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Assessing the effect of bullying behavior on self-esteem among preparatory school students

Amal Abdel-Rahman Mohammed[1], Ghada Mohamed Mourad[2] and Wafaa Osman Abd El-Fatah[3]

[1]Clinical instructor in Psychiatric/Mental Health Nursing Department Faculty of Nursing, Helwan University, Egypt
[2]Professor of Psychiatric/Mental Health Nursing Faculty of Nursing, Ain Shams University, Egypt
[3]Assistant Professor of Psychiatric/Mental Health Nursing Faculty of Nursing, Ain Shams University Egypt

Abstract

Background: School bullying occurs throughout the world and affects a significant proportion of children and adolescents. It is estimated that 246 million of them experience school violence and bullying every year. Psychiatric nurses plays a prominent role in clarification of the seriousness of bullying behaviors and its effect on students self-esteem.

Aim: This study aimed to assess the effect of bullying behavior on self-esteem among preparatory school students.

Design: A correlational research design study was carried out on a stratified sample of 250 student from Huda Al-Shaarawi Formal Language School and Ahmed Hamdy School.

Tools: 1) Socio-demographic characteristics questionnaire, 2) Bullying scale, and 3) Self-esteem scale.

Results: This study represented that 56% of the studied students had poor knowledge about bullying with 67.2% of all the studied students were exposed to bullying, out of this percentage 97.1%, 91.7%, and 72.1% were exposed to bulling by hitting, calling bad names, and threatening, respectively. As well, the majority of studied groups suffered from effect of bullying; (64.8%, 63.2%, 54.8% and 54%) of them suffered of sleep disturbances, abdominal pain, low self-confidence and aggression, respectively. there was a highly statistical significant relation between prevalence of bullying among the studied group and total level of students' attitude, along with the total level of their self-esteem. There was a highly statistical significant relation between the students' socio-demographic characteristics and total level of their self-esteem.

Conclusion: Current study concluded that, majority of studied students were exposing to and participating in different types of bulling. The majority of the studied group suffered from low self-confidence and aggression with physical and psychological consequences of bullying.

Recommendation: Designate instructional module in Arabic booklet to be readily accessible for nurses, school staff and student with the strongest knowledge base about bullying and the process of dealing with or controlling them.

Keywords: School students, bullying, and self-esteem

Introduction

Bullying is repeatedly unwanted aggressive behavior by bullies' student or group of students who are neither sibling nor in a romantic relationship with the bullied (Farahat and Forden, 2019; DeWet, 2020) [1, 2]. Butthere was a difference between aggression and bullying also, noted that bullying is different from peer conflict. Bullies are usually physically stronger and bullied are usually perceived as weaker and unable to protect themselves (Douvlos, 2019) [3].

The phenomenon of bullying in schools has progressively apprehended worldwide attention among researchers, the media, school authorities, and parents who are concerned about students' well-being and safety. School bullying, like bullying outside the school circumstance, school bullying might not end with interaction between students, there was other dynamics may be visible within a school. Students may bully each other or others (teachers, staff, parents), but the students may also experience bullying from teachers of staff (Ryan, Bradford & Matt, 2019; Shashank, 2019) [4, 5].

The different types of bullying were including physical, verbal, reactive, relational bullying and Cyberbullying. The key roles that typically participate in the bullying behavior is a bullying triangle that consisting of the individual doing the bullying, the one getting bullied, and the bystander (Slaven, 2020; Cuncic & Chung, 2021) [6, 7].

There is no specific profile of students who involved in bullying. There were the consequences of school bullying include physical, psychosocial, and educational achievement consequences (The American Psychological Association, 2021). The consequences of school bullying are significant for both educational and psychological effects on bullied. Bullied students may drop out of school altogether, have lower grades, greater educational difficulties, and be less likely to anticipate going on to higher education (Henson & Reyns, 2015; Rayan, Bradford & Matt, 2019) [8, 4].

Aim of the study
The aim of the present study is to assess the effect of

bullying behavior on self-esteem among preparatory school students through the following;

- Assessing bullying behavior
- Assessing students' self-esteem
- Assessing the relation between bullying and self-esteem among preparatory school students.

Research questions
1. What are the effects & prevalence of bullying among preparatory school students ?
2. What are the students' levels of knowledge about bullying ?
3. What are students, attitude regarding to bullying?
4. What are students' levels of self-esteem?

Subject and method
The study has been portrayed under the four main designs as follows
A. Technical design.
B. Operational design.
C. Administrative design.
D. Statistical design.

A. Technical Design
It includes; Research design, setting, subject and tools for data collection.

a. Research design
A correlational research design has been utilized to conduct the current study.

b. Setting
This study was conducted at Huda Al-shaarawy Formal Language School which located at 1 Ahmed Omara Street. and Ahmed Hamdy school which located at El-Zobat city Hadaek Helwan. Both of them considered as governmental school and assigned for preparatory grade. Huda Al-shaarawy Formal Language School contains about 280 students that consist of seven classes. Three of them for 1st preparatory grade, two classes for 2nd preparatory grade and two classes for 3rd preparatory grade. This school for male and female gender.

Subjects
Sample
A convenience sample (n=250) of students selected from Huda Al-shaarawy Formal Language School and Ahmed Hamdy school. A convenience sample was used instead of a stratified sample which documented in the protocol as this type of sampling wasn't suitable to applied at the time of Corona virus 2019. The researchers depended on the following equation to calculate the sample size: Sample size Equation: at 95% confidence, error 0.05. The researchers depended on the following equation to calculate the sample size (Thompson, 2012).

Tools for Data Collection
Five tools were utilized for data collection:

Tool I: Socio-demographic characteristics questionnaire
This tool used in the study and designed by researcher after reviewing national and international related literature. It

comprises two main parts.

Part I: Socio-demographic data sheet: It used to assess preparatory school student's socio demographic data such as age, gender, school name, grade, father & mother's education, father & mother's job and family income.

Part II: Family description data sheet: It used to assess preparatory school student's family characteristics data such as father return to the house daily, mother present at home all the time, family saver, presence of second wife or more, presence of brothers from a second father or a second mother, family type, number of family members, responsible for the decision at home, family relative live at the same home, called another name from family member and a member of family beat you or insulted you.

Tool II: Bullying prevalence and effect questionnaire (National Center for Injury, Prevention and Control, 2011). This questionnaire covered with sixteen questions and used to assess exposure of bulling, its types and effect. Types of bullying exposure covered six types as bulling exposure by hitting, frequent steal, calling a bad name (colleges), calling a bad name (teacher), threatening, and spreading lies. While the types of bullying participation covered five types as bulling participant by hitting, frequent steal, calling a bad name, threatening, and spreading lies. Moreover, there were five types of bullying effect such as psychological effect of bullying as (low self-confidence, depression, suicide idea, lonely) & physical effect of bullying as (sleep disturbances, abdominal pain) & social effect of bullying as social withdraw & educational achievement effect as (recurrence of school absent); in addition to behavioral effect which concerned with (smoking & aggression).

Tool III: Student's knowledge questionnaire regarding bullying (National Center for Injury, Prevention and Control, 2011). This questionnaire covered eight parts with fifty questions concerned with meaning, causes, risk factors, student characteristics, forms, types, intervention & methods for prevention of bullying.

Scoring system
The total grades of student's knowledge questionnaire regarding bullying equal (100); two grade was given for each correct & complete answer, one grade given for incorrect answer. The grades for each item were summed up and then converted into a percent score as:
- Poor level of knowledge: <50%
- Average level of knowledge: 50 :74%
- Good level of knowledge ≥ 75%

Tool IV: Students' attitude regarding bullying scale (National Center for Injury, Prevention and Control, 2011).
The scale used to evaluate student attitude toward bulling and covered 29 questions in different three sections.

Section I: Are attitudes of bullies. It covered seven questions concerned with say anything about colleague to make others laugh, call a colleague a bad name, hit or kick

colleague, threaten colleague, encourage colleagues to fight, get in a physical battle & bother colleague.

Section II: Are attitudes of victim. It covered sixteen questions concerned with one of colleagues hit you, defend yourself during hit, anyone said you are untidy, anyone said you are fat or thin, threaten by hitting, calling with names that you don't like, getting bullied by telling rumors, colleagues ignored you, ridiculed by student, students deliberately shocked you, anyone hits strongly, feel angry in bullying situations, feel uncomfortable in situations that remind you with bullying, have memories of bullying, have bullying dreams & bulling lead to leaving activities.

Section III: Are attitudes of bystander. it covered six questions concerned with watching a colleague trying to hit other, watching a colleague stealing other, watching a colleague mock other, watching a colleague threaten other, watching a colleague enter a physical battle & watching a colleague harassing other.

The total grades of students' attitude regarding bullying equal (145); category for 5 Point Likert scale was (1= Never, 2= Rare, 3= Sometimes, 4= Frequently & 5= Always).

Scoring system
- The grades for each item were summed up and then converted into a percent score as:

≥ 60% (≥ 78 sores)	Positive attitude
<60% (<78 sores)	Negative attitude

Tool V: **Self-esteem Scale** (El-Desouky, 2016)
This scale was adapted by (El-Desouky, 2016), which used to assess students' self-esteem level. It consists of 25 statements which divided to positive and negative items.

Positive items: are consisting of 12 items (3, 4, 5, 6, 7, 14, 15, 18, 21, 22, 23 & 25) and involve the following: Item (3): Feeling a lovable person. Item (4): Others being happy with me. Item (5): Others want to talk with me. Item (6): Feeling competent person. Item (7): Making a good impression on others. Item (14): Feeling seeing me as a fun person. Item

(15): Feeling a high sense of humor. Item (18): I have a good time with others. Item (21): Feeling a nice person. Item (22): Feeling that others love me very much. Item (23): Feeling accepted by others. Item (25): My friends appreciate me well.

Negative items: are consisting of 13 items (1, 2, 8, 9, 10, 11, 12, 13, 16, 17, 19, 20 & 24) and involve the following: Item (1): No one like me when knowing me. Item (2): Others interact better than me. Item (8): Needing more self-confidence. Item (9): I get very nervous, with strangers. Item (10): Feeling a boring person. Item (11) Feeling unloved person. Item (12): Others enjoying better than me. Item (13): Feeling bored of others. Item (16): I get very attentive, with strangers. Item (17): My life will be better if I be as others. Item (19): Feeling unwanted with others. Item (20): I suffer psychologically than others. Item (24): Feeling foolish when confronting others.

Scoring system
For positive items: (3, 4, 5, 6, 7, 14, 15, 18, 21, 22, 23 & 25): category for 5 Point Likert scale was (1= Never, 2= Rare, 3= Sometimes, 4= Frequently & 5= Always).
- **For negative items:** (1, 2, 8, 9, 10, 11, 12, 13, 16, 17, 19, 20 & 24): category for 5 Point Likert scale was ((5= Never, 4= Rare, 3= Sometimes, 2= Frequently & 1= Always).
- The total score of Self-esteem Scale was (25items =125 score=100%).

Low level of knowledge	< 50%% (<63 scores)
Average level of knowledge	50 :74%(63: 93 scores)
High level of knowledge	≥ 75% (≥94 scores)

Result

Table 1: Relation between prevalence of bullying and total level of attitude among the studied (N=250)

Total Level of Attitude	Prevalence of Bullying				χ^2	P-value
	Exposed		Not exposed			
	NO	%	NO	%		
Positive	13	5.2	82	32.8	199.09	<0.01**
Negative	155	62	0	0		

Table 16: Relation between socio-demographic characteristics and total level of satisfactory level of knowledge among the studied group (N=250)

Socio-demographic Characteristics	Satisfactory Level of knowledge						χ^2	P-value
	Low		Average		High			
	NO	%	NO	%	NO	%		
Age								
< 13	0	0	9	3.6	51	20.4	281.03	<0.01**
13 – 15	49	19.6	50	20	0	0		
> 15	91	36.4	0		0	0		
Gender								
Male	132	52.8	0	0	0	0	219.73	<0.01**
Female	8	3.2	59	23.6	51	20.4		
Father's Educational								
Not read and write	12	4.8	0	0	0	0	356.62	<0.01**
Read and write	118	47.2	0	0	0	0		
Basic education	10	4	15	6	0	0		
Read and write	118	47.2	0	0	0	0		
Average qualification	0	0	44	17.6	16	6.4		
University education	0	0	0	0	35	13.8		

Mother's Educational								
Not read and write	20	8	0	0	0	0		
Read and write	120	48	3	1.2	0	0		
Basic education	0	0	19	7.6	0	0	333.79	<0.01**
Average qualification	0	0	37	14.8	29	11.6		
University education	0	0	0	0	18	7.2		
Postgraduate studies	0	0	0	0	4	1.6		
Con't…….								
Father's JOB								
Working	80	32	59	23.6	51	20.4	62.03	<0.01**
Not working	60	24	0	0	0	0		
Mother's JOB								
Working	39	15.6	59	23.6	51	20.4	133.15	<0.01**
Housewife	101	40.4	0	0	0	0		
Family income								
Not enough	53	21.2	0	0	0	0	146.33	<0.01**
Only basic needs are sufficient	87	34.8	59	23.6	27	10.8		
Basic needs and surplus savings	0	0	0	0	24	9.6		

Table 17: Correlation between total score of attitude and total score of knowledge among the studied group (n=250)

Variable	Total Scores of Attitudes	
	Correlation Coefficient (r)	P- Value
Total Score of Knowledge	- 0.929	<0.01**

Table 18: Correlation between total score of self-esteem and total score of knowledge among the studied group (n=250)

Variable	Total Scores of Self Esteem	
	Correlation Coefficient (r)	P- Value
Total Score of Knowledge	0.916	<0.01**

Table 19: Correlation between total score of attitude and total score of self-esteem among studied group (N=250)

Variable	Total Score of Attitude	
	Correlation Coefficient (r)	P- Value
Total Score of Self Esteem	- 0.985	<0.01**

Discussion

The present study also demonstrated that that about two fifths of the studied group frequently reporting that others interact better, getting very nervous with strangers, feeling unloved person, get very attentive with strangers, saying life will be better If I'm as others & feeling foolish when confronting others. Moreover, the finding showed that more than one half of the studied groups of the studied groups had low level of self-esteem with x̄ & SD = 65.62 ± 33.33 from the researcher point of view, that the studied group were exposed to bullying behavior which considered as a risk factor for having low self-esteem.

As cleared from the present study regarding to relation between socio-demographic characteristics and prevalence of bullying. The study indicated that more than two third of the study sample at > 15 years old, more than two half of male student, and more than two fifth of studied group whose family income is sufficient for basic need only are exposed to bullying. Moreover, that there was a statistical highly significant relation was found between the socio-demographic characteristics and prevalence of bullying among the studied group at p< 0.01.

On the other hand, result for Ang *et al.* (2018) [9] which studied self-esteem and tendency of bullying among primary school children and reported that in relation to the male gender, it was observed that the victims have mean low self-esteem, finally confirmed that there was a relationship between gender and self-esteem, and especially males have lower self-esteem. In the researcher point of view, male gender is more prone to all types of bullying which indirectly relate to self-esteem.

Additionally, study result for Egwurugwu (2017) [10] which reviewed assessment of socio-demographic factors and self-esteem and discussed that there was a relation between study sample age, gender, parent's educational level, family support and self-esteem.

The present study showed that there was a statistical highly significant relation was found between socio-demographic characteristics and total level of knowledge among the studied group at p< 0.01.

Additionally, the study finding concluded that there was a significant statistical negative correlation between total scores of attitudes and total score of knowledge, r = - 0.929, at P = < 0.01. With the similarity, result for Moselhy, (2020) which concluded that the developed antibullying educational package has a significant positive impact on students' knowledge, behavior and attitude related to bullying, that lead to decrease the rate of bullying victimization.

Moreover, the current findings stated that there was a significant statistical negative correlation between total scores of attitudes toward bullying and total score of self-esteem, r = - 0.916, at P = < 0.01. On the same line, the study result of Haka and Pervizi (2017) [14] which studied the interplay between bullying, self - esteem, and empathy in a sample of Albanian 12–16-year-old adolescents and showed that there was negative correlation between self - esteem and victimization of bullying. Meaning that increase negative attitude toward bullying score associated with decrease self-esteem score.

Considering, the last relation there was a significant statistical negative correlation between total scores of attitudes and total score of selfesteem, r = - 0.985, at P = < 0.01. These findings are similar to those found by Khusaifan & Samak (2017) [12] which reviewed the demographics of minimizing child bullying by maximizing child self-esteem and stated that self-esteem is a major internal element in an individual which has in-direct correlation with level of bullying attitude.

Finally, we concluded that; Bullying is generally regarded

as an intentional, repeated, aggressive act that is carried out over time, with a power imbalance between the bully and the victim. Childhood bullying has serious effects on physical, psychological, and social health, resulting in substantial costs for individuals, their families and society at large (Samara, 2017).

Conclusion
In the light of the current study results, it can be concluded that, majority of studied students were exposing to and participating in different types of bulling. The majority of the studied group suffered from low self-confidence and aggression with physical and psychological consequences of bullying. Moreover the majority of studied students had a distinguished unsatisfactory level of knowledge regarding bullying with negative attitude and half of them had low self-esteem. Additionally, there was a statistical highly significant relation was found between the students' socio-demographic characteristics and prevalence of bullying.
As well as, there was a highly statistical significant relation between prevalence of bullying among the studied group and total level of student attitude, along with the total level of their self-esteem. There was a highly statistical significant relation between the students' socio-demographic characteristics and total level of their self-esteem. Lastly the study finding raised concerns about bullying and highlighted the need for raise students' knowledge regarding all aspect of bullying and the need to change student attitude through focused on raise students' knowledge and education to improve their self-esteem.

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