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**The Effect of School Bullying on Students Academic
Performance:**

Case of Middle School Mohamed kati

Master two: Didactics and applied linguistics

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Dedication

I dedicate my project

To my parents with love

To all my sisters and brothers

To all my family

To my supervisor

To all my teachers

To all my friends

To staff of the departement of english

To all who knows me

Acknowledgement

Praise to Allah lord of the world who bestowed upon me in completing this work, and blessings upon our prophet Mohamed.

This study could not have been achieved without the help of people, especially my supervisor Ms. Benhosmane and all our teachers who have always given valuable help, guidance, pieces of advice and suggestions for accomplishing a good research work.

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Abstract

This study was designed to determine the effect of school bullying on pupils academic performance in Sidi Slimane Tissemsilt Middle School, which was selected at random and 60 pupils of fourth year were randomly selected as the target population. Data were collected using self-reported questionnaire and structured interview, that were addressed to fourth year pupils. After having analyzed the pupils' responses to the questionnaire and the interview, one can come to conclude that almost 1/3 of population involved in the study experienced have been bullied at one time, and being compel to act according to the bullies wishes, reacting to that differently ranging from a state of fear for one's life to a great feeling of threat depending on their gender, exhibiting variable symptoms and great feeling of apprehension and worry for one's safety.

Consequently, many pupils considered being a victim of school bullying as the most impediment to learning, since anxiety, fear and intimidation somewhat delays the progress of some pupils and make them hate and perceive school negatively. Therefore, some pupils believe that talking their fears over especially to guidance counselor is of great help in overcoming the issue of school bullying and helps in boosting their self-confidence.

Table of content:

General introduction:

Chapter one:

Introduction:

Background of the study

Definition of bullying

Types of bullying

Types of bullying

Causes of bullying

Causes of bullying

Reasons for bullying

Characteristics of the typical bully

Characteristics of the bystanders

Characteristics of the typical victim

Specific target of targets of school bullying

Signs that a child might be a victim of school bullying

Facts about pack bullying vs school bullying

Facts about school bullying and types of bullying behavior

Conclusion

Chapter two:

Introduction

The educational context

The selected population

Data collection procedure

The analysis of the questionnaire

Interview

The educational context

The selected population

Data collection procedure

Data analysis

Data analysis

The results

Conclusion

Chapter three:

Introduction

Discussion of the findings

Recommendations and suggested solutions

What is to be done about bullying

Policy

Elements in anti-bullying policy for school bullying

School and community prevention and intervention

How to know if there is bullying problems in one's family, school or community

What can one do to prevent and stop bullying

Prevention and intervention

How can school bullying be prevented on school-to-school level

What can parents do to prevent school bullying

What to be considered in preventing one's child from being bullied or
becoming a bully at school

Appropriate and effective intervention strategies to respond to bullying

Conclusion

General conclusion

References

Appendix

10) Bullying happens when there is none else around?

Yes No

11) Do you think that boys are more likely to bully others than girls? Yes No

12) Do you think that children who are bullied tend to have fewer friends? Yes
No

13) Would you advice the victim to:

_Stand up for themselves

Stay away from the bully

14) In your opinions why children turn to bullies because of:

_Issues related to ones personality

_Home related issues

15) Do you think that victimized children should turn to a guidance counselor to sort their problems? Yes No

Questions of the interview:

- 1) What is your biggest fear concerning being bullied?
 - _Being humiliated in front of others
 - _Losing face to others
 - _Not being able to stop the bully
- 2) When do you get anxious?
 - _Before the bullying incident
 - _After the bullying incident
- 3) What is your approximate level of your anxiety?
 - _(1_5)
 - _(5_10)
- 4) What of the following symptoms do you feel?
 - _Crying
 - _Increase in the heart beat
 - _Stiff in the muscles
- 5) Does your anxiety ease off once the bully leaves you alone?
Yes No
- 6) Have you ever thought of abandoning school because of the bullying issues you face?
Yes No
- 7) If your psychological health gets deteriorated would you choose to turn to:
 - _Your parents
 - _Guidance counselor

General introduction

Bullying is an act of using violent or aggressive behaviour especially by the use of force to cause harm to others either emotional or physical, particularly when the behaviour is habitual and frequent and often involves an imbalance in power. Students who are frequently exposed to bullying issues may experience and exhibit symptoms, such as feeling anxious, bursting out in tears and being extremely intimidated and stressed. This symptoms may be accompanied by anxiety about going to school or participating in school activities, which only leads to losing interest in studying and having a negative attitude towards school, and eventually having negative remark in their accumulative records and more reported absences from school than other pupils. They may also have difficulties concentrating and learning effectively, and may engage in unusual reckless behaviours.

This study was conducted to examine the issue of school bullying among middle school pupils. This research paper will offer than a opportunity to determine the association between school bullying and academic performance, with the goal of helping pupils assess the cause or the causes of bullying, and for the most part to raise the awareness of pupils and teachers of the seriousness of this social dilemma that is school bullying, and eventually come up with useful strategies to overcome the debilitating repercussions of school bullying.

Throughout this research work the researcher attempted to shed light on school bullying. Therefore, the attention will be on the issue of bullying in schools, to that end the attention would be directed towards unveiling the way school bullying affects the academic performance of fourth year middle school pupils.

School bullying constructs inversely related to academic performance; in other words, school bullying has a negative relationship with academic performance, Pupils who are repeatedly or frequently bullied tend to perceive school negatively, to have a negative attitude towards studies and to perform badly at school compared to pupils who are rarely or never bullied.

In this study data is going to be gathered using self-reported questionnaire and structured interview, that will be addressed to forth year middle school pupils, targeting to classes from both gender about 60 pupils. The first instrument which the questionnaire consists of 15 questions includes multiple choice questions and yes/no questions based on three point scale,

the scales are: rarely, sometimes and most of the time, as for the second instrument which is the interview it consists of 5 questions yes/no question and multiple choice questions.

This research work is made up of three chapters. Chapter one deals with the literature review which is to do with the issue of school bullying, its meaning, its types, the reasons for it, facts about it, and signs that traces back to it.

The second chapter is concerned with data collection and analysis. It investigates the dilemma of school bullying and how it reflects on pupils self-esteem, their school life, their studies, and their attitude towards school in general, with an attempt to come up with helpful and useful solutions, to overcome the debilitating effect of this issue that is school bullying.

The third chapter is devoted to the discussion of the findings resulted from a questionnaire and interview. In addition to, recommendations and suggested solutions pertaining to the issue of school bullying.

Chapter one:

Introduction:

The first chapter contains a review of literature that i have read and evaluated, in order to better inform this research study. As well, the literature provides insight into how bullying is defined and the factors that need to be considered when defining it. The literature review also gives information on types of bullying, reasons for bullying, facts about pack bullying vs individual bullying, facts about school bullying and types of bullying behavior, also the characteristics of the typical bully, victim and bystander to better inform this research study.

1.1 Background of school bullying:

Thinking about bullying started in Scandinavia in the 1970 s, the first person who started thinking about school bullying and took it seriously was professor Dan Alweus from Bergen university. He put forward a great efforts to examine bullying events in a careful manner, where it manifested itself in some countries like Swedish and Norgin and, also he was among the first, who discovered how harmful school bullying can be. Dan Alweus did his best to talk in the authorities, especially those of education of how it is important to counter bullying in schools, and to come up with solutions to eradicate this over- growing issue and to work in conjunction with the authorities to decrease the rates of bullying in schools.

Professor Dan Alweus's efforts paid off after few years, owing to his efforts the rates of bullying in school started to drop off. Dr Alweus's ambition did not stop at raising the awareness of the authorities about the issue of school bullying, but progressed to invent and design policies of intervention, so as bullying will be suppressed and contained; therefore many countries, such as Britain, USA, Canada, Italy, Spain, Japan and Australia conducted more researches as being inspired by Dr Alweus's research.

In Australia a huge attention was directed towards the issue of bullying in schools, some of this researches emerged from Dr Slee and Dr Alweus, the two professors started their work in Australia in 1989 with various studies, based on researches that were conducted abroad. The professors accomplished their goal by the help of people from department of children services, education office and teachers and counselors in many schools whether state or

private in Australia. The professors's work was sometimes done in collaboration with each other, and other times independently, they also incorporate some researches that were conducted in Australia some of them, which contained more than 30 000 students and teachers in elementary schools and high schools, that were a part of an anonymous questionnaire and, also an interview from more than 100 schools. What resulted from the professors work was a clear view about the issue of school bullying.

In recent years, many other researchers and practitioners from Australia, also conducted researches and investigated the dilemma of bullying in schools. Even people who are from different occupations became concerned about the issue of school bullying, such as teachers, administrators, nurses, psychologists, doctors, lowers and even police forces and parents too. People started to look at bullying as more than a joke and rather as a crime to be punished for, people also started to have a clear picture of what kind of children are seen as bullies or victims or both in schools, and what bullying causes for children and sometimes their parents as well. People also started to have a clear idea of what causes children to become bullies or to be victims; researches state that normally the atmosphere is what makes children to behave in a such manner.

What one can be sure of is the fact that, community and school atmosphere can influence bullying, and why bullying is wide spread in some schools, but not in others (there are differences in the rates of bullying between schools). In a very short time, people were given chances to share their worries, concerns and their point of views and suggested solutions concerning the issue of bullying. The subject of bullying was spread to be included in seminars and workshops through teachers, counselors and parents, also more pieces of information were given and also effective plans. As well as, methods and policies to be applied in real situations.

All previously done researches were an attempt to show a clear overview of bullying in schools, through the results that emerged from questionnaires and interviews that were addressed to those who are concerned.

1.2 Definition of bullying:

It is hard to define the concept of bullying, since sometimes it occurs in the form of physical assault like hitting or kicking. While, other times bullying can be passive that does not leave any physical marks, such as rumors, exclusion or manipulation, threats and making fun of others, and this can cause more damage to the victims. Children may experience embarrassment and intimidation, and sometimes bullying may include violent actions. Therefore, it should be taken seriously. In fact some adults have done it in the past while they were in their childhood and adolescence, for some past years bullying was considered as an offensive and unacceptable behavior, and a part of so many children's childhood, normally bullying have only negative effects, but no positive ones on the victim, the guilty of them and non-target. Bullying can be unaccepted act of calling others with cruel words or physical actions, and even actions that can hurt someone's feelings, and make them feel bad about it, because the way the victim feels can make one distinguish between inoffensive joking and teasing in purpose.

Bullying normally is using a violent behavior and force to effect, harm and intimidate others, particularly when the behavior is repeated and involves imbalance of power sometimes, bullying usually is a common behavior among students or children on school ground, streets, home and neighbors, sometimes this happen in front adults who cannot interfere and solve the problem or stop the conflict. Bullying normally is inevitable and it is considered as a part of growing up that cannot be controlled, since it is a part of child's process of moving from one stage to another to become adults, this uncontrollable behavior is more likely to cause disruption to school atmosphere that is calm, quite and inductive to learning by causing fear, stress and anxiety to students preventing them from learning efficiently.

When bullies bully others this gives a sign that something unusual, wrong and abnormal is happening. Therefore, children whether they are bullies or victims should be watched and given care.

1.3Types of bullying:

Bullying is known as a hurtful behavior that occurs more often in where there is imbalance of power between the bully and the victim. There are many forms of bullying that may take place in school, bullying in school happens when one pupil or group of pupils hurt another pupil purposely. This abuse may occur physically, psychologically or emotionally. The last one is the one that occurs most in schools, and parents are less likely to notice it or recognize it. There are six common types of bullying to mention:

1.3.1 Verbal bullying:

Is when the bully utters or says unacceptable remarks about the victim, also is the act of telling someone harsh vicious words, it involves calling people names, such as fat, big. Threatening others that they will be beaten or caused harm, making fun of them by making them a subject of a joke and that they will be humiliated, and embarrassed in front of others, this type of bullying also involves telling a disrespectful comments about others way of dressing, speaking and walking and commenting negatively about others religion, disabilities and criticizing others sexual orientations, for instance like telling someone that someone that they are effeminate.

1.3.2 Physical bullying:

It is a physical act that involves using power or aggressive behavior to intimidate others or to cause them harm, normally this involves hitting, slapping, tripping, kicking, hair bullying for girls, pushing and touching someone in unacceptable and inappropriate way, for instance when a bully strips someone's pants down making him feel embarrassed and humiliated. Physical bullying also happens when a group of bullies decide to exclude a someone or a group of weaker children, it is like making the person child who is the bully to oppose the persons who are seen as not cool or freaks, the bullies main aim is to make the victim loss their self-worth and make them feel insecure, since they do not belong to the bullies gang. When the victim gets subjected to physical bullying they, end up with a damaged personality and self-esteem, and consequently this leads to depression often being

depressed impels the victim to make unnecessary humiliating actions, such as to beg the bully or to do something to impress them.

Parents who have close relationships with their children, can easily detect whether or not their children are suffering from bullying by noticing any changes in their children's behavior. Parents should take action to solve the problem if need be, and see whether they children are victims of physical bullying or not.

1.3.3 Relational bullying:

It is the act when bullies cause someone to leave a group or a game. In other words it is the case when bullies purposely prevent the victim from being a part of a group, this can be while playing games, during break time, during lunch time or while having sport session or other social activities. Girls are more likely than boys to take to this type of bullying, for instance like when some girl wants to celebrate her birthday, she invites all girls to be a part of her party, but she excludes or missed out on some other girl or girl treating them as of less importance.

1.3.4 Cyber bullying:

Cyber bullying is a type of bullying that has to do with means of social network "internet". Cyber bullying comes in the form speaking out publically about someone and spreading cruel words, vicious lies and unreal rumors about others, through the use of email and text messages that can damage others reputation and touch upon their honor, also through using racist message causing the surroundings of the victim to abandon them creating an environment of hostility and contempt, even when the victim is not directly a target, for instance when some bully post that someone is a failure, and people should not be a friend of his or talk to him, or when posting that some is homosexual.

1.3.5 Name calling:

Is the act when a bully invents the worse offensive, so that to call the victim with them, for instance like calling fat, big, the F word. Some bullies use racial, sexist or homophobic words to call others with, so as to cause them harm emotionally and destroy their personality, making them feel that they are of less importance than others, and loss their self-worth, self-

confidence and their self-value. Pupils who are victims of this type of bullying have to be taught to talk up what happens with them concerning name calling incidents, because things may become worse if this kind of troubles is not suppressed.

1.3.6 Spreading rumors:

It is the act when a bully tells others or extend false and unreal information about someone, this is not seen as a crime that is against the law, but it can bring about legal repercussions, rumors are considered as the most horrible type of school bullying, normally girls take to spreading rumors about others than boys do. Whereas, boys prefer to use their physical strength and aggressive actions to bully others, when rumors are spread about someone they can result in a very serious negative consequences, such as causing the victim to loss their integrity and respect among others, lose their jobs and even their social status in community and get humiliated by others.

Boys and girls tend to use different types of bullying, boys incline to use their physical strength to bully others. Whereas, girls incline to use verbal bullying to cause harm to their victims, normally this type of bullying, which is rumors spreading is hard to be detected, because there are no signs that refers to it or to the person who has done it in the first place, often bullies are gathered in group that consist of older children, who choose their target or victim this is known as pack bullying and it can occur in the form of physical and emotional bullying. Rumor spreading can be carried out even through cyber bullying and what characterize it is the fact that it can last for long time, and can cause more damage the victims' personality, and cause depression to the victim and sometimes ends up in suicide.

1.4 Causes of school bullying:

Bullying behavior is seen as a complex phenomena, that is difficult to identify what are the real causes behind this behavior. The personality of the bully constructs upon factors that are inherited by family and; thereafter the bully's personality expands to be influenced by their relations with their friends or peers, often because of lacking care and warmth of family and surroundings, and being starved for parental love and compassion, and being treated severely and punished, also sometimes because of having friends who are superior and because of feeling jealous of and envy them for what they have all this can be inductive to bullying.

1.4.1 Environmental factors:

Sometimes children get influenced by what they watch on TV, or what happens in media, such as physical violence, conflicts, crimes and even wars. In other words, the environment that children grow up in and get accustomed to live in determines whether or not children will turn to bullies in the future, but this cannot be generalized on all children, because there are children who do watch physical violence and abuse and so many acts of bullying, yet they are not influenced by what they watch. Whereas, there are many children who can be easily affected by what happens in media, and consequently they manifest a high level of violence (Berkourtz, 1984, Smith and Donnerstein, 1998)

1.4.2 Social factors:

This has to do with the familial environment, normally children who live in families, where there is a lot of fighting and quarrels and violence between parents are more likely to turn to bullies, and develop bad habits, aggressive and violent treats, and end up bullying others, as an out let for their inside kept feelings of bitterness, anger, and contempt (Stephenson and Smith, 1989). Whereas, children who live in quite atmosphere and have a nice relationship with their parents are less likely to bully others (Rigby,1993; Bowers et al; 1992). Adults are the ones who are responsible of making the atmosphere inductive to bullying or discouraging to it, by being responsible and taking seriously the issue of school bullying, or treating it as of less important matter. According to the findings of some researches even teachers can be bullies and can take to bullying, so as to keep discipline inside classroom by threatening and intimidating their students (Alweus, 1994)

1.4.3 Bystander factors:

Sometimes bystanders who are present in bullying incidents, are the ones who are responsible of inciting the occurrence of bullying (Alweus, 2001). In other words, during bullying events bystanders can work as a pack up for the bully, by siding by him and churring for them to carrying on harassing, pestering and humiliating the victim, as the bystanders may derive pleasure watching someone gets hurt, other times the bystanders can be passive, which means pretending not having notice the bullying incident, acting neutrally by doing nothing and taking no action, neither in favor of the bully, nor the victim.

1.4.4 Community factors:

According to Hawkins and Catalance, 1992. There are certain communities with special treats, that might be inducing the appearance of bullying behaviors among children, that is to say that bullying can get to higher rates in schools, that are located in rural and poor urban neighborhoods, where a lot of cases of crimes frequently occur, also people started to feel much more concern about their safety and theirs, and to a certain extent alienate from neighbors, where there are signs of crack houses and drug dealers or any other nearby places, that may encourage and give rise to bullying behaviors.

1.5 Reasons for bullying:

Reasons for bullying differ as much as it types:

- ❖ The bully normally has issues with their self-esteem, and the only way that would help them feel at ease is by poking fun at someone weaker and of less power than them.
- ❖ Children may develop their own view of the world, and perceive others as abnormal, and pester other children, who do not act in accordance to what they see as normal.
- ❖ Children often take to bullying others, in order to be thought of as cool pupils, as well as, to dodge being bullied themselves.
- ❖ Sometimes, bullies are exposed to abuse at home, and as a means of discharging this anger, they take to causing harm to others, who decide most likely to take it and not to defend themselves.
- ❖ Bullies might also harm others or pester them out of envy for their miserable and sad lives.

1.6 Characteristics of typical bully:

Some children show bullying behavior while being at early child. Whereas, other children do not come forth as bullies until the stage of adolescence, not only bad children may turn to bullies, but even good children may become bullies sometimes. It is difficult to identify the characteristics of a bully, because there are no specific signs that really portrays the bully or his traits, but bullies can be distinguished from others through observing the way

they act, one can state whether or not this person is a bully through looking at their manners, such as being moderate in behavior or not, or bad-tempered.

If bullies are boys, they normally use their physical strength to bully others using actions, such as kicking, hitting and trapping other children. Whereas, girls do not prefer being physically harmful to others, opting for using only verbal bullying, such as telling lies about one another and inventing and spreading rumors about one another, so as to avoid any confrontation with their victims. There are some behaviors that are related to the characteristics of the typical bully.

- ❖ Bullies normally like being in control, and make others act the way they like.
- ❖ They have issues with controlling their temper and anger, and they are also driven by their anger.
- ❖ They pester, annoy and intimidate others purposely, and enjoy insulting and offending them, as well as seeing them getting humiliated and embarrassed.
- ❖ They are selfish and do not care for anyone else about themselves, and do not care about others emotions, feelings or needs.
- ❖ Most of the time, the bully tend to blame the victim, saying that they deserve what happens to or became of them.
- ❖ Bullies rarely respect rules, and show only little respect to authority if no respect at all, they, also think that violence is a source of entertainment.
- ❖ Bullies also look at violence as an out let for their negative inside kept feelings of anger, frustration, and bitterness, and also as a means to have their needs meet.
- ❖ Bullies most of the time becomes influenced by what happens between their parents at home.
- ❖ Bullies usually do not take into consideration that their action can affect the victim's feelings and may destroy their personality.
- ❖ They refuse to take responsibility for their wrong actions, and think that their actions are justified.
- ❖ Bullies also like to dominate others, especially weak children and exercise power on them and assert power.

1.7 Characteristics of bystanders:

Bystanders are people who are, neither a bully nor a victim, they are people who are around when the bullying event takes place, according to Garret the bystanders can be a part of the problem, by inciting the bullying incident and causing the bully to act the way they do, and engage in bullying event with the victim, or they can be a part of the solution by siding with the victim and putting an end to the bullying event. Sometimes the bystanders may act as a neutral side, so as to avoid any troubles that might occur from interfering, such as being the next victim. Some bystanders can be compassionate and do not feel comfortable nor at ease to watch happens to the victim at the hand of the bully, other times they can be cruel, heartless, and not caring and do not feel sorry for the victim.

1.8 Characteristics of the typical victim:

Victims of bullying normally have a certain attributes, that can be noticed on boys and girls, when the victim is assaulted by the bully they sometimes react by crying, especially if they are little children, also what differentiates the victim is that they suffer from a low self-esteem, self-confidence and do not appreciate themselves and perceive themselves negatively, they often think of themselves as failures and feel stupid and embarrassed. The victims are normally left alone, isolated and abandoned by others around them at school. In other words, the victims have fewer friends and surroundings if no friends at all, and sometimes not even a classmate to sit next to. The victims are usually not violent in their behavior, and do not have a bad attitude, but sometimes they get themselves bullied by act unconsciously and being clumsy with people around them, and thus end up in troubles.

Usually the victim acts in non-responding way when they are bullied, that why others see them as unsecure, defenseless, lacking self-esteem and self-confidence and weaker than to seek revenge or retaliation when they are bullied, to be more specific the victim in most cases of bullying show a fearful slavish obedience reaction as result of not being not being able to confront the bully, neither to defend themselves.

There is another type of victims, who is smaller in number, those victims are fearful, but have a violent behaviors, this kind of children normally have problems to concentrate in class, because of their behavior that can be uncomfortable, and that causes nuisance, stress around

them and disrupts the classroom atmosphere inhibiting themselves and their classmates from learning efficiently.

Normally such children unconsciously through their uncontrollable clumsy behaviors and actions, incite their classmates that they end up with receiving negative reaction and falling upon troubles.

One more type of victims to be mentioned, is the rational victim, this includes children who get excluded from and left out of groups, especially when they are playing games, having lunch at school restaurant or during break time and while playing sport, this type of victims is more likely to be subjected to spreading lies and rumors about. Usually children who are new at school, are the ones who suffer from being hated, and badly treated and are more prone to hostility by bullies who control the school ground.

1.9 Specific targets of school bullying:

- Children who have a certain kind of phobia, or an aversion for particular things or people, are the ones who are focused on by bullies.
- Sometimes children who any kind of disabilities, whether physical or mental ones, are more likely to be targets of school bullying, as they are unable to confront the bully.
- Usually children with certain race, and who makes up the minority among others, are also a focused target by bullies.
- Children with particular religious beliefs are often a potential target for religious bullying.

1.10 Signs that a child might be a victim of school bullying:

- ✓ Among the signs that shows that a child is a victim of school bullying, is when the child's items and stuff are frequently missing.
- ✓ Another sign is when child starts to ask for extra money from his parents, this insinuate that he might be a victim of school bullying.
- ✓ Also when child start having a negative attitude for studying or school in general, and start to miss out on after school activities.
- ✓ Usually when child starts leaving for school earlier than time or late, this means that they might be having issues of being bullied at school.

- ✓ Normally when child start making excuses, such as pretending feeling unwell and feigning sickness to avoid going to school, this can be a sign that this child a target of bullying in school.

There are different categories of school bullying, and some of the categories sometimes overlap. Here are the most important categories:

1.11 Facts about pack bullying vs school bullying:

1.11.1 Back bullying:

Is an act of bullying that is carried out by a group of people, it was found that pack bullying was conspicuous recently in schools and considerably continued over a long time, than bullying that is undertaken individually. Pack bullying can be physical or emotional and it is committed in person, which means a confrontation between the bully and the victim, this may happen on school ground, school hallways, school bus, classroom and sport field, it can happen in cyber space by carrying out things from distance like, and dodging any confrontation with the victim, this type usually is conducted through internet and social media.

1.11.2 Individual bullying:

Is one-on-one bullying, which means involving only two persons, the bully and the victim. Individual bullying may happen or occur either in person, which means the bully executes it himself, or online through the use of internet, also it can be physical bullying or emotional one. Some reports came to find that this type of bullying, is wide spread between elementary and middle school, it can happen everywhere that pack bullying can happen, and also in smaller places, where the pack cannot assimilate in, such as rest rooms.

1.12 Facts about school bullies and types of bullying behavior:

1.12.1 Physical bullying:

Is the act of bullying that occurs in the form of physical abuse, such as pushing, shoving, hitting, kicking, tripping, and any other action that leaves a physical marks or bruise, it also

involves treating others badly by physically harming them, and forcing them to act against their will, or to do things unwillingly.

1.12.2 Emotional bullying:

Is the act of bullying that includes other means other than physical bullying, such as offensive insults, vicious remarks that may lessen the value of someone, calling people names and poking fun at them, all these actions are attempts to shun the victim, such as being rejected or ostracized from a group which can be sometimes seen as social bullying being a part of verbal bullying. Emotional bullying can also occur in the form of deliberately concealing someone's possessions. Emotional bullying can be undertaken in both in person or through cyberspace.

1.12.3 Face-to-face bullying:

The most widespread type of bullying happens face to face, where the bully and the victim are in confrontation against each other. It can occur in the form of physical intimidation or actual beating or can be verbal in nature and includes behaviors, such as name calling, insulting and teasing, because this type of bullying happens in front of bystanders, that it results in humiliating and damaging effects on the victim. This type of bullying can take place in various locations, actually anywhere people can find themselves together in groups of a potential venue for bullying.

1.12.4 Cyber space bullying:

Is an act of bullying that happens in cyber space (online), through email, chat rooms, or social network services, text messages, instant messages, website posting, blogs, or a combination of means. Cyber bullies may hide themselves under false pretences, concealing their real identity, so as their assault will be anonymous and the victim will be in the dark about the identity of their attacker. Cyber bullying can comprise of all types of contents that were aforementioned in emotional bullying, including insults, vicious remarks, pejorative remarks about others or sending such comments to someone, sending malicious or threatening messages, spreading rumors about someone's identity, so as to make them out as a bad person, it also includes ostracizing someone from an online page or group and harassing others who are seen as unwanted contact is also to be included in cyber bullying.

Conclusion:

School bullying is major problem for many children, and it can happen because of many factors among them environmental factors, such as the physical violence that happens in media, some social factors, such as familial relations and some other factors that have to do with the presence of the bystanders. Normally a bullying event incorporates three sides: the bully who is perceived as the threatening or intimidating side, the one with power, less patience when it comes to controlling and managing their anger and mostly the one who causes harm to others. The second side, however, is the victim who is mostly a placid, calm, fearful and the one with less power than the bully, and the also the one who takes the brunt of the bully's rage. Also there is the third part, which is most likely to be present in any bullying event as a neutral side, that are the bystanders who watch the bullying event usually without taking any action that may get them into troubles. Bullying usually happens for reasons pertaining to the bully, and this normally is to do with the way the bully sees the world, which can be abnormal to others, some self-esteem issues, also to dodge being bullied themselves and for the most part to get needs meet.

2.1 Introduction:

The most important of our research is the practical part. This chapter includes a qualitative means which are a questionnaire and an interview that were carried out with fourth year middle school pupils. This chapter with the analyses of the questionnaire and continue with a thorough out line of data gathered from the interview that was addressed to the same target population, Participants who were selected to the interview have been through different experiences concerning bullying in their school.

2.2 The educational context:

This research was conducted in Tissemsilt state in a middle school that is located in Sidi Slimane, this middle school that consists of 16 classrooms 4 of them are occupied by fourth year, from which the sample for this study was selected. The middle school chosen for this study to take place in was not selected at random, but rather over hearing of several bullying incidents that resulted in serious injuries and negative repercussions and a small investigation that was undergone to confirm the spread information, so as this research study is to be done in a scene from where the results and the findings will be valid and reliable.

2.3 The selected population:

The population involved in this research work was two classes of fourth year middle school pupils, about 60 pupils who were from both gender. The participant who responded to the questionnaire were females about 45% and males about 55%, this questionnaire was designed to collect data about pupils' opinions on how school bullying affects and hinders students academic performance and academic success.

2.4 Data collection procedure:

The first instrument used to gather data was a questionnaire, the pupils have been asked to answer 15 questions multiple choice questions and yes/no questions, this questionnaire aims at finding out whether or not school bullying is widely spread in the Algerian schools, and to what extent school bullying can affect and inhibit students' academic performance.

2.5 The analysis of the questionnaire:

2.5.1 Have you ever been bullied? Yes No

Options	Number of pupils	%
Yes	25	33%
No	35	67%
The total	60	100%

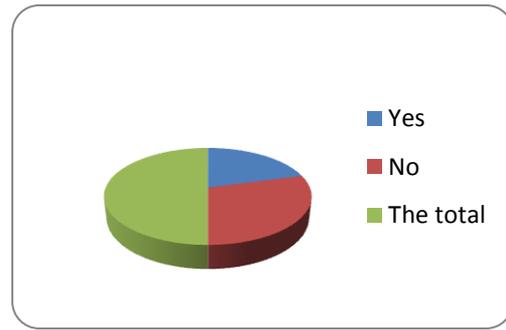


Table: 2.5.1 Number of pupils bullied Figure: 2.5.1 pupils who are bullied

The results show that the majority of pupils (67%) have not experienced being bullied, as some of them are of a strong personality, excellent pupils and of great influence at their school that is hard to be harassed by bullies. Whereas, the minority of pupils about (33) came to confess that they have been subjected to bullying, since they are somehow a shy, placid, of a low self-esteem and of a weak personality which draws bullies attention to them and makes them an easy target to be bullied.

2.5.2 How often were you made fun of?

- _ Often
- _ Most of time
- _ Never

Options	Number of pupils	%
Often	10	17.6
Most of the time	35	58.3
Never	15	25
The total	60	100

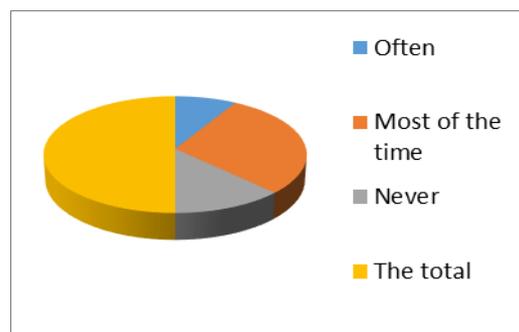


Table : 2.5.2 : pupils how were made fun of

Figure : 2.5.2: pupils how were made

The results show that the majority of pupils (58%) were rather made fun of most of the time, because of their way of dressing, their way of talking and they behave as the bullies know exactly how to keep an eye on their victims, detect what is odd or abnormal about them and benefit from the victims weaknesses. While, the minority of pupils were less prone to being made fun of as they are much more careful about their physical appearance, way of dressing and way of speaking, and for the part they are cautious about being as far as possible from bullies.

2.5.3 Have you ever been left out of games or activities or activities by other pupils at school?

Yes No

Options	Number of pupils	%
Yes	35	58,33
No	25	41,67
Total	60	100%

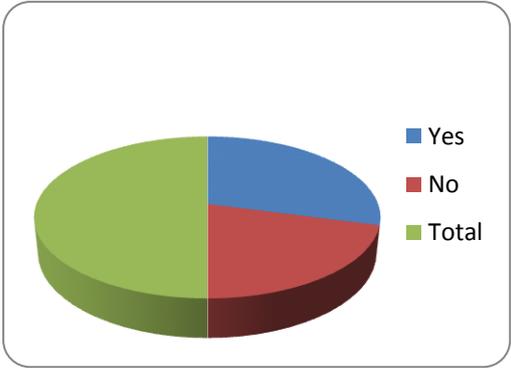


Table :2.5.3 : Pupils who were ostracized From activities Figure:2.5.3: Pupils ostracized from activities

As a result one can come to say that the number of pupils who were left out of games in school makes up for the majority about (58,3) as a result of being disdained by some other pupils, being jealous of, not being cool for others liking and mostly for being seen as a weakest link to be included in games. Whereas, the minority were less liable to be left out of games as they are congenial around other pupils, having pack up from their peers or fellows, and for the most part having strong relations with pupils who control things on school ground

2.5.4 Have you ever experienced being spread lies about by other pupils?

_ Yes

_No

Options	Number of pupils	%
Yes	33	50%
No	27	45%
Total	60	100%

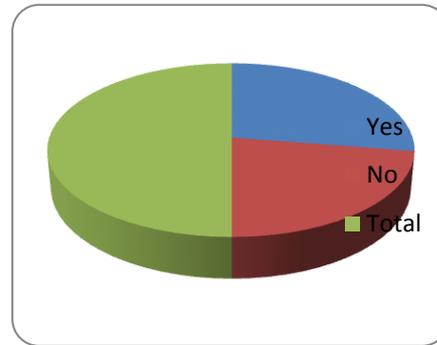


Table:2.5.4: pupils who were subject of lies

Figure:2.5.4:Pupils who were subject of lies

The results show that 45 % of pupils represent the majority of them who stated that they experienced being spread lies about by others at school, such as having a contagious disease or being homosexual pupils, so that those pupils are alienated from others and get abandoned. Also, being framed up with stolen things, so as to lose their surrounding's trust. Whereas, the minority of pupils were not prone to being a subject of lies spread as they are of influence on school ground, and thus are a hard target for bullies.

2.5.5 How often was something stolen from you?

_Rarely

_Most of the time

Options	Number of pupils	%
Rarely	40	66,66%
Most of the time	20	33,33%
The total	60	100%

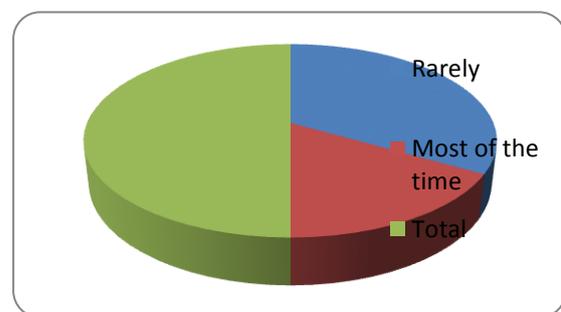


Table:2.5.5: Pupils who had their stuff stolen.

Figure:2.5.5: Pupils who had their stuff stolen.

According to the results 40% of pupils came to admit that their stuff were stolen from them most of the time precious things , school stuff and even personal items, such as phones especially during break time as it is hard to keep an eye on one’s stuff or items . In addition to the nature of those pupils as being somewhat clumsy and reckless when it comes to taking care of their stuff as well as being fearful to confront those who steal their things and protect their belongings even when knowing who they are out of the fear of the negative repercussions that might occur from any kind of resistance. While, the minority stated that their belongings were rarely stolen from them since they are much more cautious and careful when it comes to protecting and keeping an eye on their stuff especially the personal on end to those rumors , neither to vindicate themselves from falsified accusations or allegations .Whereas , the minority were exposed to verbal bullying, such as being told a cruel words for the sake of intimidating , hurting the victims feelings, and for the most part making the victims lose self-confidence .

2.5.6 Have you ever been made to do things you did not want do by other pupils?

_Yes

_No

Options	Number of pupils	%
Yes	40	66,60%
No	20	33,30%
Total	60	100%

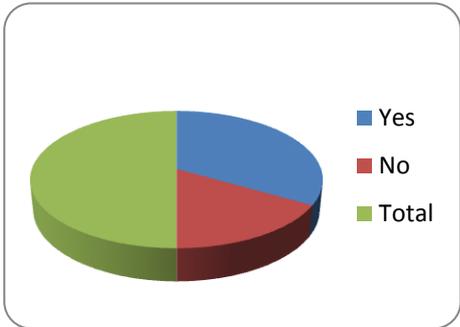


Table:2.5.6: Pupils who were forced to do things.

Figure:2.5.6: Pupils who were forced to do things.

As a result one state that the number of pupils, who were made to do things against their will make up for the majority, it is about 66,6% of the total of pupils , as a result of being shy, having problems with their self –esteem and of less power to stand up for themselves to bullies neither to resist and react to what they are forced to do ,and thus they end up humiliated and belittled by the bullies and the bystanders too. Whereas, the minority were less likely to be impelled to do something against their wishes as they are more careful about showing themselves as tough children, self-confident and having strong personality that is

hard for bullies to compel them to do things unwillingly or act according to what others please.

2.5.7 What kind of bullying were you exposed to?

_Physical bullying

_Verbal bullying

_Rumors spreading

Options	Number of pupils	%
Physical bullying	15	25%
Verbal bullying	20	33,40%
Rumors spread	25	41,60%
Total	60	100%

Table:2.5.7: Types of bullying pupils were exposed to.

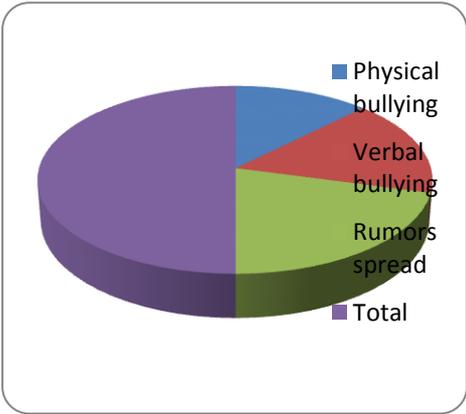


Figure:2.5.7: Types of bullying pupils were exposed to.

The results show that the majority of pupils almost 42% of them were bullied by spreading rumors about such rumors that touch upon one’s honor, as it is hard for those pupils to put an end to those rumors, neither to vindicate themselves from falsified accusations or allegations. Whereas, the minority were exposed to verbal bullying, such as being told a cruel words for the sake of intimidating, hurting the victims feelings, and for the most part making the victims lose self-confidence.

2.5.8 How often does bullying happen in your school?

_Rarely

_Sometimes

_Most of the time

options	Numbers of pupils	%
Rarely	0	0
Sometimes	10	16.66
Most of the time	50	83.34
The total	60	100

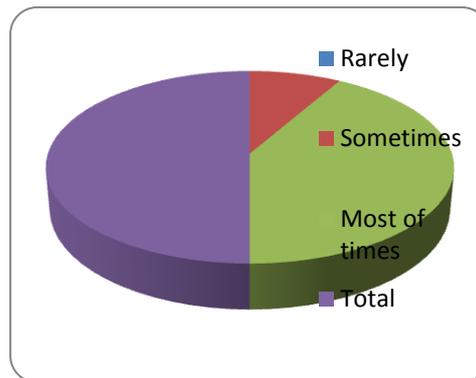


Table 2.5.8: the frequency of bullying in school

Figure : 2.5.8: the frequency of bullying in school

According to the results 83,3% of pupils have witnessed bullying events almost most of the time in the school grounds especially during the recess time and lunch time , which makes it hard for school staff or the teachers to detect the bullying events because of the huge number of pupils . Whereas , the rest of pupils came to admit that , they rarely witnessed any kind of bullying events as they are much more concerned about their own safety , minding their own business and avoiding as much as possible unsecured places, where bullies might pluck up .

2.5.9 Tick what you think you should do if you were watching what was happening?

_Would you support the person being threatened

_Would you support the person who is threatening the other person

_Would you get a teacher

_Would you ignore it

options	Number of pupils	%
Would you support the person who is being threatened	5	8
Would you support the person who is threatening the other person	20	33
Would you get a teacher	10	17
Would you ignore it	25	42
Total	60	100

Table:2.5.9: The reaction of pupils when a bullying event happens.

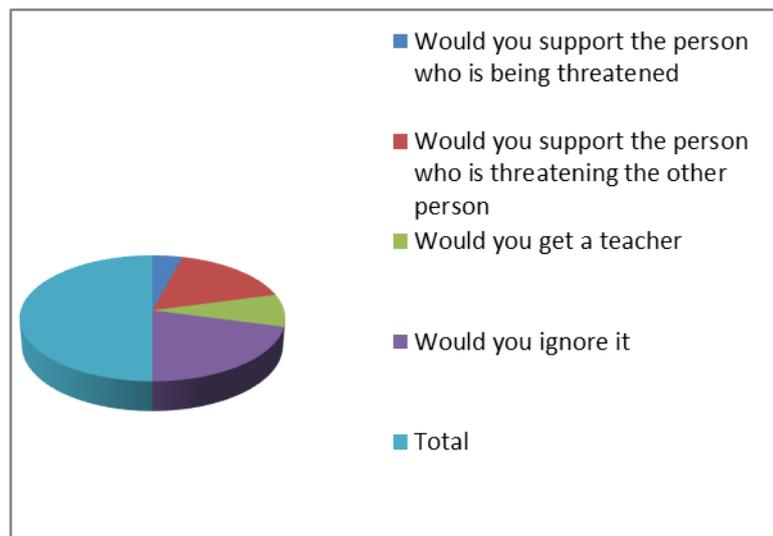


Figure:2.5.9: The reaction of pupils when a bullying event happens.

From the results one can state that the number of who would ignore any bullying event makes up for the majority about (42%), as a result of being afraid of the bully's reaction, being threatened by the bully not to do any opposing reaction or interfere, other pupils admitted that that they would support the bully while the bullying events, as they like to side with the strong side to guarantee their own safety ,also for the sake of deriving pleasure from watching someone gets hurt. Whereas, the minority came to confess that they would prefer not interfere, but would rather get a teacher who is might be able to contain the situation or the bullying event, and thus put an end to it and punish the harm causer as well.

2.5.10 Bullying happens when there is none else around?

_Yes

_No

Options	Number of pupils	%
Yes	57	95%
No	3	5%
Total	60	100%

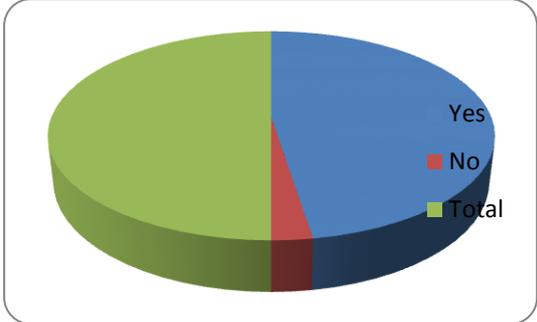


Table:2.1.10: The of school bullying

Figure:2.1.10: The of bullying

According to the results (95%) of pupils believe that bullying happens when there is none else around since bullies are careful and cautious about picking up the right time such time as recess time or lunch time when the educational staff are busy doing things and such places like hallways , rest rooms or isolated places where the school staff rarely show up ,and thus bullying event can be more likely to be executed or carried out without any one interfering in it ,Whereas the minority believe that bullying events can take place even when people or school staff are around as bullies can anticipate any possible interventions from people , therefore they know exactly how to execute or to carry out things in an inconspicuous manner , so as not to be seen , detected or to draw attention to them acting on a very short notice and end things peacefully in case they are caught in the act .

2.2.11 Do think that boys are more likely than girls to bully others?

_Yes

_No

Options	Number of pupils	%
Yes	45	75%
No	15	25%
Total	60	100%

Table:2.5.11: The gender of who mostly bully others.

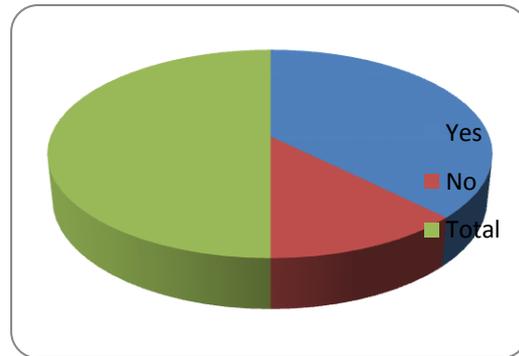


Figure:2.5.11: The gender of who mostly bully others.

The results show that the majority about (75%) of pupils agreed that boys are more likely than girls to bully others, as boys often turn to bullying other pupils or children, so as to get their needs, to be thought of as strong boys, and for the most part to eschew being bullied themselves. The rest of pupils, however, think that girls can be bullies too, since some girls like being perceived by others as cool girls, like being in control and some times out of jealousy of what others have

2.2.12 Do you think that children who are bullied tend to have fewer friends?

_Yes

_No

options	Number of pupils	%
yes	56	93.40
No	4	6.60
Total	60	100

Table :2.2.12 : The victims' chances of having friends.

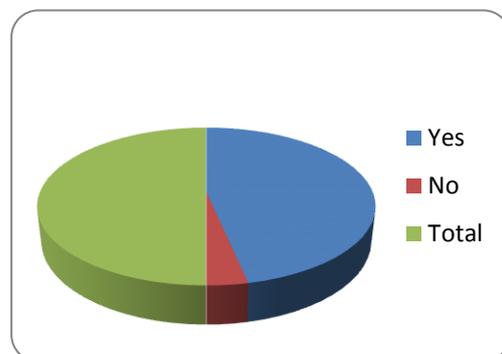


Figure:2.2.12: The victims' chances of having friends.

The results show that (93%) of pupils represent the majority of them believe that being bullied results in one having fewer friends as other pupils get alienate from the victims and avoid having any connection with them , so as to avoid problems , remain secure and to guarantee their own safety . The rest of pupils , however , believe that being bullied has nothing to do with having fewer fellows or friends as those victimized children are of a good nature , friendly and placid pupils and can easily make friendships with people or likewise .

2.2.13 Would you advice the victim to:

- _ Stay away from the bully
- _ Stand up for themselves

Options	Number of pupils	%
Stay away from the bully	22	36,60
Stand up for oneself	38	63,40
Total	60	100

Table:2.2.13: Pupils opinions about what the the victim should do.

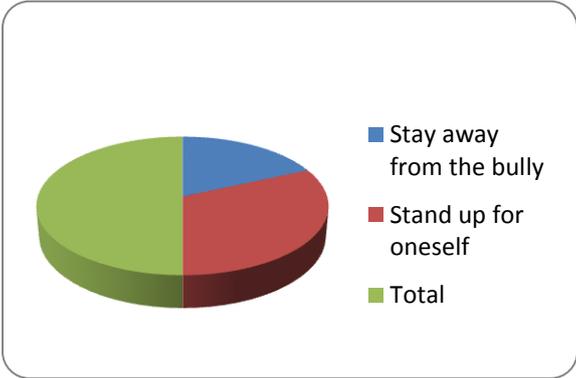


Figure:2.2.13: Pupils opinions about what The victim should do.

According to the results about (63,3) of pupils believe that the victim should stand up for and defend themselves instead of giving up to the bully’s wishes and act accordingly , so as to dodge coming across as weak or an easy target to be bullied. Whereas, the minority of pupils think that stay away from the bully as much as possible is preferable choice to be chosen for the sake of avoiding any negative repercussions that might come out from any confrontation with the bully

2.2.14 Do you think that victimized children should turn to a guidance counselor to sort out their problems? Yes No

Options	Number of pupils	%
Yes	46	76,66%
No	14	23,42%
Total	60	100%

Table:2.2.14: Pupils opinions about Consulting guidance counselor.

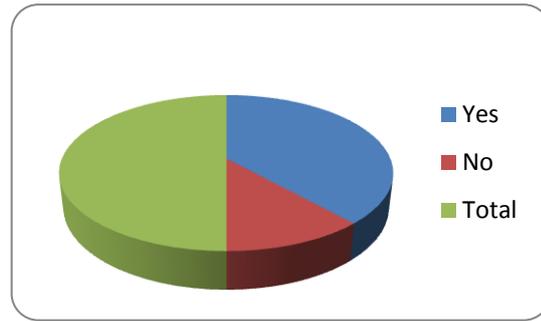


Figure:2.2.14: Pupils opinions about consulting guidance counselor.

The results show that the majority of pupils agree that consulting a guidance counselor to sort out the victim's problems is necessary if need be, as talking over their inner feelings of stress, fear and apprehension is of a great benefit to enhance their self-confidence and decrease the level of worry and anxiety, and thus the victims become more likely to overcome their fears. The rest of pupils, however, think that some pupils or children can be much more conservative about their problems of fear and anxiety, as they think that talking over their fears is of little or no avail.

2.2.15 In your opinions why children turn to bullies?

_ Issues related to one's personality

_ Home related issues

Options	Number of pupils	%
Issues related to one's personality	43	71,60%
Home related issues	17	28,30%
Total	60	100%

Table:2.2.15: The reasons why children become bullies.

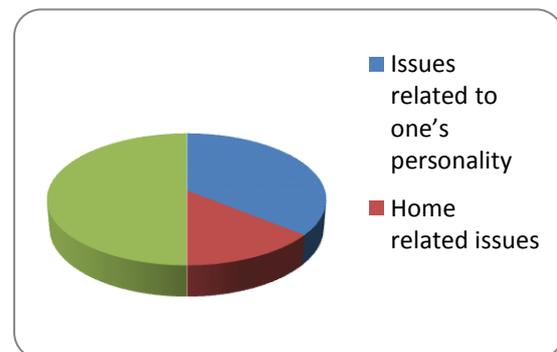


Figure:2.2.15: the reasons why children Become bullies.

The results show that the majority of pupils almost (71,6%) of them think that most of children because of home related issues, such as home abuse that children get exposed to during their children and as an outlet of the inside kept feelings of anger, contempt and bitterness they turn to hurting others, who decide most likely to take and not to fend themselves bullies might also , harm others or pester them out of envy for their miserable and sad lives. Whereas, the minority of pupils think that some children become bullies because of some personality related issues, that is to say that the bullies normally often have issues with their self-esteem and the only way that would help them feel at ease is by poking fun at, hurting or humiliating someone weaker than them and of less power .

2.6 Interviews:

So as to obtain a wide range of data, semi-structured interview was held with pupils after having finished answering the questionnaire, five pupils were chosen at random from those, who came forward to be interviewed grounded on their scores at the first semester. those five pupils were categorized as lower level pupils as they did not have the average in the first semester. The interview was carried out with the selected pupils and took place at their classroom in separate manner for about 17 minutes and was audio-recorded and the answers of the pupils were transcribed.

2.7 Educational context:

Just like the questionnaire, the interview as well took place in Mohamed kati middle school Sidi Slimane Tissemsilt, This middle school as previously mentioned consists of 16 classrooms four of them are devoted for forth year middle school pupils, from whom the sample was selected for both the questionnaire and the interview.

2.8 The selected population:

The population involved in the interview was the same population that was selected for the questionnaire that is 60 pupils, from whom 7 of them who came forward to be interviewed, The participants who responded to the interview were females about 25% and males about 75%, this interview was designed to have detailed information and a further overall view of school bullying and the personal experiences of pupils concerning the issue of bullying.

2.9 Data collection procedure:

A digital recording was used in the interviews using recording software on a computer. Then, the interview was transcribed so as to be analyzed. First of all, the transcription was organized by being put into a kind of a script format. Thus it became easier to see the question and the answers. Then a table with 10 columns was drawn – question participant *1 response, participant *2 responseparticipant *5 response, by having all the participants responses next to one another, it became easier to figure out the commonalities and the differences in their responses and then the responses that were relevant to one another and fit with the question asked were pulled out and refined; thereafter into data for this chapter.

	What is your biggest fear concerning being bullied? _ Being humiliated in front of others _ Losing face to others _ Not being able to stop the bully	When do you get anxious? _ Before the bullying event _ During the bullying event	What is the approximate level of your anxiety? _ (1_5) _ (5_10)	What of the following symptoms do you feel? _ Crying _ Increase in the heart beat _ Stiff in the muscles	Does your anxiety ease off once the bully leaves you alone? _ Yes _ No	Have you ever thought of abandoning school because of the bullying issues you face at school? _ Yes _ No	Would you choose to turn to a guidance counselor or your parents if your psychological health gets deteriorated? _ Guidance counselor _ Parents
Pupil 01	Being humiliated	During the bullying	5_10	Crying	No	No	Guidance counselor

		event					
Pupi_1 02	Losing face to others	During the bullying event	5_10	Stiff in the muscles	No	No	Parents
Pupi_1 03	Not being able to stop the bully	Before the bullying event	1_5	Crying	Yes	No	Parents
Pupi_1 04	Losing face to others	During the bullying event	1_5	Crying	No	Yes	Guidance counselor
Pupi_1 05	Losing face to others	Before the bullying event	5_10	Increase in the heart beat	Yes	Yes	Guidance counselor

2.10 Data analysis:

Pupil 01: According to the results that are displayed on the table, the participant's biggest fears, concerning being bullied lies in being humiliated by the bully in front of others, the first participant stated that he gets anxious while being bullied, and the approximate level of anxiety arises at 5 and escalates to 10 on a scale from 1_10, he also stated that he bursts into tears when being taken on by the bully, feeling somewhat at ease once the bully takes off, the participant also stated that he has never had an intent of abandoning school, because of the bullying problems he faces, instead he would face up his problems by consulting a guidance counselor to relieve him of his psychological problems of fear and anxiety.

Pupil 02: As for the second participant losing face to others is his major fear concerning being bullied, he stated that he experiences anxiety at its heights, just like the first participant from 5_10, as for the symptoms felt the participant came to admit that he feels as if he is frozen and that he cannot move a single part of his body, as a result of being extremely terrified of the bully, and that this feeling of fear doesn't end even after the bully leaves him alone, the participant stated also that it never crossed his mind to leave school because of

being bullied, neither thought of talking over his problems to his parents, who are might be able to help sorting things out.

Pupil 03: The third participant ultimate fear is not being able to stop the bully while the bullying event, he also stated that he that he experiences a mild feeling of anxiety from 1_5 before being bullied , reacting to that by crying sometimes as he cannot help that , feeling at ease afterwards and just like the first two participant, the third one also has never thought of abandoning school to rid themselves of the bullying issues, but chose to talk over his problems of fear and anxiety to his parents.

Pupil 04: As for the forth participant, losing face to others while being bullied is what really gets him in a state of fear, the participant stated that he experiences subtle feeling of fear of anxiety 1_5, which arises during the bullying event, reacting to it by crying, remaining anxious even after the bullying event is over, the participant came to admit that he has thought of abandoning school several times, but he did not come through with it, instead he chooses to turn to a guidance counselor to help him come over his psychological problems.

Pupil 05: The last participant just like the one before it, his biggest fears concerning being bullied is losing face to others especially his friends, experiencing anxiety and fear at a high level from 5_10 and an increase in the heart beat during being bullied, feeling a tease afterwards , the participant admitted that he thought of leaving school as things were unbearable for him, but he is not convinced of the necessity of talking ones problems over to a guidance counselor who might be able to help.

2.11 The results:

This section aims to answer the research question the affect of school bullying on students academic performance, according to the findings of the questionnaire and the interview that were addressed to forth year pupils, one can come to conclude that almost 1/3 of pupils in schools suffer from being a victim of school bullying, and that they experienced being bullied differently and in various ways, such as being humiliated and made fun of in front of others, being left out of games and school activities, being spread lies about, rumors and falsified facts, having school items and personal stuff stolen, having made to do things against one's well and being verbally and physically abused. Similarly, most pupils who were participants in the interview admitted that go through a state of extreme fear and experience anxiety at its heights that most of the time results in them reacting by standing still without doing in resisting action but crying, this state of anxiety and fear continues to overwhelm the

victims even after they are left alone, and eventually ending up in a bad psychological state that urges them to whether talk their psychological problems and their inner feelings of fear and intimidation to a guidance counselor rather than their parents out of being afraid of criticizing and feeling a shame of not being able to handle one's school matters, or to leave and change school, so as to rid themselves of the whole matter of being bullied.

Conclusion:

From the analysis of the pupils' responses to the questionnaire and the interview, one can conclude that school bullying is not too wide spread among a lot of pupils, for the majority of pupils losing face to others is what gets them extremely fearful that they exhibit symptoms like, such as crying, increase in heart beat and stiff in the muscles while being bullied, but they feel somewhat at ease once the bully leaves them alone. As matter of fact most victims of bullying usually experience being made fun off, being left out of games, being spread lies about and rumors too, being made to do things against ones' will and, for the most part they have their stuff and items stolen from them. For some if not all pupils a bullying event constitutes a threat for their safety. Therefore, they prefer ignoring things that happens between the bully and the victim as a resort for avoiding troubles and remaining secure. For most pupils opinions children turn to bullies because of some home related issues, that way bullies taken other children as a means of letting out all their kept feelings of anger and frustration.

Introduction:

This chapter entails recommendations concerning the subject of school bullying, and discussion of the findings that were gathered from a questionnaire and an interviews which were carried out with forth year middle school pupils. This chapter will start off with the discussion of the findings, than continues to finish off with the recommendations pertaining to the issue of school bullying.

3 Discussion of the findings:

According to the statistics that came out from the analysis of the questionnaire addressed to the target population, one can state that almost 1/3 of school pupils suffer from the issue of school bullying due to: being shy, placid, introvert, having weak personality, lacking confidence in oneself and sometimes for hating oneself the way they are, all this negative traits may contribute in making children an easy target for bullying and, can be in favor of the bullies.

When asking pupils how often they were made fun of, it turned out that the majority were a subject of joke most of the time, as bullies relish pleasure from mocking fun of the victims for their way of dressing, which may seem unusual or abnormal to others, the way of talking also can be ridiculed for, since some children have a lisp in the way they pronounce words and imperfectly utter words. Furthermore, the way those children act and behave in front of others can be mocked, as their behaviors may make them come across as silly, clumsy and stupid. Whereas, a small number of pupils were not subjected to being made fun of, as they know how to take care of their physical appearance and their way of dressing, and most importantly direct more attention to the way they talk, behave and the way they are perceived by others.

Another point to mention, is the fact that big number of pupils were subjected to being left out of games and activities on school ground at one time by others or bullies, who have an attitude of regarding those pupils as an inferior to them, worthless to be regarded, of less value, not being good for others liking, and for most part for being seen as a weak link to be included in games and activities. The rest of pupils, however, were not ostracized from activities, as they know how to make good connection and curry favor with pupils who seem to control things around on school ground.

According to the statistics, the majority of pupils were spread lies about at school, such as having a contagious disease, such lies are spread about some target pupils, for the sake of having fun making up unreal stories and spreading them about, for having something to talk of, for getting revenge on someone who has done something that pissed of someone else, and mostly for tarnishing someone's reputation, and thus those victims get alienated from and abandoned by their surroundings and lose their respect.

One more point to mention, is the fact that a huge number of pupils had their stuff stolen from them at one time, as they are clumsy, reckless and less careful when it comes to protecting and keeping their items save, often some bullies deliberately take hold of others items and stuff out of envy and jealousy for not having as such things, sometimes they steal others stuff just for fun as a joke, and other times for a public humiliating the victim by making them beg for their stuff to be given back to them in return for humbling themselves doing something for the bully who enjoys watching the victim getting embarrassed before others, and mostly bullied lay hold of others items, so as to exert pressure on the victim and make them act in accordance to what they please and wish in return for that the victim retrieve their stolen stuff.

In addition to what have been said previously, majority of pupils stated that they were made to do things against their will, normally bullies how to pick their victims, and when it comes to making someone act according to what they wish, the perfect target or victim would be someone, who is shy, of less power, introvert and someone who would say yes to whatever the bully ask for, this victim is less likely to defend or even stand up for themselves and reject what they are forced to do. Therefore, the bully takes advantage of all this weaknesses of the victim, who ends up humiliated and belittled by the bully and the bystanders too.

Another point to add, is that almost 1/3 of pupils were exposed to rumors spreading, such rumors that touché upon ones honor, some bullies take to spreading false rumors about some pupils out of jealousy especially if the victim is a sociable person or socially admired by others around them, such as friends and fellows, also out of envy especially if the victim is a good pupil, that is to say that bullies would spread false rumors about someone who is hard worker in their studies blaming them for their failure and once rumors fall upon the victim their school life get deteriorated and fall behind with their study, and mostly victims of rumors are targeted, so as to lose their social status especially if they are mild-mannered, calm

and good-natured pupils, who find themselves in a middle of a dilemma, neither able to put an end to the false rumors, nor to vindicate themselves from falsified accusations.

According to the majority of pupils, bullying takes place on school ground most of the time especially on times when pupils are out of class. Usually bullies are on the alert about their actions, especially inside classroom and in front of the teacher. Therefore, they keep calm and mind their actions, so as not to draw attention of people around, biding their time and waiting for the right time to take action, such time like recess time and lunch time, when it can be somewhat hard to detect the bullying event because of the huge number of pupil around there.

When asking about how they would react if they witness a bullying event, the majority's reply came out to be supporting the bully against the victim, normally children choose to side with the bully and not the victim for several reasons: as siding with the strong side that is the bully, can be of benefit to those supporters, that is to say securing one's life and safety, other pupils would do, likewise as they are afraid of the bully's reaction and, so as to dodge being the next victim, some other pupils, however, would support the bully just for having fun watching others fight one another and, for the most part because they relish watching someone gets humiliated, embarrassed or hurt.

As for, whether or not bullying happens when none else is around, most pupils stated that bullying events take when people of authority are not around, as a matter of fact plan for their actions before carrying them out, taking into account the right time and place, such places as hallways, rest rooms.....etc where school staff rarely show up, in order for the victim to be isolated from other pupils, by doing so the bullies somewhat guarantee not getting caught in the act, and for the bullying event to be executed successfully and without anyone intervening in it.

When asking pupils about their opinions about who are more likely to bully others boys or girls, almost most pupils agreed that boys are more likely to bully others than girls, as boys are violent and aggressive by nature more than girls are, and that children take to bullying others as they have their own view of leadership, which seem abnormal to others, most of the time bullies act the way they do, so as to get their needs meet and to have others act like wish and please, as well as to be thought of as cool person, and mostly because the bullies thinks that the victim deserves what become of them.

In most pupils opinions, children who are victims of bullying tend to have fewer friends, if not having any friends, normally victimized children are left without friends, because others abandon them, so as to shun getting into troubles, as they think that being near, accompanying or having any connection with the victimized children threatens their safety and might make them the next victim to be bullied. For the rest, however, being a fellow of the victim can result only in them being perceived as weak as the victim.

Most pupils think that the victim should stand up for themselves against the bully, instead of taking it and giving in to the bully's wishes or act accordingly, as standing up to the bully and defending oneself results in the victim coming across as strong person who can protect oneself, not any easy target for bully and may pretty much not experience being bullied again, even though the consequences of such opposing action and confrontation with the bully might bring about a very serious repercussions on the victim, yet defending oneself can boost one's self-confidence by making the victim face up their problems.

As for turning to a guidance counselor the majority of pupils think that if need be one should consult a specialist, to help them overcome their psychological problems of fear and their inside kept feelings of bitterness, intimidation and sorrow, as things might escalates from bad to worse, because being constantly subjected to bullying can damage the victim's personality, self-esteem, self worth, self-confidence, and thus the victim ends up in a bad frame of mind if not turning to some desperate actions like hurting oneself.

One more point to mention, is the fact that many pupils think that children in general or pupils in particular turn to bullies because of some home related issues, normally children who experience home abuse by their parents during their childhood are more likely to become bullies once they grow up, and that their actions of bullying others can be explained as an out let of all the inside kept feelings of sadness, starvation for the parental love and care, contempt and anger of being treated badly by their parents. Therefore, bullies bully other children, pester them and cause them cause them harm to discharge that negative energy that has accumulated by the home abuse the bully was exposed to while being child.

As for the data analyzed from the interviewed participants, one can state that most participants' biggest fears concerning being bullied is losing face to others, especially their friends, as a matter of fact victimized children get exposed to all kinds of public humiliation,

such as physical abuse, name calling, cruel words that hurt their feelings, destroy their self-worth and self-esteem and lessen in their value in front of others, who are watching what is happening to the victim, who is defenseless and most likely to take all the abuse lying down, and thus ends up publicly embarrassed, scorned and lashed out at with offensive words by the bystanders and children around.

As regards feeling anxious about being bullied 3/5 of the interviewed participant stated that they experience anxiety at its height during the bullying event, reacting to that by crying, victimized children and as a matter of course, get anxious as they get scared of what will become of them and the harm that the bully might cause them, and mostly the repercussions that might occur once the bully takes action, this anxiety increases and escalates to get to a higher level because the victim is somewhat in the dark about what the bully is planning to do to them. Therefore, the victim ends up bursting out in tears, out of being frightened, powerless and not knowing how to defend themselves.

When things are about riding oneself of the bullying issues, most participants think that changing school can be the least of two evils, as leaving for a new school can help the victim start off a new peaceful life, forgetting about all the negative and hideous memories of intimidation, hiriur and embarrassment that burden them that were caused by the bullies, also this can be of great benefit in helping the victim reconstruct their self-confidence and self-esteem.

When asking the participants about their opinions about whether they would choose turning to a guidance counselor or their parents to help them sort out their psychological problems most participants replies came out as choosing a guidance counselor, since they are somewhat conservative about talking about their problems to their parents, who might judge their children for being weak and not being able to defend themselves, or may interfere for their children to solve their problems and make them out as incapable of protecting themselves and handling their school life.

3.1 Recommendation and suggested solutions:**3.2 What is to be done about school bullying:****3.2.1 Education about bullying:**

In general people who decide what to do on the subject of school bullying should be taught about the issue of bullying, and that there has to be a policy that contains this ever-growing issue, of all people who are to be concerned with the issue of bullying is the whole school approach. The issue of bullying should be generally recognized as a serious matter that, it has to be taken a common respond about. Who are to be educated about bullying? what should education covers?

In an accelerating rates, educational department, trade unions, parents, and occupational health and safety organization started inspecting carefully the issue of bullying, and giving information and pieces of advice on how to deal with bullying at private schools, universities, public schools.....etc efforts are put forward to scatter and implement existing knowledge on the subject of bullying in their areas of concern. However, this sometimes pays off and other times not. There has come to view a request for through knowledge of what is really happening in organizations that can be termed bullying, one comes to find that these urgent requests are being presented in a number of ways. Staff of workforce often join forces to combine this perception and judgment, of how people are treating each other in their organizations. Interchangably, staff maybe asked to come to impart information about any bullying event they have observed in their work place, or have gone through themselves, to achieve the previously specified goals, all bully box may be prepared, into which complaints maybe put. As well as, opening a report for the incidents. One more way of getting information of such kind, may occurs in the form of anonymous questionnaires, the information obtained from any of all this ways may become a basis, upon which decisions and planning are to be done. What is great about this approach is benefiting from educating a work place or school community,

It is unusual how often schools are spur on to come up with plans to face up bullying based on survey results, gathered from in cultures away different from theirs. There are a disagreeing views on whether or not it is acceptable collecting data on bullying using particular methods.

People often express concern that they should not be exerted pressure on to inform or other things. Using comprehensive questionnaires-data is of more advantage, it is capable of pulling together people of different perceptions of the work situations. Some people would make problem as insignificance as possible . Whereas, others oversee it, Some would have witnessed or observed only one type or pestering; others would have had a wider view of it. To the extent that the questionnaire is viewed as being reliable and offering credibility, when it comes to obtaining information, the opportunities for well supported policies are there, for some questionnaire are not as convincing as the information, that emerges from attending real stories about bullying incidents, hearing about what children about their personal experience of being bullied at school, is way more reliable than any carefully gathered information or statistic.

Bullying is the subject that is repeatedly brought up at teachers' staff meetings, usually by the end of the day when all the staff are exhausted. Normally on such occasions members of staff are less likely to receive information. Expectedly, they lean towards shut off. Nevertheless, if teachers would influence one another by sharing stories of bullying incidents, portraying how they really felt about it. What would they do if they were present, and how would they react to the whole incident, the situation would have changed.

3.2.2 Policy:

It still stands that the nature of bullying maybe still unaffected by what comes out from questionnaires or any other kind of data collection, for instance when bullying is perceived as an abnormal behavior that has to be eradicated, the policy may depend wholly on rules and punishment and no tolerance at all for bullying, in such situations there has to be a specific way to deal with violence of little or greater significance in much the same way. Conversely, where bullying is viewed as small matter of abnormal and more as a matter of unsatisfactory of associating to others that can be amended by psychological and social means, most of time bullying incidents maybe seen as non-crimes and that is not necessary to apply sanction for. Consequently, even when having similar perceptions of what is going on bet bullies and victims in social environment where policies of anti-bullying are of need. Opinions may differ about kinds of policies are to be used.

Differences in opinions may as well vary about who is responsible to put an end to bullying, it may lie within the authority's responsibility to lay down rules, specify bullies and establish the sanction. Members of the whole community, however, maybe believed to be a part of intervention and put together plans to counter and cease bullying, as well, in applying those plans (Rigby, 2001) such policies maybe much more applicable to school rather than other places, in specific involving parent in the application to institutions pertaining to children, but so many guiding beliefs, for instance lay a huge importance on the rights and duties of the whole institution members that should be included into produced by themselves.

3.2.3 Elements in anti-bullying policy for school:

- Showing that school is strongly against bullying through intensive statements.
- Giving brief and to the point definition of bullying and who badly it can affect children.
- Declaring what rights Students are entitled to on school ground, such as to be bullying free and being provided with help if facing bullying issues.
- A statement of what responsibilities and duties to be taken to be taken by school staff community to withhold one from bullying others; to greatly daunt bullying when it takes place, and to uphold the victims of bullying.
- Giving a clear description of how the school will react to bullying incidents, for instance severely and seriously dealing with the bullying incident and then taking appropriate actions based on assessing the whole situation this may incorporates, counseling spacialists, compellation of penalty, conducting interviews with parents, and if matters get out of control suspension from school.
- A full comprehension to assess the policies in near and further future.

3.3 School and community prevention and intervention:

Bullying can take place anywhere in school, while playing sports in teams or even online, break time, lunch time.....etc. As matter of fact, no school or community is at safe zone from negative repercussions of bullying, but can come to be taught how to make efficient, positive steps towards suppressing bullying and putting an end to it when it takes place. Putting into existence schools and communities that are bullying free, entails all people both adults and

youth people to think to think of bullying as an accepted harmful, and to recognize what they can do to stop it.

3.4 How to know if there is a bullying problem in one's family, school or community:

Usually a wall of silence often environs bullying, a lot of young people who experience bullying take to keeping things for themselves and not telling anyone about them. However, not seeing it or hearing youth talking about it does not necessarily mean that bullying is not happening. Even where young people do not report being bullied they often display warning signs. One of the ways to be certain that bullying incidents are not passes over is by asking children, in indirect manner about their personal experiences of bullying. Many school and, in order to find out what is going on, have utilized surveys among children in schools.

3.5 What one can do to prevent and stop bullying:

- ❖ As good knows bullying can be suppressed and countered by having children taught social skills, and directing focus on making changes in the atmosphere of tolerating such issues and making light of them.
- ❖ Sending clear messages across communities, schools, youth organizations and even local business should work to convey a clear message, that bullying is not something to be ignored or overlooked and that it will not be tolerated.
- ❖ Teaching social skills. That is to say that family member including parents, school staff like teachers and community members are of a great help in helping young children right ways of how to treat each other with kindness and regard. These schools and communities always show children how valued they are, how respected and secured. They also instruct children how to react if they are bullied or witness bullying events, it is preferable if these skills are taught in early childhood.
- ❖ Always intervene when bullying takes place, here are some steps to follow. Stop the bully, provide the victim with help needed, implying immediate punishment, giving protection to the victim from future bullying and involving and empowering bystanders to interfere positively.
- ❖

3.5.1 Involving and empowering bystanders:

One of the most useful and efficient actions that schools or communities can take, is to help children learn how to act positively as bystanders by putting an end to bullying incidents once they occur. Some schools and communities across the world have generated programmes to increase the bystander control to safely intervene in bullying events, or to report such incidents. These approaches have been of great benefit in dropping down bullying behaviors.

3.6 Prevention and intervention:

When an intervention happens particularly if it takes penalty, being put to use to bullying behavior it is usually seen as both a deserved repercussion, and to repress and to stop further bullying consequences and incidents. Where a close observation of individuals should be applicable and one must bear in mind that some types of bullying are difficult to detect or to keep trace to. Applying a penalty will result in deterrent function. Nevertheless, it is broadly known that sanction alone is not enough to keep bullying in schools under control. Therefore, great efforts are put forward, particularly in schools to foster pro-social ways of behaving that are incompatible of bullying others, and where to implement techniques of intervention that seeks out making a change the intent to bully others rather than causing a change in behavior out of being afraid of the repercussions. As a matter of fact, making a change in the tendency to bully, in someone who is benefiting from bullying is away difficult, but if it can be achieved the greater advantage is that consuming much time and facing difficulties, to keep a wide open eye about such matters will be pay off. A huge deal of literature that seeks out developing the kinds of attitudes and social skills, that result in positive social relations, and thus deter bullying from happening, some of this literature directed great focus on home. It generally known that careful parenting and caring family will keep children away from involved in bully/victim problems.

3.6.1 Parenting the non-victim:

Many writers have come to admit that children can be kept safe from being a victim of bullying, by parents putting forward efforts and acting wisely towards their children (Berne 1996; E. field 1999; Zarzour 1999). Parents are greatly concern about how their children would deal with situations, if they are bullied by other children at school. One can

differentiate various themes in the advice being currently offered, among them the necessity to plant in children a high self-esteem; giving them a training in social competence, and teaching them to act in a pro-social way. High self-esteem is regarded as an essential quality that may keep the child secure from being bullied. Sue Berne (1976) Writes: "self-esteem is the single most important factor in determining whether your child will grow up happy and successful" (p:107). She quotes by permission the words of Stephanie Marston, an American psychologist "self-esteem is as how one feels about oneself ". She adds " high self-esteem means you can say " Im okay just the way iam always" (p: 108).

If one tries to figure out the connection between being bullied and self-esteem, one comes to find that truly, children who are victims of school bullying incline towards having a very low self-esteem, and this can be explained by the existing relationship for this association, being a victim of bullying lowers self-esteem, and having a low self-esteem contributes to becoming a victim of bullying. However, some researches do not agree with the fact that having a high self-esteem can result in the one being bullying-proof, but it is rather having a high self-esteem paired with social competence that may work out against being bullied. A children are probably to acquire such social competence by the repeated encounters with others, children normally are of know that they possess the social competence and that they only need to develop them, and that they can put to practice both their self-esteem and social competence in situations that may induce being bullied.

What also should be taken into account is what children learn from situations that happens at home in front of them, sometimes if not all time situations that take place at home are not to be transferred to different contexts, for instance like when children at kindergarten or school are influenced by how their parents treat them at home, like when a mother tells her son or daughter you're more beautiful and cuter than all your friend, a child here tries to show off at school in front of his friends claiming what his mother told him and that he/ she better than his/her friends not recognizing that this will result in them being bullied by their friends and peers. Harris 1998. As matter of fact, self-esteem is not a simple term, and most of the time if self-esteem exceeds a certain level in some situations it may result in one bullying others as well. Harris (1998).

If self-esteem is fragile and children tend to look at themselves as of less importance and worthless this can be demolishing to the child's personality, indeed self-esteem is too valuable

to children if it results in resilience. Parents can contribute in their children having a stable self-esteem by giving praise all the time, especially when their children behaving in good manner, doing well at school...etc. Praising should continue as far as children are acting in a good mild way.

3.6.2 Parenting the non-bully:

Significantly, less deal of interest was given to how parents should act to deter their children from becoming bullies, for some parents it is not a serious matter if their children are bullies, most people think that bullying can be suppressed if parents play their role well in parenting their children, the child should be raised in an environment, where parents are there to provide love, care and able to teach their children to show respect to others, treat others well and with regard and never belittling anyone else. In other words, parents should act as role model to be followed by their children. At the same time, parents should not act in an overprotecting way towards their children, instead they should help them construct and acquire good social skills, like getting together with people, to make friends and to help people who are in need, and most importantly avoiding any kind of frustration that may results from over-controlling their children and frequently punishing them. However, there is the urgent need to make children keep to appropriate accepted behaviors, especially by applying punishment and reprimanding children once they bully others or misbehave. It is important for parents to plant in their children respectful good mild behaviors, by a combination of praising whenever they are good-mannered and punishment once they are ill-mannered.

3.7 How can school bullying be prevented on school-to-school level:

It is important that school to take to take the issue of bullying seriously, as it both threatens students' safety and affects their academic performance, school bullying can become more wide spread if it is not put an end to. Authorities give guidelines for when bullying entails intervention by law enforcement officials. Schools should define bullying and report any kind of bullying incidents that take place on school ground, as it is a matter of insuring students' safety with school environment. One of the useful strategies that the school can come up with is forming a team, whose job will be assessing and evaluating school bullying and bullying events, as well as launching awareness compains about this ever growing issue that is school bullying, and its dangerous repercussions, starting with evaluating the frequency of bullying

events on school ground, the exact whereabouts of its occurrence and to what extent its consequences may get, also creating an environment where school bullying is prohibited and not tolerated.

3.8 What can parents do to fight school bullying:

Parents should act actively, involving themselves in every small detail of their children's lives, this can be the first step towards suppressing bullying before matters aggravate, among actions that parents ought take is establishing a nice relationship with their children, being close and nice to them, talking to them, making them feel comfortable to say anything they want like saying, and most importantly giving them chances to share with them the most important details of their school life, also parents should ask their children about their relationship with their friends and peers and even their relationship with their teacher, and whether or not they are having problems concerning their studies and school activities, as well as how they spend their time during class sessions, break time, sport session and lunch time. Most importantly parents should watch carefully how their act, so as to tell whether or not their children are a potential victims of school bullying, and thus act on short notice in conjunction with school authority to sort out the problem before matters take another turn.

3.9 What to consider in preventing ones child from being bullied or becoming a bully at school:

- ❖ It is important for parents to teach and to make their children accustomed to anti-bullying habits, such as not to harm others physically, not to insult others verbally, being kind to others and treating them in a good way.
- ❖ Parents should act as role model in front of their children, so as to plant in them the spirit of a good person, such as avoiding any inappropriate use of vulgar words and any disrespectful behavior and attitude.
- ❖ Children should be taught to be self-confident, standing up for their rights, but without being violent.
- ❖ School authority and school staff should work proactively and find ways to report any kind of bullying incidents that take place on school ground.

- ❖ One of the roles of parents should making their children of cyber bullying, that occurs on line and how serious it may affect them, so that children are of the know of what types of bullying they may encounter or happen to them.
- ❖ Parents should constantly look after their children, and keep an eye on what kind of activities they do online, so that they interfere in case something crops up.
- ❖ Another thing that parents can do is to speak for their children school to establish anti-bullying policies, and make awareness compains about school bullying.
- ❖ Parents should take into account safety hazards pertaining to practices, such as sending children on streets while or after school.
- ❖ Government should strengthen the function of the rehabilitation instructions, so that there will be a change of attitude from parents, professionals and general population.
- ❖ Government should work on the prevention, as well as protection against child abuse and child bullying. Through providing financial and moral support to the African network, to that end they will help in protecting children from cyber bullying.

3.10 Appropriate and effective intervention strategies to respond to bullying:

Appropriate and effective interventions always include:

- ✓ An instant exhibition of an action to the bullying incident using mild, rational, but not a severe firm tone of voice, also using facial expression and body language that represent authority, without in the privacy of students who are involved in the bullying event.
- ✓ Taking action as a respond to the bullying incident that does not result in any of the sides being embarrassed or ashamed.
- ✓ Stepping into the middle of the bullying event, and standing in between the bully and the victim, for inhibiting any possible eye contact between the tow, so as to deter any potential aggriviation of matters.
- ✓ Drawing and direction more attention to the students who can a probable target of bullying.
- ✓ Making use of what the bystanders have witnessed, so as to have an exact idea on what actions to take as respond to previously happened events.

- ✓ Providing necessary help and support to the victim and taking action against the bully, so as to keep the victim safe from further future bullying.
- ✓ Keeping wide open eye on both the victims and the bullies to inhibit any kind of retaliation in the future.
- ✓ Never turn a blind eye on bullying, harassment, threats and intimidation.
- ✓ Never overlook a bullying incident, no matter how light consequences it brings about.
- ✓ Never lose temper and execute sanction on both sides.

Conclusion:

Throughout the third foregoing chapter, attention was directed towards, first discussion of the findings that resulted from the data collected from both the questionnaire and the interview, to provide a further clearer extended view on the subject of bullying. The second section, however, was devoted to presenting in details some suggested solutions and recommendations on the subject under study, that is school bullying and how it can be dealt with, suppressed and put an end to if efforts are amount and forces are joined in conjunction with the authorities, school staff and mostly parents.

General conclusion:

It is not surprising to read that pupils are affected by school bullying, what maybe surprising, however, is to read that the effects can bring about a very serious repercussions on pupils well being, to the extent that concerns regarding being psychologically well, bullying free and having a normal school life, that is free of bullying issues. A fact that compels pupils to be more anxious, fearful, intimidated and living in a constant fear for their lives, as matter of fact school staff are less likely to observe and report bullying incidents, due to huge number of pupils existing in school. Some of the effects are more obvious, more observable and more serious, such as one a pupil loses interest in studying and becomes introverted, lacking self-confidence and perceiving oneself as a failure that exists for nothing. Other effects may cause the victim to lose their reputation, social status, and eventually starting to have a negative attitude towards studying and perceiving school negatively, ending up with leaving school or changing it, so that to rid oneself of bullying issues. Attitudes and beliefs about bullying are important. They are of help to guide the actions of people, whether these actions results in bullying others, providing help or not supporting those who

are being bullied, causing or sustaining in one having such character, in which they are encouraged to behave aggressively and bully others, or inversely to behave constructively and protect, who are more vulnerable to be harmed by others.

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