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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**ORGANIZATION OF WORK ON ELIMINATING BULLYING
IN GENERAL EDUCATION SCHOOLS**

Speciality: 5804.01 – “general pedagogy,
history of pedagogy and education”

Field of science: Pedagogy

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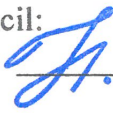
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GENERAL CHARACTERISTICS OF THE RESEARCH

Relevance of the Topic and Degree of Elaboration. In the modern period, the increasing complexity of social relations in general education schools, the expansion of the information environment, transformations taking place within the family institution, and changes observed in the dynamics of children's psychosocial development have turned the problem of bullying into a significant subject of pedagogical discussion. Bullying is no longer regarded merely as an occasional confrontation or a limited form of conflict among students, but rather as a systematically repeated harmful behavioral pattern manifested in psychological, physical, social or cyber contexts. This phenomenon has a significant impact on students' psychological well-being, academic achievement and the system of pedagogical relationships within the school environment.

Recent local and international studies indicate that bullying incidents are more frequently observed in situations where pedagogical supervision is weakened, school adaptation processes are incomplete, classroom relationships are inadequately regulated, and cooperation among teachers, students, and parents remains ineffective. Reports of the United Nations Committee on the Rights of the Child, as well as documents issued by UNESCO and UNICEF, indicate that bullying adversely affects students' socialization, reduces self-confidence, contributes to school absenteeism and depressive disorders and may carry violent behavior into later stages of life.

Curricular reforms implemented within the education system of Azerbaijan, the improvement of school-based management, and state documents adopted with the aim of creating an inclusive and safe educational environment have further increased the relevance of combating bullying. Nevertheless, the absence of unified methodological approaches to bullying prevention, disparities in teachers' pedagogical and psychological preparedness, limited social-pedagogical services, and the insufficient integration of parent communities into the process further exacerbate the existing situation.

The physical pressure, psychological harassment, social exclusion, name-calling, cyberattacks, group formation, social

hierarchy, and aggressive dominance patterns observed in schools demonstrate the necessity of studying bullying not merely as a behavioral problem, but as a systemic pedagogical problem. Studies indicate that students exposed to bullying experience increased school absenteeism, decreased academic performance, social isolation, and impaired emotional stability, as well as long-term difficulties in socialization. Students who engage in bullying, in turn, are more likely to develop deviant behavior, social aggression, and involvement in criminal activities in later life.

Another important factor determining the relevance of the topic is the increasing prevalence of violence in the digital environment. The uncontrolled use of information technologies and the intensive use of social networks among students increase the risks of cyberbullying. This not only causes psychological trauma but also extends into real-life school relationships. Cyberbullying is more difficult to detect, while its consequences can reach a much wider audience.

Psychopedagogical and social-pedagogical studies demonstrate that bullying incidents are associated not only with individual psychological characteristics, but also closely with the classroom microclimate, teachers' interaction strategies, the school's management structure, student self-governance models, and the effectiveness of pedagogical resources. In this regard, combating bullying cannot be addressed solely through prohibition and administrative intervention; rather, it requires systematic educational and awareness-raising activities, social-emotional learning, the development of tolerance and empathy skills, and the regulation of inclusive relationships.

International experience demonstrates that comprehensive school-wide psychological and pedagogical programmes, such as the Olweus model, the KiVa programme, and the Safe School approach, significantly reduce bullying risks. These programmes are primarily based on a multidisciplinary approach, teacher training, parental involvement, and student initiatives. In the context of Azerbaijan, the localization, analysis, and adaptation of these practices require scientifically grounded pedagogical research.

All of the above make the topic "Organization of Work to Eliminate Bullying in General Education Schools" necessary from a

research perspective and relevant in scientific-theoretical, practical, and social terms. Studying the topic in the context of pedagogical management, social psychology, intra-school relationships, and safety in the teaching and educational process creates a need for scientific innovation, new approaches, and applied outcomes.

Bullying in the educational process and issues related to its elimination have been the focus of pedagogical and psychological research. The theoretical foundations of the problem have been systematized in the works of researchers such as D. Olweus, S. Hinduja, J. Patchin, E.M. Levinson, A. Coloroso, and P. Smith. Their works provide scientific explanations of the nature and forms of bullying, the behavioral characteristics of victims and aggressors, as well as prevention strategies.

In Azerbaijani pedagogical thought, interest in this topic has increased in recent years. The works of C. Hasanova, C. Yahyali, A. Rahimova, R. Mahmudov, and others have examined the causes of bullying in the educational environment and its moral, psychological, and social consequences.

However, an analysis of the existing literature demonstrates that the elimination of bullying in general education schools has been studied predominantly from psychological and social perspectives, while issues related to the organization of work from a pedagogical perspective, mechanisms of interaction between teachers and parents, and the implementation of preventive programmes have not been sufficiently developed.

In this regard, the present research is distinguished by its focus on studying the pedagogical foundations of bullying, determining the roles of the school, teachers, and family in its prevention, as well as developing practical recommendations for preventing bullying, thereby giving the study significant scientific and practical relevance.

Object and subject of the research.

The object of the research is the process of eliminating bullying incidents in general education schools.

The subject of the research comprises the possibilities and ways of eliminating bullying incidents in general education schools.

Aim and objectives of the research. The aim of the research is to develop the content of work aimed at eliminating bullying incidents in general education schools and to determine the forms, methods, and system of organizing work to address this problem.

Objectives of the research. Based on the object, subject, aim, and hypothesis of the research, the following tasks have been defined:

- to investigate the essence of the concept of bullying, determine its psychological and pedagogical foundations, and examine the factors contributing to its occurrence;
- to analyze humanities-oriented curricula and textbooks, as well as scientific and methodological works, in relation to the problem;
- to identify the potential of the components and principles of upbringing in preventing bullying;
- to examine the current state of bullying incidents in general education schools and determine the level of students' exposure to bullying, its forms and characteristics of occurrence, the factors influencing this process, the role of the school environment, as well as the characteristics of bullying manifestations at different levels of education;
- to investigate the potential of school administration, teaching and technical staff, parents, and students in preventing bullying;
- to determine the pedagogical potential of the participation of student leaders in combating bullying;
- to determine pedagogical prevention mechanisms for combating bullying in primary, lower secondary, and upper secondary education in accordance with students' age characteristics;
- to organize and conduct a pedagogical experiment and obtain its results.

Research methods. The following research methods were used during the study: theoretical analysis and synthesis, pedagogical observation, pedagogical interview, document analysis, mathematical and statistical methods, and pedagogical experiment.

Main provisions submitted for defense.

1. Systematic awareness-raising of school administration, teaching and technical staff, students, and parents regarding mechanisms for identifying, assessing, and intervening in bullying

incidents contributes significantly to the effective organization of activities aimed at preventing and eliminating bullying in general education schools.

2. Successful results can be achieved through the consistent and systematic use of the potential of the components and principles of education in eliminating bullying incidents.

3. Appropriate use of the potential of students possessing leadership characteristics plays an important role in eliminating bullying incidents in general education schools.

4. Developing mechanisms for preventing and combating bullying that correspond to the age periods of primary, lower secondary, and upper secondary school students is of particular importance.

5. Effective use of the potential of Social and Emotional Learning (SEL) programmes has a positive impact on efforts to eliminate bullying incidents.

Scientific novelty of the research. The scientific novelty of the research lies in the development of a system for organizing work to eliminate bullying incidents in general education schools.

Theoretical and practical significance of the research.

Theoretical significance of the research. The results obtained from the research will enrich the theory of pedagogy with new ideas.

Practical significance of the research.

1. The ideas and scientific findings put forward in the study will assist teaching staffs in organizing efforts to eliminate instances of bullying in general education schools.

2. The scientific findings obtained can serve as a theoretical-methodological resource for developing educational materials in the fields of pedagogy and educational psychology, refining pedagogical approaches aimed at bullying prevention, and conducting future scientific research.

Approbation and implementation of the research. The proposed work system has been implemented in Baku secondary schools No. 113, 167, and 299. Articles addressing the issues examined in the dissertation have been published in scientific journals recommended by the Supreme Attestation Commission under the President of the Republic of Azerbaijan (including 2 articles published

abroad). The candidate has also presented papers at international and national scientific conferences, and the texts of these presentations (including 5 conference papers published abroad) have been published.

Name of the organization where the dissertation was conducted. The dissertation work was carried out in department of Theory and History of Education of the Institute of Education of the Republic of Azerbaijan.

Total volume of the dissertation in characters, indicating the volume of its structural divisions separately. The dissertation consists of an introduction, three chapters comprising eight sections, a conclusion, a list of references, and appendices.

MAIN CONTENT OF THE RESEARCH

The first chapter of the dissertation, entitled “**General pedagogical issues of eliminating bullying incidents in general education schools,**” consists of three sections. The first section of the chapter, entitled “*The essence of the concept of bullying,*” provides an extensive examination of the scientific and theoretical essence of the concept of bullying, as well as its psychological and pedagogical manifestations. The chapter analyzes the global relevance of the problem and its impact on the educational environment, the formation of students’ personalities, and the system of social relations at school, based on the findings of various studies.

The theoretical approaches to the essence of bullying presented in the scientific literature of different countries have been generalized, and the views of scholars such as D. Olweus, P. Smith, S. Hinduja, J. Patchin, A. Coloroso, K. Rigby, and D. J. Pepler on the structure and forms of bullying have been discussed. Statistical data on students’ exposure to bullying based on the results of studies conducted in schools worldwide have been presented, demonstrating that the problem is global in nature and requires particular attention in the educational policy of every country.

The section provides a comparative analysis of the similarities and differences between the concepts of aggression, violence, and bullying, defining their boundaries and emphasizing that bullying is a

regular, intentional form of violent behavior repeated within social relationships. Active/passive, direct/indirect, and overt/covert forms of bullying, as well as verbal, physical, social, sexual, psychological, cyber, and homophobic forms, have been explained through examples from the educational environment.

The bullying process has been explained through the stages of initiation, normalization, escalation, and escape or isolation, demonstrating that it is not a spontaneous phenomenon but a process that develops under specific social and psychological conditions.

The factors contributing to the emergence of bullying have been grouped into family-related factors (weak parental supervision, aggressive parenting), individual and psychological factors (low self-confidence, emotional instability, lack of empathy), social and environmental factors (school climate, teacher–student relationships), out-of-school factors (peer and street environments, social media), socioeconomic and gender factors, as well as factors associated with the digital environment.

The first section of the chapter also identifies the role of school-environment characteristics in the development of bullying. Weak democratic relationships, teachers' limited observation and intervention skills, and an unequal social climate within the classroom are identified as major pedagogical factors contributing to bullying.

Thus, the first section of Chapter I systematizes the theoretical foundations concerning the essence of bullying, scientifically substantiates its socio-pedagogical nature, forms, and contributing factors, and identifies the mechanisms through which bullying occurs in the school environment and the interrelationship among the factors influencing it.

The second section of chapter I is entitled ***“Analysis of humanities-oriented textbooks, educational programmes (curricula), and scientific and methodological literature from the perspective of the problem.”*** This section analyzes the content components of the teaching process, textbooks, programmes, and methodological materials in relation to the problem of bullying. The main objective was to identify the presence in educational resources of elements that develop students' social-emotional skills, such as

tolerance, cooperation, empathy, and humanism, as well as components aimed at preventing violence and aggressive behavior.

The analysis demonstrated that the problem of bullying is indirectly addressed in textbooks for humanities subjects, including Azerbaijani language, literature, life skills, and english. For example, although many literary texts promote values such as humanism, compassion, and respect for the feelings of others, these materials are not systematically organized for pedagogical purposes, and the essence and social consequences of bullying are not explained through specific examples.

The third section of chapter I is entitled “***Bullying incidents at different school age periods and their characteristics***”. This section analyzes the characteristics, motives, and social-emotional consequences of bullying at different age periods from pedagogical and psychological perspectives.

In primary grades, bullying generally manifests itself at the level of verbal and social interactions and play, while aggressive behavior tends to be impulsive. Teachers’ empathetic and fair behavior and an atmosphere of mutual respect in the classroom play a key role in preventing bullying. In secondary school and during adolescence, bullying becomes more intentional and is increasingly associated with social status and peer-group pressure, while forms of cyberbullying become more prevalent. In upper grades, bullying tends to be covert and social or psychological in nature; psychological resilience, self-regulation, and emotional intelligence influence an individual’s ability to resist bullying.

The research also demonstrates that factors such as teacher–student relationships, parental supervision, and school climate play an important role in the emergence and prevention of bullying. Teachers’ objective attitudes, positive classroom management, emotional support for students, and teaching methods that foster social responsibility contribute to the development of healthy relationships within the school.

The generalization conducted at the end of the chapter scientifically substantiates the conclusion that bullying requires different pedagogical approaches according to students’ age

characteristics and that preventive activities should be organized systematically and in stages.

The II chapter of the dissertation is entitled **“Principles, opportunities, forms, and methods of pedagogical organization of work to eliminate bullying incidents in general education schools”**. The chapter establishes a connection between the theoretical foundations of the educational process and practical activities aimed at preventing bullying, and systematically explains the importance of cooperation among teachers, students, and parents in this area.

The I section of chapter II is entitled ***“The potential of the components of upbringing in combating bullying incidents in general education schools”***. This section examines the pedagogical potential of various types of upbringing – moral, legal, physical, environmental, labor, national and moral, and economic education – in preventing and eliminating bullying incidents in general education schools.

Each component of upbringing contributes to students’ social-emotional development, the acquisition of behavioral norms, and the establishment of positive communication within the school environment.

Moral upbringing plays an important role in bullying prevention by fostering empathy, a sense of justice, and responsibility among students and contributing to the reduction of aggressive behavior. Legal upbringing enables students to understand their rights and responsibilities and to behave in accordance with social and legal norms. Physical and labor upbringing promotes cooperation, collective activity, and the constructive channeling of aggression. Environmental and economic upbringing strengthens skills related to responsibility, sharing, and joint activity, thereby contributing to the formation of healthy social relationships and the reduction of bullying incidents. Teaching national and moral values contributes to the development of ethical behavior and mutual respect among students.

The II section of chapter II is entitled ***“Application and educational potential of the principles of upbringing in bullying incidents”***. The effectiveness of the components of upbringing is directly related to the proper application of upbringing principles. For example:

The principle of optimism increases students' confidence in success and their expectation of positive outcomes from their behavior, contributing to the formation of positive behavioral models in bully-victim relationships.

The principle of taking age, gender, and individual characteristics into account enables pedagogical influence to be adapted to students' age, individual, and gender characteristics and thereby contributes to the prevention of bullying behavior.

The principle of unity of requirements ensures consistency in behavioral expectations and norms among teachers and school administration, thereby helping to prevent perceptions of unfairness and conflicts among students.

The principle of unity of word and action influences the formation of appropriate and responsible behavioral models among students through the teacher's exemplary conduct.

The principle of purposefulness ensures that each pedagogical activity is carried out with a clear focus on objectives and outcomes, thereby contributing to the proactive prevention of bullying incidents.

The principle of educating the individual within and through the collective contributes to the development of students' social skills and their ability to adapt to the group.

The principle of respect and demandingness in upbringing strengthens supervision of students' behavior and ensures the maintenance of classroom and school discipline.

The principle of openness in upbringing promotes open discussions among students concerning behavior and its consequences, facilitating the timely identification of problems and increasing opportunities for intervention.

The principle of consistency and systematicity in education ensures that educational activities are planned, gradual, and continuous, thereby contributing to the reduction of bullying incidents.

Moral and individual conversations serve as an important pedagogical means of bullying prevention, enabling students to understand their behavior, develop empathy and a sense of social responsibility, and constructively correct negative behaviors. As this method strengthens students' internal motivation, it contributes to the

sustainability of behavioral changes.

Thus, the systematic application of the components and principles of education, combined with moral and individual conversations, forms a comprehensive and effective pedagogical mechanism for combating bullying incidents in general education schools.

The III section of the chapter is titled ***“Organization of pedagogical work regarding the identification, prevention, and elimination of bullying in general education schools”***; this section details the principles, stages, and mechanisms of the pedagogical work conducted within the school to identify, prevent, and eliminate bullying. The necessity of planning preventive activities within the school environment and implementing them in an integrated manner throughout the teaching and educational process has been emphasized.

Research has demonstrated that effective bullying prevention is possible not only at the individual and classroom levels, but also through the implementation of comprehensive measures across all structures of the school environment.

1. Proper organization and reinforcement of moral education in the classroom and the organization of systematic activities aimed at enabling students to acquire social behavioral norms.

2. Formation and development of students’ communication skills to facilitate the constructive resolution of conflicts and strengthen social skills.

3. Application of role-playing activities and situational models to teach students to stand against violence, say “no,” and behave appropriately in problematic situations.

4. Using the potential of humanities subjects to integrate the teaching of empathy, ethics, and morality into the curriculum.

5. Application of Social and Emotional Learning (SEL) methods to develop students’ emotional intelligence and improve their ability to behave appropriately within group dynamics.

6. Creating a positive and supportive psychosocial environment at school and developing a classroom and school climate that is resilient to bullying.

7. Developing an anti-bullying code of conduct at school and ensuring its acceptance by teachers, students, and parents.

8. Raising awareness among the school's pedagogical and technical staff, teachers, and school administration and ensuring their active participation in educational activities.

9. Training student leaders and promoting them as positive role models within the classroom.

10. Raising parents' awareness by strengthening school-family cooperation and informing parents for the purpose of monitoring students' behavior.

11. Establishing counseling and support services in schools and providing students with access to psychological assistance and social support.

12. Conducting monitoring and diagnostics—systematic activities aimed at identifying bullying incidents, determining risk groups, and preventing such incidents.

13. Encouraging the support of upper-grade students, enabling them to serve as positive role models for younger students and contribute to reducing incidents of violence.

14. Inviting inspectors responsible for working with minors to schools and organizing cooperation in combating bullying.

15. Ensuring students' safety outside the school building and minimizing risky situations beyond the school environment.

16. Strengthening teacher supervision and raising students' awareness by informing them about the consequences of bullying.

The research established that this system of measures encompasses both proactive and reactive approaches. Proactive measures include the development of a positive classroom and school climate, the development of social-emotional skills, and awareness-raising activities; reactive measures include intervention in identified bullying incidents, monitoring, and the provision of support services.

Thus, the pedagogical mechanisms and methods of combating bullying proposed by the dissertation author integrate classroom, school, and parent cooperation in a comprehensive manner, thereby contributing to the prevention and reduction of bullying incidents.

The third chapter of the dissertation is entitled **“Organization, implementation, and results of the pedagogical experiment”**. The chapter systematically presents the stages, methods, and findings of

the experimental work conducted by the researcher with the aim of eliminating bullying incidents in general education schools.

The chapter consists of two sections. In the first section, titled ***“Organization of the experiment”*** the primary objective was to obtain statistical data on instances of bullying in Azerbaijani schools and, based on this, to evaluate the effectiveness of pedagogical mechanisms – involving the participation of teachers, students, and parents – aimed at reducing bullying within the school environment.

To examine the current situation in Azerbaijani schools, questionnaire surveys and interviews were conducted among 2,385 students, 15 principals, 15 deputy principals, 14 psychologists, and 127 teachers in 11 schools under the Baku City Education Department of the Ministry of Science and Education of the Republic of Azerbaijan, as well as in 4 schools within the jurisdictions of the Gazakh-Tovuz, Guba-Khachmaz, Shirvan-Salyan, and Lankaran-Astara Regional Education Departments.

During the interviews, schools’ anti-bullying strategies and the effectiveness of preventive measures were assessed, the level of cooperation with parents was analyzed, and the role of the family in bullying incidents was determined. Based on the interviews conducted with respondents, their views were generalized and systematized as follows:

Influence of family and social factors:

- participants in bullying incidents are more frequently children from single-parent or incomplete families;
- inadequate parent–child relationships may contribute to a student becoming either a bully or a victim;
- when both parents work, children may receive insufficient attention, which may create conditions conducive to involvement in bullying;
- long-term labor migration of fathers weakens their social-control function and emotional influence within the family, particularly affecting the upbringing of male students;
- adaptation difficulties experienced by children from low-income families at school may make them targets of bullies;
- disrupted teacher–parent relationships hinder the achievement of effective outcomes in the educational process;

- problems observed in teacher–parent relationships and the tendency of some parents to legitimize their children’s unethical behavior weaken educational work and hinder the formation of consistent educational influences, which also affects the acquisition of moral values in the classroom;

Students who frequently relocate due to housing-related problems experience adaptation difficulties, which negatively affect both their academic performance and social integration and increase their risk of becoming targets of bullies.

2. School environment and pedagogical factors:

- weakening of teachers’ authority among parents and students;
- the impact of the insufficient number of psychologists in schools on the effectiveness of the work;
- adaptation problems experienced by newly enrolled students;
- the absence of attendance limits;
- students’ tendency to use unethical expressions;
- an increase in recent years in the number of individuals with non-heterosexual orientation among students (or in the public visibility of such students);
- problems arising from the challenges associated with adolescence;
- the sense of impunity created among students by an environment perceived as lacking consequences and the resulting increase in negative incidents.

At the organization stage of the experiment:

- The object and subjects of the experiment were determined: classroom groups in general education schools were selected as the object, while students, teachers, and parents were selected as the subjects;
- Experimental and control groups were established, taking into account students’ age and gender characteristics in each group;
- Awareness-raising activities, role-playing exercises, social-emotional learning, and other interactive methods were implemented at the classroom and school levels.

A questionnaire survey was administered to 2,385 students, and the analysis of the responses revealed that the highest rate of exposure to physical bullying was recorded among fourth-grade students (7.04%), while the lowest rate was recorded among tenth-grade students (1.5%).

Physical bullying was found to be more prevalent among boys. Eleventh-grade students (11.3%) had the highest rate of exposure to verbal bullying, with boys again accounting for a higher proportion. Cyberbullying was observed more frequently among ninth and eleventh-grade students, particularly among girls. In social bullying, the rate among girls (2.60%) was higher than among boys (1.84%); the highest rate was recorded among seventh-grade students (6.81%), while the lowest was recorded among eleventh-grade students (0.7%). In psychological bullying, the rate among boys (3.27%) was slightly higher than among girls (2.94%); the highest rate was recorded among tenth-grade students (8.91%), while the lowest was recorded among eleventh-grade students (3.97%).

Analysis of the data obtained during the study has shown:

1. Students in Azerbaijani schools are exposed primarily to verbal bullying, while psychological bullying ranks second.

2. Bullying incidents occur more frequently during adolescence. This is associated with competition for leadership and the social-emotional characteristics of this developmental period.

3. Boys are more frequently exposed to physical, verbal, and psychological bullying, whereas girls are more frequently exposed to social bullying and cyberbullying.

4. Of the 2,385 students surveyed, 24.2% reported exposure to various forms of bullying.

5. According to the statistics on exposure to bullying, eleventh-grade students were most frequently exposed to verbal bullying; fourth- and eighth-grade students to physical bullying; eleventh-grade students to cyberbullying; seventh-grade students to social bullying; and tenth-grade students to psychological bullying.

The results of question 2 of the questionnaire demonstrated that a significant proportion of students experienced bullying because of their appearance. Question 3 was aimed at identifying bullying risk groups, and the results revealed an association between academic performance, social status, behavioral characteristics, and exposure to bullying. The study indicates that both students with high academic achievement who openly demonstrate their relationships with teachers and students with weaker academic skills constitute risk groups with regard to bullying.

The results of question 4 showed that the majority of students adopted an active bystander position and preferred to report bullying incidents to teachers and school administration. Responses to question 5 confirmed that a significant proportion of respondents demonstrated empathy toward victims. According to the results of question 6, the majority of students considered bullying unacceptable regardless of family circumstances. In question 7, students identified parental responsibility and punishment of the bully as the main means of intervention in preventing bullying. Analysis of questions 8 and 9 revealed that bullying incidents occurred mainly in restrooms, behind the school building, and during breaks. The results indicated that students exposed to sexual bullying tended to remain silent mainly because of fear, while some students believed that bullies demonstrated an indifferent attitude toward victims. Question 12 established that some students perceived bullying behavior as a means of achieving leadership, while question 13 showed that a significant proportion of respondents did not consider the teacher factor decisive in bullying. The results of question 14 demonstrated that students' level of awareness of bullying was moderate.

The II section of chapter III is titled "***Conducting and implementing the experiment.***" This section outlines the piloting of pedagogical measures aimed at preventing bullying in the school environment. The primary objective is:

1. To minimize bullying incidents by using the potential of different types and principles of upbringing and influencing students' emotional and intellectual development;
2. To organize bullying prevention through effective cooperation among teachers, students, and parents;
3. To determine the effects of the applied pedagogical methods in combating bullying.

For the implementation of the experiment, participants were divided into experimental and control groups, and the system of measures developed by the researcher was implemented systematically:

- Activities in moral upbringing and communication skills were conducted in the classroom, and students' respectful and cooperative behavior toward one another was observed.

- Role-playing exercises and situational models were used to teach students how to behave in bullying situations.
- Awareness-raising activities with parents were conducted, encouraging them to provide appropriate support to their children at home.
- The creation of a positive school environment and a supportive psychosocial climate was ensured.
- The potential of humanities subjects, the application of social-emotional learning methods, and the implementation of the anti-bullying code were carried out systematically.
- Through monitoring and diagnostics, the dynamics of bullying incidents were tracked and the impact of the experiment was evaluated.

The experiment established that:

1. The number of bullying incidents decreased in the experimental groups, while the levels of mutual respect and empathy among students increased.
2. Role-playing exercises, social-emotional learning, and awareness-raising activities strengthened students' behavioral responses against violence.
3. Parent-school cooperation proved to be an effective mechanism in combating bullying incidents.
4. The supportive environment created within the school and the role of student leaders increased the effectiveness of the process.
5. At the evaluation stage, following the implementation of the anti-bullying strategy, a 13.6-percentage-point decrease in the rate of bullying incidents was observed in the experimental groups.

Thus, the experiment demonstrated that planned and systematic pedagogical interventions at the classroom and school levels are effective means of preventing bullying incidents.

Some of the key **findings** obtained from the research are presented below:

1. Bullying is a form of behavior that disrupts the integrity of the educational, instructional, and educational-developmental processes at school, negatively affects students' personalities and has adverse effects on their physical, psychological, and social

development. It also contributes to increased school absenteeism and declining academic performance.

2. Not every act of violence is bullying; however, every act of bullying constitutes violence.

3. For an act of violence to be considered bullying, it must be intentional, persistent, and repetitive in nature, and there must be a power imbalance between the parties involved.

4. Bullying has various forms, including verbal, social, psychological, physical, sexual, homophobic, and cyberbullying. These forms negatively affect students' mental and physical health and, particularly in the case of cyberbullying, may undermine their self-esteem and self-respect, contribute to depressive states and social isolation, and lead to suicidal thoughts.

5. The rates of exposure to different forms of bullying in general education schools vary across grades, and individual forms of bullying manifest more intensively during certain school-age periods. Thus, physical bullying is more prevalent during the early school-age period, verbal, social, and psychological bullying during the middle school-age period, and cyberbullying during the later school-age period.

6. The social and psychological climate of the school environment directly affects the development and intensity of bullying incidents. Strengthening teachers' authority, ensuring trust and mutual respect in teacher-student relationships, fostering healthy peer relationships, balancing social hierarchies, and creating a positive school environment contribute to reducing the risk of bullying.

7. Activities aimed at developing students' social-emotional skills – including the presentation of positive role models, promotion of healthy peer relationships, Social and Emotional Learning (SEL) programmes, age-appropriate pedagogical interventions, the use of social-awareness videos and films, and moral discussions – strengthen empathy, communication, and cooperation skills and thereby contribute to reducing the risk of bullying.

8. Age-appropriate methods for combating bullying at each educational level, including restorative approaches and collective activities, positively affect students' social skills, communication culture, and empathy, while contributing to the creation of a healthy social and

psychological environment at school and reducing bullying incidents.

9. Continuous diagnostics and assessment of bullying, systematic observation of student behavior, the establishment of a reliable and safe system for anonymous reporting of bullying incidents, psychological support and awareness-raising activities, as well as a systematic, consistent, purposeful, and humane approach create conditions for reducing bullying incidents in general education schools, improving the school environment, supporting students' social-emotional development, and establishing a safe educational environment.

10. Inviting inspectors responsible for working with minors to schools to conduct awareness-raising seminars on combating bullying, particularly involving students in the middle and later school-age periods, will help them understand the legal responsibility associated with their behavior.

Based on the empirical and theoretical findings obtained in the course of preparing the dissertation entitled "Organization of work to eliminate bullying incidents in general education schools," it was established that the prevention and elimination of bullying incidents in general education schools cannot be achieved solely through diagnostic and analytical stages. In this context, an action plan should be developed by taking into account, in an integrated manner, such components as the school environment, the preparedness of teaching and technical staff, school-parent cooperation, and the development of students' social skills. The recommendations section of the dissertation presents specific and practical measures for addressing bullying based on the problems identified during the research. These recommendations are systematically organized for school administrators, teachers, and students.

The recommendations were developed on the basis of international experience, including D. Olweus's "Olweus Bullying Prevention Program," Finland's "KiVa" school bullying prevention programme, the "Safe School" approach (an adaptation of the Olweus programme in the United States and Canada), "Restorative Practices" (the United States and the United Kingdom), and "Cyberbullying Prevention Programs" implemented in the United States, Australia, and Europe, with adaptations made to the Azerbaijani educational context.

Recommendations:

1. It is important to implement a zero-tolerance policy toward bullying in schools. This policy should communicate to students that bullying is unacceptable and that serious measures will be taken in response to bullying behavior.

2. It is important to develop an anti-bullying code in schools and expand teacher awareness-raising activities concerning the identification and prevention of bullying, particularly in regional and rural schools, through the organization of various seminars and training sessions.

3. To achieve positive results in combating bullying, awareness-raising activities should involve not only the school's teaching staff but also technical staff and parents, which may contribute to more positive and sustainable outcomes.

4. It is important to increase the number of school psychologists as part of efforts to combat bullying.

5. The appointment of duty teachers to strengthen supervision in schools can produce positive results. Duty teachers should systematically monitor student behavior, particularly in school corridors during breaks.

6. Creating an inclusive school environment: ensuring equal educational opportunities for students with social, economic, intellectual, and physical differences without discrimination.

7. It is important to conduct continuous diagnostics and monitoring of bullying in general education schools.

8. To combat bullying, students should be taught about their rights and responsibilities, and awareness-raising seminars and training sessions should be organized. It is also advisable to establish psychological support and counseling services and anonymous reporting systems in schools, including "trust boxes."

9. It is important to establish teacher–student relationships based on mutual trust. Having teachers whom students trust and to whom they can communicate their problems plays an important role in the early diagnosis and prevention of bullying.

10. It is advisable to make purposeful use of the communication skills of students with leadership qualities in combating bullying and to encourage support from upper-grade students.

11. Through Social and Emotional Learning (SEL) programmes, it is advisable to strengthen students' self-control, support the appropriate regulation of their relationships with other students, and promote appropriate responses to emotional situations.

12. It is advisable to make use of the potential of humanities-oriented subjects and organize intra-school and classroom group activities and role-playing exercises to foster cooperation among students and develop their emotional skills and empathy.

13. Combating bullying through age-appropriate films and animations may be a more effective and appropriate approach.

14. To protect students from the negative aspects of the digital environment, it is important to ensure the development of appropriate digital skills among students.

15. As part of efforts to combat bullying, it is advisable to invite inspectors responsible for working with minors to schools.

16. It is important to make use of parental support in organizing work to eliminate bullying incidents in general education schools. In this regard, it is advisable to raise parents' awareness by involving them in training on recognizing and preventing bullying and supporting their children's social-emotional development, strengthen school-family cooperation, and organize counseling services and digital safety training for parents.

17. It is important to strengthen family relationships and establish open and sincere communication with children as part of efforts to combat bullying.

18. To combat bullying in general education schools, it is important for all stakeholders – school administration, teaching staff, technical staff, and parents – to work toward a common goal and follow a coordinated action plan.

19. It is advisable to develop a national “Anti-Bullying” programme. Based on international experience, a centralized online platform should be developed for Azerbaijani schools, containing information on bullying, its essence and types, its effects on students, and methods of prevention and intervention. The platform should also provide awareness-raising materials, including age-appropriate

programmes and video materials, analytical reports, textbooks, and instructional resources.

20. It is advisable to develop pilot projects. Special anti-bullying programmes should initially be developed for Baku and the regions and subsequently introduced in schools throughout the country.

21. It is advisable to implement a programme entitled “Ensuring Students’ Safety in the Digital Environment” to combat bullying. For this purpose, awareness-raising programmes concerning the safe and responsible use of social media and the Internet should be implemented for students.

22. To combat bullying in schools, it is advisable to establish anti-bullying management groups comprising teachers, psychologists, social pedagogues, and student representatives.

The main content of the dissertation is reflected in the following published scientific works:

1. The role of bullying in students' withdrawal from education // The XXXIII Scientific Symposium “Dialogue of Sciences and Cultures in the Modern World,” – Kyrgyzstan, Bishkek, – December 24, – 2022, – pp. 117–119.
2. The importance of legal education in reducing instances of bullying in schools // Proceedings of the I Republican Scientific Conference on “Stages of Development in Education: Digitalization and Future Prospects,” dedicated to the 100th anniversary of the birth of Heydar Aliyev, – Nakhchivan, – May 4–5, – 2023, – pp. 178–181.
3. The role of class teachers in eliminating bullying in general education schools // Proceedings of the Republican Scientific-Practical Conference on “State Standards of General Education and School Practice,” – Nakhchivan, – May 31, – 2023, pp. – 322–323.
4. Instances of bullying in general education schools and general pedagogical issues regarding its elimination // – Baku: Scientific Works of the Institute of Education of the Republic of Azerbaijan (ARTI), – 2024, No. 2, – pp. 264–269.
5. Factors contributing to the emergence of bullying // – Baku: Scientific Works of Baku Girls University (BGU), – 2024, No. 2, – pp. 155–158.

6. Bullying in primary classes and ways to combat it // Journal of Preschool and Primary Education, – 2024, No. 4, – pp. 55–67.
7. Ways of eliminating bullying in general education schools // Proceedings of the Republican Scientific Conference on “State Standards of General Education and School Practice,” dedicated to the 100th anniversary of the Nakhchivan Autonomous Republic and the Year of Solidarity for a Green World, – Nakhchivan, – May 24, – 2024, – pp. 223–224.
8. Family–school partnership against bullying: effective pedagogical strategies // Proceedings of the Republican Scientific Conference on “Humanities and Social Sciences in a New Historical Stage,” dedicated to the 80th anniversary of the establishment of the Azerbaijan National Academy of Sciences, – Baku, – December 19–20, – 2024, – pp. 87–90.
9. Bullying and school dropout: a pedagogical perspective and possible solutions // – Baku: Current Problems in the Study of the Humanities: Collection of Scientific Articles of BSU, – 2025, No. 2, – pp. 353–357.
10. Pedagogical analysis of bullying in the school environment and preventive measures // – Baku: Scientific Works of BGU, – 2025, No. 2, – pp. 121–125.
11. The pedagogical potential of the principle of optimism in education for preventing bullying // – Nakhchivan: Scientific Works of NDU, – 2025, No. 3, – pp. 79–83.
12. Pedagogical analysis and prevention of bullying during adolescence // – Baku: Scientific Works of the Institute of Education of the Republic of Azerbaijan (ARTI), – 2025, No. 6, pp. – 294–299.
13. Peculiarities of pedagogical technologies for preventing bullying in educational institutions // Proceedings of the Baltic State Academy of the Fishing Fleet: Psychological and Pedagogical Sciences, – 2025, – pp. 205–211.
14. A silent threat in education: an analysis of bullying from a pedagogical perspective and pedagogical approaches to its resolution // 7th International Bekhtiyar Vahabzade Turkish World Language, History, Culture and Literature Congress

- ("Bekhtiyar Vahabzade: Patriotism and Nationalism"), – June 19–22, – 2025, – pp. 63–68.
15. Teachers' recognition of bullying and pedagogical intervention in grades V–IX // Proceedings of the VII Republican Scientific Conference of Young Doctoral Researchers on "The Unity of Education, Research and Innovation," – Nakhchivan, – April 24–25, – 2025, – pp. 193–194.
 16. Peculiarities of pedagogical technologies in work on the prevention of bullying in educational organizations // GFTIS 2025: Global Scientific Forum of Transdisciplinary Research and Sectoral Synergy, – Bukhara, Uzbekistan, – June 19, – 2025, – pp. 128–131.
 17. Cyberbullying as a phenomenon of digital communication: philological analysis and pedagogical approaches in the educational environment // "Dialogue of Cultures," Cultural-Educational Project "Education and Dialogue of Cultures: Traditions and Modernity," Proceedings of the I International (XI All-Russian) Scientific-Practical Conference, – Naberezhnye Chelny, – November 27, – 2025, – pp. 721–727.
 18. The impact of cyberbullying on the educational environment and strategies for pedagogical intervention in the context of digital violence // Yanka Kupala State University of Grodno, "Improving the System of Personnel Training in Higher Education Institutions: Innovation and Sustainability," – Grodno, – November 10, – 2025, – pp. 168–172.
 19. The role of joint teacher–student activities in counteracting bullying. integration of natural scientific and humanitarian knowledge in research on educational problems // Proceedings of the All-Russian Full-Time and Correspondence Scientific-Practical Conference with International Participation, – Horlivka, – November 29, – 2025, – pp. 38–39.
 20. The problem of bullying among adolescents in azerbaijan: a pedagogical experiment and its results // Modern Humanities Success / Успехи гуманитарных наук, – 2026, No. 5, – pp. 304–310.

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