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RESEARCH ARTICLE ⊙	**Teachers' opinions about electronic bullying phenomenon at schools; A case study is held at some secondary schools in Setif's city**

Abdelhalim Mazouz	Lecturer Teacher "A"
	School Psychology, Workplace: Mohamed Lamine Debaghin University – Setif 2
	Algeria
	Email: mazouzb7@gmail.com
Ismaiil Dahdi	Lecturer Teacher "A"
	School Psychology Workplace: Hassiba benbouali University – chlef
	Algeria
	Email: youcefmassi32@gmail.com

Abstract

This study will investigate the perceptions of teachers regarding the phenomenon of electronic bullying occurring in secondary schools in the city of Setif, with a sample of 70 randomly selected teachers from both genders receiving a 14-question questionnaire created by the researcher. The research is being conducted utilizing descriptive and mixed methods to provide the following findings:

- Some differences arise from the opinions provided by teachers.

-Seniority and gender differ twofold with regards to teachers' opinions about the electronic bullying phenomenon in schools amongst both teachers and students.

Several recommendations come up as per the conclusion of this research:

-To raise awareness of the seriousness of behavior in school environments, campaigns should be instigated.

-Strategic mechanisms recommended by special entities are imperative for ensuring strictness against its increase, which unfortunately is on the verge of rising.

Introduction:

Contemporary bullying poses significant obstacles to achieving the goals of the educational process and enhancing its outcomes. Participants in the academic sphere face numerous challenges, both in terms of cognitive aspects and the nature of the training received in each subject, as well as behavioral disorders observed among some learners. These disorders stem from various sources, including familial issues, improper social upbringing, and psychological factors often attributed by educators to adolescence. This developmental stage is marked by profound physiological and emotional changes. As noted by Abd al-Karim Bakar in "Adolescence: How to Understand It," characteristics such as independence, subjectivity, identity crises, and impulsiveness emerge during this period. According to teachers, these changes can have positive outcomes if the learner matures properly; however, they can also lead to negative

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consequences, such as the loss of charismatic personality traits, resulting in psychological crises, complexes, and repressed emotions. Such conditions may contribute to an inferiority complex, as outlined by psychoanalytic theorists, prompting learners to employ unconscious defense mechanisms, notably reaction formation. In these cases, learners exhibit behaviors contrary to their true selves. A prevalent issue educators face across all educational levels is bullying, which has evolved from physical to verbal forms, particularly in the era of social media. The transition to diverse educational models, including e-learning and various digital communication tools, has fostered negative behaviors such as insults, mockery, and ridicule. These behaviors, though not ubiquitous, impact a specific subset of students. Recognizing the importance of this issue, the researcher conducted a thorough diagnostic study, highlighting its impact on teachers' performance and academic outcomes

The problematic:

Modern social life has diversified not only the roles and practices of the family and the school as socialization institutions but also what the school does in general. It no longer just addresses the cognitive needs of learners but also takes care of deviant behaviors like bullying. Moreover, modern teaching methodologies must confront several didactic barriers throughout the didactic process that preclude the improvement of and attainment of educational objectives due to factors affecting either of the main players making a learning program: the learner or the teacher.

Once the significance of modern education is carried into the teaching framework, such teachers are akin to the surgeons working in an intensive care unit: they balance sacrifice and work in a multitude of ways to procure the objectives of the learners through success. The teacher, as one set by "Abraham Maslow," has to cope with a variety of needs to perform the required job successfully. Besides, as a result of numerous educational formats being offered today and the global emergence of AI-based e-learning and the structural and functional transformation of human society, and a meteoric rise of a multitude of educational tools and textbook technologies, these teachers are compelled more than ever before to orient themselves with such new-fangled devices and become conversant in the use of current technological implements at education, among them data shows, electronic boards, and the library and web. Not only do teachers work in their classrooms; they communicate continuously with their learners through remote schooling, using platforms such as Moodle, Edmodo and other technologies that have become an obligation for their training and teaching. Among these electronic aids are professional emails, Facebook, and other applications. Such are great advantages of digital learning, including cognitive ease, professional development, and social and academic growth for both learners and teachers. On the other hand, these can bring about some negative effects on a certain kid due to a variety of reasons, such as lack of assertiveness, religious motivation, etc.

This could also be attributed to a lot of learners between adolescent age and want adventure and exploration. Additionally, some teachers may utter derogatory remarks toward the learner's competency in a class situation to get the desired reaction outside school. The result can be a virtual identity portraying the learner engaging in behaviors that may seek pretense, ridicule, or insults.

A review of the human and social sciences literature and research shows that there are many terms associated with the concept of cyberbullying, including electronic violence, online harassment, cyberstalking, and cyberbullying. After considering teachers' opinions in this field study on the reality and dangers of the virtual world and random practices pertaining to the growing dangers of this phenomenon in our Algerian environment, a series of studies on cyberbullying has sprung up. Notable studies include those by Samir Hind, Jaoflorida Atlaitcogisten, and Petchin from the University of Wisconsin in the summer of 2008, by Jones (2002), and Mersky and Amomir (2015), along with other academic articles in Algeria such as Manal Kabour's 2022 article on the concept and term for cyberbullying and Bloul Ahmed's 2023 study on cyberbullying, its forms, and causes of spread in the workplace. In 2023, a study by Houria Sharif on strategies to confront cyberbullying in the school environment was also carried out, focusing on the views of teachers and educational supervisors.

Through this review, the researcher will be given a chance to address the study while at the same time acknowledging the established problem, literature review at the international and local levels, and diagnostic and evaluative study that is realistic and empirically verifiable. Thus, this study commences by posing the following main research questions:

-Differ in opinion as to how prevalent cyberbullying is within the school environment?

-Do these differ in opinion as to how prevalent bullying is within the school environment based on teacher gender?

-Is there a difference in opinion as to how prevalent cyberbullying is within the school environment based on years of experience talking with teachers?

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Research Hypotheses:

General Hypothesis: The opinions of teachers regarding the existence of cyberbullying in the school environment are different.

Specific Hypotheses:

- There are differences in opinions among teachers regarding the prevalence of cyberbullying in the school environment according to gender.

- There are differences in opinions among teachers regarding the prevalence of cyberbullying in the school environment according to experience.

Importance of the Study

To study the real incidence of cyber-bullying in a number of high schools in the city of Setif through field work and how to do an empirical research based on the observations of teachers.

- Defining the term cyber-bullying, discussing its possible negative aspects, and comparing it with traditional forms of bullying.

- Realize effective and timely results in 2023 and come up with strategies for deterring behavioral problems and deviance among addicts and dependent victims.

- To aid the specialists in future development of therapeutic and guidance programs.

Objectives of the Study

- The purpose of this study is to identify the differences of teachers' opinions on the prevalence of cyberbullying in a school environment.

- To identify the differences of teachers' opinions on the prevalence of cyberbullying in a school environment on the basis of the gender of teachers.

- To identify the differences of teachers' opinions on the prevalence of cyberbullying in a school environment in relation to their years of experience.

Study Terminology:
Cyberbullying:
- Defined by Tokyunga as certain behavior performed through the internet or electronic or digital means by one or a group of many individuals by way of repeated hostile or aggressive communications, targeting another individual or individuals for the sole purpose of causing harm. The identity of the bully might be known or unknown to the victim (Yamina, 153, 2021).

- *Definition according to Horia Cherki*: By bullying behavior, we mean all inappropriate behaviors in the virtual world, such as harassment, mockery, citing other instances, and derision, which adversely affect the victim's normal life through the use of websites and other technological means (Cherki, 613, 2023).

- *Operational definition*: It entails all negative behaviors and unethical practices perpetrated by the bully against a teacher, whether in name-calling, provoking, or harassment in a virtual and non-existent world, affecting the teacher's performance. Very often, the perpetrator's identity is unfamiliar, concealed obscured under a cloak of a pseudonym.

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Bullying:

1. Daniel Olweus defined it as repeated exposure to negative acts over a long period of time by one or more persons, whether they be physical contact or verbal communication (Hassi & Sharara, 67, 2020).

2. Definition given by Halhit Rania: All forms of aggressive behavior towards others that are intentional and happen repeatedly with varied intent to hurt or annoy others (Halhit, 116, 2022).

3. Operational Definition: For purposes of this research, bullying is defined as the various acts of aggression that cause suffering or hurt to others, from whatever sphere of life-bullying may be physical, verbal, or symbolic, for example, and the person lives in fear of everything thereafter.

School Environment:

Definition by Ferhat Ben Nasser: A social system with internal activities, which in this study refers to the school's environment and educational community that includes members of the school building, administrative staff, teaching staff, student body, parents, operational staff, and the school guard-various actors to consider (Ben Nasser, 121, 2015).

Operational Definition: It is an umbrella term for all educational systems, comprising input, processes, and outputs, from students and educators to administrative staff, parents' associations, funders, and investors in education.

Secondary Education Teachers:

Those individuals employed in the educational sector, who hold a Bachelor's, a Master's, or a State Engineer degree, work in a secondary institution, and comply with public service laws and educational directive laws and the corresponding errors and penalties as well.

Research Methodologies:

The specifications of the subject matter, relevant hypotheses to be tested, and the variables involved create the need for determining an appropriate methodology for data collection and further analysis and evaluation. The present study combines two main researches:

Descriptive Method: In understanding the phenomenon, it helps describe it and interpret it.
Mixed Method: Because the researcher relies on the simultaneous collection of quantitative and qualitative data.

Study Boundaries:

Spatial Boundaries: The cited study was conducted in 10 schools within Setif; they comprised a comprehensive total of secondary schools.
Temporal Boundaries: From the 15th of November 2012 to the 10th of March 2013.
Human Boundaries: The sample comprised secondary education teachers at the three levels of secondary high schools (first year, second year, and third year). A total of 12 teachers participated, of whom 4 were male and the rest were female, from the three levels of the secondary education schools.

Study Population and Sample:

Study population forms the basis of the study because it creates an understanding as to what characteristics define the targeted population, its homogeneity, and its capability of a comprehensive survey or taking a representative sample. Population encapsulates all those who share some observable characteristics (Abu Allam, 154, 2005).

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The researcher selected a sample of 70 teachers, of whom 43 were males and 27 were females, from an accessible statistical population estimated at 110 teachers. The sampling was purposive quasi-random with the following assurances:

- The sample was a representative of the target population.

- The sample-study is pretty much homogeneous with respect to normal distribution considerations.

The selected sample exhibited the following characteristics:

According to Gender:

Gender	Number	Percentage
Males	43	61.43%
Females	27	38.57%
Total	70	%100

From Table (1) we see a variation of results, whereby the number of males stands at 43 individuals accounting for 61.43%, while that of females stands at 27 teachers, thus accounting for 38.27%. This indicates that it is male teachers who are most prone to being cyberbullied in secondary school as compared to female teachers.

Based on Years of Experience (Seniority):

Years of Experience	Number	Percentage (%)
1 to 5 years	35	70
6 to 10 years	22	31.43
11 to 15 years	13	18.57
Total	70	100

Table (2) displays distributed results based on experience, accompanied by differing percentages. New teachers, a group exposed most acutely to cyberbullying in a school setting, stand at 70%. Teachers with professional teaching experience ranging from 6 to 10 years form the second-highest group affected (31.43%). Last is the most senior category, with 11 to 15 years' experience, which constitutes 18.57%.

Study Instrument:
To ensure the verification of the study's objectives, answer the questions, and confirm the validity and reliability of the hypotheses, it is essential to use data collection tools to facilitate the process. The researcher designed a questionnaire in its initial form consisting of 24 items. After presenting it to specialized psychology professors at Setif University 2, the final version was refined to 14 items, which are included in the appendices of the field study.

Psychometric Properties of the Study Instrument:
Validity of the Instrument:
The following types of validity were applied:
- **Cooper's Equation:** Achieved 100%.
- **Intrinsic Validity:** Through the square root of the reliability coefficient, achieving 0.96.
- **Judges' Validity:** Using Kendall's concordance coefficient, achieving 0.92.
- **Internal Consistency Method:** By calculating the correlation coefficient between each statement and the total scale score, the following results were obtained:

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Statement Number	Correlation Coefficient	Significance Level
1	0.66	0.05
2	0.62	0.05
3	0.52	0.05
4	0.57	0.05
5	0.46	0.05
6	0.62	0.05
7	0.75	0.05
8	0.77	0.05
9	0.69	0.05
10	0.85	0.05
11	0.82	0.05
12	0.96	0.05
13	0.95	0.05
14	0.56	0.05

From Table (3), we see significant correlation coefficients with p-values less than 0.05 between the items and the total score of the scale. The item-total correlation coefficients between the items and total scale score ranged from 0.52 to 0.96. This also goes a long way in confirming homogeneity and strong internal consistency of the scale and gives a seal of approval to the instrument in terms of its ability to measure what it is intended to measure.

Reliability of the Instrument: Multiple reliability coefficients were employed to measure reliability using Cronbach's Alpha and split-half methods:

Cronbch's Alpha	Split-Half Reliability	Correlation of Parts	Spearman-Brown	Guttman	Alpha Part 1	Alpha Part 2
0.96	0.62	0.75	0.75	0.86	0.84	0.84

From Table (4), we observe that the reliability of the instrument is sound, ranging from 0.62 to 0.96. This indicates that the study instrument has high reliability and can be used in the current study.

Presentation and Analysis of Study Results:

- **Presentation and Analysis of the General Hypothesis:**

To verify the general hypothesis, which states that there are differences in teachers' opinions on the prevalence of cyberbullying in the school environment, several statistical methods were employed, including ratios, frequencies, and percentages (Boulaq, 12, 2012). The following results were obtained:

Statement Number	High Degree	Percentage	Medium Degree	Percentage	Low Degree	Percentage
1	35	50	25	35.71	10	14.29
2	33	47.14	32	45.71	5	7.14
3	37	52.86	23	32.85	10	14.29
4	45	64.29	22	31.43	3	4.28
5	43	61.43	17	24.48	10	14.29
6	46	65.71	21	30	3	4.28
7	44	62.86	25	35.71	1	1.43
8	43	61.43	30	42.86	7	10
9	45	64.29	22	31.43	3	4.28
10	48	68.57	17	24.49	5	7.14
11	38	54.28	30	42.85	2	2.85
12	39	55.71	30	42.85	1	1.43

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| 13 | 38 | 54.28 | 29 | 41.43 | 3 | 4.28 |
| 14 | 29 | 41.23 | 29 | 41.23 | 12 | 17.14 |

From Table (5), we observe differences in results and variability in teachers' opinions on the prevalence of bullying in the school environment. The phenomenon was highly prevalent and differed significantly in Item No. 10, with a percentage of 68.75%, which states that males practice bullying more continuously than females. This can be attributed to various reasons, starting from adolescence, the emergence of the concept of gender, leadership, and the child's desire to assert themselves and their charismatic personality. On the other hand, the difference in teachers' opinions on the prevalence of bullying in the school environment to a medium degree was observed in Item No. 2, with a percentage of 45.71%, which states that cyberbullying hinders the teacher's performance in the educational process. The lowest degree of difference was observed in Item No. 14, which states that teachers often try not to respond to anonymous emails, with a percentage of 17.14%.

Presentation and Analysis of the Results of the First Sub-Hypothesis:
The hypothesis states that there are differences in teachers' opinions based on the gender variable. To verify the validity of this hypothesis, and utilizing the statistical package SPSS 20, the differences were calculated using the Chi-Square test for independence. The following results were obtained:

Gender	Number	Arithmetic Mean	Weighted Mean	Standard Deviation	Calculated Chi-Square	Tabulated Chi-Square
Males	43	145.500	122.200	33.522	15.23	5.99
Females	27	122.504	72.300	20.204	15.23	5.99

From Table (6), after presenting and analyzing the results, it became clear that the calculated Chi-Square value (15.23) is greater than the tabulated Chi-Square value (5.99) at the significance level of 0.05. This leads us to accept and confirm the first procedural hypothesis.

Presentation and Analysis of the Results of the Second Sub-Hypothesis:
This hypothesis states that there are differences in teachers' opinions based on the variable of years of experience. To verify the validity of this hypothesis, SPSS 2020 was utilized by calculating the Chi-Square test for independence, and we obtained the following results:

Years of Experience	Number	Arithmetic Mean	Geometric Mean	Weighted Mean	Standard Deviation	Calculated Chi-Square	Tabulated Chi-Square	Statistical Decision
1-5	35	125.1	102.01	80.05	40.30	30.32	9.49	Significant
6-10	22	112.2	90.2	67.5	27.3	30.32	9.49	Significant
11-15	13	108.2	80.2	58.3	17.4	30.32	9.49	Significant

From Table (7), we observe that there are differences among teachers' opinions regarding the phenomenon of school bullying. The calculated Chi-Square value is 30.32, which is greater than the tabulated Chi-Square value of 9.49. Therefore, the second procedural hypothesis is confirmed.

These results suggest significant differences in teachers' perceptions of cyberbullying in the school environment based on both gender and years of experience. This highlights the need for targeted interventions and professional

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development programs that consider these variables. By addressing the specific concerns of different teacher groups, schools can better combat the prevalence of cyberbullying and create a safer educational environment for both teachers and students.

Discussion of Results:

Regarding the General Hypothesis:
The hypothesis posited that there is a difference in teachers' opinions regarding the prevalence of school bullying. We observed a variation and disparity in results, which, in the researcher's view, can be attributed to several reasons. Prominently, the behaviors, styles, and leadership patterns of teachers play a significant role. Practices vary from one teacher to another within the classroom. Additionally, the extent of teachers' use of various electronic media influences this disparity. The less a teacher uses these media with students and limits relational aspects, the better the outcomes seem to be. Differences in the personalities of the students taught, as well as their cognitive and emotional maturity, also contribute to the varying opinions.

Regarding the First Procedural Hypothesis:
This hypothesis asserts the existence of differences based on the gender variable. The researcher suggests that males are more frequent users of electronic platforms compared to females, as noted by the teachers. This can be attributed to several factors, including personality traits, the emergence of gender authority during adolescence, and identity crises. Moreover, males tend to be more inclined towards technology. It is often observed that male teachers have greater proficiency in handling modern technological tools than their female counterparts.

Regarding the Second Procedural Hypothesis:
This hypothesis states that there are differences among teachers based on years of experience, which was confirmed by the findings. The researcher believes that the variation stems from two essential points. First, the degree of usage of modern technologies indicates that newly employed teachers utilize these devices and technologies more frequently compared to veteran teachers, who tend to avoid them and resist change. Second, the academic savvy of veteran teachers enables them to adapt more easily to situations, problems, and behavioral disturbances within the classroom compared to new teachers. Additionally, the geographical environment plays a crucial role, as teachers have confirmed that it significantly influences interactions with various personalities over the years of experience.

Conclusion:

E-learning today stands as one of the most advanced methods of education, significantly contributing to building the teacher's character, achieving maturity, qualification, and professional proficiency. It enhances the quality and attainment of educational objectives through coordination with all elements of the didactic process, especially the learner. Therefore, educational stakeholders must meet the needs of teachers, promote a motivating organizational culture within the school environment, and foster an atmosphere of love and cooperation. However, teachers often face numerous obstacles, among which is the phenomenon of cyberbullying directed against them through defamation, insults, or blackmail. Such actions serve as barriers in the didactic transmission process, hinder the achievement of objectives, and impede the encouragement of performance.
The field study concluded with a set of recommendations and suggestions, the most significant of which are:

- **Implementing Automatic and Continuous Awareness Campaigns:** Regularly conduct sensitization sessions to define the concept of cyberbullying and educate about its adverse effects.

- **Showcasing Models from Pioneering Countries:** Present examples from leading nations that have proposed effective strategies to overcome this phenomenon.

- **Coordinating Efforts Among Socialization Institutions:** Collaborate across various social institutions to mitigate the escalating phenomenon of cyberbullying.

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- **Enacting Stricter Laws and Modern Strategies**: Establish more stringent and deterrent laws, and develop contemporary strategies to reduce bullying behavior in the virtual world.

- **Leveraging Study Results for Intervention Programs**: Specialists studying this phenomenon should utilize the findings of the current and similar studies to propose counseling and therapeutic programs.

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Appendices
Appendix 1: Names of High Schools in the City of Setif

1. Loulou Ali High School
2. Malek Bennabi High School, Ain Arnat
3. Al-Mu'izz Li-Din Allah Al-Fatimi High School
4. Ali Mernach High School
5. Malek Bennabi High School, El-Hidhab, Setif
6. Ahmed Zahrawi High School
7. Malika Gaïd High School
8. Mohamed Kairouani High School
9. Ben Touni Moussa High School
10. Bouamama High School

B. Study Instrument: The Questionnaire

Statement Number	Statement
1	Cyberbullying is used by bullies with weak personalities.
2	Cyberbullying hampers the teacher's performance in their work in the secondary school environment.
3	Cyberbullying is linked to personal factors and the teacher's style in the classroom environment.
4	Cyberbullying differs between males and females.
5	The cyberbully relies on strange pseudonyms during bullying.
6	Methods of cyberbullying vary between insults, slander, and blackmail.
7	The teacher experiences harassment through cyberbullying that affects their interactions with their family.
8	The teacher's exposure to school bullying varies according to the geographical environment.
9	Methods of school bullying differ according to years and educational stages.

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10	Males engage in bullying more continuously than females.
11	The teacher often tries to use reinforcement methods within the school to reduce bullying problems.
12	The teacher conducts awareness campaigns to continuously warn about the dire consequences of bullying.
13	The teacher believes that adolescence has some implications for the spread of risk-taking behavior.
14	The teacher often tries to avoid employing relational aspects in educational practices to avoid bullying.

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