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The signs and behaviors of bullying in the Algerian school environment, and the rise of cyberbullying within the school community

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Abstract

This study examines the phenomenon of bullying within the school environment, with particular emphasis on cyberbullying, which is considered one of the most detrimental issues affecting individuals' psychological well-being, social and academic adjustment, psychological compatibility, and levels of self-esteem. The study seeks to explore in depth the primary causes and underlying motivations that lead individuals to adopt such socially undesirable behavior. To achieve this objective, the descriptive method was employed, as it allows for a comprehensive analysis of the phenomenon from multiple dimensions and facilitates an in-depth investigation of its causes, driving factors, and the most effective strategies for mitigating and reducing its negative impacts on both individuals and society.

The findings reveal that the causes and motivations behind this phenomenon are primarily attributed to individual personality traits, personal beliefs, and socialization processes, which are strongly shaped by the surrounding environment, particularly the family, extended kinship structures, and the educational institution to which the individual belongs.

Keywords: Bullying; School; Cyberbullying; Electronic Bullying.

1. Introduction

The school environment constitutes, par excellence, an educational setting that brings together diverse social groups with varying abilities and competencies, thereby facilitating the smooth functioning of the educational process and contributing positively to students' academic trajectories. This is achieved through the concerted efforts of multiple stakeholders, beginning with educational authorities overseeing institutions, followed by students themselves, and extending to parents and families. Nevertheless, the school context also represents a fertile ground for the emergence of various behavioral patterns associated with human phenomena, which are inherently dynamic and distinguished by continuous change reflected in the behaviors that accompany them. Such changes, in turn, underpin broader transformations across different aspects of life, including progress, development, and societal advancement.

Among the domains that have witnessed remarkable development is communication—both interpersonal and institutional—largely driven by recent technological advancements. This progress has become a defining feature across sectors, while simultaneously contributing to the emergence of new social issues that were previously unfamiliar, or alternatively, amplifying their presence and expanding their scope within societies. These issues have been further documented and disseminated through various digital platforms and social media networks.

Bullying, in particular, represents a social phenomenon that has evolved and intensified alongside technological progress, gaining wider circulation and visibility. Although its roots can be traced back to ancient societies and civilizations, its manifestations have varied in intensity depending on the underlying contributing factors. The phenomenon entails numerous cognitive, physical, and psychological consequences, whether in school settings or workplace environments. Consequently, it has become imperative to examine this issue through systematic research. This has led to a growing body of both international and Arab studies aimed at understanding the causes behind its spread, its transition from the broader social sphere into the school context, and its diverse impacts on victims of bullying.

2. Research Question

Bullying behavior represents a form of maladaptive practice exhibited by certain individuals within educational settings toward students as well as staff members across various administrative and pedagogical roles. It is among the most complex forms of behavior, particularly when directed at students or occurring among students themselves. Such dynamics contribute to intensifying conflict within the school environment and fostering negative patterns of adjustment, often manifested through hostility and violence in its various forms.

In some cases, this situation leads to inevitable consequences, especially for students who are victims of bullying by their peers. These individuals often experience poor psychological, social, and academic adjustment within the school environment. Among the difficulties they face are low academic achievement, impaired social relationships, a limited circle of friends, social withdrawal, and anxiety or fear associated with attending school (Khlaifiya & Yamina, 2020, p. 36). Many students fall into this category; however, they tend to suffer in silence from the consequences of this phenomenon, largely as a result of their socialization processes. They often refrain from speaking out, internalize their distress, and gradually withdraw from the external world due to the psychological and social impacts they experience. As a result, transferring to another educational institution may appear to them as a more viable option, without explicitly disclosing the underlying reasons. This situation is frequently compounded by persistent feelings of insecurity and ongoing harassment.

Algerian schools, like many others, are not exempt from such aggressive behavior, which initially appeared in its traditional forms but has evolved alongside continuous technological advancements. A study by Abou El-Diar Massoud indicates that the prevalence of bullying in middle school ranges between 10% and 15% of students. At the primary education level, a study by Minton (2010) reports that approximately 35% of students are exposed to bullying (Khlaifiya & Yamina, 2020, p. 38).

There has been a growing global consensus on the necessity of addressing this phenomenon. Notable initiatives include the European collaborative project aimed at eliminating bullying, as well as crisis management guidelines implemented in Japan, in addition to similar efforts across Western countries such as the United States (Jarwan, 2010).

More recently, the phenomenon has evolved conceptually and terminologically, acquiring an independent designation as *cyberbullying* or *electronic bullying*. This form represents one of the contemporary manifestations of bullying, emerging alongside technological advancements and expanding digital interaction spaces (Kamel, 2018).

With the widespread use of personal mobile phones, electronic tablets, and computers, the phenomenon has become more pervasive, expanding significantly in scope and reach. Through these technologies, individuals are increasingly exposed to harassment, as well as psychological and social pressures that are reflected in their behavior and self-esteem. This, in turn, disrupts the natural course of social interaction in its conventional form, fostering patterns of hostility and contributing to individual and social imbalance.

From this standpoint, the present study is guided by the following research questions:

- What are the underlying causes of the emergence of bullying in educational settings in general?
- How can this phenomenon be effectively addressed or mitigated?

1. Significance of the Study:

Social phenomena in general, and cyberbullying in particular, are dynamic and multifaceted, continually evolving in form and manifestation in response to technological advancement and the broader transformations shaping the contemporary world. Accordingly, the significance of examining this phenomenon lies in the necessity of providing rigorous academic framing that investigates its various forms, patterns, and modes of practice. Such scholarly attention is essential not only for understanding the phenomenon, but also for limiting its spread and mitigating its adverse effects. Indeed, cyberbullying has reached a level of seriousness that has prompted the establishment of specialized and formal bodies tasked with monitoring and penalizing its perpetrators across digital platforms, particularly within national security frameworks, including cyber security divisions.

Moreover, both society and researchers are in need of a comprehensive understanding of this phenomenon from multiple perspectives. This serves to enhance awareness, highlight its detrimental consequences for social cohesion and solidarity, and facilitate the identification of both perpetrators and victims through their behavioral patterns. Such understanding enables more informed and balanced interventions, grounded in prudence, and supports the provision of appropriate psychological and social assistance aimed at alleviating the impacts and long-term consequences of the phenomenon. In light of the foregoing, the importance of the present study becomes evident.

Operational Definitions:

3.1 Cyberbullying (Electronic Bullying):

Cyberbullying refers to a pattern of behavior adopted by an individual, manifested through harassment and derogatory or mocking expressions that may take various forms of abuse, including images, symbols, and written messages. Such conduct is intended to disturb, harm, and undermine the targeted individual, often rendering them a subject of public interaction and discussion, thereby diminishing their self-worth among others. This behavior results in psychological and social harm to the victim and is carried out عبر various electronic communication platforms, such as WhatsApp, Facebook, YouTube, and Instagram, using devices including mobile phones, tablets, or personal computers.

3.2 School Environment:

The school environment is defined as the context within the educational institution in which the child is enrolled. It encompasses all interactions and activities taking place within the school and involves the participation of all individuals present in that setting.

Definition of Bullying:

The concept of bullying has been examined in relation to both the actor and the term itself, as well as the subject it addresses. The definitions adopted in this study aim to integrate these dimensions in a comprehensive manner.

Linguistically:

The term “bullying” derives from the verb “to bully,” referring to behavior in which an individual imitates the aggressive and intimidating nature associated with a tiger, seeking to instill fear in others through displays of dominance and ferocity (Al-Amiriya, 2001).

Terminologically:

Among the earliest scholars to address the phenomenon of bullying is Olweus, who—drawing on empirically grounded and methodologically rigorous research—defined it as one of the most widespread forms of violence, particularly among children and adolescents. It refers to the intentional and repeated infliction of harm or distress by one individual against another, typically occurring within an imbalance of power. The perpetrator employs both direct and indirect forms of aggression, alternating between verbal and physical abuse, with the aim of socially excluding the targeted individual, often through the dissemination of rumors (Al-Diyar, 2012).

Ali Mousa and Mohammed Farhan define the bullying child as one who intimidates, threatens, annoys, or harms others who do not possess an equivalent level of power (Hassan, Ahmed Fikry Bihnasawy, & Ramadan Ali, 2015).

Rigby and Slee (1993) further conceptualize bullying as a form of repeated oppression and victimization—whether physical or psychological—directed at an individual of lesser power by another individual or a group possessing greater power (Al-Desouki, 2016).

Similarly, Olweus (1993) characterizes bullying as a form of aggression that occurs when a child or individual is exposed, on a continuous basis, to behaviors that intentionally inflict pain or distress (Al-Desouki, 2016).

Bullying behavior is defined as the domination of an individual or a group over another individual with the intent of exercising control and authority. This typically occurs when the aggressors possess greater power than the vulnerable victim. Such behavior may involve verbal abuse, including the use of offensive language, mockery, and derogatory labeling; physical abuse, such as kicking, pushing, or the use of sharp objects; as well as social harm through exclusion and deliberate isolation. Additionally, it may take a psychological form, causing emotional distress and mental harm to the victim (Jarwan, 2010).

Ronald (1988) defines bullying as a form of violence directed repeatedly over an extended period by an individual or a group, which may be physical or psychological, against a person or group unable to defend themselves.

The American University also defines bullying as aggressive behavior intended to cause harm or distress, occurring repeatedly over time within a relationship characterized by an imbalance of power (Al-Huda & Dahmani, 2023).

Cyberbullying represents a form of harassment conducted through electronic means and internet networks. It manifests in behaviors such as online harassment, identity impersonation, and the sending or dissemination of harmful or negative content about others. It may also involve the deliberate gathering of personal information with the intent of threatening or stalking the victim (CERT, 2021).

Belsey (2009) defines cyberbullying as harassment carried out through electronic communication tools by a perpetrator aiming to create a psychological environment characterized by fear and anxiety for the victim (Jordan, 2019). Similarly, Trolley, Hanel, and Shields (2006) describe it as the intentional use of electronic communication technologies to inflict harm on another individual without direct physical contact. It is considered an advanced form of traditional or school bullying, where harm is inflicted upon a child or group of children by older individuals or peers through various practices enabled by internet applications (Ghazal, 2021).

Gladden further defines cyberbullying as unwanted aggressive behaviors occurring repeatedly among youth, carried out via digital platforms such as email, chat rooms, instant messaging, websites, and social media (Benha, 2020).

Cyberbullying does not fundamentally differ from traditional bullying in its core concept; rather, the distinction lies in the medium through which it is practiced. While traditional bullying may involve direct physical or verbal interaction, cyberbullying relies on digital environments as its primary arena. It is characterized predominantly by its psychological nature, employing words, images, and comments rather than physical confrontation. Moreover, it expands rapidly across social networks, reaching a global audience. A notable feature of cyberbullying is the anonymity of perpetrators, who may operate under pseudonyms or entirely fictitious identities, thereby complicating identification and accountability.

Commentary on Definitions:

The reviewed definitions of bullying demonstrate a broad conceptual convergence, reflecting a unified understanding of the phenomenon. Bullying is consistently portrayed as encompassing multiple forms of violence, including verbal, physical, psychological, individual, and collective dimensions, all of which converge toward a single objective: the intentional harm and victimization of others. This behavior is often associated with the bully's desire for self-assertion and the establishment of dominance within peer groups, where such actions may serve as a means of gaining recognition or social status.

A defining characteristic emphasized across these definitions is repetition. Bullying is not an isolated act but a recurring pattern of behavior, in which the perpetrator repeatedly targets the same individual, potentially normalizing the practice over time. Moreover, this behavior may extend beyond a single victim to include multiple individuals, driven by the bully's pursuit of gratification, reinforcement of power, and demonstration of superiority among peers.

Types and Forms of Cyberbullying:

5.1 Direct Cyberbullying: This occurs when the targeted individual is directly victimized through various forms using the internet and modern technological means.

5.2 Indirect Cyberbullying: In this type, the perpetrator sends or posts harmful content about the victim on shared platforms rather than on the victim's private personal account. This type is considered more dangerous than the first, as mockery and various expressions are منتشر on a wide scale, often beyond control.

From these two types, several forms and manifestations of cyberbullying can be identified, including:

5.2.1 Electronic Flaming: This involves the perpetrator sending offensive, angry, and hurtful electronic messages about the victim to a group via email or modern communication tools. The bully deliberately sends such messages to provoke reactions, observe others' opinions and sarcastic comments, and fuel negative perceptions about that individual or group, often one to which the perpetrator belongs.

5.2.2 Electronic Harassment: This form centers on the use of inappropriate language with sexual connotations that reflect the individual's libidinal tendencies. It includes repeated offensive textual content sent عبر social media to the victim's personal account or adopted by a group with narcissistic overtones, aiming to provoke emotional responses, embarrass the individual, and elicit sympathy.

5.2.3 Electronic Denigration: This involves fabricated and false statements about the victim, disseminated through posts and widespread announcements designed to degrade the individual's value and undermine their human dignity.

5.2.4 Electronic Trolling/Dialogue: This includes threats of harm, excessive insults, and defamation through virtual conversations and chat-based communication, typically occurring between two individuals the internet.

Regardless of the diversity of its forms, cyberbullying consistently involves content that harms the individual's self and personality, leading to serious problems that affect individuals' freedom and rights. It exploits conversations, images, or situations, whether real or fabricated, and promotes them in a harmful manner on a wide scale. This results in a difficult lived experience characterized by intimidation, humiliation, diminished self-confidence, and fear that may escalate to phobia. Its danger is further intensified by identity impersonation or the use of false personas عبر fake accounts or websites to achieve malicious personal objectives. These are forms that must be confronted and combated, especially given the difficulty of identifying perpetrators due to the nature of multiple online communication networks.

2- Causes and Motives Behind the Emergence of Bullying Behavior:

The causes and motives that have contributed to the emergence of bullying behavior as a social and psychological phenomenon vary. Some are related to the individual themselves, whether as a bully or a victim, while others are linked to social, familial, and school-related factors.

5.2.1 Personal and Individual Factors: Among the factors that drive a person to engage in bullying are impulsiveness and recklessness in dealing with others, low self-confidence, emotional instability, and various social-emotional disorders. On the one hand, the individual may attempt to establish a certain status among others, influence them, and attract attention as a way of demonstrating courage and strength, particularly in direct bullying through aggressive behavior toward others. On the other hand, such behavior may stem from the individual experiencing these emotions and feelings without knowing how to properly cope with or express them (Ghazal, 2021).

On others, bullying may at times take the form of an exceptional, transient episode that an individual goes through as a result of psychological strain or situational pressures, which are translated into unintended or deliberate behavior, often stemming from exclusionary or adverse family interactions.

5.2.2 Psychological and Social Factors:

Bullying behavior is driven by multiple social and psychological motives. These include a child's sense of familial oppression, lack of effectiveness and status within the household, inability to assert themselves, and exclusion from participation in decision-making or expressing opinions. Such feelings of marginalization may lead the child to resort to alternative modes of expression, including bullying, and to construct a fictitious persona through which they assert their identity and seek refuge. Moreover, harsh socio-economic conditions, low household income, and experiences of deprivation and familial oppression constitute significant driving forces behind bullying behavior (Ghazal, 2021).

3- Parties Involved in the Phenomenon of Cyberbullying:

For the problem of bullying to occur, the presence of several interacting parties is essential; the absence of any one of them affects the integrity of the process. Even if the interaction is temporary and not sustained—such as an incidental encounter between two individuals—it may extend over time due to ongoing engagement through various electronic means. Among the individuals involved in this phenomenon are the following:

5.3.1 The Bully:

Also referred to as the aggressor, the bully constitutes the primary source of the act, initiating behavior in a manner they select and reinforce, directing it toward an individual or a group according to their preference. The bullying student—or even an individual within the educational community—harasses, assaults, and intimidates others who are perceived as weaker in strength, status, or resources, with the aim of subjugating them to their authority and compelling them to comply with their demands. This is often carried out in a harsh, loud, and aggressive manner.

Smith (2003) defines the bullying student as one who repeatedly engages in actions against victims who are unable to defend themselves.

5.3.2 The Victim (Bullied Individual):

The victim is the individual toward whom the bullying behavior is directed. Typically, victims are quiet individuals within the institution who are subjected to intimidation, humiliation, and threats by the bully, resulting in their submission to the latter's control. Often, their psychological and social capacities do not enable them to respond effectively or assertively to such situations (Khlaifia & Yamina, 2020, p. 42).

Additionally, victims are often characterized by traits such as ease of being targeted, heightened sensitivity, persistent anxiety, and shyness (Al-Qudah & Farhan, 2012). These characteristics are frequently considered defining or enduring attributes associated with them.

5.3.3 The Medium (Tool):

This refers to the electronic environment in which cyberbullying occurs, serving as the space where incidents take place. It includes digital platforms accessed via mobile phones, computers, and tablets, across various applications installed on these devices. The choice of platform varies depending on the bully's preferences and level of engagement with cyber environments. These digital spaces become arenas for disseminating harassment, threats, and intimidation, and may further escalate through user interaction and engagement.

5.3.4 The Participants (Bystanders):

These encompass all individuals who interact with the incident after it has been shared and circulated. They can be categorized into supporters who endorse the behavior and reinforce it through aligned comments, opponents who respond with constructive or corrective remarks and neutral parties who neither support nor oppose but remain passive observers.

Legislative and Regulatory Framework Governing the Phenomenon:

The education system in Algeria operates as an integrated and cohesive structure in terms of regulation and governance. It is unified across all educational institutions—both public and private—which are subject to the national legislative framework. Algerian law has established rules and legal provisions primarily aimed at criminalizing any infringement on individual freedoms, as all citizens are equal before the law. Within this context, cyberbullying is regarded as an emerging form of offense associated with the digital age and modern technologies. Accordingly, violations such as blackmail, defamation, and threats against personal freedoms are prohibited. In response, the state—represented by security services—has established a specialized cybercrime unit tasked with promoting awareness and delivering targeted public information campaigns across various social groups.

Although the term “bullying” is not explicitly mentioned in Algerian legislative texts, related concepts such as discrimination and hate speech are employed, both of which implicitly encompass the meaning of bullying. These include all forms of contempt, hostility, insult, and violence based on factors such as lineage, origin, color, social status, disability, or health condition. Law No. 20–05 formally recognizes hate speech and discrimination as criminal offenses, particularly when committed through the management or supervision of electronic platforms or accounts used to disseminate content—including programs, ideas, news, images, or graphics—intended to promote such behaviors, as stipulated in Article 34 (**Official Gazette, 2004**).

This legal framework grants Algerian authorities jurisdiction to investigate and prosecute such offenses regardless of where they are committed, including acts perpetrated. Under Article 32 of Law No. 20–05, penalties range from three to seven years of imprisonment, in addition to financial fines between 300,000 and 700,000 Algerian dinars (Al-Huda & Dahmani, 2023). Furthermore, the responsibility for monitoring and analyzing harmful discourse targeting individuals has been assigned to the National Observatory for the Prevention of Discrimination and Hate Speech. This body is tasked with studying such phenomena, identifying their underlying causes, and proposing preventive measures and intervention strategies. The observatory consists of 16 members appointed by presidential decree for a renewable term of 15 years.

Legislative and Regulatory Texts on the Phenomenon:

The education system in Algeria constitutes an integrated whole in terms of governance and regulatory frameworks, unified across all public and private educational institutions, all of which are subject to Algerian legislation. This framework establishes laws, rules, and regulations primarily aimed at criminalizing and prohibiting any infringement on individual freedoms, as all individuals are equal before the law. Within this context, cyberbullying is considered an emerging offense associated with the era of the internet and modern technologies. Accordingly, violations such as blackmail, defamation, and threats against personal freedoms are strictly prohibited. The state, represented by security services, has established a specialized cybercrime unit responsible for promoting awareness and delivering broad, targeted information campaigns to all segments of society.

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Bullying in the School Environment:

The Ministry of National Education, in its commitment to ensuring the proper functioning of the educational process and achieving the multiple objectives of national education, seeks to accomplish several key goals, including:

- Ensuring that students acquire knowledge across various academic disciplines and master intellectual and methodological tools that facilitate learning and prepare them for academic life.
- Developing students' cognitive, psychological, and physical abilities, as well as their communication skills, through the use of diverse forms of expression, including linguistic, artistic, symbolic, and bodily modes.
- Integrating modern information and communication technologies into the student's environment, educational objectives, and teaching methods, while ensuring students' effective use of these technologies.

These points represent only a selection drawn from Algerian legislation (People's Democratic Republic, Forty-Fifth Issue, p. 09).

The Ministry has adopted an approach distinct from judicial legislative texts in addressing violence and bullying within the school environment, aiming to prevent harm and regulate school discipline. The regulatory text explicitly prohibits corporal punishment and all forms of violence—verbal, moral, or physical—within educational institutions. The school principal, along with all staff members according to their roles and responsibilities, is tasked with ensuring safety within the institution and enforcing disciplinary measures against violators as stipulated in the educational community regulations (Ministry of National Education, Decision No. 65 on the organization and functioning of the educational community, Articles 29–30, July 12, 2018).

8. Methods for Reducing Cyberbullying:

The extent of the spread of a phenomenon often determines the most effective strategies for addressing and mitigating it. Cyberbullying is a widespread phenomenon closely linked to the expansion of internet coverage and technological access, as it occurs exclusively within digital environments, unlike traditional forms of bullying. Numerous studies have addressed this issue, yielding findings that demonstrate its multidimensional nature.

A study conducted by Riham Sami (2018), which examined cyberbullying and its relationship with social media addiction, aimed to identify forms of cyberbullying in Egyptian society, particularly among women. Using a descriptive approach and a sample of 200 women, the study found that 88% of female participants had experienced cyberbullying through social media platforms. Facebook ranked highest at 85.9%, followed by WhatsApp at 24.2%, and then Instagram and Snapchat at 7% and 5%, respectively.

The study attributed the spread of cyberbullying to several factors, including psychological or cognitive disturbances among perpetrators, as well as motives such as flirting and harassment, and the desire to inflict harm driven by hatred, with rates of 42.9%, 42.3%, and 11.5%, respectively. Less influential factors included financial gain and blackmail (9%), and revenge (5.1%).

Another study by Hassan J. (2018), titled "Cyberbullying and Its Impact on the Diversity of Violent Behaviors among Adolescents in Iran," aimed to identify the causes behind the spread of bullying behavior among students using a survey method. The study sample consisted of 1,244 participants (595 females and 649 males). The findings indicated that low self-esteem, feelings of inferiority, and exposure to familial and school-based humiliation, particularly through corporal punishment, are among the primary factors contributing to the growth of the phenomenon. Individuals engage in bullying as a means of relieving psychological pressure, asserting themselves, and compensating for diminished social status (Benha, 2020).

The plan of the Ministry of National Education and the Republic, in its regulations and measures aimed at addressing all forms of violence in the school environment and beyond, is characterized by three major components:

8-1- The preventive and precautionary aspect: This is reflected in the establishment of multiple and diverse councils within educational institutions, as well as cultural and sports associations, and the activation of their roles to foster integration and dialogue among members of the educational community. It also includes the enactment of institutional regulatory provisions within internal bylaws and their ratification, in addition to the distribution of tasks among educational supervisors in terms of monitoring and tracking students' movements.

8-2- The remedial aspect: In the event of any problem in this regard, the administrative structure initiates procedures related to the incident within a framework of support and care, aiming to minimize harm among the parties involved. This is achieved through the convening of disciplinary councils, referring students to listening and follow-up units and institutional guidance committees, and assigning school and vocational guidance counselors the tasks of listening and counseling through various techniques, including conducting interviews, providing different forms of guidance, mediation, and managing conflict crises, which fall within the core of their professional duties.

8-3- The deterrent aspect: Here, reliance is placed on regulatory texts related to the convening of disciplinary councils to assess the nature of the misconduct and the resulting harm, determine responsibilities after hearing the concerned parties, adapt the sanction by the members of the convened council, and notify both the guardian and the student. To develop solutions, it is necessary to adopt multiple strategies that include regulatory frameworks, legislation, and laws governing the use and exploitation of the Internet and the limits of social media usage. This aims to reduce their negative consequences, particularly on victims of bullying, address the resulting impacts since they are the most affected party, and ensure their protection. Among the solutions deemed effective in generating a positive impact on the escalation and spread of the phenomenon are:

- Updating the legal and legislative framework regulating Internet use and the consequences of its misuse, particularly through deterrent penalties that discourage individuals from improper use of networks.
- Promoting sound digital culture and defining the concept of privacy through respect for others' freedoms, along with adherence to professional standards in the use of electronic media.

- Strengthening cybersecurity measures and protecting systems from hacking, violations, and breaches.
- Enhancing listening mechanisms for both perpetrators and victims of bullying to deliver constructive messages, encourage cessation of such behavior, and promote coexistence.
- Reinforcing self-concept among children and adolescents and educating them to avoid intruding into others' privacy, as well as not allowing others to interfere in their own personal privacy.
- Raising family awareness to limit excessive use of the Internet and advanced electronic devices, equipping such devices with protection software, and restricting access to websites that promote negative behaviors.
- Involving children in family consultations, opening space for discussion, and allowing them to express their opinions and participate in decision-making.
- Discussing bullying with children—its meaning, consequences, and behavioral impacts—and guiding them on how to avoid engaging in it by instilling a culture of peaceful coexistence and respect for others' privacy.
- Raising parents' awareness of the excessive use of modern communication tools, which may reach the level of addiction, and highlighting its risks.
- Supporting and generalizing parental guidance programs for children at home and across various surrounding environments such as schools, youth centers, cultural institutions, and youth houses...
- Proposals:
 - Conducting a sociological study of bullying and the factors contributing to its emergence.
 - Adopting training programs for victims of bullying to help them manage crises, promote positive coping, and transform negative pressure into positive outcomes, while developing their self-concept.
 - Resorting to awareness campaigns, educational programs, and field activities within educational institutions and various public spaces, carried out by associations, civil society actors, and security services under the supervision of psychologists and social science experts.
 - Providing support to victims of bullying to strengthen their positive attitudes and self-esteem through the establishment of listening units and, when necessary, coordination with psychological clinics and mental health professionals.

10- Conclusion:

Among the issues that have a negative impact on an individual's psychological well-being, social and academic adjustment, psychological compatibility, and level of self-esteem are the academic problems experienced by students within their school environment. Bullying, like other issues, requires thorough study, monitoring, and active intervention through the implementation of all necessary organizational and legislative measures. Schools should remain free from such problems in order to fulfill their noble mission. Furthermore, all social partners and stakeholders—including institutions and associations—must collaborate to reduce, limit, and prevent the spread of this phenomenon. This study serves as a means to frame and address the issue after examining the causes and motivations that lead individuals to adopt such socially unacceptable behavior. This is achieved by analyzing the phenomenon from its various dimensions and deepening its study to curb its negative effects on both individuals and society. Enhancing positive coping skills and strengthening self-worth remain among the most important approaches relied upon, alongside reinforcing the spiritual and moral dimension from a humanistic perspective, so that the situation does not escalate into severe and complex psychological disorders that are difficult to treat.

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