

PEOPLES' DEMOCRATIC REPUBLIC OF ALGERIA MINISTRY OF
HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOSTAGANEM FACULTY OF FOREIGN LAN-
GUAGES DEPARTMENT OF ENGLISH



Dissertation Submitted in Partial Fulfillment for the Degree of Master in
Didactics and Applied Languages

Teachers' Perceptions of Peer Bullying in Algerian
Middle Schools
Study Case of Teachers of English in Algerian Middle

Submitted by : Ismahan BELBACHIR

Board of Examiners :

Chair :

Supervisor : Ms.MAROUFI Soumia

Examiner :

Academic year :2019/2020

Dedication

I dedicate this work to those who inspired it but can not see it .

To my loved ones .

To my sweet and loving ,

Mother and father

Acknowledgements

On the very onset of this work , I am extremely grateful to Allah Almighty for giving me the strength to complete my research with success .

Most and foremost , I would like to pay my deep sense of gratitude to my supervisor Ms. MAROUFI Soumia for her constant support, guidance and patience throughout the phases of this research.

I would like to expand my genuine gratitude to Ms. Belghoul and Ms. Bouziane for accepting to be in the board of examiners and for reading my research.

Special thanks goes to all middle school teachers who willingly finish this work .

Last and not least, i am forever grateful for the moral and emotional support that my family and friends has given me . I wouldn't be here without them .Thank you.

Abstract

Globally identified as one of the most common forms of violence among students in the school context , peer bullying have been in the centre of attention for both the educative and the scientific communities for the past decades ; due to the significant consequences that it causes to the victims .In this context , teachers play an influential role in the efforts to combat the ever-growing complex and serious problem as well .the aim of the study is to examine teachers' perceptions, beliefs and concerns about peer bullying in Algerian Middle schools, in connection with three variables , which are teachers gender, age ,and professional background . Mixed method approach was used to gather data through online self reported questionnaire and face to face semi- structured interviews conducted in kaddour Belarbi middle school in Sidi Ali, Mostagaem. Twenty-seven teachers of English (70% female, 30 % male) from different middle schools and professional backgrounds completed an online questionnaire regarding their perceptions of peer bullying. They also provided background information. While four teachers (one male, three females) from the same middle school set to be interviewed. Findings indicate that teachers perceived bullying as a problem in their schools , with no significant differences between male and female teachers in this regard. However, female teachers expressed more concerns about their ability to cope with bullying believing that schools should be more committed .Teachers suggestions included raising awareness, developing anti-bullying programs and intensive training for school teachers to combat bullying.

Key Words: violence, peer bullying, school, Algerian, Middle ,teachers, perceptions , beliefs concerns , awareness , anti-bullying programs , training .

Table of contents

Dedication	I
Acknowledgements	II
Abstract	III
Table of contents	IV
List of figures	VII
List of tables	VIII
List of graphs	IX
Definition of terms	IX
General Introduction	1
Chapter one	3
Teachers' Perceptions of Peer Bullying in Algerian Middle school	3
1. 1 Introduction	4
1.2.1Definitions of Bullying	4
1.2.2 Forms of Bullying :	5
A- Physical Bullying:	5
B- Non-Physical Bullying:	6
C- Cyber bullying :	6
1.2.3Participant Roles in Bullying involvement :	7
1.2.4 Origins of Bullying behaviour	8
a-Individual-level risk factors :	9
b-Parents and the home environment level-risk factors :	9
c-Classroom-level risk factors :	9
1.2.5Effects /impact of bullying	10
1.3School-Wide Peer Bullying Prevention and Intervention Programs :	10
1.3.1Effective intervention programs :	11
1.3.2 Effective Prevention Programs :	11
1.4 Teachers and Peer Bullying :	11
1.4.1Teachers Perceptions of peer Bullying :	12
1.4.2Teacher roles in intervening and preventing Bullying :	14
1.4.3Factors related to teachers :	14

1.5 Conclusion	15
Chapter Two :	15
Methodology, data collection and analysis	15
2.1 Inroduction	16
2.2 Research methodology	16
2.2.1 Method research	16
2.2.2 Description of the mixed method approach	16
2.2.3 Data gathering tools	16
2.2.4 Sample of the study :	16
2.2.5Procedure of the study	17
2.3Teachers' Questionnaire :	17
2.3.1Aim of the questionnaire	17
2.3.2Description of the questionnaire	17
2.3.3Administration of the questionnaire :	17
2.3.4 analysis of the questionnaire	18
2.4Teachers Interview	25
2.4.1Aim of the interview	25
2.4.2Description of the interview	25
2.4.3Administration of the interview	25
2.4.4Analysis of the interview :	26
2.5 Research findings :	28
2.6 Discussion of the findings :	28
2.7 conclusion	29
Chapter Three	30
Implications and Recommendations	30
3.1 Introduction	31
3.2 Implications :	31
3.3 Recommendation and suggestions	32
3.4 Areas for further research :	34
3.5 Limitations	34
General Conclusion	35
General conclusion	36

Appendix A 37
References..... 40

List of figures

Figure 1 : Forms of Bullying.....	7
Figure 2 : The Bullying circle	8
SOURCE: Adapted from Olweus (2001, Fig. 1.1, p. 15).	

List of tables

Table 1: Teachers' background information	18
Table2: Teachers' perceptions regarding forms of bullying	20
Table 3: Teachers' knowledge the effect of bullying	22
Table 4: Teachers' knowledge of anti-bullying programs.....	24
Table5:Teachers' personal information.....	26

List of graphs

Graph1: Teachers' previous knowledge of the term bullying.....	18
Graph2: Teachers' Perception regarding bullying occurrence.....	19
Graph 3: Teachers' perception regarding the prevalence of bullying.....	20
Graph 4: Teachers' belief in their commitment to handle peer deal with bullying.....	22
Graph 5: Percentage of Teachers' attending peer bullying courses.....	23
Graph 6: Teachers' knowledge of anti-bullying programs.....	24

Definition of terms

Anti-bullying : anti-bullying refers to laws policies ,organizations ,and movements aimed at stopping bullying .

Peer bullying : peer bullying refers to aggressive behaviour or hostility between peers or peer groups. It is characterized as conflict between people of unequal power; it occurs repeatedly; it is intentionally; and it results in serious harm both mentally and physically. Perpetrators of peer bullying seeks power and attention.

Perception :the process of becoming aware or conscious of a thing or things in general; the state of being aware; consciousness; understanding.

Covert bullying: is any form of aggressive behaviour that is repeated, intended to cause harm and characterised by an imbalance of power, and is ‘hidden’, out of sight of, or unacknowledged by, adults .Covert bullying includes behaviours linked to social aggression, relational aggression and indirect aggression, including bullying by means of technology where the bullying behaviour is either unwitnessed, or not addressed, by an adult” (Cross et al., 2009, p. 22).

School-based bullying :is a systematic abuse of power in a relationship formed at school settings.

Adolescence : transitional phase of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19.This age range falls within WHO's definition of young people, which refers to individuals between age 10 and 24.

General Introduction

General Introduction

Peer relations during middle childhood and adolescence are an important part of children's social and emotional development. Children and adolescents pick up essential social and communication skills from their peers as they move into late adolescence and early adulthood. In fact, the view that peers play a central role in adolescence is widely accepted as fact. In the popular image of adolescence, however, adolescent peer groups often play a negative role in adolescent development. Traditionally, the adolescent peer culture of modern society has been perceived as a primarily negative influence. In line with this, many different violent behaviours take place in the school context, including verbal and physical aggressions towards the teachers or peers. Out of all these behaviours, fights between peers are the most frequent ones, whether it is one to one or between groups, the violent behaviour in which the educational society is becoming more interested in, is bullying. In fact, Bullying has been described as one of the most common and potentially serious forms of negative behaviour among students in schools today, and as a result has become the topic of international research.

Generally studied in the school context, bullying is defined as an aggressive behaviour characterized by the imbalance of power, by the intentionality and repetitiveness of aggressive acts it can also be examined in relation to the type of aggression whether its physical, verbal or psychological, resulting in psychological and emotional problems for the victim.

In Algeria, this phenomenon is a reality for many students. Accordingly, in 2011, the global school-based health survey conducted a national wide survey regarding school based bullying among adolescents in Algeria. The participants sample was 4532 students (the majority of students were aged 13-15 years old). The survey showed that 51.1% of the participants reported having been bullied in the past month. It was found that bullying victimization is frequent among Algerian in-school adolescents. Age, sex, hungry, smoking cigarettes, smoking marijuana, engaging in the physical fight, being physically active and sedentary lifestyle were significantly associated with bullying victimization.

In light with the above findings, it is important for the educational community to be able to identify peer bullying and aggressive behaviors, and to promote positive peer aggression resolution techniques for children and adolescents in schools. Moreover, Teachers and school staff are in a unique and influential position to address bullying situations.

Aim of the study

Given that bullying is an increasing problem and teachers have to face various difficulties and challenges regarding this new phenomenon. The primary purpose of this study is to share both theoretical and practical insights about teachers' perceptions regarding peer bullying in schools. It is therefore considerably designed using the review of related research literature.

In this sense, this study seeks the identification of factors that compose or influence teachers'

General Introduction.

views regarding bullying among students, being an important starting point for care actions in the areas of education and health. since little attention is paid to the narrative elements of teachers about bullying .The primary objective is to identify the conceptual dimensions of bullying in the view of teachers in addition to unveil their concerns in this regard

Research questions

The current study attempts to answer the following questions:

- How do middle school teachers perceive peer bullying ?
- Are teachers concerned about dealing with peer bullying ?
- What are the variables that influence teachers' perceptions and concerns regarding peer bullying ?

Research Hypotheses

According to the research questions, it is hypothesized that:

- Most Teachers perceive peer bullying as serious problems in their school that needs to be dealt with .
- Teachers believe that more efforts should be directed to confront and prevent peer bullying in schools
- Teachers' age, gender, professional background influence their understanding and level of concerns about peer bullying

Significance of the study

Despite the global concern about school based bullying ,little is known about this rapidly growing social phenomenon in Algeria . which significantly makes conducting the current study important .

Standing on the front line , teachers are considered to be a key players in responding to bullying. Even though this research does not focus on the ways that teachers confront bullying, it is believed that teachers' perceptions and concerns are moving in the direction of confronting this issue. In fact , previous research related to peer bullying indicates that since teachers' perceptions and beliefs affect their behaviors , understanding their perceptions is a necessary first step in helping teachers develop a good understanding of the issue and effective skills to manage and cope with it . Similarly , understanding teachers' perceptions and beliefs regarding peer bullying is essential when implementing prevention and intervention programs as well as raising awareness in the educational society and society in general .

Chapter one

Teachers' Perceptions of Peer Bullying in Algerian Middle school

Chapter one: Teachers' Perceptions of Peer Bullying in Algerian Middle schools

1. 1 Introduction

Researchers agree that 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 on students academic performance and well being . In this chapter, the concept of bullying is clarified by firstly, definitions , forms , reasons , effects , participant roles and overlook on bullying prevention and intervention programs . Secondly, it focuses on teachers connection to bullying , where they stand ,and the factors which affect how they percieve the probem in their classroom and finally a conclusion to sum up the whole chapter.

1.2.1 Definitions of Bullying

Historically , The word bully derives from the middle dutch boele ,meaning sweetheart . A term of endearment and familiarity applied for both genders . until the late 19th century where the meaning changed from fine fellow to harraser of the weak . A bully is a person who hurts, persuades or intimidates weaker people .

Additionally, Google ,Colins ,Dictionary.com , Oxford dictionary and Cambridge dictionary define a bully as a person who habitually seeks to harm or intimidates those who they percieve as volunerable. Likewise , Marriam webster online dictionary defines bullying as the abuse and mistreatment of someone vulnerable by someone stronger, more powerful, etc. also the actions and behavior of a bully . Bullying is characterized by overbearing mistreatment and domination of others. It is the acts or written or spoken words intended to intimidate or harass a person or to cause physical harm to a person or his or her property

Reaserchers , legislators ,educators , students and parents continue to attribute other meanings to the word bullying .therefore ,establishing a uniform definition is still angoing process .

What is Bullying :

In an attempt to understand bullying , the norwegian/ swedish psychologist Dan Olweus initiated the first systematic research on bullying by peers . The results of his pioneering work were first published in 1973 in scandinavia then in the united states in a book entitled "aggression by other perpetrators "

In his book ,Olweus (1993 p.9) proposes the most widely adopted definition of bullying .According to him , " a student is being bullied or victimized when he or she is exposed , repeatedly and over time, to negative actions on the part of one or more other students . in the same context, he describes negative actions as an inteded attempts that aims to harm others .including actions such as name calling ,teasing ,taunting where words ar used either verbally or in a non-verbal manner .as well as physival conflicts when one student hits ,pushes , kicks ,

Chapter one: Teachers' Perceptions of Peer Bullying in Algerian Middle schools

punches another students .also it is a negative action to willingly exclude someone from a group or ignore their wishes . it is bullying when the harrasement is intentionally repeated over time (olweus 1993).

Olweus (1993) distiguishes between bullying behavior and other forms of aggression such as violence by adding the concept of power imbalance .Accordingly , the word bullying cannot be used when two or more students of nearly the same size, physically or psychologically, are fighting or arguing . Additionally , Olweus points out to the importance of recognizing indirect forms of bullying as it is less likely to be noticed by comparaisn to direct bullying behaviors .in the same direction, research has also established that bullying may be overt which is the visible behaviour to others such as physically or verbally attacking another person , or covert bullying that is not visible to others such as spreading rumours or deliberately excluding another individual from a social exchange (Crick and Rigby, 1998).

Rigby (2013) speaks of bullying as an evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim that icludes desire to hurt , hurtful action,a power imbalance , (typically) repetition and finally an unjust use of power .

Expanding to more recent definitions , the national centre against bullying definitions agrees with the previous definitions . similarly , Bullying is defined as an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

In this context , It is commonly held by researchers that bullying occurs in the present of the three key features :1) repetevness ,2) intentionality ,3) imabalance of power between peer relations .

1.2.2 Forms of Bullying :

There is no definitive list of bullying behaviors , as they can include highly observable incidents which can easily detected and dealt with . however, bullying behaviors presented in nefgative acts can range towards a more hidden forms. Similarly , there are many ways in which bullying can be described including the type of behavior ,where it occurs or by what type of harm it does .

In general , Bullying behaviours have been widely related to three main dimensions: physical and non-phusical and can include cyber bullying :

A- Physical Bullying:

Is the most visible form of bullying that involves hurting a person's body or possessions .it occurs when a person is physically harmed through being hit ,bitten ,kicked ,punched ,spat on ,scratched ,tripped up. Also ,it a physical attack to damage someone property . for example , destroying his /her book ,ripping his /her clothes .theft is icludeded as well.

Chapter one: Teachers' Perceptions of Peer Bullying in Algerian Middle schools

B- Non-Physical Bullying:

the less visible form of bullying where it does not apply a direct confrontation between the aggressor and the victim .it is in fact a directed act to provoke damage in someone social group or in their perception of belonging to that group .similarly defined as social aggression that can verbal or non-verbal .

a-Verbal Bullying :is saying or writing mean things that includes teasing ,name calling innappropriate sexual comments ,taunting and threatening to cause harm racist remarks , spreading false and malicious rumors.Lying about someone (blaming them for a problems), spreading rumors gossiping, revealing secrets .

b-Non verbal bullying: this the type of bullying is both manipulative and sneaky. Usually used to maintain control over someone either by intimidation or social isolation .sometimes referred to as relational bullying , covers leaving someone out on purpose , ignoring , consistently excluding another person or sharing information or images that will have a harmful effect on the other person . basically at other times bullying is not so much about what someone does, but about what they don't do .

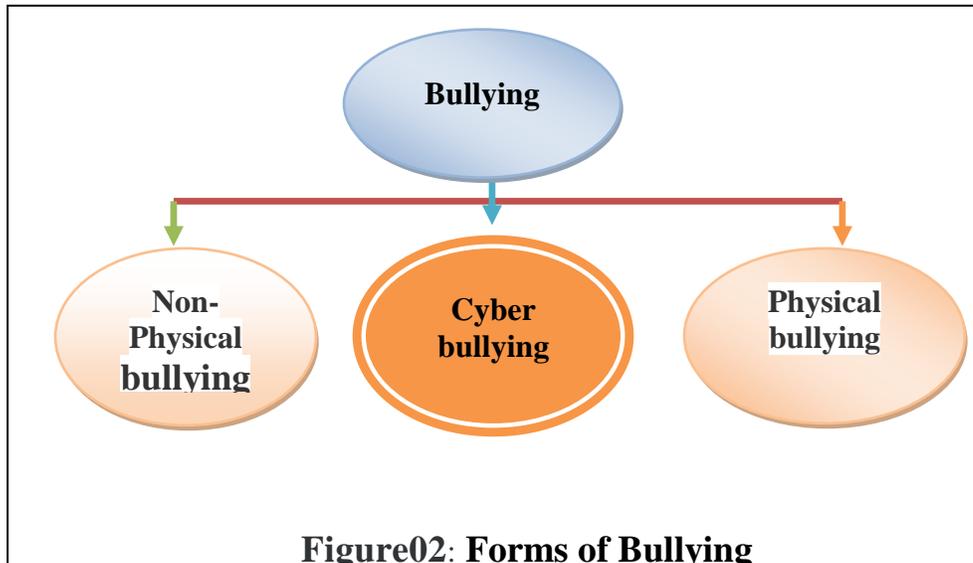
C- Cyber bullying :

Considered to be a new type of bullying ,electronic bullying or online social cruelty as it is also known , in which the aggression occurs through technological devices such as cell phones , e-mail, instant messaging ,and social media platforms like facebook or more recently instagram .as it is regarded the only modern form of bullying that uses technology to bully others verbally and/or socially for that , cyber bullying is different than the traditional bullying as it adds anonymity to its previous well known characteristics . Although there are different definitions of cyberbullying, all usually agreed upon that it involves an imbalance of power, aggression and a negative action that is often repeated (Kowalski Limber & Agaston,2008) .

Gender and types of bullying

There are typical gender differences in types of bullying, as in aggression generally. Often, these differences have been thought of as physical (more by boys) versus verbal (more by girls). But this generalisation appears to be over-simple. Research by Bjorkqvist, Lagerspetz and Kaukainen (1992) has recently clarified that sex differences in aggression are not so much physical/verbal, as direct/indirect; boys tend to use more direct methods, girls more indirect. Since direct bullying is easier and more obvious to observe, it is likely that girls' bullying has been underestimated in the past .

Chapter one: Teachers' Perceptions of Peer Bullying in Algerian Middle schools



1.2.3 Participant Roles in Bullying involvement :

Students can play various roles within the bullying dynamic. In line with that , understanding the peer group is central to understanding bullying. According to Piskin (2001) while discussing peer bullying , students are generally grouped into bullies , victims ,bully-victims and bystanders However, bullying acts are not limited to those who bully others and those who are bullied. Some researchers talk about the "circle of bullying" to define both those directly involved in bullying and those who actively or passively assist the behaviour or defend against it.

To acknowledge this larger peer context, bullying can be conceptualized as a group phenomenon, with multiple peers taking on roles other than perpetrator and target . the group context is particularly important, given what is known about the causes of bullying. Contemporary theory and research suggest that individuals who bully others are largely motivated to gain (or maintain) high status among their peers Because status such as popularity, dominance, visibility, and respect are attributes assigned by the group, individuals who bully need spectators to confer that status (Salmivalli and Peets, 2009).

Witnesses to bullying take on various roles. Based largely on observational studies and a peer nomination method developed by Salmivalli and colleagues (1999) , a growing literature suggests that there are at least four major participant roles in typical bullying episodes in addition to the perpetrator-target dyad. Two participant roles support the individual who bullies (the perpetrator in a particular incident). They are *assistants*, or *henchmen*, who get involved to help the perpetrator once the episode has begun, and *reinforcers* who encourage the perpetrator by laughing or showing other signs of approval. Supporting a target are *defenders*, who actively come to his or her aid. In observational research, less than 20 percent of witnessed bullying

Chapter one: Teachers' Perceptions of Peer Bullying in Algerian Middle schools

episodes had defenders who intervened on the target's behalf, with defender actions successfully terminating the bullying about half the time. The presence of defenders in classrooms is associated with fewer instances of bullying behaviour, whereas the presence of reinforcers is linked to increased incidence of bullying (Salmivalli et al., 2011).

The final participant role is *bystanders*, or onlookers, who are present during the bullying event but remain neutral (passive), helping neither the target nor the perpetrator. The low rate of observed defending indicates that bystanders coming to the aid of targets are relatively rare. With increasing age from middle childhood to adolescence, bystanders become even more passive. Passive bystander behaviour reinforces the belief that targets of bullying are responsible for their plight and bring their problems on themselves. Bystanders doing nothing can also send a message that bullying is acceptable

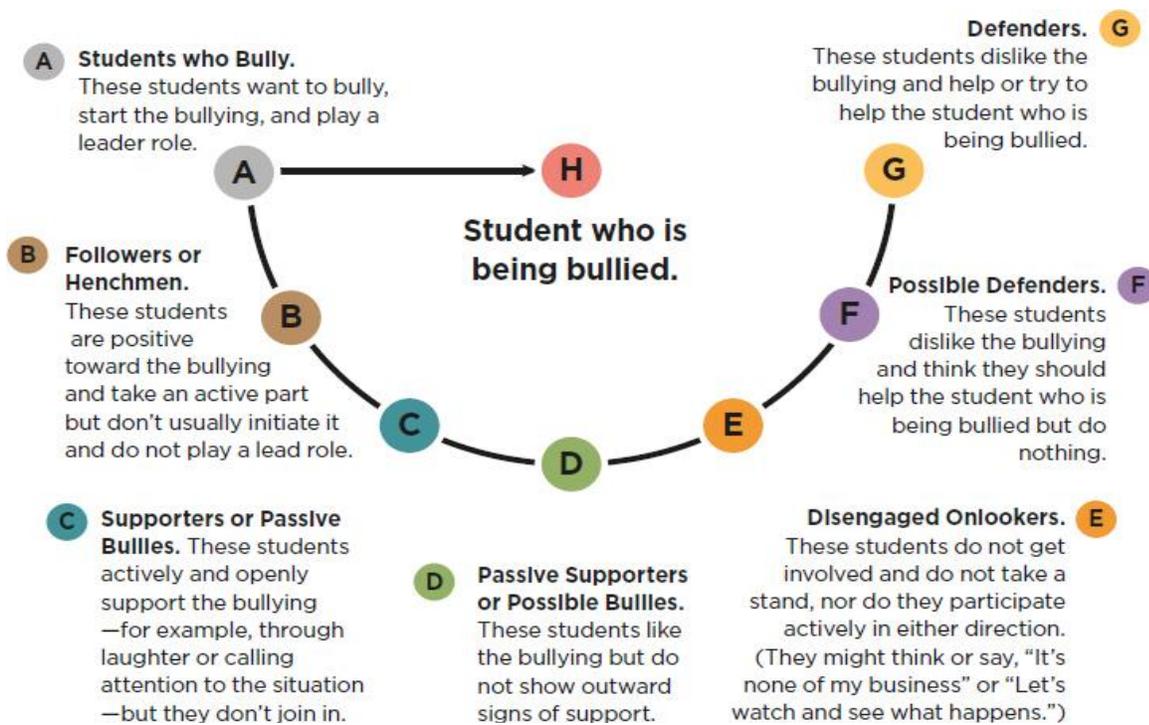


Figure 1:the bullying circle

1.2.4 Origins of Bullying behaviour

What leads some children to be victims of bullying and others to take part in bullying? It should first be said that almost anyone might occasionally get involved in bullying, or being bullied, at some time or another (Sonia ,1994)

in social and environmental contexts, multiple factors invariably influence social behavioural patterns (Cairns & Cairns, 1991; Germain & Bloom, 1999). Studies researching the reasons

Chapter one: Teachers' Perceptions of Peer Bullying in Algerian Middle schools

behind bullying behavior at school have shown that the personal characteristics of the students, parental attitudes, family relationships, school atmosphere, teacher attitudes, friendship relations and cultural factors may all have effects on the subject (Dogan 2010). accordingly, bullying does not reside solely with the child who bullies or who is victimized. Rather, bullying unfolds in the social context of the peer group, the classroom, the school, the family and the larger community. A comprehensive framework therefore, becomes essential to investigate the various elements influencing bullying (Atlas & Pepler, 1998; Craig & Pepler, 1997; Craig, Pepler, & Atlas, 2000; Hanish & Guerra, 2000; Olweus, 1994).

a-Individual-level risk factors :

Olweus (1980, 1991, 1993a, b) sees bullies as children who usually have impulsive and aggressive temperament, and children who are bullied as having shy or weak temperament. Some children who get bullied may lack assertiveness skills. There is some debate about whether children who bully may lack social skills (P.K.Smith, 1991); some of them seem actually quite socially skilled in manipulating situations to their advantage. Generally, being different in some way (for example, ethnic group), or being vulnerable, are risk factors for being bullied. Also, as is clear from research reported in Chapter Nine, children with special educational needs, often with a physical disability or mild/moderate learning difficulties, are especially at risk of being bullied.

b-Parents and the home environment level-risk factors :

This is reasonably well documented, especially for high aggression. Research in the USA (Patterson, DeBaryshe and Ramsay, 1989) suggests that home factors predisposing to high aggression are: lack of warmth between parents or in the family; use of physical violence within the family; and lack of clear guidelines for behaviour and monitoring of children's activities.

Olweus (1980) has found similar links in the family background of children involved in bullying in his Norwegian studies.

c-Classroom-level risk factors :

Classrooms of students, as well as whole schools, vary in rates of bullying. As variation between different classrooms is much larger than variation between schools, we focus on the former. Classroom-level risk factors may be sought from demographic factors (such as class size), peer group dynamics, or teacher characteristics. In fact, Classroom hierarchy is associated with bullying behaviour: there is more bullying in highly hierarchical classrooms, where peer status (such as popularity) or power (who typically decides about things) are centred upon few individuals rather than being evenly distributed. In a recent study (Garandeau, Lee, & Salmivalli, 2014), it was found that classroom hierarchy leads to an increase in bullying over time, rather than bullying leading to increased hierarchy. A non-hierarchical classroom, on the other hand, is not a favourable environment for bullying to flourish.

Chapter one: Teachers' Perceptions of Peer Bullying in Algerian Middle schools

1.2.5 Effects /impact of bullying

Research on the effects of bullying shows how damaging and destructive it is. Traditionally, all those involved in the episodes of bullying, whether as bully only, bullied only, both bully and bullied coincidentally (students who suffer but also practice bullying), or witnesses suffer the psychological and social consequences of the phenomenon throughout human development. Research has shown that school-age children and adolescents who suffer or witness bullying are more likely to develop mental suffering and psychosocial problems (Thornberg 2013). Furthermore, victims of bullying tend to have lower levels of self-esteem, can be depressed, insecure, anxious, oversensitive, cautious, quiet, worried, fearful of new situations, and showing extreme introversion (Berthold and Hoover, 1999; Craig, 1998; Olweus, 1995; Rigby and Slee, 1991a; 1991b). On the other hand, one of the long-lasting effects of bullying can be seen in how victims handle interpersonal relationships. They can be extremely reluctant to get close to other people and have difficulty with trust. As a result, the stress of attending school can have an impact on bullying victims' academic performance and their grades tend to slip.

thus, Most attention that is paid to the effects of bullying looks at how it affects the victims, but there are also indications that it may adversely affect the bullies and bystanders as well. Where bullies have high dropout rates and long-term relationship problems. In turn, Those who are bystanders of bullying may also develop depression. In addition, they may have a heightened sense of fear because they feel powerless to defend the victim and worried that they may be bullied themselves.

Bullying in adolescence stunts growth towards individuation and is like a disease that distorts the development of the self and the formation of healthy relationships. When it emerges in the chaos of the first few months of middle school. In the past three decades, a significant effort has been put forth by researchers analysing the effects of bullying and victimization on physical, psychological, relational and general wellbeing. If it is not eradicated at this point, a bullying culture develops in which the destructiveness takes hold and dominates the entire social culture of the school. It is crucial, therefore, that we identify it for what it is and learn how to deal with it. school

1.3 School-Wide Peer Bullying Prevention and Intervention Programs :

Whatever individual differences and difficulties may exist between school pupils, they are in a shared school environment, and it is in this environment that a lot of bullying can occur. What can schools do about this? It has to be said that in the past some schools, perhaps many schools, have not done very much. But until recently, little was known about the nature of bullying and its consequences, and little was available in the way of resources to help teachers. In such a context, there was a temptation to ignore the problem or to deal with it on a piecemeal basis. But this situation is now changing rapidly.

In many countries (Australia, Finland, the UK, Ireland, Sweden, Italy, Norway), it can be seen

Chapter one: Teachers' Perceptions of Peer Bullying in Algerian Middle schools

that programs toward preventing peer bullying have been applied for years and country wide studies on the subject have been performed Stopping bullying behavior at school can be carried out through prevention or intervention programs (Rigby et al., 2004). Commonly used bullying prevention approaches include policies regarding acceptable behavior in schools and behavioral interventions to promote positive cultural norms.

1.3.1 Effective intervention programs :

The amount of research on anti-bullying interventions is significant, with numerous scientifically evaluated school-based programs. However, it should be noted that some programs do not lead to positive outcomes, some have never been evaluated, and some have been evaluated so poorly that no conclusions can be drawn regarding their effects. Evans and colleagues.

Intervention towards bullying aims at all of the students at the school developing an attitude against bullying and are applied to decrease bullying events within the school. Through school conference, parent-teacher meetings, telephone interviews with parents and the regulation of school playgrounds. In addition to classroom efforts that includes forming classroom rules against bullying, information being given to raise awareness, the formation of a positive environment and meetings with parents and teachers. Concerning programs applied on an individual level, efforts are made to include interventions such as having serious meetings with bullies and victims, having meetings with the parents of children involved in bullying, receiving help from unbiased children, providing help and support for parents, forming discussion groups with the families of bullies and victims and changes in schools and classrooms.

1.3.2 Effective Prevention Programs :

Preventing peer bullying aims to change the social norms that see bullying behavior as acceptable. Within the context of this goal, it first tries to create awareness on bullying through wide conferences, meetings with school staff, teacher trainings, family trainings, small group efforts with the families, classroom studies and individual meetings with bullies and victims are performed. Then continue to create a positive school environment through ensuring that students learn ways to solve their problems without aggression and the social skills necessary to communicate positively.

1.4 Teachers and Peer Bullying :

The teacher's work involves managing the learning environment around a social dynamic of fluid and rarely static relationships. Their understanding of positive and negative aspects in their students' lives assists them in coping whenever conflict arises. In order to achieve the required academic goals, they also have to support students in navigating the demands of their academic, social, emotional and peer relationships (Spears, 2009). Teachers and educators are on the front line in dealing with many forms of adolescent aggression, including bullying (Smith *et al.*, 2008).

Chapter one: Teachers' Perceptions of Peer Bullying in Algerian Middle schools

1.4.1 Teachers Perceptions of peer Bullying :

Teachers vary significantly in how they perceive bullying, and their perceptions influence how they respond to bullying (Smith et al.,2010). Their attitudes can range from complacent and unconcerned to proactive awareness targeted at bullying prevention (Craig, Bell, & Leschied,2011). Nonchalant attitudes regarding bullying behavior occur for a variety of reasons and frequently are based on preconceived beliefs. For example, teachers may believe bullying behaviors are typical in child development and the bully will mature, eventually developing more prosocial behaviors. Some teachers may also presume that bullying is a rite of passage for youth and intervention is unnecessary, and as such, being bullied provides an opportunity to learn how to overcome common obstacles .Also, teachers may believe that not intervening in bullying situations forces victims to stand up for themselves, thereby forcing them to develop a stronger and more independent character .Furthermore, teachers often are uncertain about the nature of bullying behaviors. Some teachers find it difficult to determine if students are engaging in good-natured teasing or bullying .

Compared to the general opinion of researchers relating definitions of bullying , teachers by comparison with young adolescents express more comprehensive ideas in their definitions of bullying. However, in a similar survey, Boulton (1997) reported that of 138 teachers, 34 failed to include direct verbal forms (name-calling, spreading rumours) within their definitions of the term bullying. Furthermore, approximately 70 teachers failed to include indirect forms of aggression (social exclusion) within their responses.

Similarly , In Siann, Callaghan, Lockhart, & Rawson's study (1993) whereby fifty one teachers were questioned and 20 teachers interviewed, practically all teachers defined bullying in terms of direct and indirect forms of aggression. However, of the 20 teachers interviewed only 11 teachers referred to a power imbalance in favour of the perpetrator as an important component of bullying. Hence, only 2 of the 20 teachers interviewed referred to the importance of bullying in terms of effects on the target to be an important component in defining an act of bullying. This is important because as noted in the study, definitional problems can occur when the perpetrator perceives his or her actions to be nothing more than „having a little bit of fun“. In other words the perpetrators unintentional act of aggression may well cause some teachers to overlook the imbalance of power and determine the incident to be nothing more than a misunderstanding. Furthermore, gender did not seem to affect the teachers' perceptions of bullying and few appreciable differences were noted in their responses.

In summary, from the studies cited it seems that current literature suggests that teachers in comparison to adolescents express a more comprehensive perception of bullying and are less likely to restrict their definitions to direct forms of abuse (verbal and/or physical abuse). However, certain studies have shown a lack in teachers understanding of the importance of considering bullying in terms of effects on the target.³⁷ Moreover, Bolton (1997) reported that over half of all teachers surveyed failed to include indirect forms of aggression (social exclusion) within their responses. As indirect forms of aggression are extremely hard to detect teachers must be aware of the importance of listening to and understanding the effect of bullying upon the target. Failure to do so could have serious implications for the reporting and detection of bullying

Chapter one: Teachers' Perceptions of Peer Bullying in Algerian Middle schools

in schools. Gender did not have any effect on teachers' perceptions of the term bullying. Furthermore, it may be argued that researchers by comparison with teachers retain a more comprehensive perception of the term bullying.

Chapter one: Teachers' Perceptions of Peer Bullying in Algerian Middle schools

1.4.2 Teacher roles in intervening and preventing Bullying :

Teachers are a key factor in bullying prevention and the factor with the greatest impact on school satisfaction .They do this by creating a learning environment in which all students feel safe. Teachers at all levels strive to maintain a positive atmosphere within their classroom, and the environment of the classroom has profound effects on overall student performance (Goldweber et al.,2013)

In this sense , teachers play a fundamental role in the overall well-being of their students. While educating students is the primary focus of school, it is important to remember that social and emotional health has a longlasting impact on a child's future. Teachers play a leading role in facilitating positive and negative atmospheres in their classrooms. Furthermore, a teacher's attitude towards bullies and victims creates the foundation for future attitudes towards bullying for the class as a whole. If the teacher assumes a proactive and anti-bullying position, the class is likely to follow suit .Teachers should be proactive and direct. As accurate identification of bullies and their victims is fundamental to bullying prevention and intervention.

In general, correctly identifying a bully requires a teacher to have a working knowledge of the vast array of bul- lying behaviors that students may exhibit, as well as an understanding of the personalities of the students in his or her classroom and how bullying behaviors may present within those particular students. Recognition of bullying behaviors is further complicated by the various types of students that engage in bullying; there is not one specific marker that clearly identifies a bully . However , Teachers are less likely to consider indirect behaviors (e.g., excluding students, making up stories about students, etc.) as bullying (Mishna, Scarcello, Pepler, & Weiner,2005). They also may mistake social forms of bullying as playful behavior between friends and not interpret it as bul- lying (Bauman & Del Rio,2006). Pepler et al. (1997) report that teachers witness only one of every 25 bullying incidents. No doubt, this lack of awareness in part reflects the covert nature of the bullying behaviour itself.. For this reason, Craig et al. (2000) underscore the need to develop awareness on the part of teachers of the problem of bullying in all of its forms as a necessary first step in responding to violence in schools.

In summary, since bullying in the school does not always consist of physically aggressive behaviors, it is important that teachers develop an understanding of the different ways that students are able to inflict pain on others

1.4.3 Factors related to teachers :

Research shows that there are a variety of individual teacher characteristics that influence their perceptions , beliefs and attitudes towards bullying incidents

a-Gender : Sex of the teacher is related to the tendency to respond to school violence (Craig et al., 2000). with males tending to be more tolerant of student aggression than females across widely ranging situations, and female teachers expressing more negative attitudes towards bullying (Craig et al., 2000). whereas ,they take it more seriously and tend to offer help . while male teachers tend tp percieve it as less serious in realtion to social norms ,as it is see that is it normal for boys to tough

Chapter one: Teachers' Perceptions of Peer Bullying in Algerian Middle schools

b-Years of experience :there is evidence that teachers with longer teaching experience tend to be more tolerant of misbehaviour and perceive fewer behaviours as problematic (Borg & Falzon, 1990; Ramasut & Papatheodorou, 1994). In the present study, the relationships between length of service and concerns towards bullying, bullies and victims, and self-beliefs about ability to deal with bullying, were examined.

c-Teacher ability to manage Bullying :Identifying the actions and cues associated with relationally aggressive behavior becomes critical for teachers to know, yet recognizing and combating with relational aggression is not an easy task since research suggests that teachers feel ill-prepared with dealing with overt bullying (Mishna, Scarcello, Pepler, & Wiener, 2005; Beran, 2006) .It is important for those in the education system to recognize the signs of relational aggression to be better prepared for dealing with girls who use it and for those who are victims of such behaviors. Being aware of how and why girls bully other girls will help schools and teachers respond to the bullying situations that take place among their female students

d-Teachers training :Teachers are unlikely to intervene if they do not have proper training . Both students and teachers report that teachers do not know how to intervene effectively, which prevents students from seeking help and contributes to teachers ignoring bullying (Bauman and Del Rio, 2006; Salmivalli et al., 2005). More than one-half of bullied children do not report being bullied to a teacher, making it that much more important that teachers be trained in varied ways of identifying and dealing with bullying situations. Teachers who participated in a bullying prevention program that included teacher training felt more confident about handling bullying problems, had more supportive attitudes about students who were targets of bullying, and felt more positive about working with parents regarding bullying problems (Alsaker, 2004).

e- Empathy :Teachers who have been bullied in the past may have empathy for children who are bullied by their peers. For example, teachers who report having been bullied by peers in childhood tend to perceive bullying as a problem at their school Also, teachers who were more aggressive as children may be less empathetic toward targeted children and less inclined to address students' aggressive behavior, compared with teachers who were less aggressive as children (Oldenburg et al., 2015).

1.5 Conclusion

The present chapter gives a general idea about the next chapter. Furthermore, a definition of bullying is introduced at the beginning of the chapter with a brief description of reasons, the forms of bullying which are as follow: physical, non-physical, and cyber bullying, then, the participant roles in bullying are clearly displayed along with its effects . brief prevention and intervention programs were included in this regard. In addition to showing the teachers' role in tackling the phenomenon among their students. Moreover, teachers' perceptions ,factor which can affect are furthermore researched

Chapter Two :
Methodology, data collection and analysis

2.1 Introduction

The present chapter deals with the empirical part of this work where gathered data was obtained and analysed in order to explore in-depth the perceptions, beliefs and concerns of the participants. accordingly, to address this research questions , a mixed method approach was employed .in this sense , a mixture of semi-structured interview(qualitative data)and self reported questionnaires (quantitative data) was used for comparative analysis of the gathered data .

2.2 Research methodology

2.2.1 Method research

The present study is mostly descriptive using qualitative and quantitative method approach to gather data. This type of approach broadens the view of the phenomenon . Descriptive method allows us to develop examine and develop an understanding of bullying and its conceptual dimensions in the eyes of teachers , and their concerns in this matter. as well as offering an interpretative representation of the phenomenon.

2.2.2 Description of the mixed method approach

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and corroboration. Mixed methods research (“Mixed Methods” or “MM”) is the sibling of multimethod research (Method in combination) in which either solely multiple qualitative approaches or solely multiple quantitative approaches are combined

2.2.3 Data gathering tools

In the process of confirming our hypotheses , two data collection tools were used , self-reported questionnaire , followed up with semi-structured interview both conducted for middle school teachers English .the overall goal behind choosing this method design is to reach a broader understanding of the topic . by combining qualitative and quantitative research components in order to expand and strengthen the study’s conclusions and, therefore, contribute to the published literature. In all studies, the use of mixed methods should contribute to answering one’s research questions

2.2.4 Sample of the study :

At this stage, the selection of participants was guided by the sampling strategy of maximum variation, which allows the documentation of the greatest possible amount of information,

Chapter two: Methodology, data collection and analysis

number of experiences, dimensions and properties of the investigated phenomenon and context. This strategy allowed the definition of the total number of participants necessary to guarantee a good representativeness of the sampling universe .A total of 31 participants took a part in this study .all were teachers of English subject in Algerian middle schools .Thus, 12 teachers responded to an online self-reported questionnaire while 4 teachers set to be interviewed. Therefore the sample is not representative for all teachers in Algeria . the anonymity of the participants involved in the interview and questionnaire is protected .

2.2.5 Procedure of the study

the current study contained two parts. first part consisted of online questionnaire published on one teachers' private group on facebook. the second part included semi-structured face to face interviews with teachers in one middle school.

2.3 Teachers' Questionnaire :

2.3.1 Aim of the questionnaire

The questionnaire has a twofold purpose. First, it attempts to provide quantitative data. Besides, it also aims to examine teachers understanding and concerns regarding peer bullying in relation to their gender, age and professional background. but more important, the aim of this questionnaire is to test the hypotheses that we have formulated.

2.3.2 Description of the questionnaire

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts. Research questionnaires were developed in 1838 by the Statistical Society of London. The data collected from a data collection questionnaire can be both qualitative as well as quantitative. in nature.

The current questionnaire comprises two sections and it is composed of 14 questions . Each section focuses on a specific aspect, the first section is composed of 6 questions entitled ' background information ', and the second section deals with teachers' perceptions , beliefs and concerns regarding bullying among their students . The second section include close-ended questions which require teachers to answer with "Yes" or "No". Additionally, questions of the multiple choice type are provided, where the students tick one answer from the existing options .

2.3.3 Administration of the questionnaire :

The questionnaire was published online in private facebook group for middle school teachers of English in Algeria. teachers were kindly asked to take part of it .the anonymity of the teachers was protected . 27 teachers completed the questionnaire in a 7 days period . It. With all what have been mentioned above, the teachers were really cooperative and willing to participate .

Chapter two: Methodology, data collection and analysis

2.3.4 analysis of the questionnaire

Section one : Teachers background Information

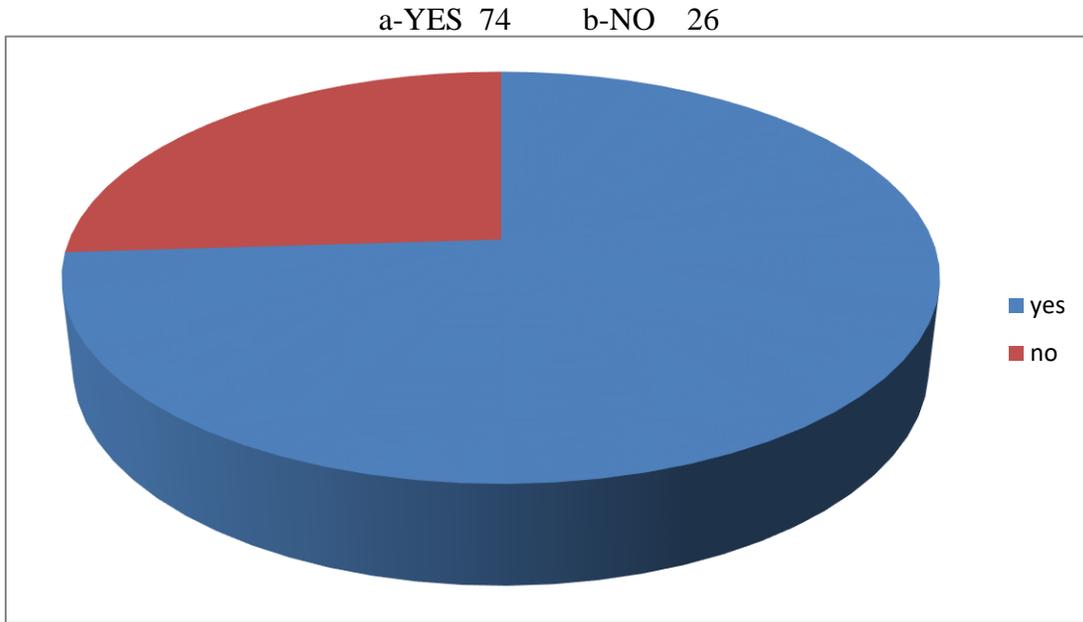
Gender	Male	30%
	Female	70%
Age group	Under 35 years	72%
	Above 35 years	28%
Academic qualification	Secondary school certificate	23%
	Licence degree	56%
	Master degree	21%
Period of service	Less than 10 years	62%
	11 to 20 years	28%
	More than 20 years	10%

Table 1 : Teachers background information

Table 1 shows that the overall sample is heavily dominated by female teachers (70%) compared to male teachers. The age group of the sample is skewed towards the under 35 years of age (72 %). These lead to the obvious observation in the context of Algeria that a high proportion of teachers are females . 62 % of the teachers have less than 10 years of service. (77%)Majority of teachers had academic qualifications beyond the secondary school certificate. The response of the teachers did not seem to correlate with the specific background information and the sample size was probably not large enough to observe any such correlation. With this in mind , It was thought that variety of experience of the teachers would provide different insights about bullying in high schools and thier concerns for dealing with such behaviors .

Section Two :

Q1-have you ever heard of the term bullying before taking this questionnaire ?

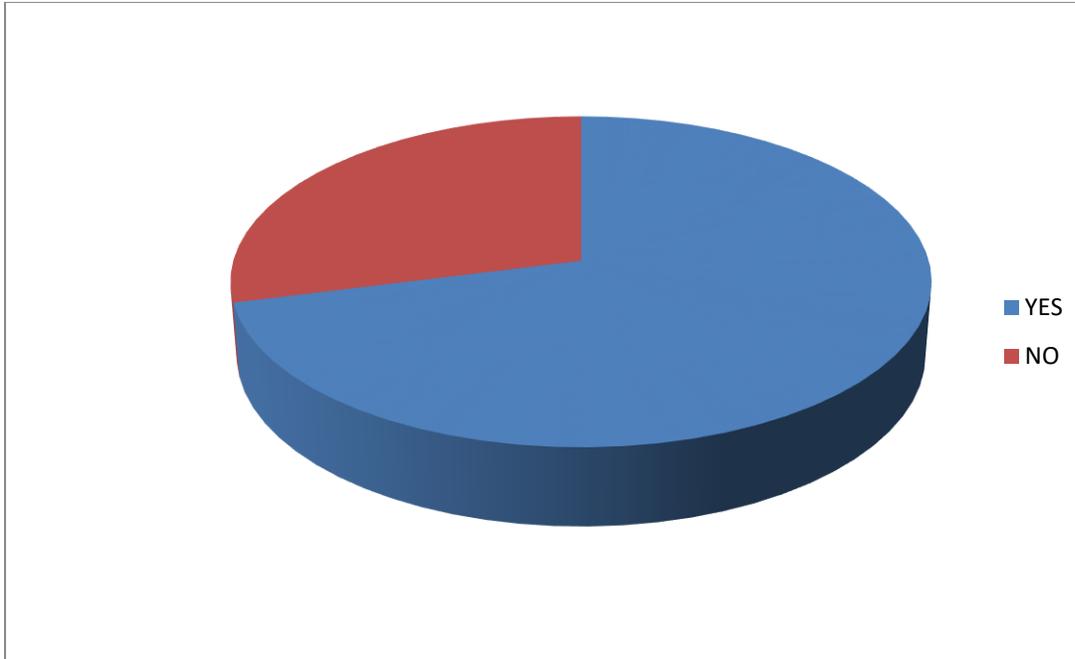


Graph1 : Teachers previous knowledge of the term bullying

Graph 1 shows that most teachers of English who responded to this question have never heard of the term bullying. In fact , young teachers and particularly teachers with high academic qualification were more familiar with the word bullying . However, the concept of bullying was well recognized among teachers with more teaching experience especially among females once they were asked to further explain their choice of answer .

Q2 -Do you perceive that bullying occurs among students in your school?

a-Yes b-No



Graph2 : Teachers' Perceptions regarding Bullying occurrence

In spite of the high level of bullying prevalence in Algerian schools, 29 % of them did not perceive bullying as widespread problem. moreover, it is said they had never witnessed student bully each other. Also, 71 % of teachers answering with yes provided examples of bullying incidents that they have witnessed during the past academic year.

Q3- If you perceive bullying to occur in you school ,is it :

- a-Physical
- b-Verbal
- c-Social
- d-all of the mentioned above

Options	Number of the teachers	percentage %
Physical	13	48%
Verbal	5	18%
Social	2	7%
All	7	25%

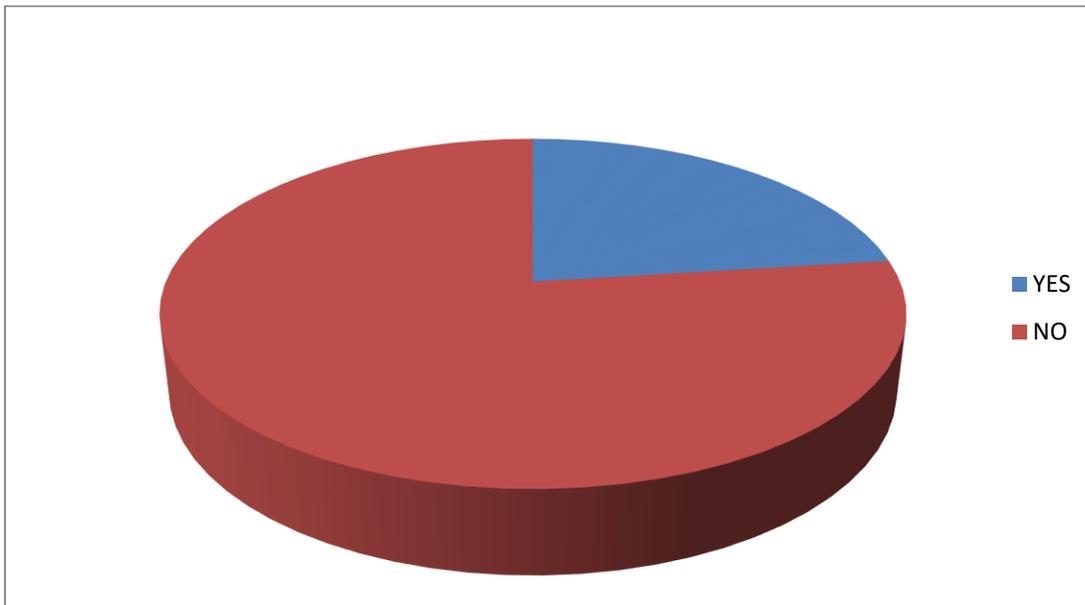
Table2: Teachers perceptions regarding forms of bullying

Chapter two: Methodology, data collection and analysis

As can be seen, most teachers perceive bullying as physical behaviour . Only one teacher perceived bullying as social .This might be due the fact that physical aggression is well recognized and seen by teachers than non-physical forms of aggression .

Q4-In your perception has student bullying increased in recent years ?

a-Yes b-No



Graph 3: Teachers' perception regarding the prevalence of bullying

The analysis of the yes or no questionnaire concerning teachers' knowledge of the prevalence of bullying indicate that nearly quarter of respondents answered with yes, the age of under being the most critical one from point of view of identifying the increase rate of the problem .

Q5 -How well informed are teachers about bullying and its effects?

- a-Very well informed
- b-Well informed
- c-Informed
- d-Not informed

Chapter two: Methodology, data collection and analysis

Options	Number of the teachers	Percentage %
Very well informed	0	0%
Well informed	2	7 %
Informed	18	66 %
Not informed	7	25 %

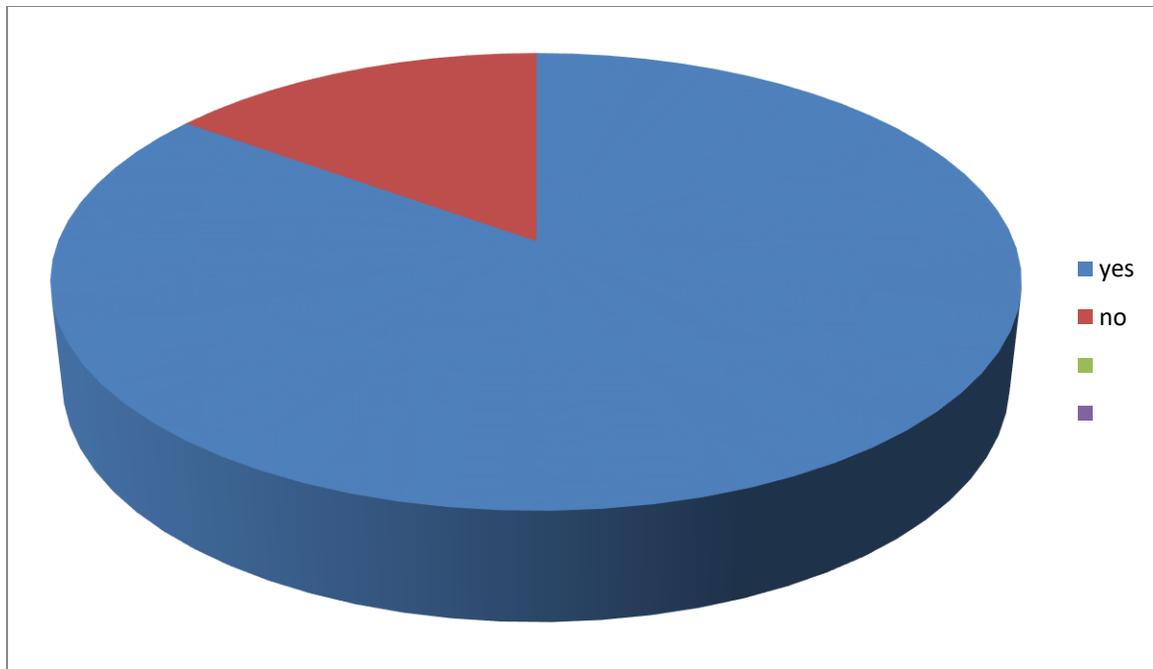
Table 3 :Teachers' knowledge of the effect of bullying

Regarding the effects of the bullying on students , only (2) teacher expressed average knowledge about the topic , while (0) claimed to have a high knowelge of the problem .

Q6-Do you believe teachers should be more committed to deal with peer bullying in their classrooms?

a- YES

b-NO

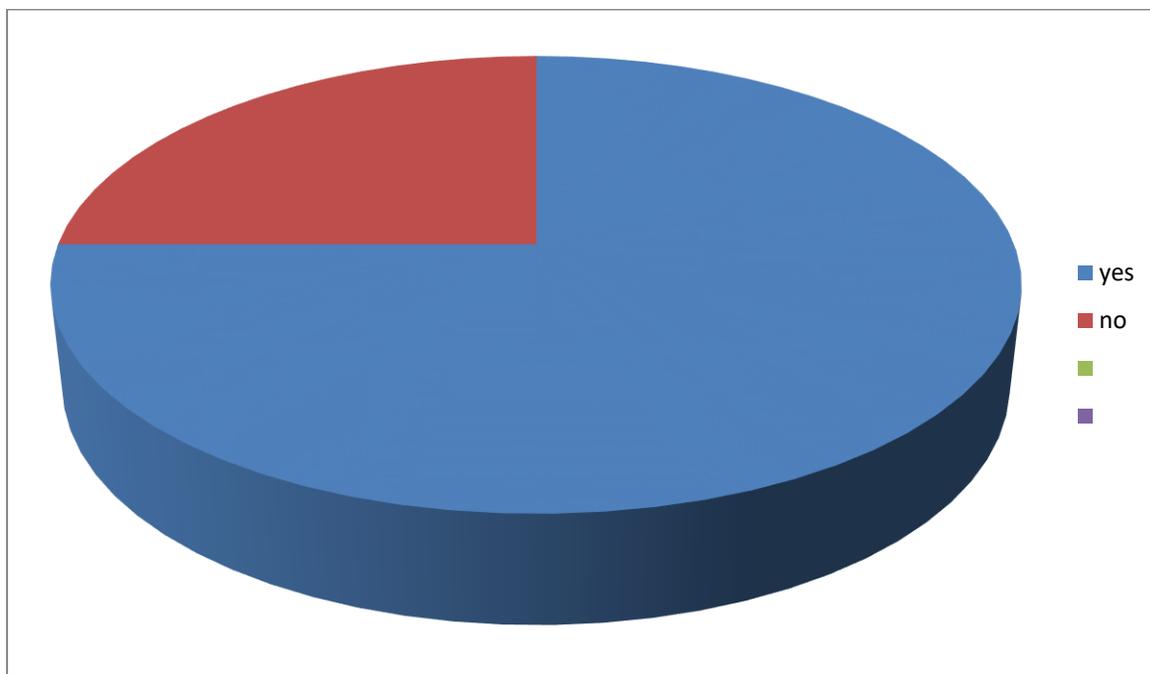


Graph 4: Teachers' belief in their commitment to handle peer deal with bullying

This question is concerned with teacher beliefs concerning their level of commitment regarding peer bullying . from the figure above, it is clear that (85%) of the teachers feel committed to deal with bullying incidents . This may be associated with teachers confidence and sense of responsibility. However, (15%) said that they don't feel responsible to handle peer bullying.

Q7-Have you ever attended a course about peer bullying ?

a-YES b- NO



Graph 5 : Percentage of Teachers' attending peer bullying courses

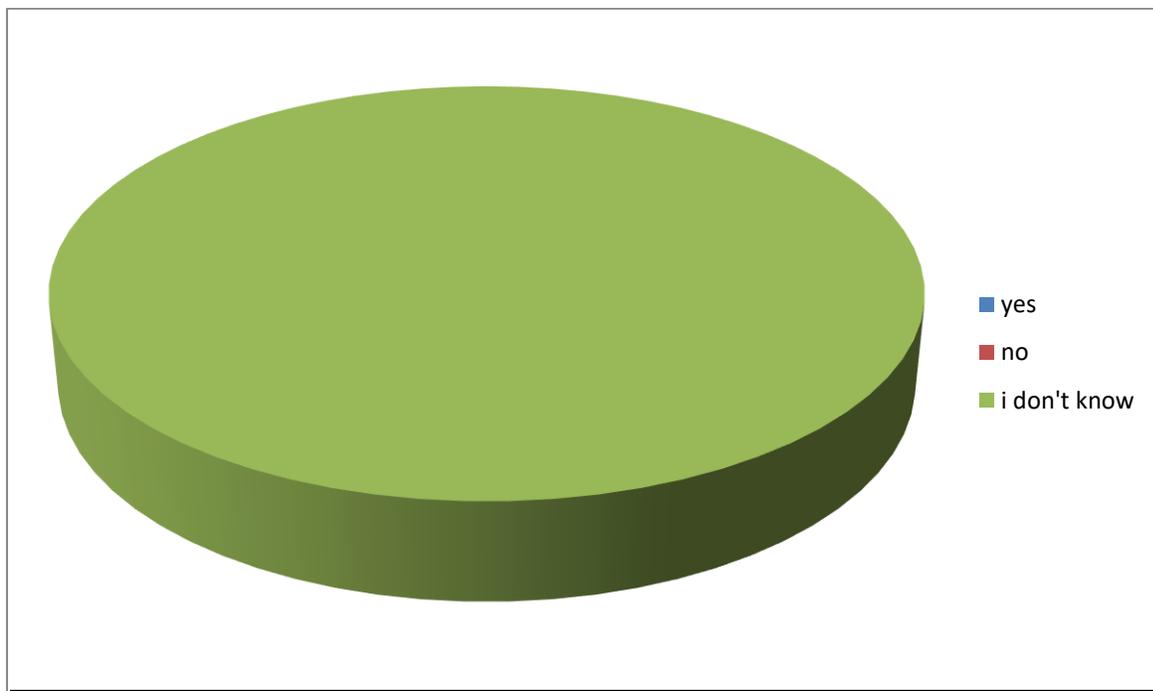
This question aims to know if teachers had previous training on bullying in schools .Investigation reveals that (75%) of the respondents have never attended a course related to bullying . However , (25%) of the respondents said that they have indeed attended a course about the effects ,the impact of bullying incidents .hence , little information were given in regard to the effective intervention in this regard .

Q8-Is there an anti-bullying program in your school ?

- a-Yes
- b-No
- c-Don't know

Options	Percentage
Yes	0
No	0
I don't know	100 %

Table 4 :Teachers' knowledge of anti-bullying programs



Graph 6: Teachers knowledge of anti-bullying programs

Concerning teachers knowledge regarding the existence of anti-bullying programs in their schools, (100%) of teachers were unaware of unexacting programs in this regard with a total response of I don't know.

2.4 Teachers Interview

2.4.1 Aim of the interview

The main qualitative approach to provide in depth analysis and detailed descriptions for a better understanding of the topic that can help in understanding teachers perceptions are interviews. As it enabled teachers to share experiences and thoughts about bullying situation that could only be detected using this approach. Unlike questionnaires, the interviewee is not limited to specific choices of answers, as in questionnaires. Moreover, it helps me gather additional information that can support me in my research.

2.4.2 Description of the interview

Interviews are usually used to explore a topic or topics in considerable depth with a few people. The data gathered are usually, though not always, qualitative in nature. For the purpose of this study, interview is chosen as the main tool to examine teachers' understanding of bullying and how they are dealing with it in addition to their expressed concerns on the matter. In general, interviews are most useful when we wish to discover someone's viewpoint and why they hold that view, especially when the information is likely to be sensitive.

Unlike questionnaires, interviews are different as they involve social interaction. Researchers can ask different types of questions which in turn generate different types of data. Therefore, I chose unstructured interviews that generate qualitative data through the use of open questions. This allows the respondent to talk in some depth, choosing their own words. Which ultimately help me as a researcher to develop a real sense of a person's understanding of a situation.

2.4.3 Administration of the interview

Data collection took place in Kaddour Belarbi middle school. The interviews were conducted in 3 days period from September 6 to September 8, 2020. 4 teachers of English were individually interviewed through script-guided semi-structured interviews. The mean time of each interview was an hour, ranging from 45 to 2 hours minutes. All interviews were conducted in the teachers' school, in private rooms, without the presence of the principal or other students. All teachers were given the same questions. The interviews were recorded and transcribed into script format. I then read through the transcripts of each interview and identified codes within the data as well as themes within the categories. After I determined the codes and the categories, I deduced several themes and subthemes from the data, which were then presented as findings in Chapter 3. Bearing all this in mind, it was extremely important for me to continuously write as I carried on in my research. As Beazley (2009) notes, the reflective writing process that I engaged myself serve to be important sources of interpretive understanding as concepts are dissected and ideas are explored from the collected data. Finally, I linked my interpretations to the larger body of literature developed by others previously reviewed to finalize my engagement in this reflective writing process (Creswell, 2007)

2.4.4 Analysis of the interview :

Section one : Teachers personal information

School Name	Teacher	Sex	Seniority	Academic qualification	Age
Kaddour Belarbi	1	Female	20	Licence	42
Kaddour Belarbi	2	Female	7	Licence	32
Kaddour Belarbi	3	female	11	Licence	37
Kaddour Belarbi	4	Male	28	Secondary school certificate	53

Table 5: 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 four female teachers .however , they were of different gender, age seniority and academic qualification

Section two:

Question One : As you know I am interested in your personal thoughts in regard to aggression between students that is also known as peer bullying. to your understanding, what exactly is bullying?

Regarding this question, surprisingly, all teachers were not familiar with the term bullying .It was after I translated the term into Arabic that almost the same definition was given .allteachers described bullying as an aggressive behaviour that tends to cause harm to others whether its physical or verbal .however , no teacher included cyber bullying in their definition

Question two: In your opinion, what prompts bullying among students in school?

in regard to this question, (2) teachers considered students low self-esteem responsible for the occurrence of the behaviour.(1) teachers blamed parents and the other teacher linked the reason why students bully and get bullied to the increasing violence in Algerian schools .

Chapter two: Methodology, data collection and analysis

Question Three: According to what you experienced as a teacher ,what do you think is the impact of bullying on student learning ?

All teachers agreed on the negative consequences that bullying has on students' academic performance . (1) teachers mention the psychological effect of bullying on students well being .

Question Four: To what extent are you concerned with your students social and emotional health ? if so , do you teach your student about the need to respect and communicate with each other ?

All teachers showed a high level of concern of their students social and emotional health. however, it was not a priority for them to teach students due and the lacking of available resources and the charged curriculum (not having enough time).

Question Five : How well do you feel able to support students who are the target of bullying . Can you briefly describe the procedures you use if bullying occurs?

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 .

Question Six: What do teachers need in order to be able to effectively deal with current bullying in schools?

In this question, all teachers without exception called for more school support in this regard.

Question Seven : Is it important for teachers to learn about peer bullying ? If yes , Are willing to learn more about it ?

All teachers agreed on the need to be trained about bullying. Training that provides them with information , tools and techniques to cope with the widespread phenomenon .

Question Eight: Do you believe that teachers hold the full responsibility to deal with peer bullying in their classroom ? if not , who else is responsible ?

(3) teachers named the school accountable and responsible to deal with peer bullying ,(1)female teacher said that dealing with peer bullying is a shared responsibility between teachers and school..

Question Nine: How well do you think schools are doing in the response to bullying and why what changes to existing programs would you like ?

In this question , all teachers expressed negative thoughts about school commitment to stop bullying .

Question Ten : Are you aware of any programs or policies that aims to combact bullying in schools ?as a teacher what would you suggest?

according to the only male teacher with 28 Years of experience , bullying prevention and intervention programs do not exist in Algeria . and if they do, they surely lack effectiveness .on the

Chapter two: Methodology, data collection and analysis

hand , (1) teacher spoke of her knowelge of international anti-bullying programs and that she would like to implement the same programs in algerian schools .

2.5 Research findings :

This chapter shall include a discussion of data presented within the previous analysis and include a comparison of the responses given by teachers included within the scope of this study . Where applicable results shall also be compared with researchers understanding of bullying behaviour, included within the first chapter of the review of literature .

In this chapter, I report and discuss the findings collected from teachers online questionnaire and face-to-face interviews with The teachers. The data collected during these interviews and questionnaire that I have analysed and organized into the following three main themes: 1) Teachers' general perception of peer bullying 2) teachers' concerns about peer bullying 3) How teachers variables (age ,gender ,professional background) affect their perception and concerns in regard to bullying ..

2.6Discussion of the findings :

Regarding teachers gender and how this variable influence their perceptions to the perceived seriousness of, as well as concerns towards bullying. both male and female teachers perceived bullying as serious, significant differences were noted in several relevant areas. Female teachers bullying in general as more serious than males. 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 with respect to confidence in identifying and managing bullying. Both males and females reported that 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 were important to manage the school environment. Bullying was also a legitimate concern, as several respondents added additional comments in the survey highlighting how distinguishing between childish behaviours and bullying is an essential part of working with middle schoolers. This goes to show that bullying, while certainly a concern, continues to be difficult for teachers to routinely address on top of all their professional responsibilities as classroom teachers.

In relation to teachers' perception regarding bullying behaviour toward the impact of bullying. The finding of the current study indicated the self-esteem is the most item affected by bullying as highly perceived by teachers. This result may be due to teacher's observation during daily contact with students give them chance to recognize the changes of students' behaviours such as shy, afraid, withdrawn, not participated in classroom which indicate the sings of low self- esteem

Chapter two: Methodology, data collection and analysis

among student. This finding in the same line with several previous studies, they agreement that the serious consequences of bullying was low .

Regarding teachers' perceptions toward needs of schools' teachers to deal with bullying. The findings of the present study indicated that the teachers were 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 occurred, in addition, teachers may assume particular responsibility for addressing any behavior deviation among students to determine the causes of these behaviour changes.

Regarding teachers training, teachers feel a responsibility to prevent bullying within educational environments, but on the other hand, they do not feel well equipped in 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, there were several teachers who responded that have 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.

2.7 conclusion

In this chapter, we presented the methodology followed in this study; In addition, we described the instruments used to collect data from teachers. Two main points were discussed: teachers' understanding and concerns regarding peer bullying in relation to their gender, age and professional background. Therefore, a series of recommendations have been suggested to enhance teachers' knoweldge and ability to deal with bullying when it occurs .

Chapter Three

Implications and Recommendations

3.1 Introduction

As it has been demonstrated in chapter 2, the results of the current study reveal that teachers of middle school in Algeria perceive bullying as a serious problem in their school. The primary aim of my study was to examine their understanding and views further more regarding the problem. In this final chapter I will present a series of recommendations based on the study findings to help teachers better cope with this increasing social phenomenon. As teachers have to provide an educational system and safe classroom environment for all their student to learn and achieve their academic goals. The Findings also have implication and provide knowledge for school staff ,policy makers. In addition, the general findings from the questionnaires and the interviews, showed that teachers of middle schools in Algeria lack knowelge of bullying nd how to effectively deal with it in comparison with their general concerns in this matter .implications and recommendations will discussed .

3.2 Implications :

The findings of the current study have important implications for both practice and for future research. Since bullying often takes place inside schools and classes,the educational system needs to create awareness among school staff and especially to engage teachers who are dealing with many forms of adolescent aggression. The results of the study contribute to our understanding of the teachers' perceptions, beliefs and concerns about bullying, which could serve as a basis for developing policy guidelines in schools as well as establishing programs for school teachers to cope with bullying. As Li(2008)) suggested, we need to consider bullying when developing educational programs. There is a need for teacher education to include information about bullying. Teachers need to understand the significant implication of bullying as well as to learn how to identify and handle such incidents. Some possible approaches include offering conferences or information sessions on bullying, designing assignments integrating bullying discussions or even courses which focus on bullying and cyberbullying issues.

As our findings revealed, we need to give teachers the opportunities to express their concerns about bullying, as well as to give them more information about it. We also recommend supporting teachers with specific training programs on how to cope with the issue. Another recommendation relates to policy matters. It seems that teachers need to be involved in taking action to determine a clear policy, resulting in a shared responsibility between the different ecological environments, such as school, family, peers, regarding the management of bullying.

The current study included a professionally diverse participant pool. This diversity illuminated differences in perspectives about bullying in relation to teacher gender and professional focus. This could inform future policy and support programs.

Chapter three Implications and Recommendations

The findings highlight the need to encourage the school team, and especially the teachers, to design and to plan appropriate actions to prevent bullying, and to implement useful strategies to help students in need.

3.3 Recommendation and suggestions

Implications of the study revealed several recommendations for school boards school administrators teachers . Nevertheless, however hard schools try to learn about the nature and extent of bullying behaviour within their community, a certain amount is likely to remain hidden within the peer culture of the pupils. By providing pupils with the skills to be assertive, to be supportive of each other, to resolve conflict constructively, schools help the pupils to help themselves.

Teachers should be provided with opportunities to develop confidence in managing school-based bullying. It is recommended that teacher preparation programs include training specifically on the prevalence, types, and impact of school bullying, in addition to effective prevention and intervention strategies

Teachers should be provided with opportunities to develop confidence in managing school-based bullying. It is recommended that teacher preparation programs include training specifically on the prevalence, types, and impact of school bullying, in addition to effective prevention and intervention strategie.

In addition to providing a supportive learning environment, teachers are charged with protecting the students under their care. This requires recognizing, intervening with, and preventing bullying. Unfortunately, many teachers report a lack of knowledge of bullying and a lack of time and resources for intervening

Teachers' perceptions and preconceived concerns regarding bullying must constantly be challenged in order for them to successfully intervene during bullying situations .in fact, teachers' beliefs, perceptions, attitudes, and thoughts affect how they normally interact with their students . Therefore ,Teachers need to be more open in voicing their concerns to administrators regarding their lack of knowledge and training to help teachers be more effective with bullying situations,

Since individual , school boards, principals, and teachers vary in their willingness and ability to implement programs, and since the involvement of school staff is necessary to reduce bullying and increase student help-seeking behaviours, pre-service training for teachers may represent the best bullying prevention strategy • Educational opportunities should be made available to all teachers and school staff to understand the prevalence and emotional impact of bullying on students.

Training for teachers should be provided by an appropriately qualified and experienced person. This training should not only address the basic skills necessary, but also consider issues of

Chapter three Implications and Recommendations

ongoing support and supervision for pupils who are involved. It needs to provide opportunities for pupils to practise and rehearse their different scripts and roles. Assertiveness groups, counselling and mediation services all require space, time and administration. Where children are referred to such services, schools need to ask themselves how this will be done, and who will do it. Gender and cultural issues need to be considered in organising such systems. Monitoring of these kinds of support services is essential. Schools need to know how often, by whom and how effectively pupil support systems are being used. Information gathered through monitoring needs to be fed back to enable change and improvement. Maintenance of these interventions is important to encourage implementation over time. A one-off lesson on conflict resolution or 'saying no' may have some benefit for some pupils. However, a more determined and structured effort is required to guarantee that pupils will put such skills into practice.

Pre-service and in service training for teachers and ongoing professional development is essential.

Student education and discussion sessions regarding what constitutes bullying and appropriate help-seeking strategies, as well as a clear understanding of what will happen when bullying experiences are reported, are essential.

All school staff need to be trained on what bullying is, what the school's policies and rules are, and how to enforce the rules. Training may take many forms: staff meetings, one-day training sessions, and teaching through modelling preferred behaviour. Schools may choose any combination of these training options based on available funding, staff resources, and time.

Surveys should be conducted with teachers and principals to index knowledge and attitudes towards bullying, current prevalence of bullying, as well as prevention and intervention strategies undertaken at their schools.

Opportunities for teachers to practice intervention strategies (e.g., role playing) are helpful to increase confidence and comfort.

Group or individual time should be set aside for school adults to reflect upon their own attitudes and experiences regarding bullying as well as their modelling of healthy relationships.

Faculties of Education should institute policies that require students to take courses about the different forms of bullying, the psychosocial and physical impacts of bullying and victimization, and the ways they can help to prevent and intervene in bullying incidents, as well as how to promote positive school and classroom climates.

Government legislators for education need to establish policies that require teachers and principals to be educated about bullying and victimization (i.e., forms, strategies for prevention and intervention, etc.) consistently throughout their careers.

3.4 Areas for further research :

The current study review literature and analyse the perspectives and beliefs of middle school teachers on peer bullying. in line with that, the findings highlighted several important areas that deserve further attention and research.

One aspect of further inquiry raised in the study is to explore whether or not student behaviour and involvement in the classroom academically, socially or emotionally is impacted by teachers behaviours and beliefs about bullying .It would be interesting to explore in greater depth if and how the student is effected by their teachers .

In unsafe school, which has no proper management, policy and procedural structures in place, teachers find them struggling to respond to bullying. In this situation, it is to highlight that teachers are at risk to actually contribute to the bullying culture either as facilitators or originators , also known as bully teachers .

3.5 Limitations

Firstly, The nature of the phenomenon its self also sets limitations on the study . since bullying is a subjective concept, research on this complex social behaviour is largely descriptive (i.e., focused on prevalence rates or correlates of bullying, rather than on identifying mediators and moderators), which generally fails to fully address contextual factors that render individual characteristics more or less likely to be related to bullying experiences.

Secondly, the data used in the analysis was collected through self-reports (questionnaire and interview). Therefore, there may be either deliberate or inadvertent misreporting.

Thirdly , the interviews enrolled only in one school , which means that its results cannot be generalized to all Algerian teachers . Therefore, the sample size was small and may not accurately represent the larger population of teachers due to the sudden and unfortunate health concerns caused by the spread of the Coronavirus pandemic , The availibility to reach teachers was limited and almost impossible for months where all schools closed their doors

General Conclusion

General Conclusion

General conclusion

The current research examines teachers' perceptions of peer bullying . On the one hand, it seeks to reveal teachers' opinions and understandings regarding the phenomenon . On the other hand, it discusses their concerns in this regard ; the main factors that influence their perceptions in general , as well as it sheds more light on teachers concerns about the efforts needed to deal with bullying in their schools .

The main purpose of this investigation was: first, to reveal teachers views and understanding on peer bullying . On the view of the findings, this research aims also to explore the factors that can be the reason behind their views. The second purpose, but more important, is to prove the hypotheses which are : Teachers' age, gender, professional background influence their understanding and level of concerns about peer bullying .

Based on the findings of the discussion of the obtained data from both the teachers' questionnaires and the interviews, we confirm that the first hypothesis which is that most Teachers perceive peer bullying as serious problem in their school , a problem that needs to be dealt with . However, the second hypothesis has not entirely proven since the presentative sample of teachers was limited due to time and availability of teachers . consequently, investigating teachers' variables (age, gender, professional background) and how it affects or influence their perceptions as well as their concerns regarding peer bullying was not fully confirmed .However , it was found that teachers do differ in how they view and perceive bullying . Concerning the third hypotheses, it was confirmed that teachers hold high level of concerns regarding peer bullying in school setting . Moreover, We conclude that teachers are not satisfied with the schools' role and programs in handling the phenomenon . This clearly shows that more laws and policies should be made in this respect.

In short this research is conducted for teachers to enhance their perceptions of different components and the severity of bullying in schools. It also helps to raise teachers' awareness about the importance of implementing strategies for bullied / bullies students to overcome the problem with the help of the educational society.

Appendix A

Carrying out a questionnaire for my master dissertation , teachers' perceptions regarding peer bullying

I call upon your help and collaboration
you are kindly requested to answer the following questions , feel free to express any additional information and comments
this questionnaire is meant to be returned as soon as possible
thank for your time and comprehension

Before you can begin to answer the questionnaire on peer bullying it is necessary to know :

What is bullying?

Bullying is a form of aggressive behaviour which is usually hurtful and deliberate; it is often persistent, sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most bullying behaviour is an abuse of power and a desire to intimidate and dominate.

Bullying takes many forms. It can be:

- *physical*—hitting, kicking, taking or damaging belongings;
- *verbal*—name-calling, insulting, repeated teasing, racist remarks;
- *indirect*—spreading nasty rumours; excluding someone from social groups.

Section 1 : background information

1-Gender :

male female

2-age :years

3-seniority :.....years

4-Academic qualification :

a-secondary school certificate

b-licence degree c- master degree

5-Are you currently teaching in :

Appendices

middle school

secondary school

6-geographic location

Section Two: teachers' perceptions , beliefs and concerns

1-have you ever heard of the term bullying before taking this questionnaire ?

YES NO

2 -Do you perceive that bullying occurs among students in your school?

a-Yes b-No

3- If you perceive bullying to occur in you school ,is it :

a-Physical

b-Verbal

c-Social

d-all of the mentioned above

4-In your perception has student bullying increased in recent years ?

a-Yes b-No

5 -How well informed are teachers about bullying and its effects?

a-Very well informed

b-Well informed

c-Informed

d-Not informed

6-Do you believe teachers should be more committed to deal with peer bullying in their classrooms?

a-YES

b-NO

7-Have you ever attended a course about peer bullying ?

a-YES b- NO

8-Is there an anti-bullying program in your school ?

a-Yes b-No c-Don't know

Thank you for completing the questionnaire

Appendix B

Teachers' Interview

Interview questions Format:

Dear Teacher,

This interview is designed to gather information about your personal information and your concerns regarding peer bullying. 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.As you know I am interested in your personal thoughts in regard to aggression between student that is also known as peer bullying. to your understanding, what exactly is bullying?
2. In your opinion , what prompts bullying among children in school
- 3.To what you experienced as a teacher ,what do you think is the impact of bullying on student learning
4. To what extent are you concerned with your students social and emotional health ? if so , do you teach your student about the need to respect and communicate with each other ?
- 5.How well do you feel able to support students who are the target of bullying .Can you briefly describe the procedures you use if bullying occurs?
- 6.What do teachers need in order to be able to effectively deal with current bullying in schools?
- 7.Is it important for teachers to learn about peer bullying ? If yes , Are willing to learn more about it ?
8. Do you believe that teachers hold the full responsibility to deal with bullying ? if not , who else is responsible ?
9. How well do you think schools are doing in the response to bullying and why what changes to existing programs would you like to see and why
10. Are you aware of any programs or policies that aims to combat bullying in schools ?as a teacher what would you suggest?
- 12 . 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).

References

References

- Atlas, R., & Pepler, D. J. (1998). Observations of bullying in the classroom. *Journal of Educational Research*.
- Bauman S, Del Rio A. Preservice teachers' responses to bullying scenarios: Comparing physical, verbal, and relational bullying. *Journal of Educational Psychology*. 2006;98(1):219–231.
- Bauman S, Rigby K, Hoppa K. U.S. teachers' and school counsellors' strategies for handling school bullying incidents. *Educational Psychology*. 2008;28(7):837–856.
- Berthold, K. and Hoover, J. H. (1999) "Correlates of bullying and victimization among intermediate students in the Midwestern USA," *School Psychology International Journal*, 29: 159-72.
- Farrington, D. F. (1993). Understanding and preventing bullying. *Crime and Justice*, 17, 381–458. [10.1086/449217](https://doi.org/10.1086/449217) [[Crossref](#)], [[Google Scholar](#)]
- McLeod S, The Interview Research Method published 2014 *Journal of Simple Psychology*
- Oldenburg B, van Duijn M, Sentse M, Huitsing G, van der Ploeg R, Salmivalli C, Veenstra R. Teacher characteristics and peer victimization in elementary schools: A classroom-level perspective. *Journal of Abnormal Child Psychology*. 2015;43(1):33–44.
- Pepler, D.J., Craig, W., & Connolly, J. (1997). *Bullying and Victimization: The Problems and Solutions for School-aged Children*. Ottawa, ON: National Crime Prevention Council
- Rigby, K. (2003) Defining bullying : a new look at an old concept , retrieved from <http://www.kenrigby.net>
- Rigby, K., Smith PK, Pepler K. Working to prevent school bullying key issues in ; rigby D editors , bullying in schools : How successful can interventions be ? Cambridge University Press ; 2004. pp. 1-13
- Rigby K, Smith PK, Pepler PK, Smith D, Pepler K. Working to prevent school bullying: key issues. In: Rigby D, editors. *Bullying in Schools: How Successful can Interventions Be?* Cambridge: Cambridge University Press; 2004. pp. 1–13.
- Salmivalli C, Kaukiainen A, Voeten M. Anti-bullying intervention: Implementation and outcome. *British Journal of Educational Psychology*. 2005;75(3):465–487.
- Thornburg R, Halldin K, Bolmsjo N, Peterson A. Victimization of school bullying: a grounded theory. *Research Papers in Education* 2013; 28(3):309-329.
- Vaillancourt T, Trinh V, McDougall P, Duku E, Cunningham L, Cunningham C, Hymel S, Short K. Optimizing population screening of bullying in school-aged children. *Journal of School Violence*. 2010;9(3):233–250.