………..

Question 2: How to deal with this social issue?

Teacher 2:

…………………………………………………………………………………………

…………………………………………………………………………………………

Question 3: Do you take into consideration the unusual weird behavior of pupils like the lack of participation, overwhelming panic, the fear of being the center of attention do you ask him or her reason behind their acts?

Teacher 3:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Question 4

What is your role as a teacher in tackling school bullying?

Question 5

How does school bullying affect the pupils' learning and academic performance?

Question 6

What are the basic solutions to stomp out school bullying?

The last three questions were not interviewed due to the current covid-19 situations so we did our best to contact teachers of this secondary school through email but one English teacher gave us his full intention to answer the last three questions.

Appendix C

Classroom Observation Grid

Pupils' behaviour	Pupils' characteristics	The Teacher acts

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Summary

The main objective of this research study aims to explore the effects of school bullying on pupils learning development and coming up with adequate solutions to tackle it. This study is motivated by two research questions hypothesized that school bullying is solely affecting victims only, having difficulties dealing with school performance commonly increasing in the Algerian schools. Thus, data were collected using pupils' questionnaire, teachers' interview along side with a classroom observation in order to confirm the hypotheses. Based on the findings, helpful recommendations were provided to stomp out bullying from schools.Implying an anti-bullying program, remains the most effective solution, which has to be included in the Algerian school system, in close collaboration with all the actors of society.
Key words: school bullying, victims, effects of school bullying.

Résumé

L'objectif de La présente étude est de mettre la lumière sur l'harcèlement scolaire ainsi que ses effets néfastes sur le développement scolaire des élèves et de trouver les solutions adéquates pour le combattre. Cette étude est accès sur deux questions de recherche qui résulte en finale l'hypothèse que l'harcèlement scolaire ne touche que les victimes, ayant des difficultés à gérer les performances scolaires, qui ne cessent d'augmenter dans les écoles algériennes. Les donnés de cette étude on été collecté par le biais d'un questionnaire d'élèves, suivi par des périodes d'observation en parallèle un entretien a eu lieu avec des enseignants sur le même sujet afin de confirmer l'hypothèse. Basé sue les résultats obtenue des recommandations ont été adresse afin de mener une action préventive contre ce phénomène. Prévoir un programme d'action intégré dans le système scolaire algérien en collaboration étroite avec tous les acteurs de la société.

Mot clé: harcèlement scolaire, victime, les effets de l'harcèlement scolaire.

ملخص

إن الهدف من هذه الدراسة هو تسليط الضوء وجذب الانتباه حول التنمر المدرسي و آثاره الضارة على تطوير وتعليم وأداء التلاميذ في مدارسهم.وإيجاد الحلول المناسبة لمكافحته ، هذه الدراسة تمحورت حول سؤالين بحثيين يقودوننا إلى نتيجة فرضية أن التنمر المدرسي يؤثر فقط على التلاميذ الضحايا الذي يستمر في الزيادة في المدارس الجزائرية ،تم جمع البيانات بواسطة استفسار قدم للتلاميذ, و قد رافق هذا العمل فترات ملاحظة, بالإضافة إلى مقابلة تمت مع معلمين حول نفس الموضوع من اجل تأكيد الفرضيات.و بناء على النتائج المتحصل عليها تم تقديم توصيات إلى كل من المعلمين والتلاميذ و أوليائهم من أجل اتخاذ إجراءات وقائية ضد هذه الظاهرة. يبقى تحديد الطريقة الأكثر فعالية لمحاربة هذه الظاهرة هي إعداد و توفير برنامج عمل يتم دمجه و اعتماده في النظام المدرسي الجزائري بالتعاون الوثيق مع جميع الجهات المختصة.

الكلمات الدالة: التنمر المدرسي، الضحايا، أثار التنمر المدرسي.