

Bullying in the School Environment (A Comparative Approach between Concepts and Intervention Mechanisms)

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Received date: 03.01.2025; Accepted date: 10.03.2025; Publication date: 02.04.2025
doi: 10.56334/sei/8.2.40

Abstract:

This article investigates a negative phenomenon that is widespread, especially in educational and school environments: bullying among students. This is a growing phenomenon that requires attention and research, especially when considering its profound effects, as it is a behavioral issue that emerges early in life and occurs at all educational stages. Bullying is seen as a repeated aggressive behavior over time aimed at causing harm or injury to a specific student or group of students. It typically involves two parties: the bully and the victim. Given its wide and clear negative effects, whether on the student's personality in various aspects, on their academic performance, or on the school environment and atmosphere, its impact extends to the family as well. The phenomenon manifests in various forms, such as physical, verbal, social, and cyber bullying, as well as in different degrees. Based on an analysis of scientific literature, including experimental studies on the phenomenon under study, this research paper aims to provide a clearer understanding of the conceptual framework of this negative phenomenon. It offers a comparative approach between the main concepts of bullying, highlighting the different intervention mechanisms and strategies necessary, as well as the active parties in the process, to mitigate the severity of this behavioral issue, particularly in the school setting and the educational environment, and to protect the victimized student from this behavior.

Keywords: bullying, educational climate, student, conceptual approach, intervention mechanisms

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Citation: Menasria M. (2025). Bullying in the School Environment (A Comparative Approach between Concepts and Intervention Mechanisms). *Science, Education and Innovations in the Context of Modern Problems*, 8(2), 601-616. <https://imcra-az.org/archive/358-science-education-and-innovations-in-the-context-of-modern-problems-issue-2-volvi-2025.html>

Introduction:

The learning process is considered the foundation of the growth and progress of nations and societies. One of the key factors for the advancement of countries is their focus on the educational system, making it a priority for building an equal, educated, and strong society. Through this process, individuals gain knowledge and skills, with the foundation of this growth starting from the family and extending to the school. However, it is noticeable that learners at various educational stages face certain problems, particularly at the academic level, which often lead to poor outcomes in their educational performance. In many cases, this leads to many of them dropping out of the education system at an early age.

The issue does not stop at this level but extends to the emergence of certain behaviors or even disorders affecting the psychological, social, or academic aspects of the learner. Examples of such behaviors include a lack of control and insufficient support from both family and school, which leads to other behaviors such as aggression, violence, mischief, bullying, etc. Among these, bullying is considered one of the significant problems with a notable impact on the educational field. Many researchers have focused on this issue, especially in the educational context, due to its widespread presence in schools and educational institutions, particularly since this behavior affects the academic performance of students. Both Kowalski and Kupersmidt (2005) noted that although it is difficult to understand the impact of bullying on academic achievement, it has negative consequences for both bullies and their victims, particularly at different educational stages (Abu al-Diyar, 2012, p. 96). The effects on the victims, in this case, the bullied students, can even lead them to refuse to go to school or withdraw to avoid being bullied.

In related research, a 2019 UNESCO study across 144 countries revealed that one-third of children aged between 9 and 15 years had been subjected to bullying. Some scholars view bullying as a repeated behavior aimed at a target that typically harms someone with less power than the bully (the victim), making it difficult for the victims to defend themselves. This behavior has significant effects on victims because it is linked to negative outcomes in several areas, particularly developmental and academic fields. For example, these effects include school absenteeism, reduced achievement, psychological and social difficulties, especially low self-esteem, high levels of depression, loneliness, suicide, self-harm, and decreased life satisfaction (Lubon, A., et al., 2024, p. 101).

Bullying behavior appears at early childhood stages, particularly in elementary school, which is a crucial stage in a student's life. It is the first stage where students acquire educational experiences, knowledge, and basic skills in a scientifically sound manner, preparing them for life and enabling them to fulfill their role as responsible citizens (Boulachir et al., 2017, p. 09). Bullying at this stage creates negative behaviors that significantly affect the general school environment and

the psychological well-being of the student, whether the bully or the victim. It prevents them from achieving academic success and forming friendships within the educational environment.

In this regard, Bochaver (2021) indicated that bullying in the school environment creates several negative effects, particularly in the form of poor relationships with others and difficulty in self-dealing with situations (Bochaver, 2021, pp. 103-116).

In the same context, a study by Solberg and Olweus (2003) found that victimized students exhibited high levels of social disintegration, negative self-assessment, and reduced achievement motivation (Shi'awi, Sahri, 2021, p. 04).

Thus, bullying in the school environment is a real and highly dangerous educational and social issue, which is widespread yet often goes unnoticed by those involved and specialists in educational institutions across all educational stages, from primary to secondary education. However, each educational stage features unique psychological and physical characteristics of the bullying student or the victim (target), including levels of aggression and self-harm. In this regard, Polskaya (2013) found that adolescent learners who are victims of school bullying often show low levels of aggression (Polskaya et al., 2013, p. 39). Bullying often begins in the family and extends to the school, where it is perpetrated by a group of students against others. Given the negative consequences of bullying, it is crucial to emphasize the need for intervention to prevent the spread of such behaviors, which can lead to adverse effects on both the psychological well-being and academic performance of the learner. For instance, learning difficulties can be observed, especially in the primary education stage. Novikova (2018) pointed out that family factors play a significant role in the emergence of bullying behavior in the school environment, primarily related to the relational system within the family between spouses and children, as well as the social interactions between parents and children. Additionally, factors such as family income, parental educational and cultural levels, and other social factors also influence the appearance of bullying behavior (Novikova et al., 2018, p. 112).

Based on the above, this article will attempt to shed light in more detail on the phenomenon of school bullying, starting from the conceptual frameworks as well as the theoretical frameworks, including intervention mechanisms to reduce and limit the phenomenon at the familial, educational, and institutional levels.

Importance of the Study and Its Objectives:

The importance of this study becomes clear from the significance and severity of the phenomenon of school bullying, which is one of the behavioral problems that schools and educational institutions face. It is an extremely serious educational problem with significant consequences and negative Impact on the School Environment, Student's Personality, and Academic Performance. Plus, the effects of bullying extend beyond the immediate impact on the school environment, affecting the victim's personality, and academic performance, whether for the

bully or the victim. These effects permeate all areas of development, including psychological aspects such as depression, anxiety, self-harm, suicide, and low self-esteem. Socially, it can cause disruptions in forming relationships and communication with others. Academically, it can lead to poor academic performance, worsening grades, deteriorating teacher-student relationships, lack of participation in classroom activities, and more. There can even be physical health effects or psychosomatic illnesses as a result of bullying.

Research Objectives:

In addition to the above, this paper aims to:

- Identify the causes of bullying in the school environment and the factors influencing and contributing to it.
- Understand the negative consequences of bullying on both the bully and the victim, as well as its impact on different aspects of their development.
- Propose mechanisms to mitigate the intensity of this phenomenon, as well as guidance and preventive methods for the bullied student.
- Explore the extent and prevalence of bullying in the educational environment and its broad impact, in order to suggest solutions to improve the educational situation of the learner and reduce the effects of this phenomenon on the overall school environment.

School Bullying Phenomenon in Light of Previous Studies:

- Study by Mansouri Mustafa & Kahloul Belkacem (2016): This study aimed to determine whether there were differences in learning difficulties attributed to gender. The sample consisted of 181 students who had entered school before the age of schooling, chosen purposively. The researchers used data collection tools such as interviews, school notebooks, the academic learning difficulties scale prepared by Bashir Ammaria, and a questionnaire. The study concluded the following results: primary school students who entered school before the prescribed school age face academic learning difficulties (in reading, writing, and arithmetic). It also revealed statistically significant differences between male and female students in learning difficulties, with males experiencing more academic learning challenges (Mansouri, Kahloul, 2016, p. 49).
- Study by Datta, P, et al. (2017): This study compared students who experienced bullying by teachers/staff, those who were bullied by their peers, and students who were not bullied. The sample consisted of 56,508 students in grades 7 and 8, who were classified into four groups based on the source of bullying. The study found that students who were bullied by teachers and other school staff were more likely to report decreased participation and interaction in the school environment. Additionally, students who were bullied only by their peers reported more symptoms of distress than those bullied by teachers and staff (Datta, P, et al., 2017, p. 348-335).
- Study by Rania Zaidi (2020): This study aimed to investigate the relationship between psychological stress and bullying behavior, and to identify statistical differences between these

variables based on gender and educational level among middle school students. The sample included 150 students selected purposefully, and the researcher used a questionnaire as the data collection tool, employing a descriptive analytical approach. The study concluded that there was a high level of psychological stress and bullying behavior among the students, with significant statistical differences based on gender but no differences based on educational level (Zaidi, 2020, p. 14).

- Study by Kloo, M, et al. (2024): This study aimed to explore whether classroom teaching practices are linked to the emergence of bullying problems, and how this link evolved in elementary school (grades 4 to 6). The data was collected from a sample of 1,830 students. The analysis revealed that teachers who displayed high levels of warmth, care, and support, along with high levels of control and management, tended to have students who reported less bullying (Kloo, M, et al., 2024, p. 171-188).

Concept of School Bullying:

According to Dan Olweus, bullying is defined as intentional negative actions by one student towards another, with the aim of causing harm or distress. These actions typically occur repeatedly and may include threats, reprimands, or physical interactions such as hitting, pushing, or kicking.

Olweus highlights that bullying cannot be defined without the presence of a power imbalance. This unequal power dynamic makes it difficult for the victim to defend themselves, a concept that has been explored in various studies, such as by Sayhi (2018, p. 78). Bullying often involves intentional acts meant to isolate the victim or reject their desires, contributing to their sense of powerlessness in the situation.

Barton's Criteria for Bullying (2006): Barton identifies three key criteria for bullying:

1. Deliberate Aggression: Bullying is intentional, whether physical, verbal, or electronic.
2. Repeated Behavior: The aggressive behavior occurs repeatedly over a period of time.
3. Disturbance in Relationships: Bullying creates significant disruption in personal relationships, particularly for the victim.

Types of School Bullying:

Verbal Bullying: This is one of the most widespread forms of bullying, affecting both genders and all educational levels. It involves threatening, mocking, belittling others, spreading rumors, making false accusations, or using derogatory terms based on gender, culture, religion, social class, or disability. The intent of verbal bullying is to undermine the victim's self-esteem, often in front of peers. As noted by Abu Diyar (2012, p. 58), it can be used to manipulate the victim emotionally and socially, leading to significant damage to their self-worth. Kapitanoff et al. (2024, p. 1311-1332) further emphasize that mocking, harsh words, and name-calling are key factors contributing to bullying behavior.

Physical Bullying: Physical bullying is more easily identifiable and can take various forms, such as slapping, punching, biting, or other physical attacks. Although physical bullying is visible, it does not always cause significant long-term psychological damage to the victim, especially when there is empathy from others. Typically, physical bullying results in the aggressor being reprimanded or punished.

Sexual Bullying: This involves the use of sexual slurs, inappropriate comments, or physical actions such as unwanted touching or threats of sexual activity. It violates personal boundaries and often leads to severe emotional trauma for the victim.

Cyberbullying: Cyberbullying is considered one of the most dangerous and prevalent forms of bullying, leading to significant psychological effects. It involves the use of technological tools and social media platforms to spread rumors, threaten, blackmail, or expose private information about the victim (Yasra, 2019, p. 134). A study by Hillary K. on 28,583 high school students aimed to explore the use of technology in cyberbullying and its effects on the psychological, social, and academic levels. The study found that females and younger students, particularly those in their early years of schooling, were more likely to experience cyberbullying. It also showed that the school environment plays a role in the prevalence of this issue. Moreover, the study indicated that cyberbullying has serious psychological effects, such as anxiety, stress, and depression, in addition to academic consequences like increased absenteeism and decreased academic performance (Hillary K, et al., 2018, p. 74-88).

Causes of School Bullying:

Family-Related Causes: The family environment is a direct cause of bullying behavior. Numerous studies have shown that bullies often come from families characterized by dysfunction, separation, chaos, and poor parent-child relationships. These children tend to experience emotional deprivation and are often subjected to various forms of domestic violence, with authoritarian parenting being a common trait in their households. According to Oweis, a lack of emotional warmth and poor parental involvement increases the likelihood of a child becoming a bully or displaying aggressive behavior toward peers. Leniency and tolerance in the family also encourage and reinforce this behavior (Abu Diyar, 2012, p. 39-40). This stance is agglutinated to school Climate in that , the school environment also significantly influences bullying behavior. A study conducted by Jiang, C. (2024) on 11,666 adolescents showed that a positive and supportive school climate helps reduce bullying behaviors. The study found that schools with a good and conducive atmosphere for learning and social interaction significantly lower the incidence of bullying (Jiang, C, 2024). Furthermore, Swearer, S. (2004) emphasized that bullying can result from a social-environmental interaction within the context of the individual's interactions with their social environment. Peer groups, school climate, family dynamics, and socio-cultural factors all play a role in facilitating or preventing bullying behaviors. From this perspective, it is important to develop

effective intervention and prevention programs that address these variables (Swearer, S. et al., 2004, p. 344).

Personal Factors: the emergence of bullying behavior is linked to several reasons related to the personality of either the bully or the victim, especially a sense of inferiority. Often, bullies have an internal sense of inadequacy or lack of self-confidence, and they attempt to compensate for this by attacking others. Additionally, there is a desire for control, where the bully seeks to impose their dominance over others to feel powerful and authoritative. Jealousy also drives bullies to target others, especially victims who may be more successful or popular. Children who experience violence or abuse at home may reflect this behavior onto their peers at school. Furthermore, personal differences in the victim, such as appearance, way of speaking, or culture, can make them more vulnerable to bullying and even allow the behavior to continue. This is coupled with low self-confidence, social isolation, and weak reactions, as children who cannot defend themselves or speak out about the issue are more likely to continue being bullied.

Elements Involved in School Bullying:

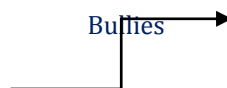
Bullies: These are the students who engage in bullying behavior against their peers in the school environment, where they perform a significant number of harmful and negative behaviors, whether verbal, physical, or otherwise, targeting their more vulnerable classmates. Wong (2009) classified bullies into two types:

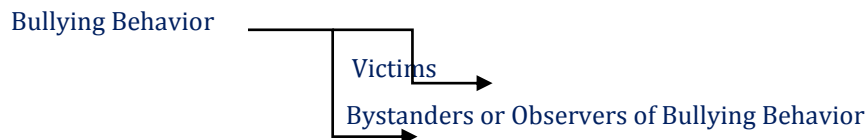
Aggressive Bullies: These individuals are more well-known, more confident, and tend to be impulsive, harsh, strong, and violent. They believe that violence is the only way to maintain their strong position, solve their problems, and impose their control and authority (Aissat, Amrouche, 2023, p. 396).

Passive Bullies: These individuals support and follow the actions of the aggressive bullies. They actively participate in bullying and remain loyal to the aggressive bullies.

Victims: These are individuals who are repeatedly and continuously harmed or hurt by the bully in various ways. They usually exhibit physical weakness compared to the bully, making it difficult for them to confront the bullying behavior they experience. Additionally, some psychological and social traits contribute to their being targeted, such as low self-confidence or social isolation.

Bystanders: These are individuals who may reward bullies either materially, emotionally, or even verbally, but do not participate directly in the bullying process. They typically feel guilty for not intervening and may have a strong fear that they are less powerful than the bullies, leading them to remain passive. They often appear confused, with a low level of self-respect and self-confidence, and feel that in order to be safer, they should do nothing. The elements involved in bullying behavior can be illustrated through the following diagram:





Characteristics of Bullying Students and Victims of School Bullying:

Bullies generally possess a range of characteristics that may vary depending on the context and environment. However, they can generally be summarized as follows:

Personality and Behavioral Characteristics:

*Excessive Self-Confidence: Bullies often display exaggerated confidence or a sense of superiority over others.

Aggression: They tend to use physical or verbal violence to achieve their goals.

Lack of Empathy: Bullies often show little empathy for others' feelings or the effects their actions have on others.

Control and Manipulation: They enjoy dominating others and may manipulate them.

Social Characteristics:

Bullies are often popular among their peers due to fear from others or attempts to gain their approval.

They are inclined to challenge rules or regulations, both at school and at home, and may try to encourage others to join in their bullying behavior.

Academic Performance :

Bullies often exhibit poor academic performance due to a lack of focus on their studies, negligence, rebellion, and failure to adhere to school rules.

Characteristics of Victims of Bullying: Victims of school bullying often have characteristics that make them vulnerable to being targeted by others. Some of these include:

Personality and Behavioral Characteristics:

Shyness and Withdrawal: Victims tend to be quiet, introverted, and socially withdrawn.

Low Self-Confidence: They display a weak sense of self-worth, making them more susceptible to bullying.

being targeted, and they are easily affected by insults or criticism. They tend to hesitate and fear expressing themselves or defending themselves, showing a tendency to avoid confrontation or challenge.

Social Characteristics: Victims of school bullying tend to have limited social relationships, often having few or no friends. They prefer isolation and staying alone during breaks or social activities. They also struggle with engaging with peer groups and find it difficult to adapt to social environments.

Academic Performance: Their academic performance can be negatively affected due to anxiety and stress caused by bullying, as well as constant fear of going to school. They may miss school frequently to avoid being bullied.

Physical Characteristics: Victims of bullying often have weaker physical builds compared to their peers, or exhibit features that make them different, such as an unusual accent or habits, which makes them more likely to be targeted.

Family Characteristics: Family support may be absent, with limited communication and a lack of attention from parents. In some cases, the family environment may be troubled, suffering from issues like violence or dysfunction, or there might be excessive overprotectiveness, leaving the child ill-prepared to cope with external pressures.

Effects of Bullying on Personality:

Bullying can lead to various psychological, emotional, and behavioral problems, such as depression, loneliness, anxiety, and tendencies toward self-harm. As a result, the victim may become a violent individual as a direct reflection of their experience, increasingly withdrawing from interactive and social activities. They may become silent and isolated, and in extreme cases, bullying can escalate to the point of suicide, especially with the rise of cyber bullying (Sayhi, 2018, p. 89). Additionally, bullying often leads to poor social relationships.

Effects of Bullying on Academic Achievement:

Victims of bullying tend to perform poorly in class because their focus is more on avoiding bullies than on their academic work. This leads to neglecting their studies, frequent absences, and a general perception of school as an unsafe place (Abu al-Diyar, 2012, pp. 95-96). Regarding the methods for detecting bullying in schoolchildren, a study by Slee, P., & Skrzypiec, G. revealed that children's drawings can often indicate experiences of bullying.

Primary School Stage: The primary school stage can be indicative of students being exposed to bullying, as it truly reflects their emotional state (Slee, P. T., et al., 2015, pp. 1487-1500).

Mechanisms to Reduce the Phenomenon of School Bullying:

Therapeutic Intervention Programs: A study by Aqroufa (2022) highlighted that one of the most prominent therapeutic programs for school bullying is the *Kiva Program* (The Kiva Program Against Bullying), which was created in Finland in 2006 with the initiative and funding from the Finnish Ministry of Education. The program is currently used in around 90% of Finnish schools. This program is based on the idea that bystanders play a major role in both the continuation and the cessation of bullying (Aqroufa, 2022, pp. 349-359). The program has been developed for children aged 7 to 15, and it consists of three different versions as modules, tailored to the following age groups:

- First Module: Ages 7 to 9
- Second Module: Ages 10 to 12

- Third Module: Ages 13 to 15

The program aims to achieve the following objectives:

- Combat bullying in schools by involving witnesses in intervention during incidents of bullying.

- Reduce potential behaviors from bystanders, such as laughing, encouraging, or participating in the bullying.

- Address severe cases of bullying in schools.

- The program also seeks to end bullying by strengthening the relationship between the bully and the victim, with the aim of supporting the victim rather than encouraging the bully (Salmivalli & Poskiparta, 2012, p. 44).

ABCDE Program: This model was developed by Alice Albert and has been further refined over time. The aim of this model is to explain the behaviors and psychological phenomena that may appear in individuals and to understand the causes of these behaviors. According to Albert, the model is based on 11 irrational beliefs responsible for the maladjustment students experience, particularly in forming incorrect ideas about school bullying. These beliefs include :

Irrational Beliefs: These beliefs include:

- Seeking approval
- Perfectionism
- Blame and accountability
- Exaggeration
- Indifference
- Excessive worry
- Avoidance
- Dependency
- Defeatism
- Pity for others
- All-or-nothing thinking (Yusra, 2019, p. 143)

Olweus Multi-Level Program to Combat Bullying:

The aim of this program is to stop bullying in schools. It is designed for administrators, teachers, and parents, and can be applied and followed at the national and global levels across various educational stages. The program aims to change the social norms that see bullying as acceptable behavior. It also seeks to raise awareness about bullying through school surveys, which help identify where bullying occurs and provide data on its prevalence.

Self-Regulation Program:

According to the behavioral approach, self-regulation is an extension of behavioral laws, where the individual can control their behavior by regulating the variables related to their

functioning. Self-regulation enables individuals to take full responsibility for their actions, as they can control both internal and external events. This behavior is applied intentionally to achieve the goals that the individual has set for themselves (Mahfouz, 2022, p. 393).

CAPSLE Program:

This program, as proposed by Massad Abu al-Diyar, consists of two main components: the first is zero tolerance for the bully, bystanders, and the victim; the second is the Kind Warrior, which will be discussed later. These components can be implemented if the necessary conditions are met in the school environment.

Kind Warrior Model:

This model involves using the school as a training unit for a 12-week program, conducted either by martial arts specialists or by physical education teachers. All students participate in weekly sessions. The training is not limited to martial arts; it also includes breaks, Q&A sessions, and discussions, as well as lessons on self-respect, self-control, and respecting others. The sessions also include exercises to strengthen muscles. It's important to note that the use of martial arts is symbolic, not for actual fighting.

Family Intervention:

The family is seen as the primary environment that clearly impacts the growth and behavior of a child, making it a crucial link in the therapeutic process for bullying behavior. Families are responsible for uncovering causes leading a Child or Student to Display Aggressive Behavior.

There are several factors that may lead a child or student to engage in aggressive behavior. When such behavior is identified, it is important to address the issue calmly and rationally, explaining the seriousness and consequences of such actions. Whether the child is a bully or a victim of bullying, it is essential to approach the situation carefully. Labels such as "aggressor" should be avoided, as such descriptions could harm the child or have counterproductive effects. Parents should also avoid making excuses for their child's behavior. Additionally, parents should monitor and control what their child is exposed to, especially in the age of digital media, digital devices, and social networks. Therefore, parents must take the situation seriously and try to teach their children self-assertiveness skills, recognize their achievements, and actively involve them in social activities (Sayhi, 2018, p. 90).

The Role of the School in Reducing Bullying

The school plays a crucial role in combating bullying behavior, particularly through awareness and education. Schools should organize workshops and training sessions for students, teachers, and parents to inform them about the dangers of bullying and how to address it. It is also essential to promote positive values, such as tolerance and mutual respect among students, through the curriculum and extracurricular activities. Schools should also enforce clear and strict policies to combat bullying, with appropriate consequences for offenders. Additionally, providing

psychological support services for both victims and bullies is crucial to help them cope with issues related to bullying behavior.

A study conducted by Ahmed, G.K. et al. (2022) with a sample of 280 primary school students revealed that verbal and social bullying were the most common forms of bullying in schools, followed by psychological and physical bullying. The study also found that boys were more likely to engage in bullying behavior compared to girls. Additionally, the results indicated a correlation between bullying behavior and attention deficit hyperactivity disorder (ADHD). This underscores the importance of activating the role of the school environment in reducing and controlling bullying behaviors.

Global Bullying Statistics

Below is a graph that illustrates global statistics on school bullying according to UNESCO/UNICEF

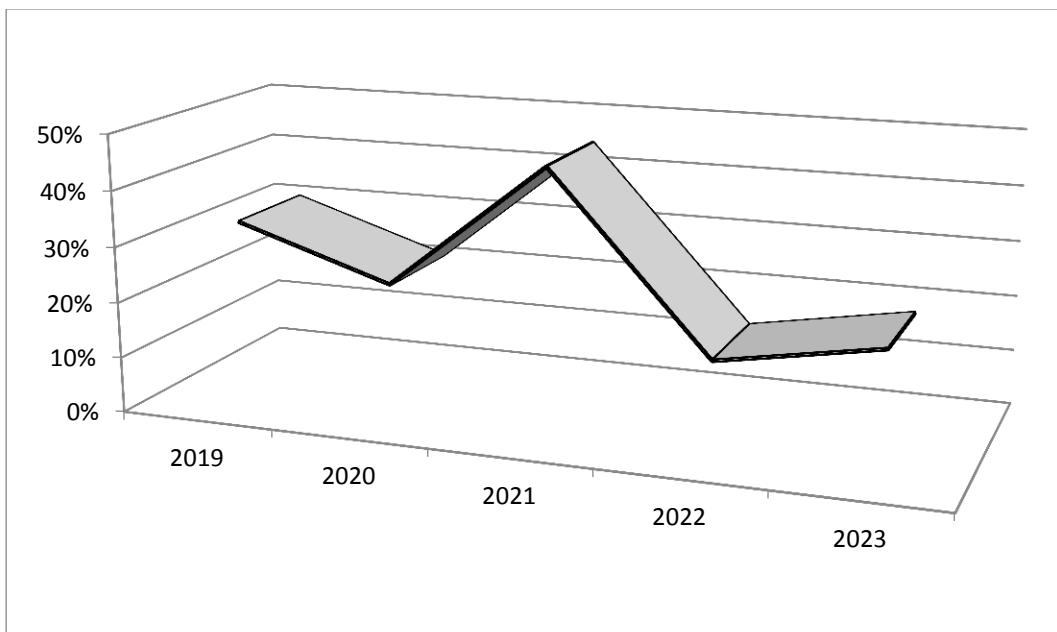


Fig. 1. : Statistically, the phenomenon of bullying globally

Mechanisms to Activate the Complementary Role Between Family and School to Address Bullying Among Schoolchildren.

Activating the complementary role between the family and the school to combat bullying among students requires a set of mechanisms and measures that enhance cooperation and effective communication between both parties. These include:

Joint Awareness:

Organizing workshops and awareness campaigns for parents about the concept of bullying, its causes, effects, and how to handle their children if they are victims or perpetrators of bullying.

Additionally, raising awareness among students through lectures and interactive workshops at school that highlight the dangers of bullying and promote values of respect and tolerance.

Enhancing Communication Channels:

Organizing regular meetings and holding periodic gatherings between parents and teachers to discuss students' behaviors and the challenges they face.

Electronic Applications:

Using electronic platforms or applications that connect families with schools to exchange information and monitor the progress of students. The Ministry of National Education in Algeria has introduced an application called "Espace des Parents" (Parents' Space), which directly links the school with the family.

Preventive Programs:

Establishing integrated programs between the family and the school aimed at promoting a positive school environment, such as activities that focus on cooperation and teamwork.

Training Educational Staff:

This involves training teachers on how to identify signs of bullying and handle situations in an educationally effective manner. It also includes involving the family in solutions, encouraging parents to participate in school events and activities that focus on building values and communication among students.

Psychological and Social Support:

This includes providing psychological support sessions within the school, in collaboration with the family, to address the impact of bullying. It also involves working with specialists by engaging psychologists and social workers to assist both the family and school in developing strategies to handle cases.

Promoting Self-Regulation and Positive Behavior:

Teaching students how to control their behavior and promoting values of mutual respect through educational programs within the school, with support from the family at home.

Building a Community Culture Against Bullying:

This involves cooperation between the family and the school to educate the surrounding community on the importance of addressing bullying behavior and engaging everyone in creating a supportive and safe environment for students.

Conclusion:

From the above, it is evident that bullying behavior in the educational field represents a significant global challenge, necessitating further efforts to combat this phenomenon and reduce its intensity. Bullying is one of the negative behaviors that threatens and affects the academic performance of students across different educational levels and genders. Its impact extends to students' mental and physical health, and it hinders the educational process. Therefore, it is crucial

to intensify efforts to activate preventive programs at both the institutional and family levels, promote values of communication, tolerance, and respect, and provide necessary psychological support to victims of bullying. This is especially important considering the alarming statistics on the phenomenon, as reports from UNESCO indicate that approximately a quarter of a billion children are affected by bullying annually. The phenomenon is not limited to any specific country but is widespread globally. This highlights the need for more work to ensure a healthy and positive educational community.

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