


Bullying in School and its Psychological, Physical, and Linguistic Effects on Students with Learning Difficulties: A Descriptive Study

التنمر في المدرسة وآثاره النفسية والجسدية واللغوية على التلاميذ ذوي صعوبات التعلم دراسة وصفية

Fouzia Badaoui ¹

1-Scientific and Technical Research Centre for the Development of the Arabic Language (CRSTDLA), Algeria

Email: f.badaoui@crstdla.dz

 <https://orcid.org/0009-0003-8014-7183>

How to cite this paper:

Badaoui, F. Bullying in School and its Psychological, Physical, and Linguistic Effects on Students with Learning Difficulties: A Descriptive Study . *Journal of Social Sciences and Humanities* , 16(01). Retrieved from <https://journals.univ-msila.dz/index.php/JOSSH/article/view/9152>

Received: 04-09-2025

Accepted: 11-02-2026

Published: 10-06-2026

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Abstract:

School bullying represents one of the major challenges facing the educational system, and its seriousness increases when the victims are children with learning difficulties. Based on this issue, this study focuses on exploring the effects of bullying in all its forms (psychological, physical, and academic) on this particular group. Such practices can leave profound consequences that go beyond the victim alone, undermining the collective sense of safety within the school, which in turn leads to a deterioration in comprehension and understanding, and becomes a major cause of school absenteeism.

Keywords

Bullying, Learning difficulties, school, early care , Psychological effects, Inclusion

المخلص:

تمثل ظاهرة التنمر المدرسي إحدى أبرز التحديات التي تواجه المنظومة التربوية، وتزداد خطورتها عندما يكون الضحايا من الأطفال ذوي صعوبات التعلم. وانطلاقاً من هذه المشكلة، تركّز هذه الدراسة على استكشاف آثار التنمر بشتى أشكاله (النفسية والجسدية والأكاديمية) على هذه الفئة بالتحديد. إذ يمكن أن تخلف هذه الممارسات آثاراً عميقة لا تقتصر على الضحية فحسب، بل تمتد لتقوّس الشعور الجماعي بالأمان داخل المدرسة، مما يؤدي إلى تدهور القدرة على الاستيعاب والفهم، ويُعد سبباً رئيسياً في التغيب عن الدراسة. الكلمات المفتاحية: التنمر، صعوبات التعلم، المدرسة، الرعاية المبكرة، الآثار النفسية، الإدماج

1. Introduction

Bullying is a widespread negative behavioural phenomenon in educational settings, manifesting itself at various stages of schooling, from primary education to university. This aggressive behaviour takes many forms, such as verbal abuse, social isolation and physical assault, which negatively affect the student's mental health and weaken their motivation to learn. These effects are exacerbated when the victim has learning difficulties, as they are more vulnerable and prone to stigmatization and marginalization within the school environment.

Among the serious repercussions of bullying is its impact on the child's language skills, as the victim may develop selective mutism or speech and communication disorders as a result of constant fear of ridicule or humiliation. They may also experience difficulties in written expression and weakness in vocabulary and linguistic structure development, which hinders their academic achievement and increases their isolation within the class (Beitchman et al., 2001; Blood & Blood, 2004).

Bullying is defined as repeated verbal, physical, or psychological aggression aimed at harming victims and exerting control. In schools, it often targets weaker groups, especially students with learning difficulties, who are ridiculed for issues like slow reading, spelling mistakes, or mispronunciation. For instance, children with dyslexia may be unfairly labelled as "stupid" or "lazy," despite their condition being unrelated to intelligence.

Numerous studies (Rose et al., 2011; Mishna, 2003) have shown that students with learning difficulties experience higher rates of bullying than their peers, and that the effects of this behaviour go beyond psychological harm to directly impact their academic and linguistic development, increasing the risk of failure, school dropout, or social withdrawal.

Olweus defines bullying as: "A student is bullied when he or she is the repeated and prolonged target of negative behaviour by one or more other students. An act is considered negative when someone deliberately hurts or harasses another person, whether through physical contact, hurtful words, gestures, facial expressions, or deliberate exclusion from the group" (Olweus, 1994, p. 73).

Elsewhere, Olweus explains that bullying is "a form of violence common among children and adolescents, involving deliberate behaviour by one or more individuals to harm the victim. Bullying takes two forms: direct, such as verbal or physical attacks; and indirectly, such as social exclusion or spreading rumours, which can have psychological effects equal to or worse than direct bullying" (Olweus, 1993, p. 9).

Bullying is the infliction of harm on a child, especially due to their disability, and includes harassment, ostracism, verbal abuse, name-calling, threats, assault, and humiliation" (Al-Dahan, 2015, p. 3).

Mosab Abu Dayar (2012) defines bullying behaviour as 'deliberate negative behaviour

¹Corresponding author)

characterized by continuity on the part of the bully with the aim of harming the victim, whether verbally, physically, psychologically or socially, and requires an imbalance of power between the two parties' (p. 18).

The motives for bullying stem from a combination of family, social and psychological factors, such as the bully's upbringing in an unstable environment, health problems, physical appearance, or feelings of inferiority and low self-esteem. These factors combined can lead to personality disorders, habitual aggressive behaviour, and even depression or other psychological disorders.

The text highlights that bullying in schools has serious physical, psychological, and emotional effects, including isolation, loneliness, helplessness, poor academic performance, absenteeism, and even school dropout. It is described as a form of repeated aggression that harms the mental health and achievement of both victims and bullies.

2. Definition of learning difficulties:

The template is used to format your paper and style the text. All margins, column widths, Definition of learning difficulties:

Learning difficulties are neurodevelopmental disorders that affect the acquisition and use of listening, speaking, reading, writing, reasoning, or arithmetic skills. They occur in individuals with normal or above-average intelligence and are not caused by sensory impairments, mental retardation, or severe psychological disorders, but rather by a dysfunction in the cognitive processes related to learning (Lerner, 2000; Lyon et al., 2003).

Bullying among children with learning difficulties

Students with learning difficulties face a greater risk of bullying due to the cognitive and social challenges they face, which make it more difficult for them to adapt to the school environment. Their difficulties in keeping up with their peers academically, coupled with their poor social skills, lead to feelings of inadequacy, making them vulnerable to bullying. Bullying against these students often takes the form of verbal abuse, such as mockery, insults, or belittling them because of their disability, which increases their psychological and social suffering. Bullying may also escalate to physical harm, such as taking their personal belongings, such as their wallet or school supplies.

Students with learning difficulties are more vulnerable to bullying because of the cognitive and social challenges they face, which make it harder for them to fit in at school. Their inability to keep up with their peers in academic achievement, coupled with their poor social skills, leads to feelings of inadequacy and makes them vulnerable to bullying.

Bullying towards this group often takes the form of verbal abuse, such as mockery, insults, and contempt for the student because of their disability, which exacerbates their psychological and social suffering. Bullying behaviours may extend to physical harm, such as bullies taking the student's belongings, such as their wallet, school supplies or breakfast.

Studies also indicate that these students suffer from problems in their relationships with their peers, as they face social neglect and a reduced sense of security within the school. They do not feel sufficiently protected and suffer from isolation, which increases their likelihood of

being bullied (Abu Diar, p. 72).

On the other hand, bullies are usually characterized by physical and psychological traits that make them more capable of imposing dominance, such as being older, physically stronger, more confident and impulsive, with males often being more prone to bullying than females (Mosad Abu Diar, p. 77). These factors combined highlight the need for early psychological and educational intervention to provide an inclusive and safe learning environment and reduce these negative behaviours.

3. The questions posed in this study are:

1. What are the manifestations of bullying directed at students with learning difficulties within the school environment?
2. What forms of bullying (verbal, physical, social, etc.) do these students experience?
3. Does the rate of exposure to bullying differ according to gender (male/female) within the category of students with learning difficulties?

Hypotheses:

1. Students with learning difficulties suffer from bullying behaviours within the school environment, either as victims or, in some cases, as bullies.
2. The learning difficulties faced by these students are a contributing factor to the emergence of bullying behaviour towards them by their peers.
3. The manifestations of bullying vary according to gender, with males being more prone to physical bullying, while females are more prone to verbal or social bullying.

5. Importance of the study:

The importance of this study lies in its focus on one of the prominent educational and social problems in Algerian schools, namely bullying and abuse directed at students with special needs, particularly those with learning difficulties, who are integrated into mainstream schools. The importance of this research lies in its attempt to reveal the manifestations of these negative behaviors and analyze their causes and psychological, social and educational repercussions on this vulnerable group. The study also contributes to raising community and institutional awareness of the seriousness of the phenomenon and provides scientific data that may be useful to educational actors and specialists in developing preventive and intervention strategies that ensure an inclusive and safe educational environment for all students without discrimination.

6. Characteristics of bullying:

We can say that aggressive behaviour by a student is considered bullying in the following cases:

- Deliberate physical, verbal or indirect assault, with repetition of such acts.
- Intentional harm, as the bully finds pleasure in reprimanding the victim or trying to control them, and persists when the victim shows discomfort.

- Continued bullying and repetition over long periods of time.
- Arrogance, power, and rejection by peers.
- The desire to control others through violence, with little empathy for the victim, with some fellow bullies participating in the negative acts and encouraging the bully to continue, which leads to an increase in their sense of self and status and the continuation of their negative behaviour.

6. Types of bullying:

7.1 Physical bullying:

Bullying patterns in Algerian schools vary between physical bullying, which includes hitting, kicking, pushing violently, or stealing and damaging property, and bullying in personal relationships, which involves excluding students from activities, isolating them from their peers, and spreading malicious rumors about them and verbal bullying, which involves threats, name-calling, or mocking a person's appearance or accent. All of these practices are intended to harm the victim physically or psychologically and undermine their sense of security and belonging.

7.2 Bullying in personal relationships:

This includes exclusion by not allowing the student to participate in any activities and isolating them from the group, alienation, and spreading lies and malicious rumours.

7.3 Verbal bullying:

This includes threats and name-calling.

8. Reasons for bullying:

There are several reasons for bullying, which can be summarized as follows:

8.1 Family reasons:

The family is considered the foundation of a child's development. It plays an important role in the socialization process of the child through the principles it instils, reinforcing positive behaviors and discouraging all acts related to aggression, in addition to providing a calm and suitable environment for the child's psychological development and family and social adaptation. Agreement between parents helps maintain family cohesion and balance for children. This has a positive effect on the child by generating self-confidence and trust in other people around them, such as peers, friends and family members. Physical abuse of children is one of the most important and fundamental causes of the emergence and continuation of aggression, which is evident in all their behaviours.

8.2 School reasons:

These include the student feeling hatred and mistreatment in the classroom, whether from

teachers or classmates. This sometimes manifests itself in the use of physical violence or verbal abuse, especially if the child is unable to keep up with his or her classmates in the educational process. Overcrowded classrooms are one of the causes of school bullying towards children with learning difficulties who need more attention due to the difficulties they experience in paying attention, concentrating, reading and writing.

8.3 Linguistic reasons:

Linguistic difficulties are among the factors that may provoke bullying behavior in schools, especially towards students with speech or language disorders. Poor speech clarity, slow reading, stuttering, or frequent grammatical and spelling errors may make a child the target of ridicule and mockery by their peers. These behaviours may be linked to a lack of linguistic awareness among bullies and a lack of acceptance of individual differences in communication abilities. The victim's lack of linguistic confidence may also lead to withdrawal from classroom interaction, exacerbating the linguistic gap between them and their peers (Schwartz et al., 2015; Blood & Blood, 2004).

8.4 Psychological reasons:

These include the student feeling hatred and mistreatment in the classroom, either from teachers or peers. This sometimes manifests itself in the use of physical violence or verbal abuse, especially if the child is unable to keep up with their peers in the educational process. Overcrowded classrooms are one of the reasons for bullying towards children with learning difficulties who need more attention due to their difficulties in paying attention, concentrating, reading and writing.

9. Effects of bullying:

9.1 Psychological and linguistic effects of bullying on students with learning difficulties:

Bullying leaves deep psychological scars on victims, manifesting in feelings of frustration, fear, lack of self-confidence, and social isolation. For students with learning difficulties, these effects are compounded by their psychological fragility and low self-esteem. Studies indicate that bullying can cause these students to adopt negative attitudes towards school and develop anxiety or depression. Its linguistic effects are also evident in verbal communication disorders, as students become reluctant to express themselves or participate in class for fear of ridicule, which hinders their linguistic and cognitive development.

For example, a student may refrain from reading aloud or answering questions in class as a result of previous experiences of bullying due to their slow speech or stuttering, which limits their opportunities to practice language within the school environment. Over time, their oral and written expression skills weaken, and the gap between them and their peers widens, perpetuating a cycle of failure and exclusion from school.

The student may refuse to go to school because of constant ridicule from his classmates when he reads in front of the class or makes mistakes in writing, pushing him into isolation

and silence for fear of sarcasm. In this context, a study by Rigby (2003) found that bullying leads to a significant decrease in self-esteem and an increased risk of depression and suicidal tendencies among students with learning disabilities.

There are many types of bullying, including verbal, physical, social, and cyberbullying, and the impact of each type varies depending on its severity, frequency, and the nature of the victim. Verbal bullying, for example, is the most common type in schools, where students are insulted or ridiculed because of their voice, appearance, or way of speaking, especially if they have a speech disorder or slow response time. Physical bullying takes the form of repeated physical assault, often accompanied by humiliation and intimidation.

In other cases, bullying is practiced indirectly, such as through social isolation or spreading rumours, which exacerbates the student's sense of rejection. A study conducted by the National Centre for Educational Statistics (2019) indicated that more than 20% of students in American schools reported being subjected to some form of bullying, with children with learning difficulties being among the most vulnerable groups due to their inability to defend themselves and their susceptibility to influence.

9.2 The linguistic effects of bullying on students with learning difficulties:

Bullying directly and indirectly affects the development of verbal and written language in students, especially those with learning difficulties. The fear of ridicule or humiliation causes children to avoid participating in classroom activities, such as answering questions or reading in front of their classmates, which gradually leads to a decline in linguistic confidence and communication skills.

Furthermore, the constant anxiety resulting from bullying hinders language processing in the brain, such as auditory comprehension, thought organization, and the ability to express oneself accurately. Numerous studies have noted that bullied children show difficulties in vocabulary use, sentence formation, and grammar mastery compared to their peers who live in a supportive environment.

These effects are compounded in children with dyslexia or expressive language disorders, as the psychological burden of bullying is added to the existing linguistic burden, impairing academic performance and school integration. In this context, Schwartz et al. (2015) emphasize that verbal bullying exacerbates speech and language disorders in children and significantly delays language learning.

9.3 The social effects of bullying on students with learning difficulties:

Bullying has profound social effects on students with learning difficulties, negatively affecting their integration into the school environment and reinforcing their feelings of isolation and rejection by their peers. These students are often seen as 'different,' making them vulnerable to exclusion, ridicule, or marginalization within the class group, which weakens their ability to build healthy social relationships.

The continuation of this situation may lead to a decrease in the sense of belonging to the

school, which is an essential element in achieving academic and social success, as well as a decline in self-confidence and the ability to interact with the group. Numerous studies, including one by Rose et al. (2011), confirm that children with learning difficulties are more prone to social exclusion and form weaker and less stable social networks than their peers. For example, a child who is bullied may be observed to prefer to isolate themselves in the schoolyard or avoid interacting during group activities, which subsequently affects their social and psychological development. It can even lead to suicide. The impact of bullying behaviour is not limited to the victims, who experience feelings of anger, sadness, withdrawal, inadequacy, depression and low self-esteem, but also on the bullies themselves, who show higher rates of psychological problems, misbehaviour, theft, and destruction of public and private property, and are a greater source of trouble for the police." (Al-Khouli, 2007. pp. 112-113).

9.4 Physical effects of bullying on students with learning difficulties:

The effects of bullying are not limited to the psychological aspect, but also extend to the physical aspect, through the appearance of worrying health symptoms caused by constant stress and pressure. Bullied students may suffer from frequent headaches, stomach aches, sleep disturbances, and loss of appetite or overeating, without any clear medical reasons. These symptoms are more severe in students who already have learning difficulties, as they find it difficult to express their suffering clearly, making them vulnerable to neglect or misunderstanding by those around them. A study by Gini & Pozzoli (2009) indicated that children who are bullied show higher rates of frequent health complaints compared to their peers who are not involved.

10. Previous studies:

-A study by Mustapha Bouanani and Karima Kourat (2019) addressed bullying behaviour and its relationship to learning difficulties in a sample of students with learning difficulties in middle school in the province of Saida, Algeria. The problem of the study lies in the following question: Is there a relationship between school bullying and learning difficulties among students with learning difficulties in middle school? What are its forms and the differences between them?

To achieve this objective, the researchers used a descriptive approach. The study sample consisted of six male and female students distributed across four grade levels. They were selected intentionally. The tools used in this research were Fathi Al-Zayat's learning difficulties diagnostic scale, the behavioral problems assessment scale for students with learning difficulties, and a questionnaire prepared by the researchers.

The study showed that school bullying is highly prevalent among middle school students with learning difficulties. The results of the study indicated statistically significant differences in the forms of bullying among middle school students with learning difficulties, attributable to gender, with males exhibiting more bullying behavior than females, and many females being repeatedly bullied by males. According to many studies, this is due to male

hormones, which increase aggression and physical bullying in particular, while females tend to engage in verbal bullying. According to the researchers, these differences are the result of socialization, which contributes to reinforcing gender roles in males and females, with males demonstrating their desire to assert themselves in front of females.

Females, on the other hand, tend to behave more moderately and are more polite than males. There is also a positive correlation between school bullying and learning difficulties among middle school students with learning difficulties. This study found that the most common forms of bullying are verbal bullying (shouting and threatening) and bullying of classmates' property by forcibly taking it. It was also found that the prevalence of bullying behavior among students with learning difficulties in middle school is due to the fact that students are going through adolescence, a stage in which they need to prove themselves and feel jealous of their peers. It was also found that students with learning difficulties are the primary victims of bullying behavior.

The study by Abdulaziz bin Ali bin Hilal Al Saadi (2017) aimed to reveal school bullying and its relationship to the psychological and social adaptation of students with learning difficulties in the Sultanate of Oman. To achieve this, the researcher developed two scales for the study: The first was for school bullying and the second was for psychological and social adaptation. The validity and reliability of the scales were verified. The study sample consisted of 150 students and 50 teachers who teach students with learning difficulties in the third and sixth grades of primary school. The results showed that the level of school bullying among students with learning difficulties in the Sultanate of Oman was average. The level of psychological and social adaptation of this group of students was also average.

There were no statistically significant differences in school bullying attributable to grade level and gender (male/female).

However, a statistically significant difference in psychological adaptation was found to be attributable to the gender variable (male/female), in favour of males.

There was no statistically significant difference in social adaptation attributable to the gender and grade variables.

There was no statistically significant difference in psychological adjustment attributable to the grade variable.

There was a statistically significant inverse correlation between school bullying and psychological adjustment among students with learning difficulties in the Sultanate of Oman.

The study by Ana Nufer (2015) explored teachers' perspectives on bullying, its causes, effects, and strategies for dealing with it. By interviewing four teachers, the researcher found that they considered bullying a serious behavioural problem requiring careful supervision, as incidents often occur during recess, in playgrounds, or on the way to school. Teachers highlighted the importance of specialized training to address bullying effectively. The study by Nada Nasr al-Din Khalil Muhammad Gharib (2017) investigated the relationship between school bullying, personality traits, and family dynamics among 100 primary school pupils, divided into bullies and victims. Using scales for bullying, personality, and family relationships, the results showed that bullying behaviour correlated positively with

neuroticism and family conflict, and negatively with extroversion and family cohesion among bullies. For victims, bullying behaviour was negatively associated with extroversion and lying. Overall, bullies were found to be more neurotic than victims, while victims showed higher levels of family cohesion compared to bullies.

The study by Sahar Hussein Abdo (2020) examined the dangers of school bullying against children with special needs integrated into regular schools. It outlined the main concepts of bullying and inclusion, highlighted its negative psychological, academic, and social consequences, and identified the causes behind its emergence. The study also proposed recommendations, including guidance and behaviour modification programmes for both bullies and victims with special needs in primary schools

The study by Mona Hussein Mohammed Al-Dahan (2015) explored the relationship between bullying behavior, self-perception, self-defense, and facial emotion recognition among 20 mentally disabled and 20 hearing-impaired children. Results showed correlations between bullying behavior and study variables, with mentally disabled children struggling to recognize facial emotions, while hearing-impaired children demonstrated better recognition due to reliance on lip reading

The study by Rafi Aref Mousa et al. (2019) investigated bullying behavior among 876 lower primary students with and without learning difficulties in Irbid. Using a descriptive method and a bullying scale, results showed that bullying among students with learning difficulties was more verbal than physical, linked to their academic struggles and low self-concept. No significant differences were found compared to peers. While these students showed maladjustment with classmates and negative attitudes toward school, they maintained positive relations with parents and teachers, supporting the feasibility of their integration into regular classes with appropriate programmes.

There were also differences in favor of males over females in terms of verbal and physical bullying.

This is due to the influence of male hormones, which increase aggressive behavior in this group of children, along with increased distraction and hyperactivity compared to females. This leads to a lack of concentration and, consequently, resorting to physical violence to express what is on their minds.

The study by Rania Ben Zroual and Yousfi (2019) found that primary school pupils who were victims of bullying showed lower self-assertion than their peers. Repeated bullying reduced their ability to refuse, express feelings, and defend themselves, leading to psychological and behavioral problems.

The study by Menesini & Salmivalli (2017) highlights the prevalence of peer bullying and its variations by age and gender. It identifies three key elements of bullying—repetition, intent, and power imbalance—and examines its types, causes, duration, as well as risk factors and consequences. The authors stress the need for prevention and early intervention to reduce the harmful effects of bullying on both victims and perpetrators.

Hanaa Cherifi's study (2018) deals with: "Analysis of the phenomenon of bullying in Algerian schools.

School violence affects schoolchildren, their parents, their friends and their community as a whole due to its negative effects. Bullying among peers can even lead to death: "According to 2015 statistics from the National Gendarmerie, there were 99 cases reported involving violence in Algerian schools (p. 1024).

Factors leading to school violence include difficult family circumstances, economic conditions, academic factors such as poor academic performance, and health factors, which may centre on the student's physical weakness, making them vulnerable to ridicule and abuse. This leads to the student feeling rejected by their peers, along with feelings of fear, anxiety, and isolation due to fear of bullies.

The bully may also suffer harm, in addition to the victim of bullying, through continuous and repeated abuse of others, which will affect his academic achievement and may lead to academic failure and even expulsion from school. Academic achievement can therefore be one of the direct causes of bullying in Algerian schools.

This study found that bullying or intimidation can be predicted by a decline in academic achievement. This decline pushes students to engage in bullying behavior. This requires, first and foremost, that the problem be addressed seriously. Then, solutions must be found, such as providing counseling programmes for victims of bullying so that they can express their problems and complaints and be helped to respond positively to and tolerate such behaviour.

A study by Kazarian and Ammar (2013) entitled *Review of School Violence in the Arab World*. The study examined bullying from a theoretical perspective, comparing research conducted in Europe and the Arab world. It found that bullying is more prevalent in Europe, while in the Arab world it is relatively recent but increasing. Reported prevalence rates among adolescents reached 20.9% in the UAE, 31.9% in Morocco, 33.6% in Lebanon, 39.1% in Oman, and 44.2% in Jordan. The study concluded with a call for further research in the Arab world on the forms, indicators, locations, and consequences of school bullying, along with the development of school-based programmes to combat the phenomenon.

Bullying in schools in the Arab world is considered a global problem facing the international community, which may include individual or collective abuse or aggression towards a single person or group of individuals. The study focused on four types of school bullying: the bully (the perpetrator of the bullying behaviour), the victim, the bystander, and the witness to the bullying behaviour. Bullying results in harm to peers through the bullying of an individual or group of students. It has become clear that more research is needed in the Arab world on all aspects of school bullying, both in terms of form and content, the negative effects it has, and the need to adopt specific national policies to combat this phenomenon, which is foreign to Arab society.

The study by Malgourzata Zdi Costa (2010) examined the link between anti-bullying laws and their application in two Canadian schools. Findings showed no specific legal protection for students with disabilities, and school officials considered existing initiatives sufficient to regulate behaviour towards all pupils, including those with disabilities.

The study by Eleni Didaskalou, Eleni Andreou, and Anastasia Vlachou (2009) examined

bullying and abuse among 173 Greek primary students with special education support. Results showed abuse was more common than bullying, with gender differences: girls suffered more social isolation, while boys showed greater aggression. Children with developmental disabilities were more vulnerable to indirect bullying. Bullying was also linked to limited friendships and peer dynamics during recess. The study highlights the need for comprehensive school strategies to support students with special needs.

11. Prevention and treatment:

Preventing bullying is a shared responsibility of families, schools, and society as a whole. To reduce this phenomenon and its negative effects, a set of preventive and remedial measures should be implemented, including:

Promoting a culture of tolerance and mutual respect is essential in the school environment.

Training teachers to identify and address bullying cases at an early stage.

Integrating moral and emotional education into school curricula is essential.

Strengthen the role of psychologists and social workers in supporting victims and modifying the behavior of bullies

Organize awareness campaigns and training sessions for students and parents on the dangers and consequences of bullying.

Addressing this phenomenon is crucial due to its severe social, psychological, and potential physical impacts. The most important practical strategies include:

Reinforce ethical, religious, and humanitarian values from an early age.

Raise children in a safe environment free from violence and authoritarian practices.

Enhance children's self-confidence and resilience.

Encourage open communication between parents and children through continuous dialogue.

Provide constructive and non-violent games that develop cognitive abilities.

Monitor children's behaviour from an early age and address deviations promptly.

Engage children in beneficial programmes and activities to prevent idle time.

Strengthen cooperation between parents, teachers, social workers, and psychologists through regular meetings.

Paying attention to early warning signs of bullying, listening to children calmly, and offering appropriate support before the situation escalates.

10. CONCLUSION

Bullying is a negative behaviour that can affect students' lives from the moment they start school, especially students with learning difficulties. As highlighted in previous research: "School bullying is an increasingly prevalent social problem whose negative impact on children's lives cannot be overlooked. It results in serious psychological and social consequences for young students, which may persist throughout their lives". (Bousakra, & Abdelsalam, 2024, p 664). A review of various studies on the phenomenon of bullying among this group in Algeria and the Arab world shows that the number of studies addressing the

relationship between bullying and learning difficulties remains limited, especially with regard to Algerian children. This research gap is an indication of the urgent need to shed light on this relationship, especially since learning difficulties are considered 'hidden' disabilities that can make a child an easy target for verbal bullying and ridicule of their linguistic and academic abilities.

Addressing learning difficulties early on helps boost a child's self-confidence and enables them to face their challenges calmly and with psychological security. It also reduces their chances of being bullied, especially verbal bullying that affects linguistic aspects such as pronunciation, reading, or verbal expression. This can only be achieved in an inclusive school environment that allows for early diagnosis of these difficulties and the implementation of educational programmes tailored to the child's needs in various developmental and cognitive areas.

In addition, a stable family environment is a decisive factor in protecting children from aggressive behaviour, whether as victims or perpetrators. Family conflicts in front of children cause psychological and social imbalance and may develop aggressive tendencies that later manifest themselves in the form of bullying behaviour towards their peers. Previous studies have shown that the family is the first building block of socialisation, and disruption in this environment affects children's language, confidence in communication, and ability to express their emotions, making them either victims of bullying or participants in it.

Therefore, reducing bullying, especially in its linguistic dimension, requires concerted educational, psychological, and social efforts, starting with the early detection of learning difficulties, followed by the rehabilitation of the school to be an inclusive environment, and ending with raising family awareness of the importance of emotional and psychological stability in a child's development and healthy communication.

13- Recommendations:

- Conduct awareness campaigns to eliminate these aggressive behaviours.
- Family and school intervention to mitigate these behaviors.
- Early diagnosis of learning difficulties helps to prevent bullying and aggression.
- Providing support to students with learning difficulties to eliminate psychological, behavioral and linguistic problems that hinder their educational progress.
- Training teachers in line with their professional needs in dealing with students with learning difficulties and others who suffer from bullying behaviors.
- Focusing on planning training programmes to help reduce the level of bullying among students.
- Developing educational strategies to help students increase their psychological, social and linguistic adaptation levels.

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