

The phenomenon of Bullying in the Ouargli Family and its Relationship with the Production of Authority (Power) A field study on a sample of women in the Ouargla Province

ظاهرة التنمر في الأسرة الوركلية وعلاقتها بإنتاج السلطة – دراسة ميدانية لعينة من النساء في ولاية ورقلة

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Abstract:

The research paper aims to understand the nature of the relationship between bullying as a social phenomenon, on the one hand, and the production of power, on the other, as well as to reveal the manifestations of bullying in the Ouargla family (the study subject) and its indicators in the studied social reality, or the one covered by the field study. The field of our study was the bullying present in some Algerian Ouargla families, specifically within the family setting, targeting a sample of women. On the theoretical level, we started from Bourdieu's perspective on symbolic violence to understand the mechanisms used by actors in the family as a social field to reproduce themselves and produce social power, and to identify the theoretical indicators of bullying and understand its social connotations. Methodologically, we relied on the Method of comprehension approach, which is based on qualitative analysis, due to its suitability for the nature of the topic. This approach allows us to understand the nature of the phenomenon and how it forms and reforms within interactive social fields in general, and the specific interactive social field under study in particular, using the interview tool with a group of families. We reached a set of results, some of which related to the forms of bullying practiced by Ouargla women, and others related to the characteristics of the female bully

Keywords: Social space; Bullying, Authority, Production and Reproduction, Social Interaction

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An introduction:

Since the individual's existence in social life, they have constantly sought to achieve their social status and social ranking across the different times and places they have existed in. Social status is considered one of the fundamental elements that holds great importance and value. It varies according to the nature of the interactive social fields in which the individual engages.

At a time when social status was acquired from classic socialisation institutions like the family, the school, and the mosque through the process of socialisation, the family was the primary social space that produced the individual's social status.

And if the latter was produced by the family, it was because the family was a source for the production of power, as was the case in traditional societies. Amidst recent social changes, the widespread use of information and communication technologies (ICT), and the accelerating technological progress witnessed in Algerian society, similar to other societies, which has affected various spaces and aspects of daily life, this has reflected on the mechanisms of power production that used to form within the family as a social space. Daily observation of the social reality has shown that the production of this power has shifted to multiple social institutions and fields outside the familial space"

1. The Problem Study :

The concept of **power** has been, and continues to be, a subject of intense focus for many contemporary, modern, and post-modern sociologists. It has generated **deep controversy** in the theses of various sociologists, as power differs in its structure and the nature of its production from one perspective to another, with each perspective adopting a specific foundation. (Ibn Khaldoun) indicates that power is linked to the strength of 'Asabiyyah (group solidarity or cohesion), which he considers a mechanism for the production of power. This is evident in his saying: "Verily, power is but a progeny of 'Asabiyyah..."(Nouredine Hakiki, (1982), p. 52).

He viewed it as a social fact necessitated by the requirement of human association among individuals for self-preservation and the survival of the species. It represents an indispensable social necessity for the regulation of individuals and groups, as it cannot be dispensed with because the aggressive nature of humans mandates the need for it.

Functionalists, such as (Talcott Parsons), link power to the social system and the values and norms it encompasses, to which the individual is subjected. Power regulates and defines the individual's actions and interactions within the social system so that they do not deviate or exit it, maintaining a high degree of consistency and harmony without disruption, in order to preserve the unity of the social structure and its pattern of integration. The social system reproduces the values and norms that are a reflection of power, which ensures its stability and

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continuity without the occurrence of dysfunctions. (Hisham Mahmoud Al-Aqadahi (2009), p. 124, adapted)

The classical Marxist perspective, represented by (Karl Marx), indicated that power is based on class struggle between the bourgeois class (owners of the means of production) and the proletariat class (non-owners of the means of production). Thus, power is determined based on the forces of production and the relations of production. The latter establishes a specific type of power distributed among a single faction. Marx linked power to the material and historical factors of a specific society, which is shown in his statement: "The bourgeoisie, historically, has played a most revolutionary part. Where it has got the upper hand, it has put an end to all feudal, patriarchal, idyllic relations. It has pitilessly torn asunder the motley feudal ties... left no other nexus between man and man than naked self-interest, than callous 'cash payment.'" (Hassan Mulhim, 1993, p. 94).

As for (Pierre Bourdieu), he sees that power is continuously produced and reproduced by the internalized subjective mental structures he termed the *Habitus*. Furthermore, it also includes the type of capital the individual possesses within the social field in which they interact and produce their power.

"For his part, **Anthony Giddens** adopted a dynamic interpretation of **power**, which differed from previous perspectives. He linked power to **momentary interactions** and to the **immediate rules and resources** that produce social interactions between two or more individuals, given that individuals interact within the framework of multiple fields of interaction. However, there is a system of rules and resources that actors in a society share, and therefore, power is considered a **product of the duality of structure**, which is formed by the **actors and the social structure**, whereby both jointly constitute each other. Power results from the dual structure that exists between **social actors and the established structure** in the spatiotemporal domain. Therefore, it can be said that the formation of power is linked to momentary and immediate rules and resources." **Antony Giddens p 44)**

Consequently, if the **Khaldunian perspective** holds that **authority** (or power) is determined within the framework of **strong 'Asabiyyah** (group solidarity/cohesion), the **functionalist approach** views authority as being linked to values and norms stemming from the **social system**, which it imposes on the individual to regulate their actions and interactions, prevent deviation, and maintain the pattern (or social order).

As for authority among the **Marxists**, it is represented by its consideration as a **historical revolutionary act** based on **class struggle** between one class and another. While for the **structuralists** (or **Bourdieuians**), the individual is the one who produces their authority in the **field** through the **capital** and **habitus** they

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possess. In contrast, authority in contemporary perspectives is a field for momentary and instantaneous formation and re-formation.

Anthony Giddens, in his interpretation of power, also adopted a dynamic explanation that was different from previous perspectives, as he linked power to instantaneous interactions and to the immediate rules and resources that produce social interactions between two or more individuals. This is based on the premise that individuals interact within multiple spheres of interaction. However, there is a system of rules and resources that actors in a society share, and thus power is considered a product of the duality of structure, which is formed by the actors and the social structure, such that both mutually constitute the other. Power results from the dual structure that exists between social actors and the structure present in the spatiotemporal domain (time-space). Therefore, it can be said that the formation of power is linked to instantaneous and immediate rules and resources." (Anthony,

Giddens (2000), p. 28, adapted/paraphrased).

In this intervention (or paper/presentation), we seek to understand the relationship between **bullying** and authority in light of the individual's multiple fields of interaction. Based on the foregoing, this intervention attempts to answer the **following main question:**

- **Does the bullying practiced in the Ouargla family contribute to the production or the reproduction of authority?**

Which in turn branches into two questions:

- How does verbal bullying practiced within the family affect the production of power for women?
- Is there a difference in the practice of bullying by women according to the capital they possess?"

2. General Hypothesis:

Social bullying contributes to the production of **power** for women.

Specific Hypotheses:

First Hypothesis: Verbal bullying practiced within the Ouargli family contributes to the production of **power** for women.

Second Hypothesis: The practice of bullying by Ouargli women varies according to the **capital** they possess in the space of interaction.

4. The importance of Studying:

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This intervention/paper gained its significance by constituting a gateway to open new research horizons, raise other issues related to the phenomenon, and monitor its development across various interaction fields in order to limit its spread.

5. Objectives:

1.General Level: The study aimed to determine the nature of the relationship between bullying and authority/power.

2.Specific: Revealing the indicators of bullying in the social reality, diagnosing its manifestations, and finding mechanisms for its treatment.

6. Concepts of the Study

1.Linguistic Definition

-The Concept of Bullying: is defined as **resembling a tiger**.: meaning he became **angry** and his **temper worsened**, and he became like an **always angry tiger**. he **concealed his intentions** towards him and **threatened him with harm**; He bullied the one who took his right). (Safaa Al-Sayyed Loulou Al-Far, 2021, p. 8)

7.The Terminological Concept

- The Concept of Bullying:

The Norwegian researcher Dan Olweus is considered one of the first to define bullying. He defined it as: a very common form of violence which means the deliberate act of harm or annoyance by one or more individuals.

The aggressor may use direct or indirect actions to bully others. Direct bullying is an open attack on others through verbal or physical aggression. Indirect bullying is what an individual uses to cause social exclusion, such as spreading rumors. Indirect bullying can be very damaging to an individual's performance, just like direct bullying. (Mesaad Najah ,Abu Al-Diyar(2012), p. 30)

Bullying is an act perpetrated by the bully on others in various forms such as verbal abuse and slander. It can be verbal, and it can also appear in a symbolic, or psychological, form by socially isolating the individual.

Moreover, Limber & all. emphasize that bullying is a repeated aggression, whether verbal psychological, or physical, issued by an individual or a group of individuals against others, and that the bully's behavior is a voluntary, conscious,

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and deliberate act intended to cause harm or cause fear or terror through the threat of assault.

For a behavior to be considered bullying, four elements must be present in the bully's behavior, regardless of gender and age:

Imbalance of power: The bully is usually bigger and stronger than the victim.

Intent to harm: The bully knows that they are causing psychological and physical pain to the victim and takes pleasure in it.

Threat of a secondary aggression: Meaning that the current aggression is not the last one.

2. The Operational Definition of bullying includes negative, malicious actions and detrimental verbal statements performed consciously and repeatedly by an individual or a group of individuals in a specific interactive setting, which result in inflicting material or moral harm on others."

Based on the previous definitions of social bullying, it is observed that they focused on bullying being a form of violence and abuse characterized by harm or damage.

They also described it as behavior practiced intentionally and deliberately, involving an unequal relationship between two parties: the bully and the victim. This may be one individual or a group of individuals. Furthermore, most definitions emphasized describing it as a continuously repeated behavior, while some neglected that it is a practice acquired from the social spaces in which the individual interacts.

3. Forms and Manifestations of Social Bullying: We'll only mention three forms of bullying since we've already seen others in the concepts

1. Social Bullying: This type of bullying focuses on socially isolating an individual and reducing their interaction with society. It can manifest as using influence and social relationships to harm the individual and weaken their social status, making them feel unwelcome and unaccepted. It includes actions such as encouraging others not to form friendships, spreading rumors and lies to tarnish their reputation, deliberately embarrassing them in public settings, excluding and isolating them from social activities, ignoring them, and showing no interest in them.

2. Emotional Bullying (Psychological Bullying:

This is also referred to as affective or emotional bullying, using non-verbal behaviors to inflict emotional harm on someone and damage their mental

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health. It includes behaviors such as looking with contempt and disgust, treating them with disparagement and disdain, and psychological manipulation by making them feel guilty, blaming them, and devaluing their feelings. (Ajnadeen, Khalil (2024), <https://sharjah24.ae>)

3. Cyber Bullying:

Cyber bullying is defined as "a repeated and deliberate behavior, preceded by a negative intent directed from a bully or a group of people, to cause harm, injury, threat, embarrassment, or humiliation to another individual or others, directly or indirectly, and occurs using computers, mobile phones, or any other electronic means of communication." (Mahmoud Kamel Mohamed Kamel (2018), p. 7)

The means of cyber bullying vary and are classified as follows:

- ✓ Bullying via phone calls.
- ✓ Bullying with pictures and video clips.
- ✓ Bullying via chat rooms.
- ✓ Bullying via websites.
- ✓ Bullying via text messages.
- ✓ Bullying via email.
- ✓ Bullying via instant messages. (Mahmoud Kamel, Mohamed Kamel, p. 29)
- ✓ Bullying occurs in social reality in the aforementioned forms, as well as in its cyber form on social media sites.

8.The concept of Authority

1.Linguistic definition:

Authority, in its linguistic meaning, according to Ibn Manzoor, is derived from the verb *salata - tasallata* (to rule - to dominate), meaning that one who *tasallata* (dominates) something has encompassed it and fully established control over it. In this context, Al-Awzi pointed out that authority is the firm power that is difficult to escape from, and authority is the ability of a specific person to impose behavioral patterns on another specific person. (Ahmad Husni Lotfi et al. (2019), p. 39)

2.Terminologicaly:

1. Ibn Khaldoun (Abd.Ibn Khaldoun) defines the meaning of Authority as the *social deterrent* (*\$al-wāzi'\$ - the restraining or prohibitive force*)*. He believes

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that human society cannot be stable without a deterrent, i.e., without authority (Ghanem Mohammed Saleh, 2020, p. 397).

According to Ibn Khaldun, authority regulates the lives of individuals by following a religious motive that regulates their practices and actions, and achieves social stability. This definition indicates that the authority is linked to compliance with the laws and rules issued by the authority holder, and the subordination carried out by the other party in implementing those orders.

2. From another perspective, **Pierre Bourdieu** defines power as not something localized in a specific place, but rather a complex system that penetrates all relationships and interconnections functioning internally, through precise and effective mechanisms that control the general structure of that system. (Khadija Abdullah Shehab and Mohammed Amin Al-Dawi (2019)

This definition focuses on the idea that **power is not a visible, tangible thing** to individuals; rather, it's an **invisible power** exerted through **symbolic tools** such as culture, religion, and values that encompass society collectively and control its structure. It has the **ability to influence individuals** in shaping their perceptions of the world through the use of symbols, emphasizing **symbolic power** which he considers more influential than material pow.

3. **Max Weber** developed the concept of power within the framework of the sociological concept and defined it in contrast to social relationships devoid of command and prohibition, which means those **free of conflict**.

His definition states that: "Power is the **potential mechanism** available to a group of individuals based on an **exercise of control**." (Max, Weber (2011), p. 92)

This definition relies on the idea that power is an **interactive relationship** based on legitimate foundations between social actors, meaning it rests on the **principle** of legitimacy through laws, acceptance, and approval of them without force or conflict.

"It is also defined as an asymmetrical relationship between the actors, consisting of at least a follower (subordinate) and a leader (principal), where the follower exclusively provides instructions and suggestions to the leader."

4. The operational concept of authority (power)

Is the capacity of the individual to influence the actions of an individual or group in a specific social space, which leads to the production of a social status or a social arrangement."

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9. The Concept of the Urban space:

It is every geographical datum with all its natural, geographical, and economic constituents. It also includes the urban product of the social interactions that take place within the social space or that come from outside it and then become a product of it.

1. The Concept of the Social Space:

It is the field /setting in which the process of interaction between the concerned individual and their social environment takes place. (Ben Aissa Mohamed El Mahdi (2013), p. 08)

2. Concept of Social Interaction:

The concept of social interaction involves communication aimed at strengthening social ties within a society by exchanging information and ideas that lead to understanding and empathy. It is a process that people use to construct meanings that form mental images of the world in their minds, and they exchange these mental images through symbols. (Ibrahim Abu Arqub (2009), p. 23)

We note from this definition that it relies on defining social interaction through the meanings specific to individuals and the symbols surrounding them. Thus, social interaction is limited to symbols and meanings.

Furthermore, **P. Sorokin** views social interaction as the unit of analysis by which social phenomena must be explained. Interaction refers to any event in which one party has a tangible effect on the actions or mental state of the other party. This definition indicates that interaction is the **influence that occurs between two parties**, whether they are individuals, groups, or families, and how each affects the actions of the other.

9. Field Procedures of the Study:

1. The Methodology Used:

The current intervention aims to study the relationship between **social bullying** and the **production of power** among a sample of women in the city of Ouargla. Therefore, the **qualitative methodology** was relied upon to understand the meanings of bullying acts in the interactive social fields, which were collected qualitatively with terms often lacking precision, as they do not carry the same meaning for all individuals. The qualitative methodology primarily aims to understand the phenomenon by confining the meaning of the statements collected or the actions observed. (Ben Faradjallah Bakhta (2022) p. 141)

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"Since the study is directed towards understanding the **meanings** that the **researched subject** holds about their **actions, interactions, and social practices**, this requires us to use a methodology that is compatible with the nature of the problem raised.

The appropriate methodology here is the **qualitative** methodology of **understanding** (verstehen), which aims to grasp and sociologically **interpret** these meanings based on the sociological heritage, and then to **explain** them."

2.Data Collection Tools:

A/ Observation:

Observation involves **monitoring individuals** as they perform specific actions. It allows the researcher to study the action directly as it occurs, without asking individuals questions about their actions (Frankfort-Nachmias, C., & Nachmias, D (2004)

Observation was used with the aim of **better understanding the direct actions** related to bullying behavior within the families of the female subjects. This was done in preparation for their **field study** by defining precise indicators regarding the manifestations of bullying, as well as determining indicators.

B/ Interview

The interview is a **direct verbal interaction** used to gather information about the phenomenon of bullying. This technique was used as a **primary tool** for data collection. It enabled us to conduct **open interviews** with some Ouarglian families initially during the **exploratory visit** with the aim of identifying both the **urban and social context** and determining the indicators for each separately.

Furthermore, it helped to define indicators for **verbal and non-verbal bullying**, as well as to determine the **social characteristics** of the targeted individual, which is important for highlighting social attributes.

10. Introduction to the Targeted Urban space

We based this current **intervention** on applying the methodology of the **Identity and Social Spaces Approach**, which aims to identify the **urban and social spaces**.

This allowed us to define the indicators for each of them separately in order to reveal the practices of **bullying** within each of these urban spaces and the nature of the authority resulting from them. The field study was conducted in the **targeted urban space**, which is the **main urban spaces of Ouargla**.

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This space was divided into two **sub-urban spaces**, which are called **Urban Zones/Districts**. Urban Zone (01) is considered the **urban Ouargla zone**, while Urban Zone (02) represents the **rural Neggoussa zone**.

1.Introduction to the Social space Targeted:

The aforementioned **urban spaces** also contain subsidiary **social sub-spaces** belonging to them, based on the research indicators that have been reached. Accordingly, **Urban space (01)**, based on the specific indicators for the division of the social space, included **03 major social spaces** that branch out into social sub-domains. As for **Urban space (02)**, it contains **03 major social spaces** which also branch out into social sub-Spaces . Thus, the total number of social spaces is **(06)**, which in turn are divided into varying social sub-spaces

"**And we started from the premise** that the **family** is the targeted **sub-social space** as a primary space for identifying sub-social spaces, as well as knowing the different **bullying practices** and their various forms existing within the sub-social spaces inside the main social space in which the female participants interact, and also the **cultural model** controlling their actions. Through the following field study, the social space indicators for the sample units located within each **sub-urban space** were determined as follows:

A. The relationship of the residents to the urban space : This is represented by primary relationships and secondary relationships.

B. The nature of social ties: The factor of blood kinship, affinity (marriage ties), Old neighborhood, interactiveness, etc.

C. The nature of the dominant economic activity: Agricultural, self-employment/liberal profession (free activity), service, commercial, industrial.

D. Determining the Cultural Models: Noting that the previous social spaces contain social and other **cultural characteristics** that reveal the nature of the **cultural model** that governs them. Therefore, through the methodological stages that were carried out to highlight the indicators of the urban space (**rural** or **urban**), as well as the indicators of each social space in addition to the targeted social space, the **cultural model** and the forms of **bullying** that govern the individuals in the space become clear, which led to the existence of a **traditional cultural model** and a **modern (diverse) cultural model**, depending on what each social space contains.

The cultural model is determined according to the following indicators:

1. Social origin: Represented by the social origins of the female participants

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within the social space in which they interact.

2. Authority: Identifying the concentration of authority held by the female participant within her social space in which she interacts.

3. Bullying: Identifying the verbal and non-verbal bullying practices of the female participant within her social space where she is located.

4. Production and Reproduction: Identifying the female participant's production of the cultural model or its reproduction within her social space in which she interacts.

5. Nature of the social structure: Based on the actions and practices carried out within the space, the nature of the social structure is determined.

6. Form of Bullying: When the dominant cultural model in the social space is identified, we can determine the forms of bullying in terms of homogeneity with the dominant original model or difference from it."

11/Defining the Social space:

1. The Targeted Social space: The targeted social space in this qualitative study is defined based on the essential indicators of this social space. The **Family** has been hypothesized as the targeted social space among the social spaces present within the sub-urban areas linked to the main urban area of **Ouargla**.

Accordingly, it includes the following characteristics:

2. Space Objectives: By this, we mean the objectives that the domain seeks to achieve, which may be recreational, religious, educational, or medical. In our current studies, the domain's objectives are represented by the social goal of finding ways and methods to limit and prevent bullying.

3. Individuals' Objectives: to identify the objective of the individual's presence within the social space, where the woman's objective for being in this domain is her engagement in bullying acts that may contribute to the production of power.

4. Defining the Relationship Between the Objectives of the Social space and the Objectives of the Individuals: The relationship is represented by the privacy imposed by bullying on women. The targeted social space, the Ouargla family, is considered her primary cultural model. Therefore, the domain's objective serves the woman's objective.

5. Space Means (Tools/Resources): It is possible to identify the means used in the targeted social space and the extent of their congruence with the goal that the targeted social space seeks to achieve, which is represented by finding the relationship between the domain's means and its objective.

Therefore, the means used in this targeted social space, which was pre-determined as the Family Domain, included **verbal and non-verbal communication means**,

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which encompass gestures, hints, symbols, and various methods of interaction and dialogue.

These means used in the social space, which includes the Ouargla family, involve many bullying methods through which interaction and communication take place between the mother-in-law and the daughter-in-law, as well as interaction with the husband's sisters, and even with the children, husbands, and the extended family.

6. Domain Means (Tools/Resources): It is possible to identify the means used in the targeted social domain and the extent of their congruence with the goal that the targeted social space seeks to achieve, which is represented by finding the relationship between the domain's means and its objective.

Therefore, the means used in this targeted social space, which was previously defined as the **Family space**, are represented by **verbal and non-verbal communication**, which includes gestures, hints, symbols, and various methods of interaction and dialogue. These means used in the social space, specifically the **Ouargla family**, involve numerous **bullying behaviors/methods** through which the interaction and communication occur between the mother-in-law and the daughter-in-law, as well as interaction with the husband's sisters, and also with the children, husbands, and even the extended family.

7. Type of Interaction: The type of interaction between individuals within the social space may be horizontal or vertical. This social space, represented by the Ouargla family, involves **vertical interaction** between the bullying woman and the other individuals.

8. Defining the Profile of the Targeted Social space: The profile of the targeted social space, which is the Ouargla family, is determined based on the following:

12/Determining the Study Population and Sample Selection

1. Determining the Study Population:

The study population consists of all individuals who possess the data for the phenomenon under study. It is the entire set of research units from which data is intended to be obtained. (Ali Maamar Abdel Moumen (2008), p184).

Therefore, we decided to define the target population as the female population residing in the main urban space of Ouargla city. Since we cannot access all women across Ouargla city, the individuals will be selected from the sub-urban spaces of the city. Furthermore, the population includes a group of women who do not share the same traits and characteristics, meaning the population is heterogeneous in terms of urban space, social background, age, and other factors.

2. Sample Selection:

This refers to a part of the study or research population that carries the characteristics and attributes of that population.

Axis One: Presenting the Sample Characteristics

Table 01 clarifies the **characteristics of the sample**, which were distributed as follows:

Age (years)	Frequency	Percentage
[20-30[	1	8.33%
[31-40[	4	33.33%
[41-50[	5	41.67%
[51-60[	2	16.67%
[61 and over[	..	00%
Total	12	100%

The Table shows the distribution of the sample individuals according to **age groups**

This table (Table 02) shows that the practice of **bullying** among **women** included various **age groups**. We observe that the **highest percentage** of bullying is practiced in the age group ranging from **[41-50]**, estimated at **41.67%**, a relatively high rate. The **[31-40]** age group, estimated at **33.33%**, follows this. Then, the **[51-60]** age group comes in with the same percentage, estimated at **16.67%**. Finally, the group of women between **[20-30]** has a **low percentage** of **8.33%**, which was very slight compared to the other groups. As for the remaining age group **[61 and over]**, the percentage is **zero** among seniors, which may be attributed to the women's life stage at this age, indicating a level of **awareness** among the elderly.

We conclude from these percentages that the **middle age group [41-50]** has a somewhat high percentage, making them the **most frequent perpetrators of bullying** in the Ouargla family. This may be due to several interacting factors, such as women in this age either experiencing **spousal withdrawal** or being forced into this behavior by **social and cultural circumstances**. Conversely, the practice of bullying is **absent** in the **[61 and over]** age group. This group includes **seniors** who are characterized by **social awareness** and **mental astuteness**. Meanwhile, some research confirms that **bullying is more common in earlier stages** than in later stages, and that bullying becomes **less evident with advancing age**. (Boussi Abdel-Aal, 2024, p. 26)

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The results of a study conducted by Baldry, Farrington, 2000 to examine the personal characteristics and parenting styles of bullies also showed that the act of bullying does not differ with age, while delinquency increases with age. (Boussi Abdel-Aal, p. 42)

Table 02 shows the distribution of sample members according to marital status.

Marital Status	Frequency	Percentage
Single	1	8.33%
Married	7	58.33%
Divorced	2	16.67%
Widowed	2	16.67%
Total	12	100%

Table shows that the percentage of married women who practice bullying was 58.33%, which is the highest percentage of the total number of women. This is followed by the percentage of widows and divorced women, which reached 16.67%, and then the percentage related to the single category, which was 8.33%. From this, we conclude that the bullying practiced in the Ouargla family predominantly involves the married women category. They represent the largest percentage, indicating that the bullying practiced in the family domain is an integral part of the phenomenon of bullying in the Algerian family, resulting in an impact on the individual and society. This leads to the use of violent methods as a fundamental approach in our actions and social interactions, which implicitly contributes to the reproduction of bullying within the family social space and in general social interaction spaces where the individual interacts.

Table No (03) illustrates the distribution of the sample members according to the educational level of the respondents

Percentage	Frequency	Educational Level
00%	00	Below Primary Level
00%	00	Primary
16.67%	2	Intermediate (Middle School)
50%	6	Secondary (High School)

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Percentage	Frequency	Educational Level
33.33%	4	University (Higher Education)
100%	12	Total

Analysis of Table shows a high proportion in the educational level of the sample individuals, especially concerning the Secondary level, which reached 50%, with 33.33% having a University level, and 16.67% having an Intermediate level. The percentage is zero for the Primary and Below Primary levels. This indicates a decrease in the illiteracy rate and an increasing rise in education in the Ouargli society in both rural and urban spaces

What we observed is the high rate of women engaging in bullying who belong to the educated categories, particularly at the secondary and university levels. A woman's education is a reflection of the change in her social status. Despite their education, which is considered a key factor in changing some social and cultural practices, the value of education did not manifest for them, and it did not affect their practices of the bullying phenomenon. This suggests that there might not be a relationship between a woman's educational level and the practice of bullying; bullying is not necessarily related to the educational level. In fact, we find that most of the women who bully belong to the educated class and represent the largest percentage. Thus, it can be said that the Ouargli woman at all educational levels may engage in bullying, but the low percentages of other educational levels among women do not indicate their non-practice of bullying. The educational level variable does not have a positive effect on the practice of bullying, despite the increasing rise in education among women recently, in light of the social changes experienced by Algerian society and the impact of excessive use of information and communication technology in the family sphere, leading to the acquisition of some newly introduced values, which negatively reflected on women's actions in their family space

Table No (04) illustrates the occupation practiced by the respondents:

Occupation Types	Frequency	Percentage
Practices an occupation	5	41.67%
Does not practice an occupation	7	58.33%
Total	12	100%

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The table shows the occupations practiced by the sample individuals, where we observe that 58.33% do not practice any occupation. This percentage represents the unemployed, retirees, students pursuing their studies, housewives, and others. Meanwhile, the percentage of women who practice an occupation reached 41.67%. We conclude that the majority of the sample individuals do not practice a specific occupation, and they interact within their family space. This is justified by the lack of job opportunities and the increasing rise in unemployment despite the high educational levels among women. The rest of the sample, however, practice an occupation and interact in the space of work, acquiring economic capital.

Table No (05) illustrates the distribution of the sample individuals according to the family setting:

Percentage	Frequency	Family Setting
33.33%	4	Nuclear
66.67%	8	Extended
100%	12	Total

The results shown in Table indicate that a large number of the respondents live within extended families, at a rate of 66.67%, which is a high percentage compared to the 33.33% who represent the sample members living in houses where nuclear families reside.

We conclude that the women who practice bullying belong to extended families, as this is the dominant group. This suggests that the family setting plays a role in individuals practicing the act of bullying, and some studies have pointed to the role of certain family factors in understanding bullying, which was confirmed by (Unnevern(2005), (Boussi Abdelali, p. 24) which includes two tables and their associated analysis regarding a research sample's distribution by urban area and duration of marriage, with a focus on bullying.

Table (06) Shows the Distribution of Sample Individuals by Urban space:

Urban Area	Frequency	Percentage
Urban	06	50%
Rural	06	50%
Total	12	100%

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Based on table the distribution of sample individuals in terms of urban space was equal.

The number of respondents from the urban space, who have a modern and diverse cultural model, and the respondents from the rural space, who have a traditional cultural model, are equal, with a percentage of 50% each. It is clear to us that the sample individuals come from both the urban and rural spaces

The urban space indicator shows us that the bullying practiced in the rural space may differ from that in the urban space. The cultural model governing the rural space a traditional cultural model, while the urban space is governed by a modern, diverse cultural model.

Table (07) Shows the Distribution of Sample Individuals by Duration of Marriage:

<u>Duration of Marriage</u>	<u>Frequency</u>	<u>Percentage</u>
[1- 6[	1	8.33%
[7-12[	2	16.67%
[13-18[	4	33.33 %
[19-24[	5	41.67 %
More than	00	00%
Total	12	100%

This table shows that a very large number of the sample individuals have a duration of marriage ranging between [19-24[years, estimated at 41.67%, compared to the category whose duration of marriage is between [13-18[years, at 33.33%. Meanwhile, the duration of marriage ranging between [7-12[years is estimated at 16.67%.

The percentage for the category ranging between [1-6[years reached 8.33%, and it is non-existent (zero) for the category of more than 25 years.

It is evident from the table that the sample includes multiple and diverse categories in terms of duration of marriage, which necessarily expresses implications and meanings regarding the bullying practices used.

Second Axis: Shows the Verbal Bullying Practiced by the Bullying Woman in the Original Social space

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This variable contains a set of indicators that will be presented within a framework of headings. Each heading represents a unit of analysis through which the responses of the sample individuals are displayed, carrying implications and meanings that are then analyzed with the aim of developing qualitative explanations for their understanding and sociological interpretation.

It is clear from the table that the practice of bullying includes multiple and varied categories in terms of the duration of the marriage, which necessarily expresses the connotations and meanings of the bullying practices used.

- Language of Discourse and Manner of Speaking:

Bullying is considered a social phenomenon that involves multiple social meanings, requiring the identification of those produced meanings that individuals practice through precise mechanisms. Among the means that determine verbal meanings for us is the style of their conversation and the manner of speaking adopted during verbal communication within the original social space, which, in this study, means the space of interaction for the female bully, i.e., where she spends most of her time: the family space and the work space.

Table No (8) Shows the Forms of Bullying Practiced in the Family space:

Meaning Category: Shows the Forms of Bullying Practiced in the Family Sphere	Units of Analysis	Frequency	Percentage
Unit No.			
01	I give negative and bad comments about her	00	00
02	I force her to do work she doesn't want to do	1	8.33 %
03	Directing insults loudly in front of others	4	33.34 %
04	Monitoring her behavior and harassing her by spying on her personal affairs	1	8.33%
05	Mocking the way she wears her clothes	2	16.67 %
06	Refusing to include her in practicing family activities	1	8.33%

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Meaning Category: Shows the Forms of Bullying Practiced in the Family Sphere	Units of Analysis	Frequency	Percentage
07	Interrupting her while talking during a discussion with her	00	00
08	Preventing her from going out and visiting family members or friends	00	00
09	Swearing and uttering bad language	3	25%
10	I impose my opinion on her by force	00	00
11	I ignore her without a justifiable reason	00	00
12	I make decisions on her behalf	00	00
13	Sighing, frowning in her face, and staring at her intently	1	8.33 %
14	Mocking her physical appearance	00	00
Total		12	100 %

We observe from Table the forms of bullying practiced by the woman in the Ouarglian family space. The highest percentage that distinguished **verbal** bullying, at 33.34%, was Directing insults loudly in front of others, which is relatively the highest. the percentage of those who practice Swearing and uttering bad language reached 25%. Meanwhile, the percentage of the group who mock the way she wears her clothes is 16.67%.

"From the table referenced above and based on the data obtained, we conclude that the majority of the female respondents use certain poor verbal techniques and skills, such as insulting, which occurs either through aggressive shouting, public shouting, or loud shouting. These actions, in reality, constitute a means that carries social meanings indicative of the practice of bullying acts, and the resulting effects that reflect on the other individual by causing harm, or with the aim of scorn, devaluing their social worth, and belittling them in front of others to weaken their social standing. Verbal bullying is associated with the conscious use of violent words that

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express a negative view of others' capabilities. This is what (Pierre Bourdieu) confirmed when he pointed out that the style of utterance is a linguistic habitus embedded in the body itself (Al-Zawawi Baghoura (2010), p 24).

Therefore, shouting represents a form of linguistic capital used to describe the different linguistic resources available to the bullying individual and the values associated with each resource. These resources play a role in the dynamics of power and domination."When it comes to insults and the use of vile language, there is a group of women who engage in this through verbal attacks and by using offensive labels through speech that appears as an indirect means of attack to achieve the symbolism of things and to be called various types of names related to animals, for example ('ya kalbah' / 'ya himarah' / 'aqrab al-safra' - which mean 'you dog/bitch', 'you donkey/ass', 'yellow scorpion' respectively), and also by constantly calling them and uttering obscene names as if it were a normal, routine matter.

This is in addition to uttering foul language (obscene speech) that may place the victim in a lower status compared to the perpetrator of the bullying act. This is what Adams also referred to: some people exploiting their sharp tongues to humiliate others or sometimes to subjugate them to get what they want from them. (Musa'ad Abu Al-Diyar, p 33)

Some sociologists believe that bullying practices produce a conflict over status and popularity, which seems to reinforce the social hierarchy. Maintaining their social status might be achieved through constant bullying, and it is added that women deliberately employ indirect practices by spreading rumours, destroying relationships, etc. (Ismahan, Beloum (2021), pp 49-89)

What we can conclude is that the manifestations of verbal bullying varied amongst themselves, but it is considered one of the most prominent basic forms of bullying practiced by women within their family sphere or practiced by the women of Ouargla, which clearly emerged through the fieldwork.

In the same context, (Hawley) demonstrated that the bully begins to employ more socially acceptable means to control others, so verbal forms of bullying become more common than physical forms. (Bussy Abdel Aal, p26)

Verbal harassment is the most common form of bullying when females bully females only. (Attkin) acknowledged that males tend to engage in verbal bullying more than females, which contradicts the findings of (River & Smith) that females are more prone to verbal bullying than males. (Musaad Najah Abu Al-Diyar, p98) likely discussing the relationship between bullying women and their family environment.

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Table No. (09) The space of the Bullying Woman's Affiliation to the Original Social space: Permanent or Circumstantial

Affiliation Category: The field of the bullying woman's affiliation to the original social field: Permanent or Circumstantial	Unit No.	Units of Analysis	Frequency	Percentage
Present only during non-working hours	01	Circumstantial	5	41.67%
Stays at home	02	Permanent	7	58.33%
Total			12	100%

The table shows that the bullying woman's affiliation to the family space is permanent, which is estimated at 58.33% of the category of women who stay at home. The respondents indicated that the reason for their continuous presence in this particular field is due to several motives, including the disapproval of the husband's family regarding their working. Meanwhile, another category confirmed the husband's negative view of the working woman. On the other hand, the perspective of the unavailability of job opportunities emerged, as well as the family's reluctance for the woman to work outside the home and their commitment to some simple crafts inside the house. Other reasons included not obtaining an educational certificate that would enable them to work, while some claimed the desire to continue their education, this carries multiple meanings.

We find that the affiliation of some respondents is to another space other than the original space, which is the work space, where their presence in the family is only circumstantial outside of working hours. They spend most of their time at work in order to achieve one of their goals.

We conclude that the bullying woman's affiliation to the family space is a permanent presence for her, which represents her original social space. Therefore, the latter has a role in shaping individuals' actions and socialization through the use of multiple and different methods in the process of family socialization, which vary according to the family space.

Accordingly, some studies have indicated the role of family factors in the practice of bullying behaviors by the bully, and some point to the role of family life in the act of bullying, as both bullies and their victims face problems with their families. (Boussi Abdel Aal, p 24).

Bullying practiced by women is considered an acquired act from the social space in which they interact.

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Table No (10) The Bullying Woman's Interactions and the Intensity of her Interactions in the Original Social space

Interaction Category: The Bullying Woman's Interactions and the Intensity of Her Interactions in the Family	Unit No.	Units of Analysis	Interaction Intensity	Frequency	Percentage
The Husband	01	Strong	Strong	1	8.33 %
The Children	02	Strong	Strong	1	8.33%
The Father and Mother	03	Strong	Strong	1	8.33%
The Husband's Family	04	Weak	Weak	4	33.34%
All Individuals	05	Strong	Strong	2	16.67%
The Daughter-in-law	06	Weak	Weak	3	25%
Total				12	100%

What we can observe from the table is that the bullying woman's interactions in the social field she interacts with vary from one woman to another. This indicates that the nature of social interactions is important in understanding the implicit meanings they carry to the parties interacting with her within the family field to understand the actions of others. The largest percentage she interacts with is the husband's family, estimated at 33.34%. Communication between the bullying woman and the husband's family in the family occurs through the exchange of meanings and symbols via vertical interaction – the traditional communication from top to bottom or from bottom to top, which is not on the same level, as it occurs between two individuals (the husband's family and the bullying woman) who differ in a certain level of power or vice versa.

Vertical interaction between the husband's family and the bullying woman may sometimes result in a power struggle between the husband's family and the woman, or between the daughter-in-law and the mother-in-law within the family space. This appears through communication and discussion about some provocative actions and practices related to this from the husband's family. She mentioned her suffering with the husband's family through ill-treatment, the impact of family pressures in the husband's family home and bad situations, and the weak relationship between the daughter-in-law and the mother-in-law within the family

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(the strained interactional relationship). These factors may lead to the woman performing bullying behaviors. This shows us that the woman's affiliation to the original social field she interacts with, which is the family field, is the permanent space for the bullying woman. She thus exercises her authority by talking about the pressure's wives experience with the husband's family or the mother-in-law with her daughter-in-law, offering some guidance, etc.

She also interacts with the daughter-in-law on the one hand, and with the husband, the children, and all individuals present in the space.

Duration and Intensity of Interaction within the Family: The duration and intensity of the bullying woman's interaction within the field may be strong or weak. Accordingly, if the bullying woman's interaction is deep, it indicates that the duration of her interaction is long, meaning she is acculturated to this space, carrying the meanings and symbols of the space and interacting with them. Her interactions are strong when she resorts to interacting outside the original social field other than the family to derive different meanings and symbols with which she interacts with the individuals present with her within the field, meaning she may carry new meanings and contents.

Meanwhile, there is a category that interacts with all individuals outside the original social space, and the intensity of their interaction is strong.

Study Results:

This study, within the confines of the surveyed sample consisting of 12 female interviewees in the urban spaces of Ouargla and Neggousa, reached the following conclusions:

The characteristics of the female bully (perpetrator of the phenomenon) are as follows:

There are two categories of female bullies: homemakers/stay-at-home women and working women, the bullying woman is a married homemaker/stay-at-home wife and housewife who performs her primary family duties, is responsible for all household chores practiced inside the home, and possesses absolute authority in managing her family's affairs, her strong sense of belonging to the domain makes the domain more susceptible to the practice of bullying.

The working woman has material capital that she uses as a mechanism to impose her authority in the domain of interaction. She possesses economic capital that allows her to achieve social status and impose her authority on those interacting with her, especially the daughter-in-law.

The female bully possesses high-level skills that she uses as a mechanism and tool for bullying others, and the bullying woman has the ability to influence

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decisions related to others, whether the husband or the children, such as decisions concerning the children's marriage, spending, education, and medical treatment.

The female bully has other social spaces in which she interacts; she interacts strongly in the virtual space and also interacts with neighbors and female friends, similar to her interaction within the family interaction space.

-Conclusion:

This allows her to form and re-form new meanings that lead her to social practices with multiple implications, and thus she is the one who produces meanings for the interacting parties in the family. This indicates that the bullying woman has adopted social media sites as a space where she interacts with a virtual identity, through which she showcases her abilities in confronting her difficulties and drives her to participate, exchange experiences, knowledge, and new experiences in her life that enable her to gain control over her social circumstances to achieve self-realization. (This applies to the homemaker bully).

The study also revealed the forms of bullying practiced by the female bully in the domain of interaction through several indicators. It appears more in its moral/emotional form than in the verbal form, through exclusion, marginalization of the other, ignoring, mockery, and contempt.

According to this analysis, the woman who bullies her daughter-in-law is the one who produces the meanings in the domain of interaction and has economic and symbolic capital that enables her to re-produce herself in the domain of interaction and impose her control and authority over the daughter-in-law.

From the preceding analysis within the scope of the study, ****bullying as a social phenomenon**** develops and grows through several mechanisms in the individual bully, who uses ****high-level skills**** to influence and bully others. The analysis showed that the bully activates several mechanisms through which they work diligently to ****reproduce their self**** in the field of interaction via the ****capitals**** they possess, which may be symbolic, material, or social capitals, among others, as well as resources. When this mechanism is achieved, the bully gains the ****supreme ability to produce meanings**** for the other individuals who interact with them and who become ****alienated**** to them, viewing themselves as their followers.

Therefore, bullying as a phenomenon is formed and ****re-formed**** within the bully across time and place through mechanisms and resources. These resources constitute their ****cultural model****, which frames their actions and interactions toward other individuals. They send them multiple meanings and symbols that involve social practices governed by certain ****values**** and standards from which the bully starts to achieve their existence.

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In addition, the bully produces this practice through their various **social interactions such as the virtual domain and the peer domain. All of these are social spaces that work to **support, shape, and activate** this practice in the bully, especially when the **intensity of interaction** in that space is strong.

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