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Unhealthy Psychological Atmosphere of School Bullying and It's Impact on The Learners Learning

Case Study**:** 4th Year Middle school Pupils -Bakr ibn hammad- Tiaret

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for Master Degree in Didactics

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Dedication

*first of all, the mighty and honest thanks to **Allah** who enlightened our path*

gave us the strength to accomplish this work

"My decent family"

I would like to thank my precious mother for her support since the day I was born

i feel grateful for her advice and encouragement

no words can express the deeper feelings inside my heart towards my mother

More gratitude to my beloved father

who took care of us

kept our bed warm and sacrificed for us

"To everyone"

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

To all the department of English language in Tiaret

*To our beloved teacher **Mrs. LAKHDAR TOUMI Asma***

*To the best teacher **Mr. BOUZOUINA Ahmed***

*To all my friends **Khaled, Amine, Reda,***

*To **Fethi** my best adorable mate*

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

*I **Love** you all*

.....

...

Rafik.

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Abstract

The aim behind this present dissertation is to precisely determine the impact of school bullying on the psychological learning atmosphere, starting with a review of literature mentioning definitions, types, modes and diving deeper into the issue to better understand school bullying taking into consideration the previous research studies to come up with the best solutions, going deeper concerning second chapter discussing bullying, as many pupils identified being a victim of school bullying to be the most significant barrier to learning, since worry, fear, and intimidation slow down some learners' learning and cause them to dislike and see school adversely. Therefore, this research is assigned to investigate school bullying impact and come up with the best solution to eradicate this issue.

Keywords : school bullying, psychological atmosphere, education, effects, victims,

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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 is a massive phenomenon that existed and kept spreading for a long period without taking it into consideration , until nowadays when people became acknowledged that bullying affects humans of all ages, from childhood to maturity, and it makes people's life unhappy and terrible. people began to deal with bullying as a serious matter that needs to be eliminated because of its effects and victimization among children and teenagers, school bullying is a worldwide issue that reflects with danger drawbacks on both the school climate and the psychological learning atmosphere, bullying can also have long-term harmful repercussions for both the bully and the victims. Bullying in schools can negatively affect the learning process including the harm to pupils and school staff and even the community outside school, bullying is defined as one or more students engaging in direct actions towards a victim, such as mocking, insulting, threatening, beating, and stealing. Pupils who are regularly exposed to bullying difficulties may experience and display disorders such as anxiety, crying uncontrollably, and feeling frightened and pressured. This symptom may be accompanied by worry about going to school or engaging in school activities, leading to a lack of desire in learning and a terrible attitude concerning schools. and later receiving bad evaluations in their overall statistics, as well as having more absences from school than other pupils. They may also have difficulty focusing and learning, as well as exhibit unusually risky behavior.

This study sheds light on the serious issue that faces both teachers and learners. Throughout this research work, we tried to explore the main reasons behind this phenomenon, eliminate it, and establish an effective teaching-learning process by suggesting suitable techniques and approaches to avoid learning in an unappropriate atmosphere.

The purpose of this study was to look at the topic of school bullying among middle school pupils. This research paper will examine the relationship between the damage extent of school bullying and its impact on the learning atmosphere, with the objective of engaging learners in identifying the reason or causes of bullying, and, most importantly. Focusing on the extent of damage that occurs on the victims when being bullied, addressing the main causes of school bullying and the consequences of this act, and then raising awareness and fundamental guidelines for dealing with such a dangerous issue.

This dissertation aims to confirm whether if bullying affects learners psychological atmosphere, and to specify the extent to which bullying impact both learners learning atmosphere and schools in general.

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As a result, we've come up with the following research question:

➢ Does bullying affect pupils at school?

➢ To what extent does bullying affect the school psychological learning atmosphere?

The following are the major hypotheses for this study, based on the highlighted questions:

➢ The bullying issue affects both the bully and the bullied and even the bystander.

➢ Bullying drawbacks are extremely many such as losing control, being lonely, avoiding school, having mental issues and other several effects caused by being bullied so the results could be absolutely dangerous.

To confirm or reject the previous hypothesis, a set of both qualitative and quantitative methods are implemented in this research study for the best results, in combination with the research instruments; A questionnaire addressed to ninety-three (93) fourth-year pupils at "Bakr Ibn Hammad" middle school, accompanied with an interview to ten (10) teachers at the same middle school, in addition to a classroom observation.

This dissertation contains three main chapters, the first chapter is a literature review about school bullying to deeply understand what is bullying, what are the reasons influencing it, types of bullying, modes, causes, the bullying triangle, consequences of bullying. The second chapter is also a theoretical chapter dealt with bullying in Algerian schools especially here in Tiaret at "BAKR" middle school, which contained the factors, reasons, aspects, the specific targets for bullies, guidance for pupils and also solutions suggested to handle bullying and preventing it from damaging the learning atmosphere. At the end the third chapter analysed the findings of the pupils' questionnaire and the teachers' interview and the classroom observation, going to the discussion of the findings of the research study.

Suggestions for future studies :

➢ Try to deal with other grades, involve more teachers and learners

➢ We dealt only with teachers and pupils, so try to involve even parents for better results

➢ Support the prevention campaigns for the sake of eliminating bullying from schools

➢ Raise awareness about school bullying and involve families in their houses

➢ Compare between the way handling bullying for each school, targeting the best method for elimination

Chapter One

School Bullying

School Bullying

School bullying is an important issue that has attracted educators all over the world since it was considered as an act of using violent or aggressive behaviour, especially when using force causing harm to others either emotionally or physically. A lot of research studies have taken place throughout time to understand deeply the reasons behind bullying. Therefore the first chapter is a review of literature that we have read and evaluated to better inform this research study. It has included multiple definitions and gives information on modes of bullying, types, reasons, facts and everything related to the phenomenon.

1. Background of School Bullying

According to Hyojin Koo (2007), the term bullying spread out in the 18th century without being taken into seriousness due to the lack of studies related to the issue during that period. He also stated that bullying has always been a part of life. The first considerable article which aimed at bullying was written by Burk in 1897 (p.108-113), entitled teasing and bullying, right after the publishment of the death incidents to both a soldier called Flood in 1862 and a twelve-year-old boy at Kings Boarding School in the UK in 1885.

The subject of bullying came into discussion in Scandinavia in the 1970s, when several researchers, books, and articles started considering it as a prime problem. Professor Dan Olweus from Bergen university was the first person who took bullying as a serious matter and began dealing with it. He put forward a great effort to examine the bullying events carefully, being the first researcher who introduced bullying and discovered the amount of harm bullying can cause inside schools to the victims.

To decrease the rates of bullying at schools and to eradicate this growing issue, Dan Olweus suggested a combined work with the educators, in addition to the educational authorities to come up with a solution in order to keep schools safe for children. In the 1980s he settled a primary questionnaire to evaluate the process of bullying and proposed the anti-bullying law, all by conducting the first research against bullying which lead to the famous Olweus Bullying Prevention Program [OBPP]. In 1993 his book bullying at school acquired a great deal of consideration because of its effectiveness in the world of school tormenting by expanding mindfulness and prevention (Smith,2013, pp.4-7).

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Dan Olweus works and researches never stopped, even more, it gained a reputation and started spreading to other nations. His desire didn't stop at raising the consciousness of the specialists about the issue of school bullying, however, it advanced to develop and plan arrangements of mediation, so bullying will be suppressed and contained. Thus, influenced a lot of educators and raised the importance of the matter in many countries such as Britain, Australia, The USA, Italy, Spain, Canada and Japan, began conducting more researches as being inspired by professor Dan. Including the united kingdom guideline program, a school campaigns in Japan and the Australian 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).

A huge awareness was coordinated towards the issue of school bullying in Australia due to the emergence of the researches of Dr Olweus and Dr Slee in 1989, The professors accomplished their goal with the help of people from the department of children services, education office and teachers and counsellors in many schools whether state or private in Australia. The professors' work was sometimes done in collaboration with each other, and other times independently, they also worked in collaboration with other researches that were conducted in Australia.

Several educators and researchers from Australia recently studied the problem of bullying in schools, and people from various professions, such as teachers, administrators, medical attendants, clinicians, specialists, and even police powers and parents, have become concerned about the issue. Bullying was taken into consideration as a criminal act. Companies started to have a better understanding of what causes children to become bullies or victims; studies show that the environment is typically what causes children to act in this way.

Bullying is influenced by society and the school environment, which explains why it occurs in some schools but not others. People were allowed to express their worries, doubts, points of view, and possible solutions to the issue of bullying. Either by using the parents, administrators, and educators, the matter of bullying was brought up in seminars and workshops, and more awareness and successful plans were distributed. Often included are strategies and policies that can be used in real-life situations.

Bullying has become more common in schools recently while a lot of policies are being tested. With the increasing effects of bullying in classrooms, there are several opportunities to learn about bullying. Nearly every day, a new case of bullying emerges, impacting entire neighbourhoods as well as families. whether witnessing the entire scene or reading the news from TV stations, newspapers, or media reports. Plenty of anti-bullying prevention programs

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are emerging, showing the school's active position in combating bullying by developing inclusive learning environments and a friendly classroom climate (Miller & Lowen, 2012, p. 67).

2. Definition of Bullying

The term bullying has several definitions, each one of them depends on the way it happens, sometimes it leads to a physical attack, such as hitting or kicking. In other times, it can also be passive by leaving no physical traces, such as spreading rumors, harassment or manipulation, threats, as well as making fun of others, which can cause more harm to the victims.

Based on previous research works conducted by professors we mention some of the definitions:

Dan Olweus in his famous book bullying at school (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 a form of aggression in which there is no imbalance of power between the bully and the victim that occurs mostly in a peer group context. (Mishna, 2003)

For Fante (2005), bullying is a situation that is characterized by intentional verbal or physical abuse, made repetitively, by one or more students against one or more peers.

Unfair use of violence and authority resulting in obvious pleasure and amusement by the bully by humiliating and disgracing the victim. (Rigby, 2012,p. 342).

Bullying is one of the most evident problems that children face in the educational system; in addition, it is one of the most important health risks (Raskauskas and Modell, 2011, p. 64)

Bauman (2006) demonstrated that the concept of bullying has three elements as follows:

- An intention to harm.
- It happens many times.
- The imbalance in power between the bullier and the victim.

Bullying is described as the repeated use of violent behaviour and force to affect, harm, or threaten others, particularly when there is a power imbalance. Bullying is an act among students or children in schools, sidewalks, houses, and neighbourhoods, and it frequently happens when adults are present and unable to interfere and solve the issue or put an end to

the fight. Bullying is an uncontrollable aspect of progression and it is a natural part of a child's adolescent period. This uncontrollable behaviour is to disturb the calm and quiet atmosphere, and inductive to the learning school environment by creating fear, tension, and anxiety to pupils, distracting them from learning.

3. Modes of Bullying

Bullying can occur in a variety of subtle ways. It's important to recognize the symptoms of bullying in order to deter and minimize it when it happens. It may occur in a variety of locations, environments, or settings, including online.

Bullying Surveillance among Youths: Uniform Definitions for Public Health and Recommended Data Elements, published by the Centers for Disease Control and Education [CDC] in 2014, said that there are two types of bullying behavior: direct and indirect.

Direct bullying occurs when two or more people are present in a group environment, whereas indirect bullying occurs when others are present, such as when insults are passed about or rumours are circulated. Indirect bullying, among other things, harms another person's social image, friendships, and self-esteem..

3.1. Direct Bullying

Since direct bullying is the most noticeable kind of bullying, it has little bearing on the outcomes of indirect or cyberbullying. Direct bullying is pure violence directed towards people of all ages and backgrounds. This form of bullying is still the most noticeable of all. It is described as aggressive behavior or violence where someone is assaulted, punched, pushed, stomped, abused, stabbed, or wounded. This may also translate to the person being harassed or humiliated, or being targeted to derogatory sexual remarks or acts. When direct bullying occurs, practically little effort is made to cover the identify of the bully or bullies. It primarily affects teenagers, although it can also occur at work. Bullying in the workplace is less widespread than bullying in the classroom.

3.2. Indirect bullying

Macartan Mulligan, Co-Founder of NoBullying.com, said, "Bullying isn't just hitting someone in the schoolyard, sometimes bullying can be in the form of spreading evil rumors or saying unkind words." Arguably one of the most harmful forms of bullying, Indirect bullying is when someone damages another's status within their social group with lies, rumors, or other gossips.

Removing someone from an engagement, interaction, or other group environments, insulting someone because of their looks or personality, or creating malicious rumors about an individual are all examples of indirect bullying. Another issue related to subtle or indirect bullying is that it affects adolescents, teenagers, seniors, and even the elderly.

4. Types of Bullying

Bullying is a behavior of an individual who is being hurtful or frightens of someone smaller or less powerful, often forcing that person to do something they do not want to do. Moreover, it takes a variety of forms which can affect youngsters and adults alike. As previously said, bullying may be classified as physical, verbal, social, or cyberbullying. This type of negative and violent attitude might be obvious or hidden. It can be easy to see or more discreet. It includes a person purposely and regularly inflicting pain or suffering on another person without reason. As maintained by American Psychological Association "Generally, a bullied person is unable to defend him or herself and is likely not in a position of power". Mostly, this action is sustained or can be replicated. Both bullied children and bullies have the potential to develop serious, long-term problems.

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

- Social bullying

- Cyberbullying

4.1. Direct Physical Bullying

Physical bullying is the repeated negative action of physically harming an individual or group of individuals (Olweus, 1993). Physical contact of the bully to the victim must take place, such as pushing, kicking, hitting, biting, pinching, or throwing the victim's possessions after forcefully taking them away from the victim (Olweus, 1993). This act generally threatens the victims' physical appearance.

4.2. Direct Verbal Bullying

Verbal bullying is meant to degrade or demean the victim in how, therefore the bully feels powerful or strong. It can happen alone or in combination with other forms of bullying. Verbal bullying is seen together of the foremost common kinds of bullying utilized by both boys and girls. Verbal bullying accounts for 70 percent of reported cases which may have an instantaneous impact (Lee, 2004; Coloroso, 2008). Verbal bullying is mentioned as name-calling, teasing, and verbal threats as stated by Olweus (1993). Words on their own have an influence. Whereas the effects of physical bullying are more obvious at first, the effects of verbal bullying are less obvious at first and attempt to undermine an individual's self and self-esteem through time. Depression, anxiety, and other mental state may occur as a results of this. In extreme cases, Several well- publicized reports regarding youth suicide are correlated to constant verbal bullying by a classmate or peer. Lee (2004)   states "Verbal bullying mustn't be treated as kids simply being kids and will be handled seriously by parents, counselors, teachers and college administrators"

4.3. Social Bullying

This style of harassment is often referred to as indirect or hidden bullying, and it is more difficult to identify. It may take place behind the victim's back or as a public embarrassment. It includes: Spreading gossip, exclusion, rude gestures, insults or pranks, embarrassment or humiliation, and harming a person's social image. This sort of abuse can be incredibly traumatic to its victims, leading to psychological distress, depression, and anxiety. Social bullying has psychological consequences that can last far into maturity.

Bullying like this is sneaky and sometimes goes overlooked. It's a form of social manipulation that abusers can use to boost their social status while still exerting power over others. Unlike physical bullying which is obvious, This form of bullying is difficult to detect because there are no visible scars in the body of the victim (Smokowski & Kopasz, 2005, p.101), social bullying is not overt and can continue for a long time without being revealed.

4.4. Cyber-Bullying

As a result of the internet, social media, and smartphones, cyberbullying has rapidly increased amongst today's youth. It occurs through the use of smart devices such as cell phones, laptops, and tablets and can occur through SMS, text, apps social media, chat rooms, gaming, etc. It reaches the victim wherever they are, and they often feel that they cannot escape.

There is no justification for cyberbullying. Most abusers bully to provoke a response. It's not unusual for them to harass others in order to boost their egos. It gives the tormentor a feeling of control. Some individuals believe that it is funny to harass and ridicule others and that it is not offensive in any way. Bullying can trigger plenty of issues for kids and adolescents.

Cyberbullies have a wide range of negative consequences. Cyberbullying has a detrimental impact on children. Victims can experience psychological issues as a result of their trauma. Victims begin to experience anxiety, low self-esteem, and anger, for example. They may also be suffering from depression. Cyberbullying is difficult to overlook. Internet bullies inflict more emotional pain on their victims than school bullies. When kids and teens get home from school, they have an escape. However, Cyberbullying victims, on the other hand, do not have this advantage. Even though cyberbullying tends to be on a smaller scale, awareness about it is growing at an alarming rate due to the expansion of technology around the world, and the youngster's growing obsession with the internet, which they can exploit in any way they want. This is likely to be a major form of bullying in the 21st Century, so we should all fight this together (Lee, 2004).

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok

- Text messaging and messaging apps on mobile or tablet devices

- Instant messaging, direct messaging, and online chatting over the internet

- Online forums, chat rooms, and message boards, such as Reddit

- Email

- Online gaming communities

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

> **5.1. Characteristics of the bully**

Due to the identification of the characteristics of bullies, there are no real symptoms to denote a bully. However, they managed to recognize him or her through their actions, which involves pursuing and bullying others with physical and verbal means (Garrett, 2003. p.11). The bullies have a tendency to be extraordinarily dominant and impulsive having obstacles in controlling their temperaments and emotions (Björkqvist, Ekman, & Lagerspetz, 1982,

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p.313). Accordingly, bullies are taught to bully and make others act the manner they need coming in distinct dimensions and shapes detecting them by their destroying act. There are seven sortsof bullies:

- The assured bully with a massive ego and a sense of superiority around others, he has no empathy for his objectives in preference to displaying manipulation and power.

- The social bully who makes use of fake rumors, gossip, indicating jealousy of other's positive characteristics providing confidence, damage, and manipulation.

- The armored bully, an indifferent character illustrating robust boldness to continue bullying his target, a vicious individual hiding his authentic self not caring about the victim's feelings.

- The hyperactive bully, struggles with social competencies development, makes use of antagonistic intent, making himself Innocent through blaming the bullied "he harassed me first".

- The bullied bully is both a victim and a bully at the identical time, abused through others and selecting up a goal to get some alleviation and comfort from his or her powerlessness.

- The cluster of bullies, a collective organization who want to damage an individual and manipulate others intimidating them deliberately

- The gang of bullies; a dangerous organization that provokes a hurtful plan with a malicious method to damage and hurt their victims. They desire to reach the peak of control domination, disrespecting the school policies and authority, teachers, administrators, and counselors.

Bullies characteristics typically need to dominate others to get what they want, yearning interest regardless of what the circumstances are or whatever may occur, their gratification is in their blood, pride and private need tend to harm hold to account their goal refusing to take responsibility for ruining individuals peace (Coloroso, 2008, pp. 18- 19-20).

➢ **5.2. Characteristics of the victims**

Olweus(1997,p.499), described the ordinary bullies' targets frequently have low self-confidence, they are typically submissive and anxious they consider themselves as a limited sense of humor and a poor social skills with a sad appearance in the schoolyard, they are known by their low popularity few or no friends, therefore they got attacked and teased extensively by bullies. Being cautious around others and crying most of the time are typically their reactions. The youngsters are the most labeled and characterized as the submissive victims, this latter distinguished from the provocative bullied that is commonly known by his/her anxiety and aggressiveness that lead them to loos awareness, provoking tension and irritating. Bullies' victims include all ages, is more common among adolescents with SEN (special educational needs) and the most vulnerable individuals to bullying are those who have been compelled to hand personal and financial possessions, adolescents with impotence stated that they were forced and abused losing their fortitude to defend themselves, the higher social class young adults or who reside in stepfamilies are more exposed to be manipulated, and shifting schools frequently may be profitable for others.

Nevertheless, being presented as a new pupil in the school elevated the possibility of being abused (Green, Collingwood &Ross,2010, pp.8-9-10). Victims are generally weaker than the bullies, insecure with low self-esteem, defenseless missing self-confidence, smooth targets uncovered bullying, numerous researchers divided them into passive victims with insecurities and the apprehensive generation who lacked self-defense against their bullies, due to their physical and emotional limited capacity, and active victims, who were characterized as hot-tempered, anxious, and provocative without recognizing the extended-term consequences of their actions (Maudlin, 2002, pp. 27-28). Being the target of bullying is a completely typical teenage phenomenon (Aalsma & Brown, 2008,p.101).

> ➤ **5.3. Characteristics of the bystander**

A considerable amount of individuals are presumed to be bystanders, who did not abuse or were abused by others in the school entity (Glew et al., 2005, p.1030). The bystander is described as an energetic and productive respondent in the school environment. A bully-victim relationship, rather than a passive witness, played a significant role in bullying dynamics. Interactions between victims and bystanders, as well as bystander behavior, maybe interpreted as a bully-victim dynamic. Bystander actions may be interpreted as a bully- victim role when it enables bullying to proceed around others or facilitates bullying by intervening in the hurt of others.

According to some experiments, passive bystanders have been reported to be reiterating the bully's work by assisting him or her. The bully assertive bystander who is enthusiastic about setting up plans to create bullying victimization within the school community. The bystander victim is a vulnerable and anxious individual who is attracted to the bullying process actively. The supportive bystander, who comfortably cooperates at the damage of others and stands up for both the victim and the Sham bystander, who is a protected target who is neither a bully nor a victim (Fonagy, & Sacco, 2004, pp. 2-14-31). Bystanders are the third group of participants in the bullying circle; theycan either encourage the abusers and become one of them, or they can simply stand and pretend nothing happened, asserting four.

Bully/Bullies (A) Start the bullying and take an active part

Followers/Henchmen (B) Take an active part but do not start the bullying

Supporters Passive Bully/Bullies (C) Support the bullying but do not take an active part

Passive Supporters Possible Bully/Bullies (D) Like the bullying but do not display open support

Disengaged Onlookers (E) Watch what happens 'is none of my business' don't take a stand

Possible Defenders (F) Dislike the bullying and think they ought to help [but don't do it]

The Target (Y) The one who is bullied

Defenders of the Target (G) Dislike the bullying and try to help the one who is bullied, the target

An adaptation of
The Bullying Circle
by Dan Olweus, PhD
used with permission

The following are recommended reasons why a bystander does not intervene:

- The bystander is afraid of getting into trouble if he or she does anything rash.

- The bystander is scared of being injured and attacked.

- The bystander is afraid of becoming the new target if he or she attempts to interfere and rescue the bullied.

- The bystander feels that by intervening he or she will make the situation worse.

- The bystander has no idea how to comfort the bullied or report the incident, therefore the importance of teaching students how to interact without fear of being the next victim should be reinforced and included in school group policies (Coloroso, 2008, pp. 62-67).

Each purpose may be adequate for a bystander to be hesitant to engage in any type of bullying issue and tends to feel worthless while doing nothing exceptional and simply watching (Strauss, 2012, pp.70-71).

6. Bullying Causes

Lots of explanations meant to discuss why the issue can happen. School bullying may be a problem in both children and adults for a range of reasons. many folks are bullied. it's going to even be an expression of anger or discontent as a result of issues they're experiencing, like reception problems or difficulties in school. Bullying can also occur because of the lack of attention and warmth from family and surroundings, as well as a lack of parental care and compassion, and being treated severely and punished, The majority of bullying situations occur as a result of the bullies' life is out of control, consequently, the bullies try to form a powerful circle they dominate inside, for instance; when the victims are being neglected and ignored emotionally they won't stop making others feel the same unless they gain their balance, some bullies may have experienced bullying in their lives, and in order to reclaim their reputation and social standing, they bully to obtain vengeance and win acceptance from others (Porterfield, 2013, pp. 15-16-17).

Causes of bullying are many, regardless of race, gender, or religion it's impossible to determine if a child is going to be a bully or not, it only changes due to the facts he challenged. Knowing why students bully others will support teachers and parents in becoming more aware of the issue and selecting the most appropriate solutions to resolve it. However, bullying does not come naturally to anyone. In certain cases, their violent behaviour is the result of a combination of causes as the followings :

➢ **6.1. Environmental Causes**

Physical aggression in the media, such as movies, songs, video games, and more, can perpetuate bullying. Some youngsters are unaffected by media violence, while others become more antagonistic as a result of viewing violent stuff. As a result, how environmental factors

are interpreted and applied can have an impact. It is also necessary to receive proper instruction in order to avoid being affected (Berkourtz, 1984, Smith and Donnerstein, 1998)

➢ **6.2. Social Causes**

The above is about the family atmosphere; typically, children who sleep in homes where there's plenty of fighting, conflicts, and harassment between members of the family are more likely to become bullies, grow bad behaviors, hostile, and violent attitudes, ending up bullying others as the way of expressing their bitterness, rage, and disrespect for his or her parents. (Stephenson and Smith, 1989). Some family factors which will affect the kid and switch him into a bully:

- The family is isolated and lonely and requires support from others.
- Punishment by the parent is unfair, and it's associated with the parent's mood instead of the child's actions.
- One or both parents dislike the kid or have a negative opinion of him or her.

In line with (Alweus, 1994). Adults are also liable for creating an environment that encourages or discourages bullying either by being aware and taking the matter of school bullying seriously, or treating it as a minor issue. Even teachers could also be bullies and resort to intimidation so as to preserve classroom discipline by threatening and intimidating students.

➢ **6.3. Community Causes**

There are many populations with special treats that could be causing the appearance of bullying behaviours among children, i.e., bullying may reach higher rates in schools located in rural and poor urban areas, where a lot of crimes occur regularly, and people began to feel much more concerned about their safety and that of their children. And, to some point, alienate from neighbours in areas where there are signs of bad neighbourhoods, drug dealers, or other surrounding locations that can motivate and lead to bullying behaviours. (Hawkins and Catalance, 1992).

➢ **6.4. Low Self-Esteem and Lack of Compassion**

Bullying students may have low self-esteem themselves. They seek to cover this by bullying others, gaining a sense of victory and giving them a good feeling, but it is only temporary, so they prefer to do it on a daily basis, oblivious to the fact that this frustration has a huge effect

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on their victims. Others may have a lot more self-confidence, but they typically lack compassion and empathy, and they may react violently when they feel threatened.

7. The Consequences of School Bullying

➢ **7.1. The Consequences of school bullying on the bullied/victim**

The growing body of research on bullying has revealed the negative impact of bullying on children's wellbeing and actions (Gini and Pozzoli, 2009; Lereya et al., 2015; Reijntjes et al., 2010; Ttofi et al., 2011). Bullying has an impact on the whole school population. Bullying fosters a fearful environment and has a detrimental effect on all parties involved. Bullying may have a negative impact on a person's health, also impact the Well-being on all levels: emotional, academic, and social. Bullying victims also lack motivation, self-esteem, have few friends, and spend a lot of time alone. Since they have been bullied, some students skip school, see their grades fall, or even drop out entirely, and some of them turn to drugs and alcohol to cope.

All research on the effects of bullying shows how damaging and destructive it is (Sullivan et al., 2004:20). Garrett (2003:70) mentions that in some cases children do not survive the effects of bullying. In most situations, victims do survive but carry scars for a lifetime.

As bullying remains untreated, it affects not just the victim and the bullies, but anyone who is exposed to the atmosphere in which it happens. Even if the victim is not driven to suicide his/her emotional, academic, and social development are affected (Garrett, 2003:75). According to research conducted by stopbullyinggov.gov (2017), bullied adolescents can face negative mental, physical, and academic effects:

- **Mental Consequences**

Garrett (2003) sees victims of bullying as being generally unhappy with low self-esteem, avoiding places such as school due to the social interactions taking place there.Children growing up into adults can struggle with self-esteem, experience trouble establishing and maintaining relationships, and fear social situations. They also may have trouble trusting others, which can have an effect on their personal and professional relationships. They could also begin to believe lies about bullying, such as attempting to convince themselves that the bullying was not as horrible as they recall. They can even fault themselves, which may lead to suicide or self-harm.

- **Physical Consequences**

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Bullying creates physical problems over time due to the stress and pain it causes. The physical health effects of bullying can be immediate like physical injury, or they can involve long-term effects, such as headaches, sleep disturbances, eating disorders, nightmares, heart problems, unsteadiness, severe pain, and muscle aches.kids who have witnessed some form of violence at school may develop Reactive attachment disorder, minor physical inactivity, overweight or obesity, diabetes, smoking habits, excessive drug use, cancer, heart problems, and lung disease, among other negative outcomes.

- **Academic Consequences**

According to stopbullyinggov.gov (2017), bullying is shown to have a detrimental impact on how well children and teenagers do in school. Starting in kindergarten and going into high school, it has a negative effect on grades and standardized test scores.

The Journal of Early Adolescence published the findings of a UCLA review in 2010. This research enlisted the participation of 2,300 middle school students and their teachers from eleven Los Angeles public schools. On a four-point scale, students were asked to rate how much they were bullied and which students in their classes were the most bullied. Educators were participants rated their students' levels of commitment and academic success. The findings were studied and published in 2010 after a three-year period of data collection.

According to this UCLA study, Jaana Juvonen, a professor of psychology at UCLA and lead author of the study, bullying and low academic achievement are frequently linked. Juvonen is quoted saying, "students who are repeatedly bullied receive poorer grades and participate less in class discussions… students may get mislabeled as low achievers because they do not want to speak up in class for fear of getting bullied". Juvenon also remarked that "Once students get labeled as 'dumb,' they get picked on and perform even worse".

➢ **7.2. The Consequences of school bullying on the bullie**

There is proof that people who bully others have contradictory personality traits (Institute of Medicine and National Research Council, 2014a; Vaillancourt et al., 2010b). Some children and adolescents intimidate others because they are socially maladjusted (Olweus, 1993a) or because they have been bullied themselves, motivated by the requirement to develop their personality (Faris and Ennett, 2012; Rodkin et al., 2015; Sijtsema et al., 2009; Vaillancourt et al., 2003). As a result, there's a sophisticated relationship between bullying, being harassed,

approval, and denial (Veenstra et al., 2010). This complication is additionally associated with a typical public perception of bullies. Most studies show that most bullies have a lot of power in their peer group, and that high-status bullies are seen as influential, socially skilled, and leaders by their peers (Bruyn et al., 2010; Dijkstra et al., 2008; Peeters et al., 2010; Thunfors and Cornell, 2008; Vaillancourt et al., 2003).

> **7.3. The Consequences of school bullying on the bystander**

Bullying cannot be regarded as a stand-alone occurrence; it is bound up with the emerging peer ecology, which is made up of social mechanisms that serve specific roles for the person and the community (Rodkin, 2004). Bullying often takes place in front of children and teens who are bystanders. Bullying, according to studies, may have serious implications.

Bystanders have shown anxiety and confusion (Rigby and Slee, 1993), which resulted in part from fears of retaliation (Musher-Eizenman et al., 2004), and which discouraged bystanders from receiving help (Unnever and Cornell, 2003). A study looked at the effects of bullying on the mental health of students who have been bullied.

Even after adjusting for the influence of becoming a target or survivor, studies discovered that experiencing bullying was associated with increased mental health risks. They also discovered that being a witness has a relation with alcohol use. Rivers and Noret (2013) discovered that, those who experienced bullying revealed emotional sensitivity (e.g., feelings of being hurt or inferior), helplessness, and possible suicidal ideation than students who were not bullied.

8. Conclusion

School bullying is a matter that affects students life's due to the drawbacks it leaves behind, bullying always occurs because of several aspects which encourages or provides the appropriate atmosphere for it. The repetitive hurting behaviours, which involve all forms of bullying, are a major obstacle for destroying the school balance and impacting pupils' health and learning growth. A strong reason to understand bullying and start dealing with it, and doing efforts to prevent it, seeking for the best atmosphere inside schools or even outside in the world.

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Chapter Two

The Psychological Impact of School Bullying

&

Bullying in Algeria

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Introduction

School bullying kept spreading in the Algerian schools while it was affecting the pupils learning psychological atmosphere. But, nowadays people became well concerned about this dangerous issue and they began fighting it for the sake of better learning conditions, this chapter will mainly discuss the psychological effects of school bullying on the learning atmosphere in the Algerian schools

1. The Psychological Impacts of Bullying

1.1. Self-Blame

The psychological impact of bullying are how the bullied define the reason for their suffering. A history of bullying and the sensation of still being chosen out as a target may cause someone to wonder, "Why me?" Some people can come to blame themselves for their peer marital problems in the context of disconfirming facts. Self-blame and negative affect can lead to a range of negative consequences, such as low self-esteem, anxiety, and depression (Graham and Juvonen, 1998).

Another type of bullying points to a connection between rape and self-attributions that suggest personal deservingness, named characterological self-blame, although they can contribute to the victim believing to see themselves as a permanent victim (Janoff-Bulman, 1979). Characterological self-blame is internal and therefore focuses on the self, it is stable or somehow contributes to the expectation that harassment will be permanent, it is also uncontrollable, implying an inability to avoid potential harassment, according to an attributional perspective. Individuals who attribute negative results to internal, stable, and uncontrollable factors feel both hopeless and helpless (Weiner, 1986). Behavioral self-blame, on the other hand (e.g., "I was in the wrong position at the wrong time") suggests a trigger that is both dysfunctional (the harassment is unlikely to happen again) and controllable (one has responses in one's arsenal to deter potential harassment). Individuals who make characterological self-blaming attributions for negative outcomes have been identified by a

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number of adult researchers. Individuals who make characterological self-blaming attributions for negative results cope worse, feel worse about themselves, and are more depressed than those who make attributions to their actions, according to several adult researchers (Anderson et al., 1994).

Graham and Juvonen (1998) found that sixth grade students with reputations as goals made more characterological self-blaming attributions for abuse versus behavioral self-blaming attributions in the first inference analysis based explicitly on bullying. As a result, psychological self-blame played a role in mediating the relationship between victim status and psychological maladjustment as measured by depression and social anxiety. Ever since, numerous studies have recorded the connection between being bullied, characterological self-blame, and maladjustment (Graham et al., 2006, 2009; Perren et al., 2012; Prinstein et al., 2005). Furthermore, bullied kids who agreed with characterological self-blame were more likely to have negative expectations for the future, which might lead to more bullying in the long term.

1.2. Social Cognition

The most widely cited theories of social cognition often reference Bandura's (1973) work, as well as Crick and Dodge's more recent conceptualizations (1994). These models have been used to better understand violent behavior, but there has been less research about how they can be used to better understand bullying behavior. Anderson and Bushman's (2002) general aggression model research allows for a more focused understanding of the thoughts, emotions, and behaviors that lead to the negative outcome's growth. The inputs, paths, and proximal processes are all defined in this context. While these theories refer to aggressive behavior in general, knowing that bullying is considered a particular form of violent behavior by most researchers, these broader theories can help researchers better understand the etiology and development of bullying. According to research on hostile attribution, violent youth are especially vulnerable to ambiguities and possibly aggressive peer conduct youth who bully are likely to have a similar insensitivity to threat.

Normative attitudes about violent retribution are another aspect of social cognitive effects that has been related to aggressive behaviour (Crick and Dodge, 1994; Huesmann and Guerra, 1997). In the sense of aggression, such views involve the assumption that violent retribution is normative, rational, or justified. The relationship between these opinions and offensive and defensive aggression has been investigated. However, there has been only a small amount of research done directly on bullying behaviour. However, research shows that, while it might

seem that victims of bullying will most likely support such behaviors, this is not the case, Bullying offenders, including those who are both a victim and a subject of bullying, are more likely to support aggressive retaliation (Bradshaw et al., 2009, 2013; O'Brennan et al., 2009).

1.3. Emotion Dysregulation

  Researchers have recently begun to look at emotion dysregulation as a potential answer for the connection between peer victimization and negative outcomes. The techniques people use to "increase, manage, or decrease one or more components of an emotional response" are referred to as emotion control (Gross, 2001, p. 215). One's selection of such strategies has consequences not only for how robustly one responds to a source of stress, but also for how easily one recovers from one. Several studies have shown that emotional control issues, also known as emotion dysregulation, raise adolescents' likelihood of peer victimization and bullying (Hanish et al., 2004). (Mahady Wilton et al., 2000). However, it's necessary to figure out if peer victimization triggers emotional control issues, which may predict the negative consequences of peer victimization.

Several lines of evidence point to emotion dysregulation as a possible explanation for the connection between psychological distress and negative adolescent outcomes. First, peer victimization-related structures hinder self-regulation, such as social isolation (Baumeister et al., 2005) and shame (Inzlicht et al., 2006). Second, during childhood and adolescence, there is a lot of chronic stress.

Bullying was classified as chronic source of anxiety for both perpetrators and targets of bullying (Swearer and Hymel, 2015), which can impair emotion regulation processes. Third, studies has also shown that peer victimization is linked to emotion dysregulation such as self-directed negative emotion, emotional intensity and reactivity in the form of a novel peer engagement and a staged play-group protocol (Rudolph et al., 2009). (Schwartz et al., 1993). and therefore their capacity to recognize and adaptively handle the increased arousal and negative affect associated with peer victimization, can be depleted over time as a result of the effort needed to manage the increased arousal and negative affect associated with peer victimization.

2. Bullying in Algerian schools; addressing the reality

  School is the second institution responsible for social upbringing. It is the first connection between an individual and society, responsible for the transmission of culture, customs, social practices, and a relationship to provide education and knowledge to the pupil in the best

conditions. A school is a fundamental social institution created by society to upraise and educate children in a targeted manner, imbuing them with its philosophy, structures, and values that area ligned with them, given the complexity of cumulative knowledge heritage. Pointing out facts about school bullying can be detrimental for the victim, who can face obstacles in achieving a peaceful existence, as well as a negative impact on academic success and learning environments, such as missing classes. regular basis to ultimately dropping out of school.

Creating a hostile atmosphere that threatens students' psychological health and the learning environment. Every year, millions of girls and boys are exposed to heinous acts of school abuse, with significant challenges in maintaining school safety. and a pleasant atmosphere in the classroom. Using a scale of 70% of teenagers becoming victims of bullying all over the world as a starting point for developing a practical plan of action that involves both children and adolescents in creating a territory that interacts with this problem (UNISCO, 2017). In this respect, bullying in Algerian schools is already a serious social issue and a difficult reality that has attracted the attention of scholars, academicians, and researchers from different Algerian towns.

The focus of different initial studies, with a particular emphasis on the responsibilities of the most relevant organizations involved in social uplift. Therefore, bullying is considered as a secret violent behavior that proceeds to track down students' self-esteem and education with each passing moment, causing distress for parents; Adam's mother explained her son's changing behavior, which included him missing his appetite, deteriorating his mental wellbeing, and restricting his desire to enjoy life at such a tender age. Initially, she did not understand the issue, claiming that these strange habits were related to their traveling and distance. She noticed that after his secrecy over missing his possessions, scared of telling the truth, she stated "my son was surrounded by a bunch of monsters displaying all forms of harassment and aggression deeds". denigrating, humiliating, mocking him every day in front of others, furthermore detaching him from the rest of the world in a corner, threatening his life, stealing his clothes and savings. My heart was broken into tiny pieces since my child's miserable encounter of brutality and poor manners that over shadowed him because of his angelic soul. My son became frustrated for no apparent reason. Akram, a twelve-year-old boy, was subjected to the same therapy; the story began with his father noticing the initiation of jokes between mates, which evolved into obvious intimidation by a group of bullies who did not attempt to physically and emotionally abuse him for entertainment, enjoyment, and demonstrating dominance and control, a nightmare for an impressionable child. The

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psychologist, Kamel Masit, characterized bullying as aggressive behavior that involves unwanted, negative actions, is repeated over time, and an imbalance of power or strength between the perpetrator or perpetrators and the victim. causing ambivalent emotions such as anxiety, isolation, depression, feeling harmed, low self-confidence, and poor self-esteem in susceptible adolescents. Accordingly, school failure, panic, brain fog, lack of enthusiasm in enjoyable games, anxious reactions, emotional crisis are some of the characteristics and common symptoms that indicate a child has been bullied. The psychologist guides parents with basic information that should be addressed and handled immediately (El Hiwar, 2019). Scholars, academicians, and sociologists stated that bullying is mainly committed in Algiers schools.

The research was carried out between Okba Bnou Nafaa secondary school in Beb el Oued and Bouammama secondary school in el Mouradia, a prominent region in Algiers. The analysis indicated that in Bouammama secondary school, 49% of bullying behaviors were perpetrated by learners against teachers. Nevertheless, teachers infringed on the rights of 60% of students at Okba secondary school. According to the Algerian Educational Ministry's statistics, there were approximately 47.000 proper school bullying cases recorded in Algeria, with 24.000 occurring in middle schools, 16.00 in high schools, and 6.000 in secondary schools, throwing focus on the aforementioned aspects (El Chourouk,2009).

- Family support and communication can be important protective factors.

- Children with more family support are less likely to be bullied or to bully others.

- Children should be taught to be self-assured and assertive about their rights without resorting to violence.

- The school authorities and educators should work together to prevent bullying and find ways to control any accidents that occur on school grounds.

- Including involved teachers and the entire school community in the solution to this social phenomenon.

- Fighting school violence through establishing anti-bullying policies.

- Teaching children about school bullying and how to evaluate reasons on their own.

- Effective systems for reporting and monitoring school violence and bullying

- Commitment to promoting a positive school climate and catalyzing action to eliminate school bullying including the use of positive discipline.

- Creating a positive learning environment where children feel safe and comfortable.

- raising awareness of both pupils and teachers of the seriousness of this social dilemma that is school bullying.
- The government should work to prevent child abuse and bullying as well as to protect children, by offering financial and moral support.

To identify the reality of bullying practiced in our educational institutions, the scientific literature and field studies carried out in different Algerian states and on various educational levels show th edanger of bullying behaviors in our schools, which reflects a significant aspect of the reality of bullying in our educational institutions.

Bachir (2013) emphasized that approximately 3000 real school bullying cases were recorded between 2012 and 2013 in his news paper 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.

Additionally, in another article published in the Reflixion news paper led by Bachir (2015), entitled l'école Algérienne entre le marteau et l'enclume, the study demonstrated 55% of both physical and verbal bullying was recorded inside the classroom, 45% in the area surrounding schools, and 74% of cases were performed in metropolitan areas with 26% in rural areas, learners in the city being the central obstacle in interacting with a school bullying problem, a pattern related in particularto the social climate and demographic circumstances, as well as economic and cultural factors, realizing that the two largest cities, Algiers and Oran, have the largest rate of reported cases of school abuse, with 20% of cases.

Bullying in Algerian schools remains a serious adolescent evil and a difficult reality that has taken on an international dimension, according to a case study conducted in an Algerian school in 2011. Participating in the global school-based student health survey GSHS pupils aged 13 to 15 years old, schools were chosen randomly and according to size, with 4532 participants from both genders, and according to the report, 51% in Algeria were victims of school bullying, with males 48% and females 55%, exposing a higher rate of cases of school bullying among adolescents concluding that Algeria ranked first in terms of school bullying incidents, a common occurrence among Algerian teenagers, and indicating that physical activities, age, and anthropology are all intrinsically correlated with school bullying (Mazaba-Liwewe etal, 2014, pp.407-412). Allowing a child to learn how to cope with this sensitive issue in Algerian society will improve his or her ability to be more conscious of his or her surroundings when an act of bullying attempts to ruin their psychological state at such a tender age. Growing up fully aware of the reality of bullying, interacting with it, and seeking support will make it easier to find a solution and getting encouraged, unfortunately, such an

issue is not exclusive to the school system. However, it is also accelerating and occupying a dominant role in the family. This serious reality dictates that Algerian children are categorized as children who value going to school and are completely satisfied with their education, so it is a tragedy that school bullying robs them of their right to love and appreciate school (Idri,2016,p.107-110).

Multiple factors frequently influence social behavioral patterns in environmental and social contexts (Cairns & Cairns, 1991; Germain& Bloom, 1999). Personal characteristics of students, parental attitudes, family relationships, school environment, teacher attitudes, friendship relationships, and cultural factors have mostly been found to have significant effects on bullying behavior at school (Dogan2010). Bullying is not exclusively the responsibility of the child who bullies or is bullied. Bullying takes place in the social context of a peer group, a classroom, a school, a family, and a larger society. Eventually, a rigorous structure is needed to examine the various factors that influence bullying (Atlas "&Pepler, 1998; Craig &Pepler,1997;Craig, Pepler,&Atlas,2000;Hanish&Guerra,2000;0lweus,1994).

3. Factors Influencing Bullying in Schools

3.1. Individual Factors :

According to Olweus (1980, 1991, 1993a, b), bullies have an impulsive and violent temperament, while bullied children have a cautious or weak temperament. Any bullied child may be lacking in assertiveness skills. Some argue that bullies lack social skills (P.K.Smith, 1991), nevertheless, some of them appear to be quite socially skilled at manipulating circumstances to their benefit. Being insecure or being particularly different (for example, racial groups) are also risk factors for being bullied. Furthermore, children with special educational needs, such as physical disabilities or mild/moderate learning challenges, are particularly vulnerable to bullying.

3.2. Family Factors :

This is fairly common knowledge, particularly in the case of high aggression. According to research conducted in the USA by (Patterson, DeBaryshe, and Ramsay,1989). Suggested family factors are; the total absence of comfort between parents or in the family; use of verbal violence with in the family; and lack of consistent rules for behavior and supervision of children's activities. Olweus (1980), in his Norwegian research, discovered similar links in the family backgrounds of children who were bullied.

3.3. Classroom Factors :

The bullying rate varies between students' classrooms and entire schools. Including

demographic factors (such as class size), peer group dynamics, and instructor attributes may be sought to determine classroom factors. Additionally, bullying is linked to classroom hierarchy: in highly hierarchical schools, where peer status (such as popularity) or authority (who usually makes decisions) is centralized in a fewindividuals instead of spread equally. According to a recent survey (Garandeau, Lee,&Salmivalli, 2014), classroom hierarchy allows bullying to increase massively, rather than bullying causing increased hierarchy. In contrast, a non-hierarchical classroom is not a conducive place for bullying to thrive.

3.4. School Factors :

Exam ambition, the lack of a professional teacher in the classroom, and the over crowded classrooms are almost a few examples. Students' attitudes and behaviors are influenced by distinctive features of the schoolenvironment, atmosphere, and background, according to major research in schools (Espelage &Swearer, 2004, p.193).

4. Early signs that indicate a young person is a bully or being bullied

There are a variety of signs that shows someone is being bullied or is bullying others. Identifying the early symptoms of bullying is a crucial starting point in preventing it. Just 20% of school bullying cases were registered, according to the 2018 Indicators of School Crime and Safety . Children do not inform adults for a variety of reasons   including anxiety, fear, a feel of helplessness and weakness, and a sense of social isolation. Parents and those in charge should look for those symptoms. The refusal to attend school,a sudden decline in grades ,unexplained accidents, and changes in mood, behavior, and physical appearance can all be warning signs of being bullied. The bully, on the other hand, displays dominance over brothers, classmates, teachers, and sometimes even parents, as well as a tendency to brag in front of others by displaying rage, annoyance, resentment, and constant changes in the circle of friends. education.vic.gov.au provides a complete list of behaviors that can help the school community, families to detect the changing behaviors and mood swings of the bullied or the bully.

4.1. Signs that a Child Is Being Bullied

If a student is being bullied at school they may:

- become aggressive and unreasonable
- start to get into fights
- refuse to talk about what is wrong
- have unexplained bruises, cuts, scratches, particularly those appearing after recess or lunch

- have missing or damaged belongings or clothes
- have falling school grades
- be alone often or excluded from friendship groups at school
- show a change in their ability or willingness to speak up in class
- appear insecure or frightened
- be a frequent target for teasing, mimicking, or ridicule.

A parent may observe changes in their child's behavior at home which they can report to the school. Their child may:

- have trouble getting out of bed
- not want to go to school
- change their method or route to school or become frightened of walking to school
- change their sleeping or eating patterns
- have frequent tears, anger, mood swings, and anxiety
- have unexplained bruises, cuts, and scratches
- have stomach aches or unexplained pain
- have missing or damaged belongings or clothes
- ask for extra pocket money or food
- arrive home hungry
- show an unwillingness to discuss, or secrecy about, their online communication.

4.2 Symptoms that a Child is Bullying Others

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

5. Targets of school bullying

Bullying can happen to anyone for a variety of reasons. Anything from personality differences to being in the wrong place at the wrong time is included. Furthermore, school bullying can affect everyone, including strong, athletic, and also popular children. Bullying is still the fault of the bully, not that of the victim. Nonetheless, there are many groups of children who are frequently targets bullied. 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). These are certain characteristics that might increase a child's chances of getting bullied:

- A student who is new to the school.
- Bullying occurs to children that excel in what they do. It happens even when children receive a lot of positive recognition from their classmates and teachers
- Being especially intelligent, other students' envy will lead to them being called names.

- Introverted, submissive, or shy children that lack the confidence seem to be more prone to be bullied.
- Some kids are bullied because of their passions, habits, or hobbies.
- Being academically challenged or having specific learning disabilities.
- Having a physical disability, speaking with an odd tone of voice, belonging to a minority ethnic or a racial group, or even being shy compared to the rest of the students in a class or school
- A student who is overweight, skinny, small, tall, weak, or has acne.
- Being either too wealthy or poor

Bullies may take advantage of any of these characteristics, but they are not flaws that targets should fix.

6. Bullying Facts in Algerian Schools

School bullying in Algeria is related to a lack of awareness and an uneducated population, a worldwide phenomenon completely ignored by Algerian educational institutions, despite constant reports of real school bullying incidents and the need to help students first and foremost cope with this social issue, as well as provide necessities to the entire school community about the current issue of school bullying.

SCHOOL BULLYING IMPACT ON LEARNERS LEARNING

According to Algeria's Ministry of National Education (2016), school bullying was widespread in Algerian schools, posing a danger to the balance of students' learning environments.

- School bullying affected 52 percent of middle school students, 35 percent in elementary schools, and 13 percent in secondary schools.

- An 80 percent scale represents the total number of students who have been mentally, emotionally, indirectly, or electronically assaulted.

- Students who reported being bullied in various ways were repeatedly abused, had difficulty learning, and had difficulty focusing in the classroom.

- Students who reported being bullied in diverse manners were expelled from school.

- 75% of verbal school bullying cases are reported, with insults accounting for 44%, threats for 17%, and contempt for 13%.

- Reporting 25% of physical bullying cases at school.

- Verbal bullying is more common and dangerous than physical bullying because of the short and long term impact on a student's personality while coping with mental health issues.

- The growth of social networks has had a significant impact on the evolution of school violence in recent years.

- The fact that the majority of students reported being harassed at school showed that school bullying was strongly related to physical appearance, race, social life, and disability.

- 14% of children said they were the favorite source of rumors.

- Students with physical and emotional disabilities are at a higher risk of being bullied at school on a regular basis.

- Half of students experience depression and anxiety and are embarrassed to seek help from a counselor.

- Bullying is more common among girls.

- The most common cause of school bullying is a lack of parental influence in the home.

- 24% of students said they had been harassed online.

- In order to end and combat this social problem, the Algerian school system must emphasize the importance of enforcing a national law against bullies.

7. The Appropriate Guidance For Bullied Students on How to Deal With Bullying

Teens, children, pupils or generally victims of bullying may reveal a lot of behaviours because of being bullied, such as avoiding school by creating several reasons or acting differently. So they need help or guide to avoid this phenomenon to be in a safe atmosphere inside or outside schools. We mention some from (StopBullying.gov, 2017) :

- Try to avoid the situation completely, stay calm or leave the place immediately
- Inform the first responsible trustworthy person you see, a teenager, teacher, principal, supervisor, the doorkeeper or report to administration
- Involve a close person such a brother , a sister or a parent by talking to him about the issue to avoid being alone
- Reading books on moral and psychological healing will give you more strength and self-assurance
- Take a stand to defend yourself and others from being bullied, because in the end, it's all about you
- Stop solitude and disconnection; communication is a crucial step in moving on with life after a bullying encounter; it's all about a new start
- Support yourself and surround yourself with optimistic, trustworthy mates
- The most common rule is to blame the bully rather than yourself
- Bullying is violence regardless of the actions, and making jokes for the sake of amusement or as an excuse to "take it easy, I'm your mate" makes it worse
- Be mindful of your social interactions and subtle bullying, and keep strong
- Make every effort to write a community letter to the school administration requesting that they implement an effective anti-bullying policy against bullies
- Seeing a counselor is not prohibited; on the contrary, it can assist you in dealing with your problems quickly and effectively
- Consider a bright and fruitful future; do not be swayed by bullying into believing that you are unworthy of progress

- Engage in or outside of school sports events as a means of reducing anxiety
- Do not allow bullies to dominate your school life; instead, strive to better yourself by studying, learning, and educating yourself. Take pride in yourself
- Concentrate and focus only on your future achievement

8. Tips & Strategies to Control Bullying Inside Schools

It is necessary for every school to make a bullying prevention program for a better atmosphere inside, and to prevent harm or abuses to students. Bullying is a very serious issue that needs to be eliminated by creating or following one of the prevention programs. According to it a massive impact in changing and healing can happen to teenagers just by applying new rules and basics, that can help the schools in Algeria to prevent bullying from happening.

- Create a curriculum that focuses on improving students' strength and spirit; sport sessions are the perfect way for students to connect and have fun away from their insecurities and fears

- Build solid connections between students by designing group workshops at the end of the week, choosing a subject about the value of friendship by demonstrating a story in front of the whole classroom and letting them feel

- Education; focus on defining school bullying in real life, educating students on what constitutes a bullying act, as well as the long and short term impact on their learning and education

- Allow students to pursue their interests in drawing, acting, duet singing, riddles, and reading sessions

- Daily morning, on a radio school play drama, enable students to speak a moral, a book story, or whatever they want to help the listener imagine

- Hold bullies responsible for their actions by working on a basic law that outlines the necessary penalties for bullies

- All students were given the opportunity to participate in a social inner education program that teaches victims how to deal with bullying, bullies how to control their anger and maintain a positive mindset rather than acting rashly against a goal, and bystanders how to be fearless and strong when reporting a bullying incident

- In a more comprehensive portion, the school anti-bullying system will use the foundations of other well-known campaigns and prevention initiatives

- Every act of school bullying is tolerated and dealt with by assuring the victims that the act is prohibited

- During training sessions, students are taught to respond quickly when a bullying situation arises and to address it as quickly as practical

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9. Solutions to Control and Disband Bullying at Schools

Bullying was taken into consideration Just recently because of its importance which was revealed by educators and researchers in Algeria. On the contrary, not dealing with this matter seriously lead to several problems and kept increasing without any interventions from the right responsibles.

All the community members are in charge of the issue, consequently, we all should take a step to fight, control, disband and eliminate this phenomenon. Starting from the parents going deeply inside the school, each one has a role to do seeking for a better atmosphere.

➢ **9.1. Parents Role**

Parents must act quickly and effectively to prevent bullying from getting out of control. If your child seems to be a victim of bullying, there are some important things parents can do.

- Try to listen to what others have to say about your kids, even if it's difficult.

- Establish a best friend relationship with your child by talking to him or her about their everyday school routine. This will help you communicate more effectively.

- Inform the teacher or family member that you are really concerned about this and that you will do everything possible to ensure that this behavior does not continue.

- Clarify whatever happens, you can assist your child in getting through it.

- Encourage them that being a victim of bullying is not their fault, that they do not deserve to be abused and mistreated, and that the bully's selfishness is to blame.

- Don't take it personally. Might not want to justify your child's behavior by saying it happened "once"; it won't go anywhere. And if you aren't concerned about long-term consequences for your child, another child is suffering.

- Support the policy at the school. Find out how they deal with bullying. If the bullying occurred outside of school (for example, cyberbullying), inform the school to get them involved.

- Speak with your instructor, the year level supervisor, or the school security director. Inquire about what you can do from home to help you solve the problem. Declare that you'd like to keep in touch and learn about your child's progress.

- Attempt to understand the events that lead up to this. Consider the reasons why your child is acting the way he or she is.

- By saying sorry and measuring a path forward, you will assist your child in identifying just what he or she did, as well as being responsible and attentive.

- Increase the level of surveillance. Keep an eye on your child's habits, whereabouts, and peers, as well as their use of the Internet and cell phones (these are fast becoming one of the key tools in bullying behaviour). Consult the school about additional playground or class supervision choices.

- Interact in your child's cyber space (do you know all of the social media applications your child might be using?). If necessary, encourage alternative hobbies (nonviolent games/TV) and friends.

- Show off your child's creations and any awards they've earned from the school or community. "It's nice to see you putting in so much effort!"

- If your child is loud and aggressive and busy, keep them active in a constructive manner, such as walking the dog or setting the table. Discuss with their instructor ways to redirect excess energy at school, such as having equipment ready, setting up chairs, and so on.

- To be a bully parent is a big problem; setting limits and taking care of it until it's too late will spare a whole group of victims, punish them, and teach them that intentionally hurting others is completely unacceptable.

- In order to combat cyberbullying, evaluate your child's online presence, monitor their personal phones and other devices for any threatening or inappropriate messages, and report them.

- A psychologist session will assist the victim or abuser in receiving medical attention.

➢ **9.2. School Role**

Bullying should be taken seriously by educators, even if it occurs in places like the toilet, schoolyard, noisy doorways, and public transportation, as well as on mobile phones and computers (in which surveillance is weak or missing). If a teacher notices bullying in the classroom, he or she must report it.

- Working on the concept of bullying, emphasizing its importance, defining it, and demonstrating to students that this conduct is not permissible. Making fun for the sake of amusement is not a simple act; consider the long-term consequences.

- Explain bullying on a regular way to encourage children comprehend it and to develop self-help strategies and guidelines.

- Bystanders should be taught that reporting a bullying incident can completely transform a human's career.

- Take quick action to stop the bullying and protect the victim from being harmed.

- Every behavior of mocking people for the sake of amusement among classmates, or criticizing for personal gain, is regarded blatant bullying, thus intervening early will make coping with this social act easier.

- Observation can teach you the value of paying attention during class, and one unexpected interaction can prevent future bullying incidents.

- Motivate students to build a welcoming environment and a strong bond between them.

- Creating a fun environment in the classroom, group projects, painting activities, and even music sessions can help them to connect their distinct interests and form lasting friendships.

- Educators and the rest of the school staff are in charge of the students, from detecting to assisting, from directing to saving.

- Allow them to understand in depth about our religion, Islam, and the importance of faith, and the rewards will undoubtedly be worth the effort.

- Instill in them the excitement of taking part in class activities.

- Guard and care for your kid as if you were a parent.

- Increasing the efficiency with which an anti-bullying policy and basic principles are implemented to ensure that students feel safe and protected.

- Using strong comments to demonstrate that the school is firmly opposed to bullying.

- Declaring what rights students have on school grounds, such as the right to be bully-free and to get assistance if they are bullied.

- Providing a clear explanation of how the school will respond to bullying occurrences, such as dealing with the issue seriously and taking necessary actions based on reviewing the entire case, which may include counseling specialists, imposing a punishment, holding parent interviews, and suspension from school.

10. The Results of Being Bullied:

The results of bullying demonstrate how harmful and detrimental it is. Historically, all those involvedin bullying episodes, whether as the bully only, the bullied, both the bullied and the bulliedcoincidentally (students who are both victims and perpetrators of bullying), or witnesses, have suffered the psychological and social consequences of the phenomenon throughout their human development.

According to studies, school-aged children and adolescents who are bullied or witness abuse are more likely to experience emotional distress and psychological factors (Thornberg

2013). Furthermore, the fact is being bullied tend to have lower self-esteem, are more likely to be depressed, insecure, anxious, excessively sensitive, cautious, concerned, afraid of new circumstances, and exhibit intense introversion (Berthold and Hoover, 1999; Craig, 1998; Olweus,1995; Rigby and Slee, 1991a; 1991b). On the other hand, one of the long-term results of bullying ishow victims deal with interpersonal relationships. They may be unable to form close relationships with others and have confidence issues. As a result, the stress of going to school will affect bullyingvictims' academic results, causing their grades to decrease. Therefore, the majority of attention paidto the consequences of bullying focuses on how it impacts victims, although there are indications that it may also negatively impact bullies and bystanders.

Bullies are more likely to drop out of school and have long-term relationship issues. In turn, bystanders who witness bullying can experience depression. Furthermore, they may have a heightened sense of fear because they feel powerless toprotect the victim and are worried that they may be bullied themselves. Bullying in puberty stuntsindividuation and is comparable to a disorder that distorts self-development and the creation ofhealthy relationships. When it emerges from the turbulence of middle school's first few months. Inthe last three decades, a significant effort has been put forth by researchers investigating the consequences of bullying behavior on physical, psychological, relational, and general wellbeing. If it's not addressed immediately, a bullying culture emerges in which destructiveness takes hold anddominates the school's entire social culture. Accordingly, it's important to acknowledge it for what it is and learn to deal with it.

➢ **The top four levels of anxiety disorders among the bullied:**

Post-traumatic stress disorder, generalized anxiety disorder, panic attacks, and social anxiety disorder are some of the symptoms that bullied adolescents may experience.

- PTSD progresses after a traumatic or life-threatening incident, including a terrible caraccident or the loss of a close relative. It may also appear as a result of persistent bullying orharassment. Children with Post-traumatic stress disorder can have hallucinations, nightmares, startle easily, and detach from others.

- Generalized Anxiety Disorder (GAD): worries and uncertainties torment children withgeneralized anxiety disorder, allowing them to be distracted from their daily activities. For instance, they may express their dis satisfaction with a constant feeling that some thing bad is about to happen.

- Panic Attacks: Individuals who suffer from panic disorder may contend with unpredictablyand frequently occurring panic attacks. They feel terror during an

assault that comes on immediately and without warning. Sweating, chest pain, and heavy or irregular heart beats are all possible symptoms. Panic attacks can lead sufferers to avoid going out or doingactivities they used to enjoy.They are anxious that they will be subjected to another episode. As a consequence, they remain at home in case they have another panic attack.

- Social Anxiety Disorder: Individuals with (SAD) are plagued with self-consciousness about daily social interactions.They are afraid of being judged by others. They frequently worry that others will make fun of them because of how they look or behave.

Conclusion :

In Algeria, school-based bullying is a complex phenomenon. It is also a mature area of investigation in education, psychology, and health care, due to its negative consequences for students' academic performance and well-being. In this present chapter, the concept of bullying is clarified by the psychological Impacts of Bullying, is introduced at the beginning of the chapter with a brief description of the reality of bullying in Algerian schools; furthermore, the factors influencing Bullying in Schools which are as follows, individual factors classroom factors, school factors, then the early signs that indicate a young person is a bully or a being a victim and the signs that indicate a child is being bullied. Therefore, a series of recommendations have been suggested to enhance children's

knowledge and ability to deal with bullying when it occurs. In addition to showing teachers' role in tackling the issue among their students, This was clarified, along with tips, strategies, and prevention to control this phenomenon within schools, followed by solutions to eliminate the problem.

Chapter Three

Field Work

This chapter contains the practical side of our work in which we have mainly focused on pupils and teachers specifically, or the school environment in general to reveal their experience. Our dissertation aim is to determine the absolute truth of the psychological bullying atmosphere and its impact on the learners learning in the algerian schools. This reasearch has been conducted at Tiaret University " English Department "

1. The Educational Context:

This dissertation was conducted in Tiaret state at "Bakr Ibn Hammad" middle school. Addressing the fourth year pupils and their teachers, seeking for the best accurate results we could gather. This middle school which consists of 21 classrooms is chosen due to hearing several bullying incidents that lead to some injuries and negative repercussions and several drawbacks, this research study investigated the spread information to confirm and get reliable and valid results concerning the bullying atmosphere impact on the learners learning.

2. Research Instruments:

Plenty of methods, technics and instruments are used when conducting dissertations for better understanding, so to assure our study and to confirm or reject the hypothesis this research involved both quantitative and qualitative methods using basic instruments:

I. **Pupils questionnaire:** To gather pieces of information about students and the bullying experiences/ interferes/ situations/ learning atmosphere/ dealing methods and view points.

II. **Teachers Interview:** To get background information about the teaching/learning psychological atmosphere, to understand deeply the teachers reactions when dealing with the issue, and to come up with the most suitable solutions to eliminate bullying

III. **Classroom Observation:** To experience bullying incidents, analyse the bullying psychological atmosphere and how it can affect the learners.

3. The Selected Population:

Our research study dealt with three (3) classes of fourth-year middle school pupils, which consisted of ninety-three (93) pupils in total, and eight (8) random teachers. The participants

who answered the questionnaire were 55% males and 45% female, in addition to the interview done with eight (8) teachers.

4. Data Collection Procedure:

The research study used the aforementioned instruments to gather the convenient results about the psychological atmosphere of bullying and its impact on learning, starting with a clear questionnaire contained fifteen 15 questions to pupils, then interviewing eight 8 teachers asking about the climate inside/during the teaching process and finalizing our work by a classroom observation.

5. Data Analysis :

5.1. Pupils Questionnaire

- **Pupils' Gender**

Gender	Number	Percentage
Male	51	55%
Female	42	45%
Total	**93**	**100%**

Table 1 : Pupils' Gender
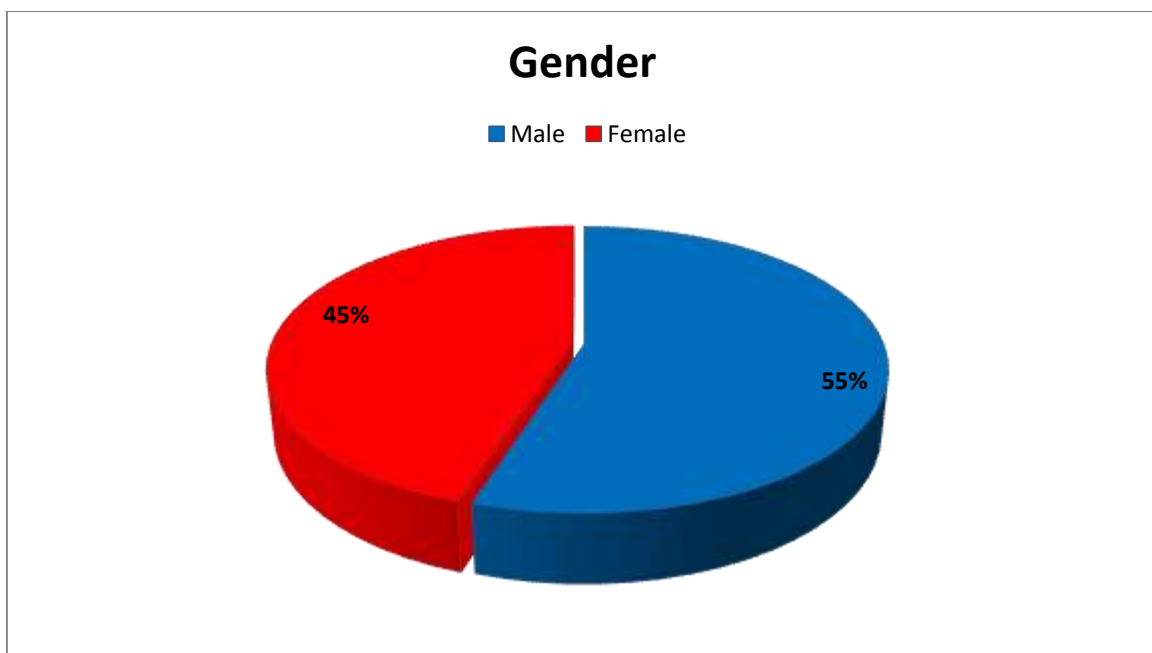
Figure 1: Pupils' Gender

- **Pupils' Age**

Variable	Frequency	Percentage
Age	**(n)**	**(%)**
13	72	77%
14	13	14%
15	06	07%
16	02	02%
Total	**93**	**100%**
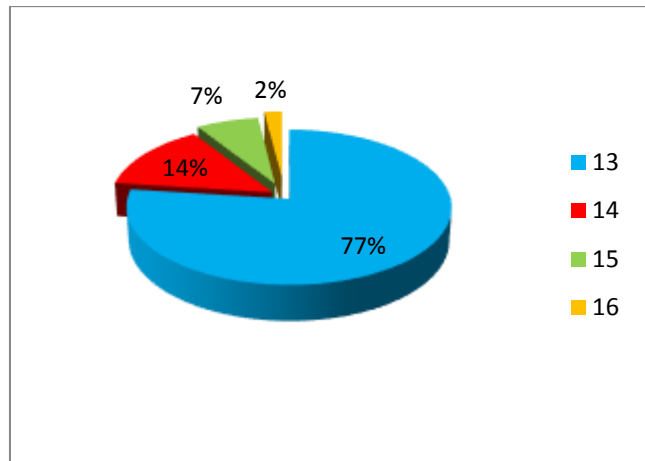
Table 2 : *Pupils' Age*　　　　　　　　　　　**Figure 2:** *Pupils' age*

- **Question 01 :**

1. Have you ever been bullied "hurt in any way"?

　　* Yes　　　* No　　　*if yes how :

Variable	Frequency	Percentage
	(n)	**(%)**
Answer		
Yes	72	77%
No	23	23%
Total	**93**	**100%**
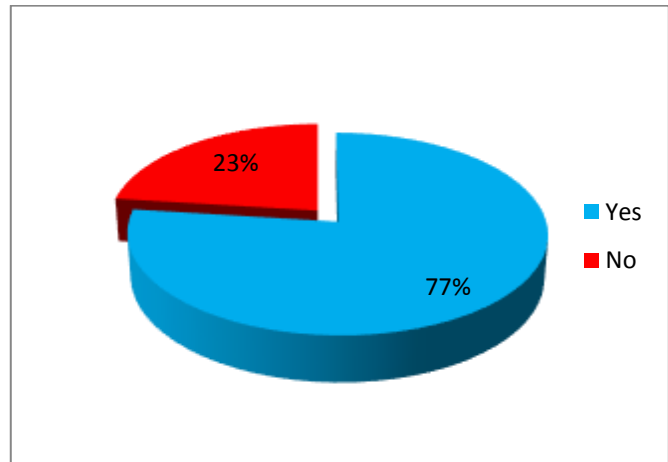
Table 3 : *Pupils being bullied*　　　　　　**Figure 3:** *pupils being bullied*

The question goal is to reveal how many participants in the questionnaire are victims, the results are almost equal showing that the majority who answered "Yes" (77%) have been bullied before inside school. However, the minority (23%) of pupils about (44) answered "No" who didn't experience a bullying scene or maybe they were shy or afraid to confess because of their weak personality or other reasons, all considered as drawbacks of bullying.

- **Question 02 :**

2. How many times have you been made fun of?

 * Most of the time   * Sometimes   * Often   * Never

Options	Frequency	Percentage
	(n)	(%)
Most of the time	21	23%
Often	17	18%
Rarely	43	46%
Never	12	13%
Total	**93**	**100%**

Table 4 : *Pupils being mocked*
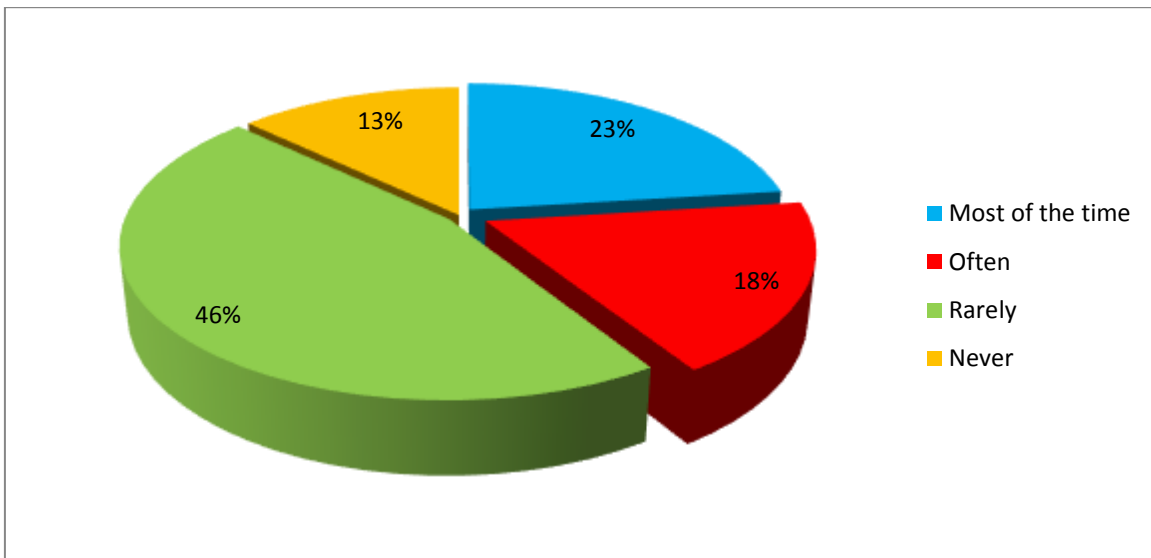
Figure 4: *pupils being Mocked*

The results show that the majority (46%) of pupils (43) answered "rarely" which means they haven't been made fun of, by taking care of them selfs, watching their dressing style, and taking into consideration every single small detail for the sake of being in a good condition just to avoid and keep bullies away from them. While, (21) pupils about 23% took second place by answering "Most of the time" are counted as the most exposed victims to bullies, and that refers to many reasons such as the way they behave or the dressing style or being fat, thus, what gives the bullies a chance to know their weakness and start making fun of it. Whereas, the last two answers "Often" & "Never" are approximately similar 18% for (17) pupils, in addition to (12) pupils (13%) who never experienced being mocked.

- **Question 03 :**

3. Throughout school years have you ever been kicked out from activities/games?

 * Yes   * No

Answer	Frequency	Percentage
	(n)	**(%)**
Yes	37	40%
No	56	60%
Total	**93**	**100%**

Table 5 : *Rejected pupils*
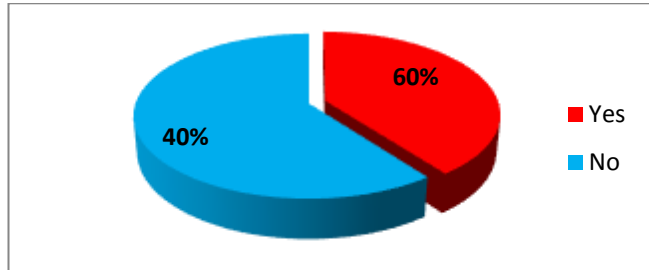
Figure 5: *Rejected pupils*

The question aim is to know if there is a bit of racism between pupils inside "Bakr" middle school, by asking them if they were left alone during school activities or playing games. The results show that the majority 60% choosing "No" about 56 pupils didn't experience such behaviour, maybe because they fit in groups and they are congenial with others and knows how to act and behave. The minority (40%) about (37) pupils were more affected by this phenomenon due to several reasons mentioning the race, colour, financial state or even more. This issue must be fixed by teaching pupils that we are all the same no matter what differences are appearing as our religion provided.

- **Question 04 :**

4. Did anyone spread fake rumors about you at school?

 * Yes   * No   if "yes" what rumors :

Answer	Frequency	Percentage
	(n)	**(%)**
Yes	18	19%
No	75	81%
Total	**93**	**100%**

Table 6 : *Pupils facing rumors*
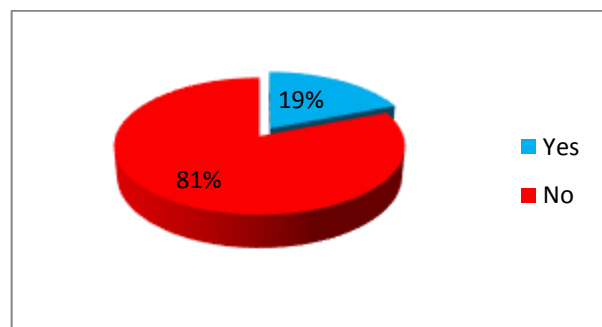
Figure 6: *Pupils facing rumors*

According to the findings, (19 %) of students said that others at school spread lies about them, such as having a contagious disease or being homosexual students, causing them to feel isolated and abandoned. Also, being framed with stolen property in order to lose the faith of their surroundings. While the majority (81 %) of students, on the other hand, are not prone to becoming the target of lies circulated because they have power on school grounds, and hence are a difficult target for bullies.

- **Question 05 :**

5. How often pupils stole something from you?

*Most of the time   *Rarely   *Never

| Options	Frequency	Percentage
	(n)	(%)
Most of the time	29	31%
Rarely	61	66%
Never	03	03%
Total	93	100%

Table 7 : Pupils being robbed
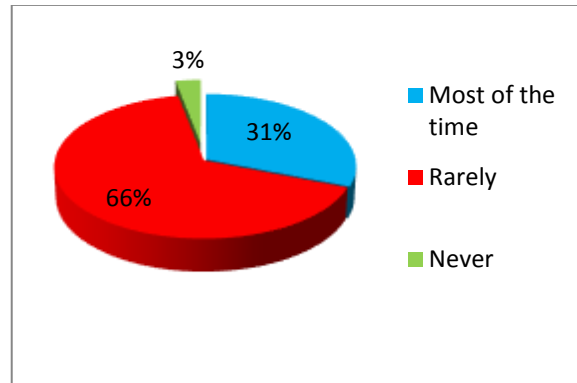
Figure 7: Pupils being robbed

The results of this question show that most of the pupils (61) answered "rarely" which means that the majority (66%) of pupils don't get their stuff stolen occasionally, but once or twice in a long period. While (31%) from the participants (29) pupils said "most of the time" because they were facing this issue always by losing their school stuff, and even more personal precious items such as "phones, watches, rings...". This issue won't stop unless the instructors take control over the bullies by stopping them, or the victims begin to pay attention to their tools and avoid being reckless and careless when it comes to their stuff. The small minority (03) pupils took "Never" as a choice leaving a good impression which made us hope that it will never happen again to any other pupils.

- **Question 06 :**

6. What type of bullying were you exposed to?

* Physical   * Verbal   * Rumors   * None

Options	Frequency	Percentage
	(n)	(%)
Physical	19	20%
Verbal	35	38%
Rumors	18	19%
None	21	23%
Total	93	100%

Table 8 : Types of bullying
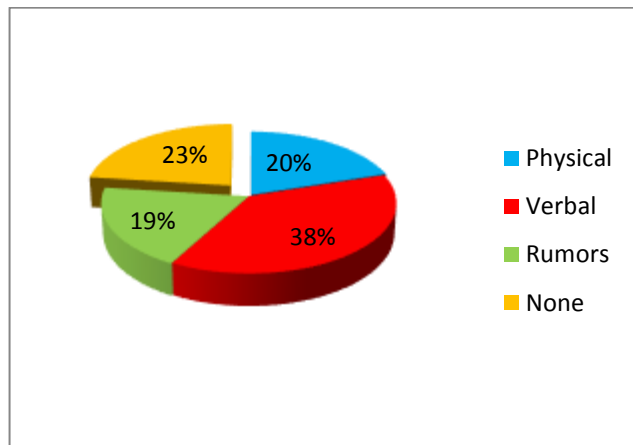
Figure 8 : Types of bullying

Here we come to a deep question concerning the bullying issue, we were trying to know what kind of bullying each one of our participants was exposed to, all types of bullying are prohibited because they can return with awful drawbacks to victims. The majority (38%) picked "verbal" which means that we have (35) pupils who were exposed to verbal bullying, listening to insults, cruel, and savage words, consequently, they feel intimidated, hurt, and lose control. Going to (20%) about (19) pupils who did not experience that type of bullying but still facing the physical one, the most unhealthy and risky type especially when it comes to the victims' health like hitting, damaging, harming, leaving scars and being generally abused. It results in many problems in the victims' health and personality while they were living under the bullies mercy. The psychological atmosphere here gets affected because of the way they are hiding and afraid to be caught by a bully who will make their learning atmosphere awful. Spreading rumours is also a serious type of bullying leaving the victims in a weird state trying to make an end to those false accusations and to prove their innocence in the face of false charges or claim.

- **Question 07 :**

7. How often does bullying occur at your school?

* Always   * Sometimes   * Rarely

Options	Frequency (n)	Percentage (%)
Always	13	14%
Sometimes	70	75%
Rarely	10	11%
Total	93	100%
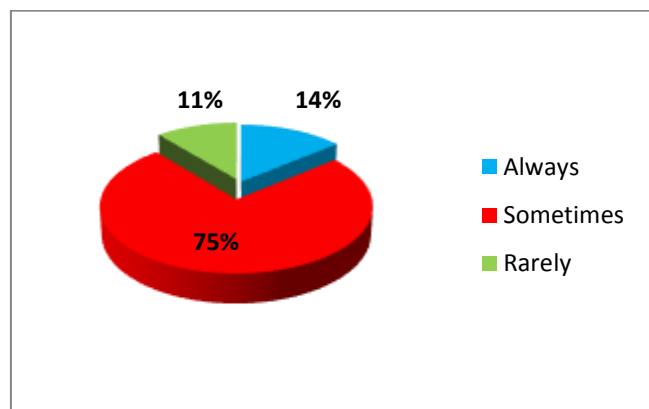
Table 9 : *bullying frequency at school*   **Figure 9 :** *bullying frequency at school*

bullying is a behavioural phenomenon that occurs every time and everywhere. Inside schools bullying scenes happens when the surveillance is weak or missing so they take advantage and pick their victims to start abusing them without reason, bullying in schools is a casual routine that happens everyday especially in the rest-time, lunch-time, doorways, bullies starts to insult, throw other's things, slap them, making fun of teachers or their clothes. Question seven revealed that (14%) of pupils answered "Always". While the majority (75%) of pupils picked "Sometimes" which means that bullying doesn't happen that much at "Bakr"

middle school, leaving (11%) who admitted that they rarely seen a bullying scene inside school.

- **Question 08 :**

8. Have you ever been forced to do something at school you don't want to?

* Yes   * No

Answer	Frequency	Percentage
	(n)	**(%)**
Yes	27	29%
No	66	71%
Total	**93**	**100%**
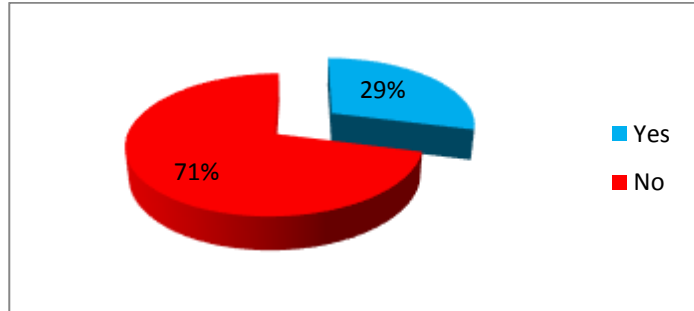
Table 10 : pupils being forced   *Figure 10 : pupils being forced*

The results of question eight-show that the minority (29%) were implicated in this issue and made up to do things they didn't want to, due to many reasons as being shy, not having the force to defend themselves from the bullies neither to react or resist what the bullies are forcing them. On the other hand, the majority (71%) were less likely to be involved in such an issue because they were responsible for their acts and had a strong personality showing themselves as tough children to avoid any kind of bullying.

- **Question 09 :**

9. How would you behave if you spotted someone being bullied?

* I would support the bully

* I definitely would support the person who is being bullied

* I would report it

* I would ignore it

	Frequency	Percentage
Options	**(n)**	**(%)**
I would support the bully	04	04%
I definitely would support the person who is being bullied	63	69%
I would report it	17	18%
I would ignore it	09	09%
Total	**93**	**100%**

Table 11 : bystanders reaction when witnessing bullying incidents
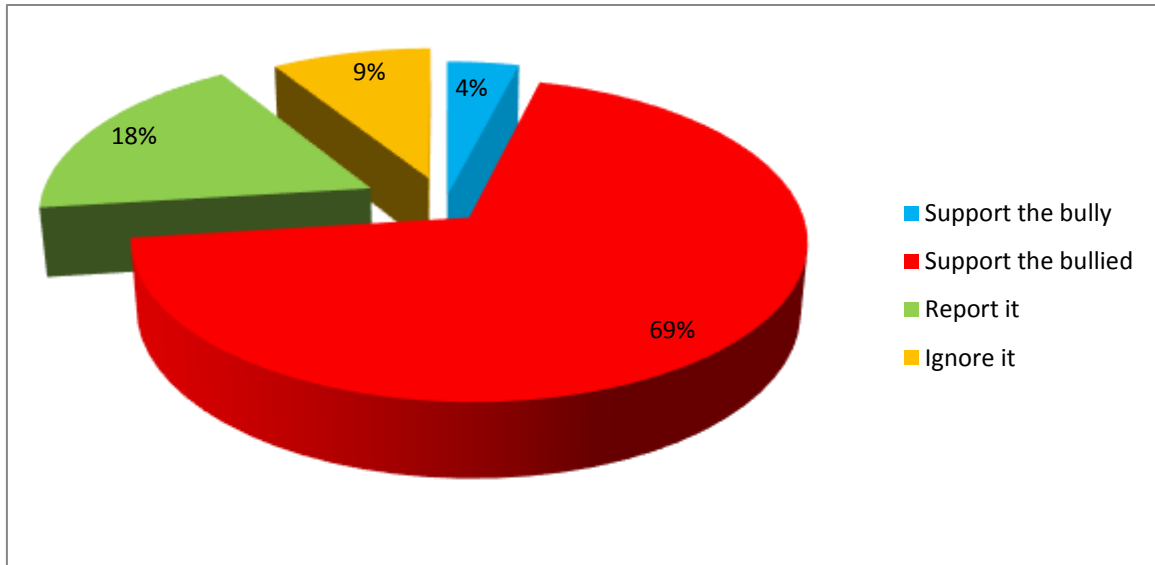
Figure 11: bystanders reactions when witnessing bullying incidents

Pupils reaction matters a lot when talking about bullying, they are able to prevent bullying from happening only if they were behaving seriously and acting properly, they also can be the saver of the situation as bystanders when bullying occur, so we asked about their interventions. The majority 69% of our participants picked the appropriate answer which was "I definitely would support the person who is being bullied" one of the right behaviours each student must do, while eighteen per cent (18%) of pupils said that they would report it, in addition to 09% who came to confess that they would ignore it maybe because they fear what might the bully do to them if he knows so they would rather be silent than taking a step to stop bullies, leaving us with the minority (04%) who would support the bully maybe to guarantee their own safety by sticking with the strong side.

- **Question 10 :**

9. Have you ever bullied someone before?

   * Yes   * No   if "yes" why?:

Answer	Frequency	Percentage
	(n)	**(%)**
Yes	06	07%
No	87	93%
Total	**93**	**100%**

Table 12 : bullies pupils ratio   *Figure 12 : bullies pupils ratio*

A few answers concerning this question was quite surprising, the majority here (93%) weren't bullies, on the other hand, (07%) of pupils normally admitted that they already abused

someone before. Some of them revealed their reasons such as bullying a pupil that he already bullied them previously, abusing someone who stole somethin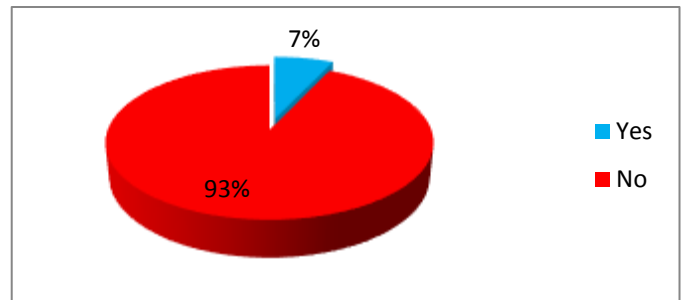g from them before, taking revenge from a girl refused to date some boys, for the sake of feeling powerful, not being able to control and living under a tough circumstances as well.

- **Question 11 :**

11. Why are some pupils bullies?

* No idea   * To show power and control   * A weakness   * Other reasons:

Options	Frequency (n)	Percentage (%)
No idea	37	40%
To show power	25	27%
A weakness	31	33%
Total	93	100%
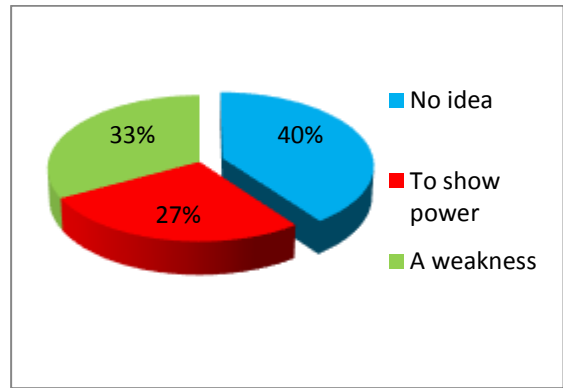
Table 13 : bullying reasons   *Figure 13 : bullying reasons*

This question's goal is to know the characteristics of the bullies based on the "bullies/ victims/ bystanders" point of view, the majority (40%) of pupils had no idea why do some students tend to bully and harm others, while (33%) of pupils claimed that it is considered as a weakness in the bully's personality so he bully in order to hide it away, whereas, the last 27% said that they do it to show power and control over victims and also for the sake of making fun and entertaining others to laugh and kill boredom.

- **Question 12 :**

12. Should the bullied pupils :

    * Fight back/Stand up?

    * Avoid the bully and stay away?

Answer	Frequency (n)	Percentage (%)
Yes	72	77%
No	21	23%
Total	93	100%
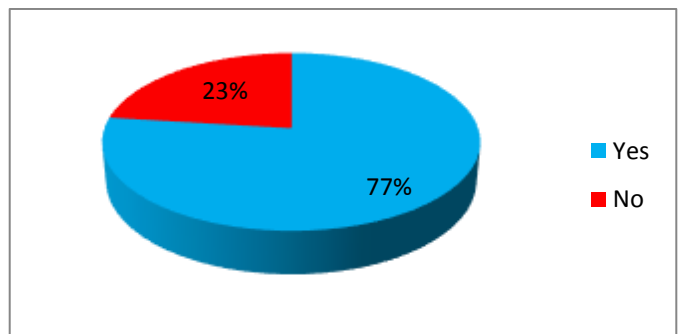
Table 14 : The victims reactions   *Figure 14 : The victims reactions*

According to the findings, about 77% of students feel that the victim should stand up for themselves and protect themselves rather than submitting to the bully's requests and acting

accordingly. While the minority of students, on the other hand, believe that staying away from the bully as much as possible is the better option for avoiding any bad consequences that may arise from any interaction with the bully.

- **Question 13 :**

13. Who would you contact if you are being bullied?

    * A parent   * A teacher   * A counsellor   * A freind

Options	Frequency (n)	Percentage (%)
A parent	17	18%
A teacher	22	24%
A counsellor	05	05%
A freind	49	53%
Total	**93**	**100%**
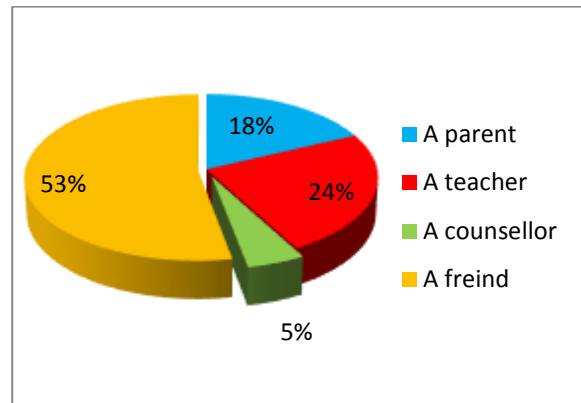
Table 15 : bullied pupils support   *Figure 15 : bullied pupils support*

Question thirteen talks about the first person needed by the victims when they are being bullied, when analysing this question results the majority (53%) picked the fourth answer "A freind" which means that the closest person to a pupil is his freind to count on solving their problems together and keeping secrets for themselves. The second part answered "A teacher" (24%) of pupils would prefer to reach a teacher informing him with the incidents, however, (18%) of participants said that they would contact their parents for help, while the last part which is the minority of pupils choose to inform a counsellor inside the school to settle the problem.

- **Question 14 :**

14. Do you get distracted while bullying is occurring during a lesson?

    * Yes, a lot   * Somehow   * Not really   * if "yes" how ?

Options	Frequency (n)	Percentage (%)
Yes, a lot	79	84%
Somehow	10	11%
Not really	04	05%
Total	**93**	**100%**
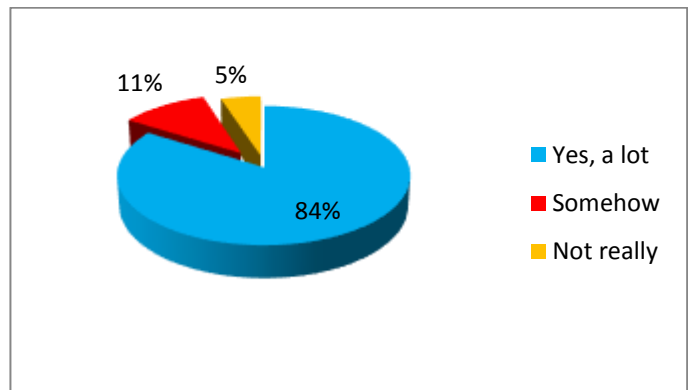
Table 16 : pupils getting distracted   *Figure 16 : pupils getting distracted*

Bullying issue matters a lot when it comes to the psychological atmosphere of learning, incidents during the explanation of the lesson damage the weather and affects what the pupils could benefit and learn, when being distracted pupils won't be in the appropriate atmosphere and can't understand the given information due to the disturbance they are facing. The majority (84%) agreed that bullying beguiles them when it occurs and prevent them from getting knowledge, while only (11%) answered "Somehow", it means that they also get distracted by the behaviours of the other, but only (05%) said "Not really" maybe they don't care and pay more attention to such issues or they are bullies in nature.

- **Question 15 :**

15. Do you think that the bullying atmosphere can affect your learning? if "yes" to what extent?

*Yes   *No   *If "yes" explain how :

Answer	Frequency	Percentage
	(n)	**(%)**
Yes	90	96%
No	03	04%
Total	**93**	**100%**
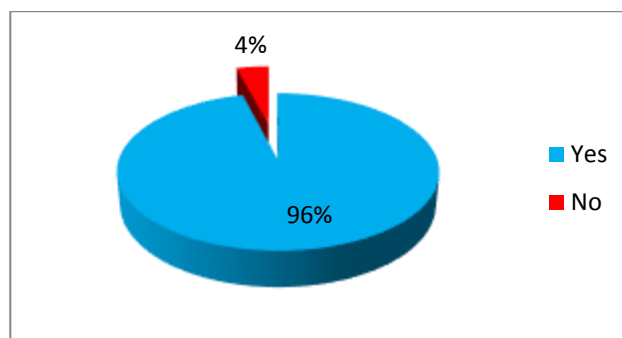
Table 17   ***Figure 17***

"School bullying impact on the learning psychological atmosphere"

The last question about the effects of school bullying and the extent of damage that can occur to the learning psychological atmosphere of pupils, the majority of (96%) of participants indicated that this issue has entirely ruined their quiet and comfortable learning atmosphere by being under pressure, some pupils said "I can't be in touch with my teacher" keeping themselves thinking only about a solution to avoid the bully, others pointed to the disturbance they get when they try to concentrate " he keeps disturbing me no matter what I do for him" consequently they can't neither participate nor be in a safe atmosphere for learning, others said "the teacher differentiate between us" "I try to hide from teacher and bullies" the teacher's role is so important to save the balance and the quiet conditions for learning, and for better incomes and performances all pupils must be treated equally without taking into consideration any other aspects.While other pupils said "they keep using that awful name", "what did i do! to be treated like that" these behaviours affects a lot and make

pupils not interested in school and afraid from being there as well, furthermore (04%) afirmed that bullying can never touch their learning capacities as being tough.

5.2. Teacher's Interview

5.2.1. Aim of the interview :

Interviews are the most common qualitative method for providing in-depth analysis and thorough descriptions for a better understanding of the topic, and for comprehending teachers' perceptions. The interviewee is not limited to specific choices of answers, unlike the questionnaires, because it permits teachers to express their experiences and views concerning bullying situations that could only be detected through this approach. Moreover, it helps us gather additional information that can support us in our research.

5.2.2. Description of the interview :

The interview is chosen as a tool divided into three sections, for the sake of this study to investigate teachers' understanding of bullying and how they deal with it, as well as their expressed concerns about the issue. Interviews are most beneficial when we want to discover someone's point of view and why they hold it, especially when the information is likely to be sensitive. This allows the respondent to talk in some depth, choosing their own words. Which ultimately help us as researchers to develop a real sense of a participant understanding of a situation.

5.2.3. Administration of The Interview :

Data collection took place in "Bakr ibn Hammad" middle school. The interviews were conducted in a 4days period from January 17th to January 20th, 2021. 4 teachers of English were individually interviewed through script-guided semi-structured interviews. The teachers are given the same questions while interviews were recorded and transcribed into script format. Bearing all this in mind, it was extremely important to form to continuously write as we progressed through our investigation.

As Beazley (2009) points out, the reflective writing process in which I am engaged is a significant source of interpretative understanding as concepts are dissected and ideas are investigated from the data.

Finally, to complete my engagement in this reflective writing process, I correlated our observations to the greater body of literature generated by others previously discussed (Creswell,2007).

5.2.4. Analysis of The Interview :

- **Section One**: teacher's personal information

School name	Teacher	Sex	Seniority	Academic qualification	Age
Bakr Ibn Hammad	1	Female	5	Secondary School Certification	31
Bakr Ibn Hammad	2	Female	8	Secondary School Certification	37
Bakr Ibn Hammad	3	Male	6	Licence	33
Bakr Ibn Hammad	4	Female	5	Licence	32

Table 18 : *interviewed teachers personal information*

All teachers participating in this interview were teachers of English who belong to the same middle school they were in total of 4; one male teacher and three female teachers. But, they were of different gender, age, seniority, and academic qualifications.

- **Section Two :**

Question One :

1. Is there any bullying cases during your explanation inside the classroom?

Regarding this question, all teachers experienced bullying incidences during their lessons and this later depending on the level, age, etc.

Question Two :

2. How do you intervene when you see someone bullying others?

All-female teachers felt confident to provide support for bullied students by initiating a conversation and listen to them. while the only male teacher talked about punishing the bully and emphasized the importance of contacting the bully's parents.

Question Three :

3. What do teachers need to do to be able to effectively deal with current bullying in schools?

In this question, three of the teachers called for more school support in this regard. While one of the female teachers highlighted the importance of establishing strong connections with pupils and having honest conversations.

Question Four :

4. Do you believe that teachers hold the full responsibility to deal with bullying in their class room? if not who else is responsible?

Two teachers named the school accountable and responsible to deal with peer bullying, one male teacher said that dealing with bullying is a shared responsibility between teachers and school and the last teacher stated that half of the responsibility lies with the parents at home and the other half with the teacher and school staff.

Question Five :

5. How well do you think schools are doing in the response to bullying and why that changes to existing programs would you like?

In this question, all teachers expressed negative thoughts about school commitment to stop bullying, with the male teacher stressing the significance of imposing strict regulations in order to stop the bully.

Question Six :

6. Describe your role as a teacher in dealing with this issue?

The three female teachers show that by teaching kindness and empathy where students can approach ideas and problems from multiple perspectives, they're less likely to bully others, empathy is the ability to put themselves in someone else's shoes, and teachers need to embed this role into their curriculum, while the only male indicated his role in creating opportunities for connections between learners, which means that teaching students to speak up when they witness bullying behaviour and to take a stand against it, can reduce future bullying situations therefor students feel connected to their peers, their school, and their community, they do better.

Question Seven :

7. Is it important for teachers to learn about bullying? If yes, Are you willing to learn more about it?

All of the teachers agreed that there is a need for bullying training. They may receive training that will provide them with the relevant information, tools, and techniques to deal with the widespread occurrence.

Question Eight :

8. To what extent are you concerned with your student's social and emotional health? If yes, do you teach your students about the need for mutual respect and communication?

All of the teachers were concerned about their student's social and emotional well-being. However, due to a lack of resources and a rigorous curriculum, teaching pupils how to deal with that was not a priority for teachers.

Question Nine :

9. How can bullying affect your teaching/learning atmosphere?

Regarding this question, all teachers agreed on the negative consequences that bullying has on student's academic performance; they said that bullying is significantly associated with decreased perceptions of school safety, connection, and equity.

Question Ten :

10. Are you aware of any programs or policies that aim to combat bullying in schools? As a teacher what would you suggest?

According to the only male teacher bullying, prevention and intervention programs do not exist in Algeria. And if they do, they surely lack effectiveness .on the other hand, one of the female teachers spoke of her knowledge of international anti-bullying programs and that she would like to implement the same programs in Algerian schools. The other two female teachers acknowledged their lack of awareness about any programs aimed at combating bullying in schools, but they did recommend that some policies to reform bullies should be implemented.

5.3. Classroom Observation

5.3.1. The Process :

Observation is useful for generating in-depth descriptions of organizations or events, for obtaining otherwise inaccessible information that involves watching individuals in their natural environment or a naturally occurring situation. To collect well-grounded data, I used a grid that allows me to check for both verbal and nonverbal expressions of feelings, determine who interacts with whom, and understand how participants communicate with each other inside the classroom.

The Observation Grid n°1

Pupils'Grade : fourth-year

Pupils'Number : 40

The First Session on February 1st, 2021 from 08:30AM to 08:55AM

Pupils' behaviour	Pupils' characteristics	The Teacher acts
• Talking when they shouldn't be • Arguing with the teacher unnecessarily • Inappropriate cellphone usage in class • Name-calling • Harassing their class mates • Kicking and hitting • Teasing and making fun of the other pupils • Side conversations • Interfering with teaching activities	• Disrespectful • Overactive • Lack of responsibility • Carefree • Arrogant • Negligent • Impulsive	• Consistent anddecisive • Creating a sense of community and belonging inside the classroom • Making a point of smiling each time when he converses with his students, cracks a joke or two. • Motivating learners to try again when they faile • Repeating the explanation of the lesson even though some particular pupils were joking around

1. Participants'1st classroom observation

People have the right to be free from intrusion into personal matters, even in a school setting. The right to learner privacy extends to education records, admissions, and conduct, for example; Generally, a student's right to privacy is violated when personal information is disclosed to unauthorized third parties without consent, by filming or recording. As a result, we took notes while respecting the privacy of both the teacher and the students. After being welcomed by the maths teacher, and describing the entire research project and intent, we sat in front of the learners and introduced our topic to gain basic insights.

Listening to what the classroom sounded like, what the students were like, how much they talked,about what and how they behaved as a result of asking specific questions and detecting all verbal and non-verbal inflections, observing the interaction of the participants as well as the teacher's manner of dealing with the students. According to the observation method, the learners in this classroom were overactive and negligent. There was no interaction between

classmates except for a minority of them cracking jokes. 6 - 8 pupils were being rude and inconsiderate in a provocative manner, but the teacher was kind and managed to help them with the lecture without reprimanding them, and kept him self calm without any reaction towards their behaviours.

The Observation Grid n°2

Pupils' Grade: fourth-year

Pupils' Number: 30

The Second Session on February 2nd from 8:00 AM to 8:30

Pupils' behaviour	Pupils' characteristics	The Teacher acts
• Focused • Observant • Being polite and having manners • Participating	• Kind • Intelligent • Motivated • Respectful	• Encourage pupils to take part without fear of judgment. • Creating a fun environment for pupils and making them feel comfortable • Treating everyone equally

2. Participants' 2nd classroom observation

This classroom was remarkably peaceful, with the teacher and the students both welcoming us kindly; they were well-behaved, helping one another to respond to the teacher's questions and participating calmly. While the teacher did an excellent job of creating an environment in which the students felt comfortable participating, the pupils and the teacher appear to have a high level of mutual respect for one another. When the teacher introduced the bullying topic to them they seemed very interested and had a lot to say by raising their hands and sharing with us their opinions on the matter.

The Observation Grid n°3

Pupils' Grade: fourth-year

Pupils' Number: 27

The Third Session on February 2nd from 11:00 AM to 11:30

Pupils' behaviour	Pupils' characteristics	The Teacher acts
• Honest • Observant • Energetic • Participating	• Open-minded • Clever • Motivated • Well mannered	• He was quiet • Very helpful • Delightful • Friendly

3. Participants' 3rd classroom observation

After being welcomed by the English teacher and introducing the whole process of the research study and purpose to his pupils the teacher stepped a side and gave us time to present the topic of bullying and discuss it with them, we noticed that they were a little shy at first, so we started asking basic questions about bullying. We noticed that only about 4 or 5 learners were raising their hands after that, so the teacher intervened and encouraged them to participate. The entire classroom became more energized shortly after he spoke, and we began to receive very helpful feedback from each and every one of them; even the teacher was stunned to discover that the vast majority of his students experience bullying in various forms.

6. Discussion of the Findings

6.1. Pupils Questionnaire :

Based on the research instruments involved in this study about the psychological atmosphere of school bullying and its impact on learners learning, we got an overview of bullying impact on learners inside the Algerian schools especially here in "Tiaret" exactly in "BAKR IBN HAMMAD" middle school. With the questionnaire addressed to fourth-year middle school pupils**.** We arrived to the conclusion that the majority of learners are completely aware that school bullying is a threat to school safe learning psychological atmosphere and seeing this stressful environment as an unacceptable situation**,** 7/10 of pupils experienced being bullied in different ways and most of them are still suffering from what they are receiving from the bullies such as being the subject of lies, rumours, and half-truths, having classroom and personal belongings stolen, being forced to do things involuntarily, and being verbally and physically bullied, being frightened and learning under high pressure has a huge impact on the pupils' desire to learn so this issue must be fixed or eliminated as soon as possible for the sake of a good atmosphere for learning.

According to the results of the pupils' questionnaire in the first question, we could reveal that (77%) of pupils have been bullied, they consider bullying as a serious matter that affects their will to learn by keeping them distracted and overwhelmed, while the rest (23%) of pupils didn't suffer from bullying and they might be bullies.

Question two and three were about pupils being made fun of and being kicked out from school activities, their results were approximate concerning being made fun of because less than half of pupils were victims of this subject. Similar to the previous results the third question revealed the same when also less than half of participants were kicked out from school activities by bullies.

The fourth question was so important which talk about rumours and verbal bullying, but the results were almost good for the sake of learners, only (19%) were exposed to rumours and received much verbal abuse without a persuading reason such as ethnicity, the colour of skin, physical appearance, and, most importantly, ethnic communities in Algeria for obviously being Chawi, Tamazight, and sometimes even Arab harassing each other because of their natural differences, tossing insults, and unacceptable phrases in front of everyone to show off,and ruining their reputation, cruel and wounding words can harm pupils directly, touching and impacting their peaceful learning atmosphere. Nevertheless, the second part (81%) of pupils weren't suffering from this issue due to several reasons including their strong personality.

Jumping to the sixth question which was about the bullying types pupils are exposed to, starting with the first part (20%) who were bullied physically, the most dangerous kind of bullying because of the drawbacks that could occur to pupils as a reflection of being bullied, physical bullying such as hitting, slapping, kicking, and making someone bleeding, physical bullying is a proof of being miss-treated either inside the bully's house or outside in the community. Whereas (38%) of pupils were verbally bullied, this type affects the pupils' emotions, feelings, and sensations. In addition to (19%) of pupils who experienced spreading rumours about them, Some bullies create false rumours about some students out of jealousy, especially if the victim is a friendly person or is highly loved by those around them, such as friends and fellows, and also out of envy, especially if the victim is a good learner.

Question seven was about the bullying frequency at "BAKR" middle school, about (13%) of pupils stated that witness bullying incidents in their school always including all types of bullying mentioned previously, bullying happens a lot in doorways, school-yard, and in the absence of guard, bullies stay calm and mind their actions in front of their teachers while they are waiting for the right moment to start harming the victims. However, (75%) said that

bullying happens sometimes and (11%) who said that bullying never occurs in their school, which is impossible so they might be afraid to confess or they are bullies in nature.

In addition to what has already been stated, the minority of pupils stated that they were forced to do things against their will. Normally, bullies know how to choose their victims, and when it comes to forcing someone to do what they want, the ideal target or victim would be shy, has less power, is an introvert, and would say yes to whatever the bully asks for

We asked about pupils reactions when witnessing a bullying incident, the results were nearly convenient when (69%) of pupils confessed that they would help the person who is being bullied, usually, kids support the strong side for the sake of their benefit and also to avoid and stay away from the bully but instead, the majority here took the right choice. However, a small minority of pupils preferred to report it to responsible trying to avoid troubles.

Investigating more about the bully so we asked about wether our participants bullied someone before or not made us recieve interesting results, only (07%) confessed normally without any hesitation that they are bullies by giving a strange answers that made us lough sometimes, while the rest of pupils (93%) picked the needed answer, pupils must stop bullying each other, the major reasons for bullying change from one person to the next, as do the situations and places in which they occur, providing a number of options for detecting the causes of bullying from either side. The bully is aggressive by nature.

Moreover, pupils being bullied without having anyone to support them is so risky, each poor victim should report or tell someone he trusts, (17%) of pupils admitted that they would report the incidents to their parents, (24%) choose to tell a teacher, (05%) a counsellor who has an important role in keeping a safe school atmosphere, while (53%) the majority of our pupils picked the fourth answer which was "a friend" as being the closest trustworthy person as we think because the friend can hide whatever secrets they know about their friends.

Here we come to one of the important questions in our investigation, which was about pupils being distracted when bullying happens, the majority (84%) of pupils stated that they get distracted a lot when someone is bullying others and getting badly influenced because of this serious issue, such as anxiety, depression, trying to avoid being inside the school, sleeping inside the classroom, being afraid, and losing control and still, more effects endure the victims. The other part (11%) answered somehow, while the rest (05%) picked "No" as an answer and regarded themselves as confident in dealing with bullying circumstances, congratulating themselves regularly, trying hard to get over this poisonous time, and combating the bullies' hurdles to a brighter future.

Arriving to the last question about the extent of the bullying atmosphere impact on the learners learning, considered as the most valuable question, of course, the majority (96%) here said that bullying affects their learning atmosphere a lot either by keeping them distracted as mentioned previously or by damaging their learning will, making them less interested in learning, failing, repetitive absences, afraid from bullies, actually these acts will ruin their capacities, as a result, dealing with the problem before it becomes too late and out of hand will at the very least decrease the risk of fully and permanently destroying pupils.

6.2. Teachers' Interview:

Based on the findings of the discussion of the obtained data from the teachers' interviews, regarding teachers' gender and how this variable influences their perceptions of the perceived seriousness of, as well as concerns about bullying. Bullying is regarded as a serious issue by both male and female teachers. Significant differences were noted in several relevant areas. Bullying against female teachers is more severe than bullying against male teachers. Both male and female participants were equally concerned about bullying and considered it their responsibility to respond to bullying. However, females differed significantly in their perceptions of teacher commitment, teacher concern, and system commitment. Significant differences were noted concerning confidence in identifying and managing to bully. Both males and females reported that their education had not prepared them to respond effectively to bullying.

Considering Teachers' concerns about the role of schools and in combating this problem, the study found that establishing some disciplinary rules was important to manage the school environment. Bullying was also a real issue, as several respondents noted in their responses to the study that distinguishing between immature behavior and bullying is an important element of working with middle schoolers. This demonstrates that, while bullying is a significant problem, it remains difficult for teachers to handle regularly in addition to their other responsibilities inside the classroom.

Regarding teachers' perceptions of the needs of schools' teachers to deal with bullying. The findings of the present study indicated that the teachers very highly perceived that "the presence of a school policy could be useful in promoting a healthy environment. This result may reveal teachers' awareness of bullying acts and where bullying occurs. In addition, teachers may assume particular responsibility for addressing any behavior deviations among students to determine the causes of these behavior changes.

Regarding teachers' training, teachers feel a responsibility to prevent bullying within educational environments. On the other hand, they do not feel well equipped with appropriate

and effective ways to respond to bullying. Teachers also, for the most part, felt as though situations not being handled appropriately would further exacerbate the conditions. A few teachers stated they had not received any training at their school for responding to bullying within the last academic year. However, several teachers responded that they had attended at least one course regarding bullying. When asked if they would like to receive more training in responding to bullying, the majority of teachers agreed.

6.3. Classroom Observation :

According to classroom observations, teachers' perceptions of bullying behavior are skewed toward the negative impact of bullying. The findings of the current observation indicated that the reactions of the pupils were substantially different, revealing their true experiences of school bullying without fear. observing attitudes, identifying at least two or three abusers by their behaviors and facial expressions, noticing victims, and even obtaining a proclamation of still being a victim, not just one, but around fifteen. In general, their acts with the teacher were rather astounding, as were their acts with their classmates. Nevertheless, in the third grade, the absence of the teacher caused a behavior change, and they started bullying each other. The fourth-grade observation game has the same attitude. In the third classroom observation, students bravely expressed and voiced real school events' consequences for them and their studies, revealing the high impact of bullying on the school's learning balance and endangering their future educational process. In this chapter, we report and discuss the findings collected from the learner's questionnaire and face-to-face interviews with the teachers. In addition, we described the instruments used to collect data from teachers. Two major topics were discussed: teachers' understanding and concerns about peer bullying, as well as their gender, age, and professional background. A series of recommendations have been suggested to enhance teachers' knowledge and ability to deal with bullying when it occurs. These social issues are affecting learners. The majority of pupils are bullied, either directly or indirectly, or online, influencing their education and creating a toxic and unhealthy environment that affects the students' well-being and learning paths for the rest of their lives. Schools should take this issue seriously as soon as possible by instituting strategic anti-bullying measures in the classroom to ensure students' educational advancement.

Conclusion

Bullying in schools is a massive problem that happens every day in our lives, a widespread matter around the world needs to be taken into consideration seriously since it has several dangerous drawbacks that manipulate learners, it can make someone's life miserable or even worse like some cases which lead to death, an issue that requires treatment because of the huge number of school bullying victims increasing every day, leaving them damaged in many ways and affecting their carrier. Thus, awareness should be raised starting from learners and their parents going to teachers then community, by following the prevention programs and policies or even installing new severe rules and strategies.

The present research study dealt with bullying in Algerian schools in Tiaret, a remarkable issue threatening our learners and affecting their learning atmosphere, the research is divided into three main chapters, a review of the literature concerning the first one, the second chapter contained bullying in Algeria starting from the real effects ending with the solutions and tips to avoid bullying, then the last chapter which analysed data gathered using the three instruments of investigation.

The findings of this study confirmed the two hypotheses in which school bullying deeply affect learners learning atmosphere to the point of making them stop being at school.

Suggestions and Recommendations

➤ Bullying may be suppressed and resisted, as everyone knows, by teaching children social skills and focusing on changing the atmosphere of accepting and laughing at such situations.

➤ Bullying is not something to be disregarded or neglected, and it will not be allowed. Sending strong signals throughout communities, schools, youth groups, and even local businesses should try to send a clear message.

➤ When bullying occurs, always intervene; here are some actions to take. Stop the bully, provide the victim the assistance they require, indicating swift punishment, protecting the victim from future bullying, and involving and enabling others to constructively intervene.

> ➤ Organizing awareness campaigns to combat this socially overlooked issue will serve as a reminder that all forms of bullying are forbidden.

Appendices

Appendix A

Pupils' Questionnaire

Dear pupils

We are "master two" students of English language "Didactics" at IBN KHALDOUN University of Tiaret, Algeria, working on the graduation thesis statement about school bullying impact on the learning psychological atmosphere, we are here to search, investigate, detect the real impact of bullying at school. So we would be so grateful if you like to answer the following questionnaire for the sake of this research study

أيها التلاميذ الأعزاء

نحن طلاب ماجستير في اللغة الإنكليزية في جامعة "ابن خلدون" لولاية تيارت, الجزائر، نعمل على بيان أطروحة التخرج عن تأثير التنمر المدرسي على الجو النفسي للتعلم ، نحن هنا للبحث والتحقيق وكشف الأثر الحقيقي للتنمر في المدرسة. لذلك سنكون ممتنين لو تفضلتم بالرد على الاستبيان التالي من أجل هذه الدراسة البحثية.

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

1) Have you ever been bullied "hurt in any way"? -Yes   -No

1) هل تعرضت للتنمر من قبل "بأي شكل من الأشكال"؟   نعم / لا

2) How many times have you been mocked?

  * Most of the time   * Sometimes   * Often   * Never

2) كم مرة تعرضت للسخرية؟

  *أبدا   *في كثير من الأحيان   *في بعض الأحيان   *معظم الوقت

....

3) Throughout school years have you ever been kicked out from activities/games?

  * Yes   * No

3) طوال سنوات الدراسة هل تم طردك من الأنشطة والألعاب ؟ نعم / لا

....

4) Did anyone spread fake rumors about you at school?

  * Yes   * No   if "yes" what rumors :

4) هل نشر أحد شائعات كاذبة عنك في المدرسة؟ نعم / لا

إذا كانت الإجابة "نعم" ما هي الشائعات:

....

5) How often pupils stole something from you?

* Most of the time   * Rarely   * Never

5) كم مرة سرق التلاميذ شيئًا منك؟

*معظم الوقت *نادرا *أبدا

6) What type of bullying were you exposed to?

* Physical   * Verbal   * Rumors   * None

6) ما نوع التنمر الذي تعرضت له؟

*جسدية *لفظية *شائعات *لا توجد

7) How often does bullying occur at your school?

* Always   * Sometimes   * Rarely

7) كم مرة يحدث التنمر في مدرستك؟

* دائما * أحيانا * نادرا

8) Have you ever been forced to do something at school you don't want to?

* Yes   * No

8) هل سبق لك أن أجبرت على فعل شيء في المدرسة لا تريده؟ نعم / لا

9) How would you behave if you spotted someone being bullied?

* I would support the bully
* I definitely would support the person who is being bullied
* I would report it
* I would ignore it

9) كيف تتصرف إذا رأيت شخصًا يتعرض للتنمر؟

*سأدعم الشخص المتنمر *بالتأكيد سأدعم الشخص الذي يتعرض للتنمر *سأبلغ عنه *سأتجاهله

10) Have you ever bullied someone before?

* Yes   * No   if "yes" why?:

10) هل سبق لك أن قمت بالتنمر على شخص ما من قبل؟

*نعم * لا إذا كانت الإجابة "نعم" لماذا ؟:

....

11) Why are some pupils bullies?

* No idea   * To show power and control   * A weakness   * Other reasons:

11) لماذا يتنمر بعض التلاميذ؟

* لا فكرة * لإظهار القوة والسيطرة * ضعف * أسباب أخرى:

....

12) Should the bullied pupils :

   * Fight back/Stand up?

   * Avoid the bully and stay away?

11) يجب على التلاميذ الذين تعرضوا للتنمر:

*القتال / الوقوف؟ *تجنب المتنمر والابتعاد؟

13) Who would you contact if you are being bullied?

  * A parent   * A teacher   * A counsellor   * A freind

13) بمن ستتصل إذا تعرضت للتنمر؟

* والد * مدرس * مستشار * صديق

14) Do you get distracted while bullying is occurring during a lesson?

  * Yes, a lot   * Somehow   * Not really   * if "yes" how ?

14) هل يتشتت انتباهك أثناء حدوث التنمر أثناء الدرس؟

* نعم كثيرًا * بطريقة ما * ليس حقًا * إذا كانت الإجابة "نعم" كيف؟

....

15) Do you think that the bullying atmosphere can affect your learning? if "yes" to what

extent?

   *Yes   *No   *If "yes" explain how :

15) هل تعتقد أن جو التنمر يمكن أن يؤثر على تعلمك؟ إذا كانت الإجابة بنعم، إلى أي مدى؟

* نعم * لا * إذا كانت الإجابة "نعم" اشرح كيف:

....

Appendix B

   Teachers' Interview

Dear Teacher,

This interview is designed to gather information about your personal information and your concerns regarding the impact of school bullying on the learners learning. Thank you for your collaboration, your answers will be kept anonymous.

   Section One: Personal Information

   1.   How old are you

   2.   How many years have you worked as a teacher?

   3.   what is your academic qualification :

   Section Two: Perceptions, Beliefs, and Concerns

   1.   Are there any bullying cases during your lesson inside the classroom?
   2.   How do you intervene when you see someone bullying others?
   3.   What do teachers need to be able to effectively deal with current bullying in schools?
   4.   Do you believe that teachers hold the full responsibility to deal with bullying in their classroom if not who else is responsible?
   5.   How well do you think schools are doing in the response to bullying and why that changes to existing programs would you like?
   6.   Describe your role as a teacher in dealing with this issue?
   7.   Is it important for teachers to learn about bullying? If yes, Are willing to learn more about it?
   8.   To what extent are you concerned with your student's social and emotional health? If yes, do you teach your students about the need for mutual respect and communication?
   9.   How can bullying affect your teaching/learning atmosphere?

10.   Are you aware of any programs or policies that aim to combat bullying in schools as a teacher what would you suggest?

11.   Do you have any additional comments you would like to make about bullying in schools that we have not asked? (your opinions on this issue are appreciated).

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Summary

The fundamental aim of this study is to examine the impact of school bullying on pupils' learning process and to find possible measures to overcome it. Two research questions have prompted this study. It is hypothesized that bullying affects pupils in schools, causing them to have many problems on different levels and to struggle academically, In order to support the hypotheses, data were obtained utilizing a pupil's questionnaire, a teacher interview, and a classroom observation. All of these techniques indicated that the problem is truly serious and that a solution must be established as quickly as possible before it worsens.

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

Résumé

L'objectif fondamental de cette étude est d'examiner l'impact du harcèlement scolaire sur le processus d'apprentissage des élèves et de trouver des mesures possibles pour le surmonter. Deux questions de recherche ont motivé cette étude. Il est émis l'hypothèse que le harcèlement affecte les élèves dans les écoles, les amenant à avoir de nombreux problèmes à différents niveaux et à lutter sur le plan scolaire. Afin de soutenir les hypothèses, des données ont été obtenues à l'aide d'un questionnaire d'élève, d'un entretien avec un enseignant et d'une observation en classe. Toutes ces techniques ont indiqué que le problème est vraiment grave et qu'une solution doit être établie le plus rapidement possible avant qu'il ne s'aggrave.

Mots-clés : harcèlement scolaire, victimes, effets du harcèlement scolaire.

ملخص

الهدف الأساسي من هذه الدراسة هو دراسة تأثير التنمر في المدرسة على عملية تعلم التلاميذ وإيجاد التدابير الممكنة للتغلب عليه. دفع سؤالان بحثيان هذه الدراسة. يُفترض أن التنمر يؤثر على التلاميذ في المدارس ، مما يسبب لهم العديد من المشاكل على مستويات مختلفة ويصارعون أكاديميًا ، من أجل دعم الفرضيات ، تم الحصول على البيانات باستخدام

استبيان التلميذ ، ومقابلة المعلم ، والملاحظة الصفية. أشارت كل هذه التقنيات إلى أن المشكلة خطيرة حقًا وأنه يجب إيجاد حل في أسرع وقت ممكن قبل أن يتفاقم.

الكلمات المفتاحية: التنمر في المدرسة ، الضحايا ، آثار التنمر في المدرسة

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