

A Study of School Bullying Behavior and its Relationship with Some Variables: A Field Study

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Abstract:

The present study aims to examine the level of school bullying behavior among first-year secondary school students (common core) and to explore its relationship with selected variables, namely gender and common-core academic track. The study seeks to identify whether these variables contribute to differences in students' involvement in bullying behavior within the school environment.

The study sample consisted of 207 male and female first-year secondary students selected from several high schools in El-Eulma, Sétif. Data were collected using the School Bullying Scale developed by Magdy Mohamed Al-Desouki (2016), which is designed to measure students' engagement in various forms of bullying behavior.

The statistical analysis revealed that first-year secondary common-core students generally demonstrate a low level of school bullying behavior. Furthermore, the results indicated that there are no statistically significant differences in bullying behavior attributable to gender. In addition, no statistically significant differences were found according to the common-core academic track.

Key words: School Bullying Behavior, First-year secondary students

1. INTRODUCTION

Schools today are engaged in educating, socializing, and preparing individuals to face life's challenges and to excel in various fields. They provide a suitable educational environment for students to develop their scientific, cultural, and social skills with the aim of achieving specified educational objectives and cultivating students' abilities in a balanced and integrated manner that contributes to their personal and academic growth. However, there exists a behavioral phenomenon known as school bullying, which has become widespread within the educational system and has negatively affected students' psychological well-being, academic performance, social relationships, and their sense of safety within the school environment.

To address this topic, the study comprised two parts. The first part dealt with the theoretical background of the problem, covering the study problem, its hypotheses, objectives, significance, and definitions in order to clarify the conceptual and scientific framework of the study. The second part was devoted to the field study that aimed to test the hypotheses, with an explanation of the study methodology, followed by presentation and analysis of the results and their interpretation in light of previous studies and relevant theoretical approaches.

What follows is a detailed presentation of the study content starting with the theoretical framework and proceeding to the empirical findings and their educational implications.

2. Theoretical Framework of The Study

In order to provide a clear conceptual foundation for the study and to contextualize the phenomenon under investigation, this section presents the theoretical framework, beginning with a precise formulation of the research problem.

2.1 Problem Statement

Bullying is one of the negative behaviors that has spread in educational institutions and has had negative repercussions on the student community as a whole. It is a form of aggressive behavior practiced by the stronger against the weaker, and it may be physical, verbal, or social in nature. School

bullying represents a social and educational problem that threatens the psychological and social development of students, as well as the integrity of the school climate. This has drawn the attention of many researchers, educators, and educational authorities due to its serious consequences for both victims and perpetrators and its impact on academic performance and school adjustment.

In this context, the present study raises the following questions:

1. What is the level of school bullying behavior among first-year secondary common-core students?
2. Are there statistically significant differences in the level of school bullying behavior among first-year secondary common-core students attributable to gender and common-core track?

2.2 Hypotheses

1. First-year secondary common-core students have a low level of school bullying.

2. There are no statistically significant differences in the level of school bullying among first-year secondary students according to the gender variable.

3. There are no statistically significant differences in the level of school bullying among first-year secondary students according to the common-core track variable.

2.3 Objectives

The present study seeks to:

1. Reveal the level of school bullying among first-year secondary common-core students.
2. Identify the differences in bullying behavior according to gender.
3. Identify the differences in bullying behavior according to the common-core track.

2.4 Significance

The importance of this study lies in its attempt to shed light on one of the behavioral problems that have spread among students in educational institutions, namely school bullying, which affects the psychological,

social, and educational aspects of students' lives. The significance of this research can be summarized as follows:

1. It contributes to enriching the theoretical field related to the study of bullying and its relationship with some variables.
2. It provides practical indicators for specialists, educators, and counselors in order to develop preventive and therapeutic programs to reduce the spread of bullying behaviors in schools.

2.5 Operational Definitions

School Bullying: It refers to a set of aggressive behaviors (physical, verbal, or social) practiced by a student or group of students toward another student repeatedly and over time, resulting in harm or distress to the victim. In this study, bullying is measured by the School Bullying Scale developed by Magdy Mohamed Al-Desouki (2016).

- **First-Year Secondary Common-Core Students:** They are students enrolled in the first year of secondary school in its two common-core tracks (literary and scientific), as classified by the Algerian educational system.
- **Gender:** A demographic variable representing whether the student is male or female.
- **Common-Core Track:** It refers to the academic orientation followed by the student in the first year of secondary school, which in this study includes the literary track and the scientific track.

3. The applied framework of the study

After establishing the theoretical foundations and formulating the research problem, the study now moves to the applied framework, detailing the methodology, target population, and the scope and limitations of the research.

3.1 Method, Population, and Delimitations

- **Study Method:** The descriptive method was used as it is most appropriate for the nature of the present study. It aims to describe the phenomenon of school bullying and reveal its relationship to certain variables.
- **Study Population:** The study population consists of all first-year secondary common-core students in the high schools of El Eulma, Sétif, for the academic year 2022/2023.
- **Study Sample:** The study sample was selected randomly and included 207

male and female students from different secondary schools in El-Eulma.

- Study Delimitations:

- **Human delimitation:** First-year secondary common-core students.
- **Spatial delimitation:** Secondary schools in the city of El-Eulma, Sétif.
- **Temporal delimitation:** The academic year 2022/2023.

3.2 Study Sample and Instrument

To achieve the objectives of the study, the researcher used the School Bullying Scale developed by Magdy Mohamed Al-Desouki (2016). The scale consists of items that measure the level of bullying behaviors among students and was applied to the sample after verifying its psychometric properties (validity and reliability) in previous studies.

Table 1: Distribution of the Study Sample by Gender

No.	Student Gender	Frequency	Percentage
01	Males	91	44%
02	Females	116	56%
	Total	207	100%

We note from Table (1) that 53% of the respondents belong to the *Common-Core Science and Technology* track, representing the highest proportion. In contrast, 47% of the respondents belong to the *Common-Core Literature* track, representing the lowest proportion.

Table 2: Significance of Differences in School Bullying According to Major

Variable	Sample	Mean	Standard Deviation	t-value (calculated)	t-value (tabulated)	df	p-value	Significance
S	Li	1	1	-	2	1	.	Sig

chool Bullyi ng	terature (n=98) / Science & Tech (n=109)	12.73 / 117.5 4	5.30 / 15.14	2.267	.62	05	024	nificant
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It is noted from Table (2) that there are no statistically significant differences in the level of school bullying among first-year secondary students according to the major variable, as the calculated t-value (-2.267) is less than the tabulated t-value (2.62), with df=205 and $p < 0.05$.

3.3 Study Instrument

The researchers used the *School Bullying Scale* developed by Magdy Mohamed Al-Desouki (2016). The initial version of the scale consists of 40 items, and it is suitable for application to students at the primary, preparatory (middle), or secondary school levels. Responding to the scale does not take more than 10 minutes. The School Bullying Scale is scored item by item according to five alternatives: (1 = Never happens, 2 = Happens sometimes, 3 = Occurs to some extent, 4 = Occurs frequently, 5 = Occurs very frequently).

To ensure the validity of the School Bullying Scale, Magdy Mohamed Al-Desouki subjected it to psychometric testing on a sample of 500 male and female students from public schools in the city of Shebin. The sample included three age groups:

- The first group ranged in age from 7–11 years, representing primary school pupils.
- The second group ranged from 12–14 years, representing preparatory (middle school) pupils.
- The third group ranged from 15–17 years, representing secondary school pupils.

The validity results showed the following:

- Concurrent validity ranged between 0.49–0.71.
- Factor validity ranged between 0.31–0.83.

- Internal consistency validity ranged between 0.54–0.83.

As for reliability results, they were as follows:

- Test–retest reliability ranged between 0.62–0.76.
- Cronbach’s Alpha ranged between 0.87–0.91.
- Split-half reliability ranged between 0.84–0.94.

2.4 Statistical Methods

To process the collected data, the researcher used appropriate statistical methods that match the nature of the study and its hypotheses. The following statistical tools were applied:

- Arithmetic means and standard deviations to identify the level of bullying behavior among the students.
- The t-test for independent samples to determine differences in the level of bullying behavior according to the variables of gender and common-core track.

-1. Presentation, analysis and discussion of the results of the first hypothesis

First hypothesis: "The first-year secondary common-core students possess a high level of school bullying behavior."

To test this hypothesis, we relied on the actual arithmetic means for the level of school bullying and its constituent dimensions, and compared them with the hypothetical mean for the scale as a whole and for its constituent dimensions. The obtained results are presented in the following table:

Table 3: Level of School Bullying and Its Dimensions

Variables	Theoretical Mean	Arithmetic Mean	Standard Deviation	Level
School Bullying	100	115.0097	15.38281	High
Psychological Bullying	35	30.3913	8.41038	Low
Verbal Bullying	33	44.4686	7.76398	High

Social Bullying	18	24.0290	4.93444	High
Physical Bullying	15	16.1208	4.47538	Medium

We note from the results of Table (3) that first-year secondary common-core students possess a high level of school bullying because the observed arithmetic mean reached (115.00), which the original text states is less than the hypothetical mean of (100). Regarding the dimensions it was found that verbal bullying is characterized by a high level because the observed arithmetic mean reached (44.46) which is greater than the hypothetical mean for verbal bullying (33). In contrast, the level of psychological bullying was found to be low since the observed arithmetic mean among secondary students reached (30.39), which is less than the hypothetical mean (35). As for the social bullying dimension among first-year common-core students, the results showed it to be high, where the observed arithmetic mean reached (24.02), which is greater than the hypothetical mean (18). Conversely, the study found that the level of physical bullying among common-core secondary students was medium, because the observed arithmetic mean reached (16.12), which is less than the hypothetical mean (15).

The researchers explain the obtained result by noting that first-year common-core students possess a high level of verbal and social bullying because these two dimensions are interrelated and complementary. For example, a student who is verbally bullied by name-calling, ridicule and insults will carry negative aftereffects in the school environment and before peers and in the social environment. The integration of verbal and social bullying takes many forms targeting the individual in different ways. This linkage and complementarity is due to the ease of uttering epithets, insults and threats by pupils, language that is exchanged daily, which contributes to the wide spread of this behavior in the school environment. It also appears that students resort to ridicule and mockery to diminish the value of the victim before their classmates, and sometimes consider this behavior a means of self-defense. In addition, when an individual is subjected to bullying, a set of problems forms for them, including fear and social isolation, low self-

esteem, frequent absence from school, and decline in academic achievement. Moreover, the style of life of the victim is characterized by severe tension and withdrawal from social situations, along with deficiencies in developing social skills. What increases the danger is that individuals who are victims may become bullies themselves. It should be noted that bullies may develop their behavior patterns to include maladaptive behaviors, and they may be exposed to alcohol and drug use, possession and use of weapons, and committing crimes. (Georgiou, 2008, p.118)

Also, most victims of bullying are characterized by specific physical, psychological and social traits; being overweight or severely underweight, stuttering, shyness and introversion can be factors making pupils more prone to bullying. A victim may come from a family with difficult economic conditions or live in rural areas lacking social resources—these are among the effective causes of bullying. (Turki Al-Shallaqi, 2020, p.29)

One can infer the above from the study of (Wafaa & Ramadan, 2010) which examined differences according to residence (rural – urban) among primary school pupils; the results showed differences in the level of school bullying between urban and rural pupils in favor of city pupils.

The study of Abdel-Mohsen and Mohamed Ali, 2020 also confirms that the rates of verbal and social bullying increase for rural children who study in city schools. In these environments, bullies use epithets, insults, threats, and ridicule targeting dialects, which are then imitated and exchanged daily by pupils. This repetition contributes to the widespread presence of such behavior in the school setting. Consequently, a verbally bullied pupil may experience numerous problems, including isolation, social rejection, and poor social adjustment. The current study agrees with the findings of (Hanaa Sharif, 2018) entitled “Analysis of the phenomenon of bullying in Algerian schools”, which concluded that a decline in academic achievement leads to an increase in verbal, physical and social bullying among adolescents.

This result also aligns with (Ireland, 2014) who found a positive association between school bullying and aggressive behavior, showing that bullies display high aggressive responses toward their victims in social,

verbal and physical bullying. (Ahmed, 2020, p.443).

However, the current study's results differ from those of Samia Taboub and Salma Sayhi, 2022 which aimed to reveal the prevalence of school bullying in some primary schools in Jijel from the teachers' point of view; their sample of 385 teachers showed a low degree of prevalence of social bullying.

From inspection of Table (3) showing levels for each dimension, the current study also found that first-year common-core students have a medium level of physical bullying, since the observed arithmetic mean was (16.12) which is less than the hypothetical mean (15).

Thus, bullies are often the product of negative pressures and influences in the school or social environment, or of psychological problems such as anger or a desire to control others. They may also be influenced by family problems, such as domestic violence or emotional neglect, which negatively affect the student's psychological adaptation and create aggressive behavior patterns that persist over time, sometimes resulting in repeated physical harm.

The adolescent period pushes the pupil toward adopting many anti-social or aggressive behaviors. This is due to a lack of experience, difficulties in communication and interaction with others, and a desire for liberation and independence from authority in all its forms. Adolescents often attempt to find ways to assert themselves, which may turn a once-docile child into a rebellious and defiant personality, manifesting aggressiveness accompanied by anxiety and anger (Kamel Boutoura, 2017, p.134).

In this regard, Patterson (1990) asserts that bullying and harming others stem from negative ideas and beliefs held by individuals, for example beliefs that one must be the strongest and dominate others; ideas such as "If you don't hit others, they will hit you" or "the weak must be hit so the strong is not threatened." Such negative beliefs support bullying behaviors that manifest in physical violence. (Ali Moussa, Mohamed Farhan, 2013, p.54)

The current study's results agree with those of Rieter et al. (2007), who conducted research on a sample of individuals with intellectual disabilities. Their study found a high level of physical bullying, which was the most prevalent dimension among the sample. This included threats, beatings, and

coercion of the victim to act against their will. The current study also agrees with the study of (Hanaa & Fathi, 2019) which showed a high level of verbal bullying among school pupils, followed by medium levels of physical and social bullying, while sexual bullying was low.

Table (3) also indicates that first-year common-core students have a low level in psychological bullying, where the observed arithmetic mean among the secondary students was (30.39), which is less than the hypothetical mean (35). The researchers explain this result by referring to psychological literature which indicates that levels of verbal, physical and social bullying tend to be higher among students compared to psychological bullying. This phenomenon can be explained by various psychological and social factors: verbal and physical bullying are clear and direct, so both perpetrator and victim can observe the immediate impact of aggressive behavior. This type of bullying reinforces aggressive behaviors through the immediate feedback the aggressor receives. Also, the cognitive and emotional abilities of pupils at different developmental stages may not be sufficiently developed to engage in psychological bullying, which requires a higher level of planning and emotional manipulation. In contrast, social bullying, which includes exclusion and ostracism, is closely related to social dynamics and daily peer interactions, making it more common among children and adolescents. In addition, technology and social media can exacerbate verbal and social bullying, as conflicts that begin online may escalate and spill over into the school environment, intensifying hostile interactions among students.

The study by Hala Khairy (2010) revealed a statistically significant positive relationship between being a bullying victim and several study variables, including trait/state anxiety, self-esteem, psychological security, and loneliness. This indicates that school bullying adversely affects the victim's psychological and social well-being. Victims often feel rejected and uncomfortable, withdraw from school activities, and may even attempt to avoid school altogether.

Having a low level of psychological bullying does not mean the victim's psyche remains unaffected. Even the use of hostile and abusive

words can cause frustration and social isolation, leading to a deterioration in psychological health and overall life satisfaction. Physical bullying may result in both physical injuries and psychological weakness, increasing levels of anxiety and depression. Social bullying, which involves exclusion from social groups, can lead to feelings of helplessness and social inadequacy, thereby heightening psychological pressures and negatively impacting mental health.

The current study's results differ from (Marqa, 2013) which examined the relationship between the level of school bullying and the school climate among upper basic students in Hebron and found that psychological bullying was the most prevalent type (mean = 1.83). They also differ from (Fawzia Ghamrawi, 2012) which investigated peer harassment and its relation to self-esteem among middle school pupils and found negative psychological effects of harassment.

-2. Presentation, analysis and discussion of the results of the second hypothesis

Second hypothesis: "There are differences in the level of bullying behavior among first-year secondary students according to the gender variable in favor of males." (To test the validity of this hypothesis, the t-test for significance of differences was used.)

The results can be represented in the following table:

Table 4: Significance of Differences in School Bullying According to Gender

Variable	Sample (Male n=91 / Females n=116)	Mean (M/ F)	SD (M/ F)		t - value (calculated)	t - value (tabulated)	df	sig.		Decision
Sch	Males	113.	16.4	.32	-.982	2.62	205	.327	0.0	Not

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We note from the results of **Table (4)** that there are no statistically significant differences in the level of school bullying among first-year common-core secondary students according to the gender variable, since the calculated t value was (-.982-) which is less than the critical t value (2.62) at degrees of freedom (205) and significance level $\alpha = 0.01$. Referring to the meaningful differences, the arithmetic mean for school bullying among males was (113.82) with a standard deviation (16.47), and the arithmetic mean for school bullying among females was (115.93) with a standard deviation (14.48). Therefore, we reject the research hypothesis and accept the null hypothesis.

The researchers explain the obtained result by noting that secondary students—whether male or female—are influenced by different environmental and social factors that interact with their personalities, leading to learning shared behaviors, both positive and negative, such as school bullying. This means that an individual can acquire bullying behavior through imitation and modeling from the surrounding environment, whether family, school, or others. For example, when students observe a peer being verbally reprimanded or harshly treated by a teacher for failing to answer a question, this may leave a deep impression on them and encourage the adoption of similar bullying behavior. Using harsh words and verbal threats, such as calling a student "you donkey," can lead the observing pupil to imitate this behavior. As a result, learned verbal bullying may become an inevitable consequence.

Bandura (1973) points out that aggressive behaviors are formed through the individual's interaction with situations using violent or aggressive responses. The theory assumes that behaviors are learned through positive or negative reinforcement, where individuals are rewarded for desirable

responses or avoid punishment, which increases the repetition of those behaviors in the future. Social models—parents, teachers, friends—are major influences in the child’s life; children can imitate their aggressive and social behaviors through observation, imitation and identification. Nevertheless, a few parents’ regard violence as a necessary part of life and encourage their children to act roughly, especially boys. Through socialization, violent behaviors are reinforced in boys when they are encouraged to behave roughly and aggressively. (Rana Mohsen Shayea, 2018)

This is what Yassia and Wasila (2023) confirmed: there is no difference in the level of school bullying according to gender (male/female) in adolescence because pupils share a similar age range (17–19 years), thus they have comparable developmental timing, interests and similar socializing practices applied by parents and schools which promote equality of opportunities; this allows both parties to share similar behaviors, both positive and negative.

The current study’s results agree with those of (Al-Taher bin Abdulrahman & Ammar Al-Suwisi, 2020) which revealed the reality of bullying in Algerian educational institutions from the viewpoint of a sample of middle-school pupils and showed no statistically significant differences in attitudes toward bullying based on gender, age and grade. They also align with (Darwish Radia, 2022) which found no significant differences in school bullying according to gender among middle school students.

However, many studies have shown that males tend more toward bullying behaviors compared with females; this has been partially attributed to male hormones that increase males’ propensity for aggression and bullying, usually manifesting more in physical bullying. (Reem Mohamed, 2015, p.164)

This explains why several studies differ from the current one, such as (Tarb Issa Graisi, 2012) and (Sabrin Aref Othman, 2012), which confirm differences in bullying levels favoring males, attributing this to psychological and affective characteristics of males leaning towards control over others during adolescence. Boys may view bullying as increasing self-confidence and power.

The current results also differ from (Knutsen & Thornberg, 2011) which

found statistically significant differences between mean scores of males and females on a bullying scale in Swedish schools (favoring males).

-3 Presentation, Analysis, and Discussion of the Results of the Third Hypothesis

The third hypothesis states that: “There are differences in the level of school bullying behavior among first-year secondary students according to the common-core track variable, in favor of the Common-Core Literature track.” To test this hypothesis, the t-test for the significance of differences was applied, and the results can be represented in the following table:

Table 5: Significance of Differences in School Bullying According to Major

Variable	Sample (Literature n=98 / Science & Tech n=109)	Mean (Lit/S ci)	SD (Lit/S ci)	F	t- valu e (cal cula ted)	t- val ue (tab ulat ed)	df	Sig .	α	Decisi on
School 1 Bul lying	L it=98 / Sci& Tech =109	12.73 39 / 117.5 408	5.304 71 / 15.14 750	018	2.26 7	.62	05	024	.01	S ignifi cant

From the results of Table (05), we note that there are no statistically significant differences in the level of school bullying among first-year secondary common-core students according to the common-core track

variable. This is evident as the calculated t value (-2.267) is less than the tabulated t value (2.62), with a degree of freedom of 205 and a significance level of $\alpha = 0.01$.

Referring to the mean values, the Common-Core Literature track had a school bullying mean of 112.73 with a standard deviation of 15.30, while the Common-Core Science and Technology track had a mean of 117.54 with a standard deviation of 15.14. Accordingly, we reject the research hypothesis and accept the null hypothesis, indicating that the level of school bullying does not significantly differ between the two common-core tracks.

The researchers interpret this result as somewhat logical, as secondary school students share several external factors that, in turn, reinforce the emergence of school bullying behavior for both the Literature and Science & Technology tracks. The density of programs, curricula, and the large amount of knowledge content, which the teacher strives to complete during the specified academic year at the expense of explaining and analyzing concepts and without diversifying teaching methods, reflects in the student a kind of excessive pressure, feelings of tension, and an inability to understand and absorb lessons. This situation drives the student to cause disturbances, violence, and misbehavior among classmates and to annoy the teacher in the classroom, as a way of expressing his actual inability to understand the lessons. Fares Ali (2017) emphasizes that the teaching–learning process requires effective learning strategies to enable learners to acquire and develop essential skills. Furthermore, he notes that teachers in the classroom often do not employ multiple alternative teaching methods or strategies that cater to learners' abilities and preferences, limiting the development of these skills.

This was confirmed by the study of Farida and Lamia (2017), which stated that pupils suffer from the burden of schoolwork represented in the large number of school programs and the heavy class load that neither corresponds with nor respects the child's biological rhythm. The failure of effective teaching methods creates in the pupil a feeling of tension that leads to the emergence of violent behaviors.

In addition, a pupil's failure to achieve excellence and success may lead him to enter into quarrels with his diligent classmates. This creates within him a factor of comparison, jealousy, and an inferiority complex in relation

to his outstanding peers, which may push him to engage in negative violent behaviors such as school bullying (Saleh, 2017, p.103).

This is exactly what was concluded by the research of Hanaa and Fathi (2019), which showed that the feeling of jealousy greatly influences the way an individual deals with others, where a pupil's tendency toward bullying behaviors increases as his levels of jealousy rise.

Accordingly, the result of the present study is consistent with the findings of Dahmani (2017), entitled Psychological Adjustment and Its Relationship to Aggressive Behavior among Secondary School Adolescents. This study was conducted on a sample of (206) male and female pupils from some secondary schools in the city of M'sila. The results showed that there are no statistically significant differences in aggressive behavior among secondary school adolescents attributable to the specialization variable (Literature / Science).

The results of the present study are also consistent with the study of Swearer et al. (2012), which aimed to compare the prevalence of bullying between public and private schools. The study sample consisted of (717) students, disabled and non-disabled, aged between 9 and 17 years. Among the most important results obtained was that there were no differences among students with disabilities in their involvement in bullying, which was attributed to their differences in grade level.

A close look at the results obtained does not mean at all that there are no studies whose results contradict the present study. For example, the study of Fawzia Belhadj and Jamila Ben Amour (2022), entitled Cyberbullying among University Students in Light of Some Personal Variables, used the descriptive method. To collect data, the researchers used the Cyberbullying Scale (Al-Shanawi, 2014) on a sample of (120) students at Hassiba Ben Bouali University. The results showed that there are statistically significant differences in the level of cyberbullying according to the specialization variable (Scientific – Literary), in favor of the Scientific track.

The study of Rania El-Sayed (2012) also differed, as it aimed to identify the environmental and psychological determinants behind disruptive

behavior in Egyptian schools and to reach solutions to mitigate it. The study used a sample of (42) pupils and teachers at the primary stage, distributed as follows: 11 pupils from private schools, 11 pupils from public schools, and 22 teachers from both private and public schools. Among the results reached by the researcher was the existence of a correlation between environmental determinants and disruptive behavior, and between environmental determinants and the psychological environment of disruptive pupils. There were statistically significant differences between private and public schools in both environmental and psychological determinants (psychological and social adjustment and disruptive behavior). It was clear that disruptive behavior was higher in public schools than in private schools, which may be attributed to the higher level of poor personal and social adjustment among those pupils, as well as the weaker environmental conditions (school and family) of public-school pupils compared to private schools.

The study of Wolke et al. (2001) also differed, as it addressed bullying behavior in primary schools in England on a sample of (1,072) children aged between 6–8 years. Standardized interviews and the Olweus Bullying Scale were used. The results indicated that bullying behavior was more prevalent in the lower grades compared to the upper grades, and that bullying was more common in rural areas compared to urban areas in England.

3. Conclusion

This study concluded its research course, after going through its various scientific and methodological stages, affirming its belonging to field research that addresses purely cognitive concepts closely linked to the educational field. The focus was placed on studying the level of school bullying behavior and its relationship with both the gender variable and the academic specialization among first-year secondary common-core students, given the importance of this phenomenon and its direct impact on the educational environment.

The study addressed its subject through two main approaches:

Theoretical Approach: During which the scientific problem of the study was defined by outlining its features, formulating its questions, and posing its hypotheses, in addition to highlighting the objectives and significance of the research, leading to the precise operational definition of

the key concepts.

Field Approach: Which included two sections devoted to reviewing the research procedures, where the descriptive method was adopted as the most appropriate for understanding the relationship between the studied variables. The statistical population of the study was determined, and the random sampling method was used to select participants from some secondary schools in the El-Eulma district. The School Bullying Scale (Magdy Mohamed Al-Desouki, 2016) was employed as the main tool for data collection and analysis.

At the conclusion of this study, a set of results were reached that contribute to enriching scientific knowledge about the studied phenomenon, which can be detailed as follows:

First-year secondary common-core students have a high level of school bullying behavior. Regarding the dimensions, **the results revealed that:**

1. Verbal bullying was high.
2. Psychological bullying was low (contrary to the previous result).
3. Social bullying was high among first-year secondary common-core students.
4. Physical bullying was medium among common-core secondary school students.
5. There are no statistically significant differences in the level of school bullying among first-year secondary common-core students according to the gender variable.
6. There are no statistically significant differences in the level of school bullying among first-year

4.Study Recommendations

Preventive Socialization: Strengthening children's communication skills to prevent aggressive behavior at an early stage.

Activating Cooperative Emotional Learning: Integrating group activities that enhance emotional intelligence and positive interaction.

Early Detection of Potential Victims: Using questionnaires to identify

students at risk of bullying and providing preventive support.

Establishing a Peer Support Network: Training students to provide effective support to prevent the spread of bullying.

Teaching Students How to Deal with Bullying Through Real-Life Scenarios.

Creating an Anti-Bullying School Environment: Redesigning classrooms and hallways to reduce opportunities for bullying and to promote positive interaction.

Activating Corrective Punishments: Replacing traditional punishments with community service inside the school to reform bullies' behavior.

Using Virtual Reality: Simulating victims' experiences in front of students to enhance empathy and reduce aggressive tendencies.

Family Counseling: Providing workshops for parents on how to deal with the effects of bullying and how to support their children.

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