

Bullying as an International Social Phenomenon:**Concepts and Forms**

التنمر كظاهرة اجتماعية دولية: المفاهيم والأشكال

Ahmed Khane *	University of Oran 2 Mohamed Ben Ahmed (Algeria)	E-mail : khane.ahmed@univ-oran2.dz
Salima Bachir	University of Oran 2 Mohamed Ben Ahmed (Algeria)	Email : bachir.salima@univ-oran2.dz

Abstract:

The present paper aims to understand bullying as an international social phenomenon by highlighting its concepts and forms, addressing the following points: definitions, types, and different meanings of bullying in different countries and in different contexts. Considering that the defining characteristic of bullying is the systematic abuse of power, it clearly has a much broader application than school and childhood contexts. However, other words, such as abuse or harassment, may be more commonly used in contexts such as the family or workplace .Finally, we addressed cyber aggression, which differs from cyberbullying. A number of researchers prefer to speak of cyber aggression rather than cyberbullying. Ultimately, we address the issue of human dignity and rights.

Keywords: Bullying phenomenon, definitions, types, forms,

* Corresponding author: Ahmed Khane

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An- introduction:

Bullying is a term that touches upon emotions and social relationships, impacting them both within the family and educational institutions, workplaces, and in the street, among others. It has existed in all times and societies up to the present day. Some individuals socially perpetrate it against others with personal intentions and varying cultural and social backgrounds. Furthermore, we have noticed that there are different terms for bullying that convey similar meanings across all languages, such as Arabic, English, French, and others

Therefore, it can be said that bullying has many profound forms due to its negative impact on victims, such as social, physical, and verbal bullying, each of which adversely affects the psychological and relational aspects of individuals. It requires awareness and a collective effort from society to confront it and reduce its prevalence.

Undoubtedly, most people have witnessed or experienced it in one way or another. However, it wasn't until the 1980s that it began to receive serious attention, both from researchers and society at large. Much of this attention stemmed from tragic events, such as suicides resulting from bullying in schools, which received extensive media coverage.

This article will explain what we mean by bullying, its history of study, and its main forms, including the evolution of cyberbullying in this century. Of course, bullying can occur at university, at home, in the workplace, and in other settings. These examples will be briefly mentioned in the final paper. But for many, bullying evokes childhood memories and suffering that can be difficult to heal. Let's begin with two examples.

-The first is from Rosemary Hayes and Carrie Herbert's book, "Overcoming Bullying," published in 2011, it contains several case studies of children who were severely bullied. One of them is by Zach (not his real name), who was 17 at the time of writing. He describes how it started: "When I went to middle school, the teasing and the name-calling... At first, it was just a couple of boys, but it quickly became a class game... It started spreading throughout the school... Some of the older kids started calling me names, and even some of the younger ones. The teasing followed me everywhere... 'Nobody likes you. Why don't you go and put your head in the toilet?'... In high school, it got really bad. At home, I started having nightmares about what they would do to me the next day... They would be waiting for me... I

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could never relax... The nightmares wouldn't stop." Zach eventually stopped going to school, but later enrolled in the Red Balloon Learning Center.

He writes, "I slowly regained some confidence and some enjoyment of life... I have memories... although they're becoming fewer... That happy, confident boy is gone forever—but at least I have a future now."

- The second example comes from a book by Diana and Victoria Webster entitled "A Lot of Everest Mountains," published in 2010 (Webster & Webster, 2012)

Victoria Webster has cerebral palsy, and in this book, co-written with her mother Diana, her mother describes how she was bullied at school. For example, "a younger boy started following her, mimicking her light, camel-like gait with one leg as she walked, and another boy laughed and giggled along with him." Her classmates played what they called "Cage Victoria." The game involved her classmates placing her in the middle of the room and surrounding her with their desks. Gradually, they pushed the desks closer and closer together and moved forward, until finally she had to crawl underneath them to escape while they laughed and jeered at her. Nevertheless, Victoria continued her studies, eventually qualifying as a doctor and becoming an accident counselor. But her mother wrote that she still felt Victoria was somehow deeply scarred. All the praise... for her undeniable skill or ability could not yet completely erase her self-doubt and utter lack of confidence... not because of her physical disability... but as a result of other people's reactions to her. Even these two examples highlight many aspects of bullying. First, it can take many different forms—we'll look at those shortly. Second, it usually lasts for a period of time—the effect is cumulative.

-Third, the victim feels relatively powerless—perhaps because they are outnumbered, lack confidence, or, as in Victoria's case, have a disability or some other characteristic that can be used to distinguish them. Fourth, the effects can be long-lasting. Victims of bullying can often overcome it, but not always—there have been suicides caused at least in part by bullying. But even in adulthood, former victims can have vivid memories of such experiences. For example, in a study of adults who stutter, many recalled their experiences in school. A 36-year-old woman said: "My school days had a profound impact on my life as an adult. Bullying has haunted me my whole life. Sometimes I find it difficult to keep going at work, and I often wonder if this is a result of school bullying. Thankfully, we now know much more about school bullying than we did a generation ago. This knowledge is also beginning to bear fruit in helping victims, preventing bullying, and developing

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effective intervention strategies at various levels - family, peer group, school, and community. But we must start with the question of definition.

1. What is Bullying? the matter of Definition:

Even if we think we can recognize bullying when we see it, we need as clear a definition as possible if researchers want to conduct systematic studies.

Bullying is clearly a type of aggressive behavior, and aggression is usually defined in terms of the intent to harm. But just as clearly, not all aggression is bullying. For example, I remember when I was a boy in school that I would sometimes get into fights with a classmate. But if this happened only once or twice, and if we were evenly matched in strength, it wouldn't be bullying. It would only become bullying if one of us was clearly stronger and then attacked the other repeatedly. This points to two aspects that characterize bullying as a particular form of aggression: it is repetitive, and there is an imbalance of power.

Dan Olweus, a Swedish psychologist who worked in Norway for most of his career, first clearly articulated this concept of bullying. Back in 1973, he wrote a book in Swedish on "School Bullying" (translated into English in 1978 as "Aggression in Schools: Bullies and the Beating of Boys"). However, the connotations of bullying (which is actually a Norwegian word similar to "bullying") and older terms like "beating boys" were clarified or changed in his 1993 book, "Bullying in School: What We Know and What We Can Do."

This book had a profound impact, being translated into numerous languages and contributing to the advancement of research and action. Nevertheless, the forty years since its publication have witnessed the development of a comprehensive research program and the dissemination of a vast amount of new knowledge to the public (Olweus, 1993)

Olwes's work proposed a definition of bullying as repeated acts of aggression against someone who cannot easily defend themselves. The four main criteria identified are: an act that harms or is likely to harm someone; an act committed with the intent to harm (these are the criteria for aggression in general); and an act that is repeated over time with a power imbalance such that the victim cannot easily defend themselves (these are the criteria specific to bullying). Another definition, proposed by **(Sonia Sharp and myself in 1994)**, is that bullying is "a systematic abuse of power." This is a concise definition that summarizes the main criteria. A precise definition remains a subject of debate. Several current examples are shown in Table 1

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The American Academy of Pediatrics' definition and the definition by Falk et al. do not include repetition.

The CDC's definition, which was reached after extensive consultation, does include repetition but excludes sibling bullying and dating bullying. Initially, the London Department for Education's definition excluded the power imbalance aspect, but the appendix stating that "many experts say..." was added after presentations by anti-bullying researchers.

Dankmeier's definition, submitted to the European Anti-Bullying Network, refers to "social and cultural causes." It aims to incorporate the concept of social norms—what is considered normal and acceptable in a specific social or cultural context. For example, norms regarding homosexual behavior were negative in the past, although they have changed rapidly in Western societies; and this definition, for instance, covers homophobic bullying, which remains widespread.

Table N° 01: Some current definitions of bullying

Source	Definition
American Academy of Pediatrics	Bullying is unwanted, aggressive behaviour among schoolaged children that involves a real or perceived power imbalance
Volk, Dane & Marini (2014)	Bullying is aggressive goal-directed behaviour that harms another individual within the context of a power imbalance.
US Centers for Disease Control and Prevention	Bullying is any unwanted aggressive behaviour(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.
Department for Education, London, UK (2017)	Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. ... Many experts say that bullying involves an imbalance of power between the perpetrator and the victim.
Dankmeijer / European AntiBullying Network (2017)	People are bullied when they are regularly exposed to policing actions with implicit or explicit intent to raise own or reduce others social status, and when it is difficult to defend themselves due to individual, social or cultural reasons.

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Another debate revolves around whether bullying should be limited to children (American Academy of Pediatrics, US Centers for Disease Control and Prevention) or not (other definitions are in Table 1). This is important if we want to discuss, for example, bullying between teacher and student, or between student and teacher; or even bullying in the workplace. A further development in the debate over definitions emerges when discussing cyberbullying. But to illustrate this, let's look at the different forms bullying can take.

Bullying is a form of **violence**, defined as any aggressive behavior intentionally and repeatedly perpetrated by an individual or group. Bullying can cause harm or distress to the target (whether a child or young adult), including physical, psychological, social, or educational harm. Common types of bullying include:

- Physical bullying (such as hitting, kicking, and stealing).
- Verbal bullying (such as insults and harassment).
- Social bullying (such as spreading rumors or excluding someone from a group to harm them).
- Cyberbullying (such as mocking or intimidating someone through text messages, social media, or hacking their account).
- Damaging the property of the bullied person.

Bullying can also occur through technology, known as cyberbullying or online harassment. This takes the form of verbal or behavioral threats made through electronic technology such as mobile phones, email, social media, or text messages.

Before delving into the definitions of bullying and other related topics, we would like to present a sociological analysis of the first teachings directed at humanity as a whole, aimed at building positive social behavior that embodies moral and social values in the interactions among individuals from different social groups within a community, as well as between one nation and another, or one country and another, so they can live in security and peace. **This is evident in the strict prohibition** of negative behaviors in all their forms, due to the serious consequences they pose to individuals, society, and humanity. We find this emphasized in the Qur'an, particularly in one of the chapters of Al-Hujurat.

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2. Sociological Analysis of Qur'an (Surah Hujurāt 49:11)

Surah Al-Hujurāt (49:11) teaches a powerful ethical principle about dignity, humility, and social harmony. The verse in full states:

“O you who believe! Let not a people ridicule another people; it may be that they (the ridiculed) are better than them. Nor let women ridicule other women; it may be that the women ridiculed are better than those who ridicule. And do not insult one another, nor call each other by offensive nicknames...” (Qur'an 49:11)

Below is a **sociological analysis** of Qur'an 49:11, focusing on group dynamics, social norms, identity, and community cohesion. This approach examines how the verse functions not just spiritually, but as a powerful **social regulation** meant to create a healthy, stable, and dignified society.

A. Regulation of Social Behavior to Prevent Group Conflict:

In sociology, ridicule is not merely an individual act—it is a **social weapon**. When one group mocks another:

- It reinforces group boundaries,
- generates resentment,
- and can escalate into social conflict.

This verse directly regulates behavior that commonly leads to **intergroup tension**. By prohibiting ridicule, God is dismantling a key mechanism through which social hierarchies and conflicts are formed.

Also in this verse, God calls for the establishment of stable human and social values in the behavior of individuals and nations by prohibiting mockery (ridicule)—a behavior that is among the most common causes of tension between groups.

This aligns with “**Emile Durkheim’s theory**” of social cohesion, which holds that societies remain stable when individuals adhere to values and norms that prevent hostility. (Emile, Durkheim (1893))

B. Undermining Social Hierarchies and Arrogance

Mockery often emerges from:

- Perceived superiority,

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- Class, Tribal, or Status arrogance,
- or Group-based prejudice.

The Qur'an challenges this by stating that the one being mocked **may actually be superior** in moral worth. This redefines social value—not by wealth, tribe, gender, or appearance, but by **piety and inner character**.

This functions as a form of **counter-hegemonic teaching**, undermining social hierarchies and encouraging equality—similar to Pierre Bourdieu's discussions on symbolic power and domination (Pierre, Bourdieu (1979)).

C. Addressing Both Men and Women Separately

The verse speaks to **men and women separately**, which is sociologically significant:

- it acknowledges that mocking occurs in **gender-based social spheres**
- it recognizes the different social dynamics and settings in which men and women interact
- it creates equal moral responsibility for both genders in maintaining social harmony and mutual respect.

This reflects an early form of **gender-inclusive moral regulation**, ensuring community cohesion across all social strata.

D. Protection of Social Identity and Human Dignity

In sociology, one's **social identity** (how others perceive and label you) are deeply tied to self-worth. Ridicule and offensive nicknames attack:

- Identity
- Dignity
- Social status

The Qur'an's prohibition is a direct protection of **individual dignity** (karāmah), which in turn protects social stability.

Erving Goffman's theory of **“face”** (public self-image) is relevant: insults cause “loss of face,” which leads to interpersonal and group conflict. The Qur'anic rule prevents such cycles. (Goffman, Erving (1956))

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E. Preventing Social Fragmentation in a Multi-tribal Society:

Surah Al-Hujurāt was revealed in a context where:

1. Tribes competed for honor,
2. Mockery was used to assert tribal superiority,
3. Social unity was fragile.

The verse functions as a **social unifier** by:

1. Preventing tribal or clan-based ridicule
2. Encouraging humility and equality
3. Reducing the symbolic violence that destabilizes communities

This aligns with **modern theories of conflict reduction** in multicultural or multi-ethnic societies.

F. Establishing Universal Social Ethics:

This verse introduces a universal ethic that applies to all believers—regardless of: **1-Status, 2- Wealth, 3- Ethnicity, 4- Gender.**

This is a sociological mechanism for **standardizing moral behavior**, creating a shared moral code that transcends tribal norms and prejudices.

Sociologically, shared values like this produce:

- 1- stronger collective identity
- 2- enhanced trust
- 3- reduced internal competition

This is similar to Durkheim’s collective conscience: shared moral rules that bind society together. (**Durkheim, Émile (1893). The Division of Labor in Society**)

G. Discouraging Labeling and Stigmatization:

The verse also prohibits offensive nicknames. In sociology:

1. Labeling theory (Howard Becker) explains how people internalize the labels society gives them. (**Becker, Howard S. (1963), p 9-11**)
2. Stigmatization creates deviance or low self-esteem.

By forbidding derogatory labels, the Qur’an protects individuals from being trapped in negative social identities.

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This prevents:

- Marginalization
- Social exclusion
- Psychological harm and promotes **inclusive social relations**.

❖ **Conclusion: A Holistic Sociological Insight:**

The Qur'an 49:11 is not simply a moral instruction—it is a **sophisticated piece of social legislation** that:

- 1- Prevents intergroup hostility
- 2- Undermines arrogance and hierarchy
- 3- Protects human dignity
- 4- Standardizes ethical social norms
- 5- Strengthens community cohesion
- 6- Encourages humility and mutual respect
- 7- Reduces social fragmentation in modern sociological terms, this verse functions as an early framework for **conflict prevention, inclusive ethics, and social stability**.

Mockery often emerges from: perceived superiority, class, tribal, or status arrogance, or group-based prejudice. The Qur'an challenges this by stating that the one being mocked may actually be superior in moral worth. This redefines social value—not by wealth, tribe, gender, or appearance, but by piety and inner character.

This functions as a form of counter-hegemonic teaching, undermining social hierarchies and encouraging equality—similar to Pierre Bourdieu's discussions on symbolic power and domination.

- **Addressing Both Men and Women Separately** The verse speaks to men and women separately, which is sociologically significant: According to the Expert (Sabah, Ayachi (2020)) : " it acknowledges that mocking occurs in gender-based social spheres it recognizes the different social dynamics and settings in which men and women interact it creates equal moral responsibility for both genders in maintaining social harmony and Sustainable development in All Fields in Society, This reflects an early form of gender-inclusive moral regulation, ensuring community cohesion across all social strata ".
- **Protection of Social Identity and Human Dignity** In sociology, one's social

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identity (how others perceive and label you) is deeply tied to self-worth. Ridicule and offensive nicknames attack: identity dignity social status The Qur'an's prohibition is a direct protection of individual dignity (karāmah), which in turn protects social stability. Erving Goffman's theory of "face" (public self-image) is relevant: insults cause "loss of face," which leads to interpersonal and group conflict. The Qur'anic rule prevents such cycles.

- **Preventing Social Fragmentation in a Multi-tribal Society** Surah Al-Hujurāt was revealed in a context where: tribes competed for honor, mockery was used to assert tribal superiority, social unity was fragile. The verse functions as a social unifier by: Preventing tribal or clan-based ridicule Encouraging humility and equality Reducing the symbolic violence that destabilizes communities This aligns with modern theories of conflict reduction in multicultural or multi-ethnic societies.
- **Establishing Universal Social Ethics** This verse introduces a universal ethic that applies to all believers—regardless of: status, wealth, ethnicity, or gender. This is a sociological mechanism for standardizing moral behavior, creating a shared moral code that transcends tribal norms. Sociologically, shared values like this produce: stronger collective identity enhanced trust reduced internal competition This is similar to Durkheim's collective conscience: shared moral rules that bind society together.
- **Discouraging Labeling and Stigmatization** The verse also prohibits offensive nicknames. In sociology: labeling theory (Howard Becker) explains how people internalize the labels society gives them. stigmatization creates deviance or low self-esteem. By forbidding derogatory labels, the Qur'an protects individuals from being trapped in negative social identities.
- **This prevents:** marginalization social exclusion psychological harm and promotes inclusive social relations. **Conclusion:** A Holistic Sociological Insight Qur'an 49:11 is not simply a moral instruction—it is a sophisticated piece of social legislation that: Prevents intergroup hostility Undermines arrogance and hierarchy Protects human dignity Standardizes ethical social norms Strengthens community cohesion Encourages humility and mutual respect Reduces social fragmentation In modern sociological terms, this verse functions as an early framework for conflict prevention, inclusive ethics, and social stability.

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2-Different forms of Bullying

The most obvious form of bullying is physical bullying—where a larger child hits, punches, or kicks a smaller one. Our knowledge of this is quite old. Thomas Hughes's 1857 book, "Tom Brown's School Days," describes the physical bullying practiced by Flashman and his gang at Rugby School. This bullying often involved putting boys in a blanket and throwing them around roughly: what the bully really enjoys about throwing boys is when they kick and fight back, or grab onto one side of the blanket, and fall to the ground; he doesn't enjoy it when no one is hurt or scared.

However, bullying can also be verbal—insults, threats, and derogatory comments. In the two examples we started with, both verbal and physical bullying are evident. Physical bullying might also include property damage, or the kind of office ordeal Victoria experienced. Verbal bullying might include extortion—demanding money or property with threats. For most of the 20th century, aggression was generally described in terms of physical or verbal attacks. But in the 1980s and 1990s, many psychologists in Europe and North America drew attention to other types of aggression, which they called indirect or relational. Indirect aggression is not face-to-face, but is carried out by third parties—for example, spreading malicious rumors about someone or persuading others not to play with someone. Relational aggression refers to actions that damage someone's reputation, and again, spreading malicious rumors is a prime example. Bullying can take many forms, so systematic social exclusion and repeatedly spreading derogatory rumors about someone are additional forms of bullying. These four main types—physical, verbal, social exclusion, and spreading rumors—largely defined our understanding of bullying during the 20th century. However, this century also saw the emergence of what is commonly known as cyberbullying, which is bullying via mobile phones and the internet.

We identify four types of bullying:

- Physical: Hitting, kicking, and taking or hiding belongings.
- Verbal: Name-calling, harassment, insults, and writing or sending unkind comments or messages, including cyberbullying.
- Emotional: Deliberate unfriending, exclusion, unwanted stares, and spreading rumors.

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- Internet: Misuse of email and online chat rooms, threats via mobile phone, calls, and social media.

A. Specific types of bullying:

- ✓ Bullying based on race, color, religion, belief, or culture.
- ✓ Bullying based on special educational needs or disability.
- ✓ Bullying based on appearance or health condition.
- ✓ Bullying based on sexual orientation.
- ✓ Sexual or gender-based bullying.
- ✓ Bullying using electronic communication methods (cyberbullying).

B. Bullying tactics include:

1. Intimidation or rude gestures
2. The "look" – an example of nonverbal bullying
3. Threats and blackmail
4. Malicious gossip and exclusion from the group
5. Storytelling intended to cause trouble
6. Threatening text messages or messages in chat rooms

3-Bullying is an international issue

Serious research into school bullying, at least in Europe, began in the Scandinavian countries—particularly Norway and Sweden, soon followed by Finland. This was in the 1970s and 1980s. In the 1990s, concern and anxiety grew rapidly in the United Kingdom and quickly spread to many other European countries. Some of this, unfortunately, was triggered by bullying-related suicides. This was the case in Norway, where three boys aged 10 to 14, in different schools, committed suicide due to bullying within a two-week period. Media attention, public concern, and some earlier research by Olweus indicating the scale of the problem led to a national campaign against bullying in all 3,550 Norwegian schools.

In retrospect, this can be seen as a watershed moment in the fight against school bullying. It demonstrated how a combination of events, media coverage, and research findings could lead to decisive social and political action. It undoubtedly inspired further action across much of Europe in the 1990s. Often, these events were

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tragic, resulting in suicides. The sheer scale and tragic end of a child's suicide, often accompanied by a note describing their ongoing suffering and torment from relentless bullying, can awaken anxieties in any parent and is difficult for politicians to ignore. However, such events can also be the result of surveys on the prevalence of bullying in 1990 and found levels nearly double those reported in Norway. The press picked this up with headlines like "Is Britain the Bullying Capital of Europe?" and quickly became "Britain the Bullying Capital of Europe." These reports were instrumental in securing government funding for the first major intervention project in the UK. Work in Scandinavia and the UK also influenced researchers in Canada, Australia, and New Zealand. Here, too, work began in the 1990s, and these countries have continued a very strong tradition of research and action. (Hayes & Herbert, (2011))

Quite separately from the work in Europe, there has been a long tradition of bullying research in Japan (where it is called *ijime*). This dates back at least to the 1980s. It wasn't until the 1990s, thanks in part to international funding from UNESCO, that European, Australian, and Japanese researchers came together to share experiences and recognize their similarities—as well as some important differences (which will be discussed shortly). In the United States, there was much work on peer aggression in the 1980s and 1990s, but the Columbine High School massacre in 1999, in which two students shot and killed 12 other students and a teacher, heightened concerns about bullying. (Hayes & Herbert, (2011))

The two shooters were reportedly victims of bullying, and a 2000 report found that many intentional school shootings could be linked to bullying. Although bullying emerged later in the United States than in many other countries, it is now a major research topic, and the US is the country with the most research output. During the 21st century, the issue of school bullying has gained widespread global attention. Significant efforts have been made in South Korea, Hong Kong, China, Singapore, and other Southeast Asian countries, and interest is growing in South Africa, other African countries, Arab states, South America, Russia, and the Indian subcontinent. Bullying has become a fundamental human rights issue; it is a fundamental right for children to receive an education free from fear and intimidation. They should not have to endure bullying at school. A 2016 United Nations report, "Ending the Agony: Tackling Bullying from the Schoolyard to Cyberspace," documented this issue, with contributions from countries around the world. However, while bullying appears to be a widespread problem globally, is it truly the same phenomenon in all countries? (Hayes & Herbert, (2011))

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Bullying is a major international behavioral problem that scientifically affects everyone, but severely impacts children and adolescents, with long-term effects extending into adulthood. Bullying behaviors are linked to an increased risk of physical and mental health problems. They can disrupt social relationships, academic achievement, and overall well-being, impacting young people's life trajectories. The harmful effects are not limited to victims; perpetrators and individuals who simultaneously play the roles of both victim and bully (victim-bully) also face serious consequences.

The rise of digital technologies, such as smartphones and social media, has exacerbated its international spread, transforming traditional bullying into new forms, most notably cyberbullying. Cyberbullying involves repeated and deliberate acts of aggression through online platforms, including emails, blogs, instant messaging, chat rooms, and social networking sites. Unlike traditional bullying, cyberbullying can occur at any time, is often anonymous, and reaches a wider audience, making it particularly aggressive and persistent. The anonymity provided by cyberbullying often exacerbates its harmful effects, as the victim may feel more vulnerable and helpless against the invisible aggressor.

4-Bullying in different countries and different meanings

The words "bully" and "bullying" are of Northern European origin. The Encarta World English Dictionary (1999) defines a bully as an aggressive person who intimidates or abuses weaker individuals. It states that the origin dates back to the mid-16th century, possibly from the Middle Dutch word "boele," meaning "lover." The meaning has changed over the centuries to "good companion," then "show-off" or "show-off"—someone who displays their power. But this more positive connotation of bullying still exists in expressions like "bully for you" or "Well done!" In the Netherlands, bullying is now "pesten"—which sounds quite cheesy in English! In Scandinavia, "mobbing" or "mobbing" is very similar. These words correspond well in meaning to the English word "bullying," especially if "mobbing" doesn't necessarily imply a group context (i.e., some bullying can be one-on-one). However, not all countries have similar words. In fact, the Latin languages of Southern Europe don't have a close equivalent. They have words for aggression and violence, but not specifically for bullying. But they are aware of this concept. For example, the term "il bullismo" is widely used in Italy, while in Spain, the word "bullying" itself has been adopted. The situation is somewhat similar in Eastern Europe. In Russia, there is no close equivalent; the word "izdevatel'stvo" is very

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similar to bullying, but it refers to physical and verbal forms of bullying rather than social exclusion. The choice of word for "bullying" is crucial, as it can influence how it is measured and how international comparisons are made. For example, when I visited Qatar, I found that the word "tanamor" (in English) is widely used there and in some other Arab countries. However, "tanamor" literally means "like a tiger," which gives a somewhat positive image of bullying. So, there is a debate about which Arabic word is best to use here; "esteqwa" (in English) might be a suitable alternative to "tearning" in Arabic, for example. Arab countries also use different terms for bullying depending on their dialect (for example, in Egypt, "baltaga" or "baltaga" means troublemakers or thugs) and sometimes use descriptive behaviors (such as insults, exclusion, pushing, etc.) instead of a specific term for bullying. We have seen how the term ijime is used in Japan to describe bullying. Japan's leading bullying researcher, Yuji Morita, defined ijime as "a type of aggressive behavior in which a person in a dominant position in a group interaction process causes, through intentional or collective actions, psychological and/or physical suffering to another person within the group." This is certainly similar to definitions of bullying, but it focuses more on the group process. In fact, social exclusion fits well with this definition of ijime, and it seems to be more prominent in Japan, and also in South Korea. In South Korea, the term wang-ta is widely used by children; Wang means "king" or "great," and Ta is short for Tatadolim (isolation) or Tadolida (isolation). Thus, Wang Ta means extreme exclusion. Japan and South Korea are more collectivist societies, while European and North American societies are more individualistic. In collectivist societies, the group to which an individual belongs is of central importance; whereas in individualistic societies, close ties beyond the immediate family are less common. Therefore, if you want to harm someone, social exclusion can be a particularly effective tactic in collectivist societies. Indeed, social exclusion seems to be more deeply ingrained in the concept of bullying in these countries.

We can look up word meanings in dictionaries, which is certainly helpful. But dictionaries reflect adult meanings, not children's, and they may be outdated. For example, in South Korea, the dictionary contains terms like "jibdan-tadolim" (group isolation), "jibdan-gorofim" (group bullying), and "hakyo-bokryok" (school violence). But as Hyojin Koo pointed out, and later Song-ha Lee, South Korean children today practically use the slang term "wang-ta," and even that is changing, with "jin-ta" being used more recently. (Lee, Smith & Monks, 2012).

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The study of bullying has recently gained an international dimension, but it faces difficulties in finding equivalent terms in different languages for the English word "bullying." The main terms used fall into six categories: bullying (of all types), verbal and physical bullying, verbal bullying only, social exclusion, physical aggression only, and primarily physical aggression.

5-Cyberbullying

Rigby's definition was proposed in his 2002 book, new perspectives on bullying. Although relatively new at the time, it predated the development and widespread use of the internet and mobile phones that emerged in the following years. By around 2008, internet-connected smartphones were widely available, and their use rapidly spread among young people. These technological advancements, of course, brought significant opportunities and benefits; however, they also had a dark side, and cyberbullying was a prime example. Cyberbullying can take many forms. Some common examples include attacks and threats via text messages, emails, or social media posts; defamation (insults); harassing (online verbal attacks); cyberstalking (persistent online harassment); exclusion (from an online group); impersonation (pretending to be someone else to send/post material to harm someone); exposure (sharing embarrassing information or images of someone); being bullied in an online game; creating fake accounts; and posting personal material against someone's wishes. A prime example is a report by Ditch the Label, a British anti-bullying charity. One 13-year-old girl recounted her experience: "I received a lot of horrible messages on multiple social media accounts, death threats, and people telling me to commit suicide. I also received harassing phone calls and text messages. Furthermore, they would stand outside my house, verbally abusing me and hurling vile insults. Fake accounts were created using my name to insult and harass others." (Ditch the label, (2017)).

The term "**cyberbullying**" suggests that it's simply another form of bullying—another way for those who enjoy hurting others to do so. The 13-year-old girl's quote illustrates this point. There is ample evidence that children or young people involved in cyberbullying or online bullying are often (but not always) the same people involved in traditional bullying (i.e., direct physical and verbal attacks). The two also seem to be interconnected; an attack on the playground might lead to an online retaliation, and an online attack might lead to a face-to-face confrontation the next day. However, not all researchers agree with this conclusion, and some argue that the differences between traditional and cyberbullying are significant and become even more apparent as the internet plays an increasingly prominent role in young

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people's lives and children become more involved with it at a young age. Some of the defining characteristics of cyberbullying have been known and written about for a long time. One of these characteristics is particularly important when considering the motivations behind bullying others. Cyberbullying is primarily indirect and not face-to-face; cyberbullies may even be "anonymous" or "invisible" if they attempt to conceal their identity. This can reduce the risks involved (e.g., retaliation). In fact, there's one theory about cyberbullying called "the nerd's revenge"—an opportunity for the weaker child, bullied on the playground, to get their revenge (though there's actually some limited support for this view). On the other hand, the cyberbully typically doesn't see the victim's reaction, at least in the short term. This can reduce the rewards the bully might hope to gain, either by demonstrating their power to others or by enjoying the victim's suffering. There are two other, more important distinguishing features when we consider the potential effects of being a cyberbully (compared to traditional victims).

The first is that in cyberattacks, the potential audience is much wider. On the playground, a handful of onlookers might witness your humiliation; but in cyberspace, hundreds or thousands of people—a virtually unlimited number—might visit the site. Second, it's much harder to escape cyberbullying; there's little respite. With traditional school bullying, evenings, weekends, and holidays offer a break; But cyberattacks can strike your mobile phone at any time, even at night. Theoretically, you could avoid them by not using your mobile phone or the internet, but this would be harsh and unacceptable to the vast majority of young people today. We will examine the relative effects of traditional and cyberbullying. One definition of cyberbullying that my colleagues and I have used is “a deliberate act of aggression by a group or individual, using mobile phones or the internet, repeatedly and over time against a victim who cannot easily defend themselves.” This follows the standard definition. There is debate about whether it is appropriate to continue using the definition in this way. Regarding the criterion of repetition, it has often been pointed out that an act committed by one perpetrator may be seen or shared by others many times, and that the perpetrator may often expect this—so it may be legitimate to consider an act by one perpetrator as cyberbullying.

Also, Cyberbullying is a deliberate and aggressive behavior perpetrated by individuals or a group using electronic communication tools repeatedly against a victim who cannot easily defend themselves.

Its types include: Abusive text messages, Photos/videos sent via phone, Abusive phone calls, Emails, Chat rooms, Websites, Instant messaging.

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-Conclusion

Bullying is a complex behavioral, social, and cultural problem. It cannot be solved by punishing individuals, especially by stigmatizing them. Public reactions to high-profile cyberbullying incidents can trigger an uncommon "media panic" about children's use of technology. Historically, exaggerated fears have arisen regarding the negative effects of children's use of social media and the internet, pointing to the advent of television, video games, and other "new" technologies. This is not to say that the expressed fears are necessarily unfounded, but they can be misdirected to blame technology itself for broader societal problems.

Research has reported a variety of emotional and psychological consequences of cyberbullying, indicating that victims often experience sadness, anxiety, and depression compared to those who are not bullied. Research conducted on adolescents, specifically focusing on cyberbullying and emotional responses, suggests that the reactions of those targeted are remarkably similar to those of children who have been bullied in school.

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