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**THE LINK BETWEEN BULLYING BEHAVIORS AND SELF  
ESTEEM AMONG STUDENTS PRIMARY SCHOOL  
STUDENTS IN TIKRIT CITY**

**Master Thesis**

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ESTEEM AMONG STUDENTS PRIMARY SCHOOL  
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## ACCEPTANCE AND APPROVAL

ÇAKÜ, Sağlık Bilimleri Enstitüsü'nün 188202015 numaralı Yüksek Lisans öğrencisi Nawar AL- Bayati, ilgili yönetmeliklerin belirlediği gerekli tüm şartları yerine getirdikten sonra hazırladığı “Tikrit Şehrinde Öğrenim Gören İlköğretim Öğrencilerinin Akranzorbalığı İle Benlik Saygısı Arasındaki İlişkinin İncelenmesi” başlıklı tezini aşağıda imzaları olan jüri önünde başarı ile sunmuştur

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## ETHICS STATEMENT

Yüksek Lisans tezi olarak hazırlayıp sunduğum “Tikrit Şehrinde Öğrenim Gören İlköğretim Öğrencilerinin Akranzorbalığı İle Benlik Saygısı Arasındaki İlişkinin İncelenmesi” başlıklı tez; bilimsel ahlak ve değerlere uygun olarak tarafımdan yazılmıştır. Tezimin fikir/hipotezi tümüyle tez danışmanım ve bana aittir. Tezde yer alan araştırma tarafımdan yapılmış olup, tüm cümleler, yorumlar bana aittir.

Yukarıda belirtilen hususların doğruluğunu beyan ederim.

**İmza**

**Tarih**

**27/7/2021**

**NAWAR AL-BAYATI**

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## DEDICATION

To everyone who taught me letters in this mortal world.-

To the soul of my pure father, may God have mercy on him.-

- I dedicate this fruit of my effort to the dearest and most precious person in my life that has enlightened my path by advising her to my dearest heart (my mother).

- To my beloved wife who was with me throughout my studies abroad and my beautiful daughter.

- To my brothers, sisters and classmates, wishing them success.

- To all the people for whom we bear love and appreciation, and we ask God to make him a beacon for every student of knowledge.

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## **Tikrit Şehrinde Öğrenim Gören İlköğretim Öğrencilerinin Akranzorbalığı İle Benlik Saygısı Arasındaki İlişkinin İncelenmesi**

### **ÖZET**

Nawar AL- Bayati. Tikrit Şehrinde Öğrenim Gören İlköğretim Öğrencilerinin Akran Zorbalığı İle Benlik Saygısı Arasındaki İlişkinin İncelenmesi, Yüksek Lisans Tezi, Çankırı, 2021.

İlköğretim öğrencilerinin akranzorbalığı ile benlik saygısı arasındaki ilişkinin incelenmesi amacıyla yapılan tanımlayıcı çalışmanın verileri 1 Eylül 2020 ile 19 Ekim 2020 tarihleri arasında toplanmıştır. Basit rastgele örnekleme yöntemi kullanılmış olup, örneklem grubunu 240 öğrenci oluşturmuştur. Akran zorbalığına maruz kalma durumu ile benlik saygısı düzeyi arasında ters yönde anlamlı bir ilişki vardır ( $p<0.05$ ). Öğrencilerin çoğunluğu şiddetli düzeyde akran zorbalığına maruz kalmış olup, orta düzeyde benlik saygısına sahiptir. Kız öğrencilerin erkek öğrencilere kıyasla benlik saygısı daha yüksektir ( $p<0.05$ ). 10-11 yaş grubundaki öğrenciler ve erkek öğrenciler akran zorbalığına kız öğrencilere göre daha fazla maruz kalmıştır ( $p<0.05$ ). Çalışma sonucunda ilköğretim öğrencilerinin sıklıkla akran zorbalığına maruz kaldığı ve benlik saygısının bunu etkileyen faktörlerden bir tanesi olduğubelirlenmiştir. Akran zorbalığı davranış nedenlerinin daha iyi anlaşılabilmesi için niteliksel çalışmalara gereksinim vardır. İlköğretim düzeyinde öğrenim gören öğrenciler arasındaki zorbalık davranışlarının erken tespit edilmesi, önlenmesi ve öğrencilerin benlik saygısının attırılması önemlidir.

**Anahtar Kelimeler:** zorbalık davranışları, hemşirelik, ilkokul öğrencileri, benlik saygısı

**The Link Between Bullying Behaviors and Self Esteem Among Students  
Primary School Students in Tikrit City**

**ABSTRACT**

Nawar AL- Bayati. The link Between Bullying Behaviors and Self – Esteem Among Students Primary School Students in Tikrit City, Master Thesis, Çankırı, 2021.

The data of the descriptive study conducted to examine the relationship between peer bullying and self-esteem of primary school students were collected between September 1, 2020 and October 19, 2020. Simple random sampling method was used and the sample group consisted of 240 students. There is a significant inverse relationship between exposure to peer bullying and self-esteem level ( $p<0.05$ ). The majority of the students have been exposed to severe peer bullying and have moderate self-esteem. Self-esteem of female students is higher than male students ( $p<0.05$ ). Students in the 10-11 age group and male students were exposed to peer bullying more than female students ( $p<0.05$ ). As a result of the study, it was determined that primary school students are frequently exposed to peer bullying and self-esteem is one of the factors affecting this. Qualitative studies are needed to better understand the causes of bullying behavior. It is important to detect and prevent bullying behaviors among primary school students early, and to increase students' self-esteem.

**Key Words:** bullying behaviors, nursing, primary school students, self-esteem

## 1. INTRODUCTION

Bullying is commonly defined as deliberately harmful behavior, repeated over a period of time, by a person or group, who target and victimize a person in a less powerful position, bullying behavior can include physical or verbal assaults or indirect actions such as psychological manipulation, bullying can occur in any context where people interact with one another. This includes schools, workplaces, within the family and in neighborhoods. At a widely level, bullying can exist between social groups and between nations. at last, it is the deliberate, abuse and imbalance of power in relationships(Carroll, 2009).

Bullying affects about 1 in 5 school-aged children and in many different countries. Involvement in bullying (as perpetrators or victims) has negative effects on the physical and psychological health of children and on their future psychosocial adjustment as adults (Davidand Maria, 2009).School bullying is a worldwide problem that can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear, also the bullying could be have negative permanent consequences both for students who bully and for their victims, because that the incidents of bullying experienced by young children and adolescents in schools have become the focal point of international studies in the last quarter century (Laurice, 2013).

Bullying is comprised of direct behaviors such as taunting, teasing, threatening, and hitting initiated by one or more students against a victim and indirect behaviors such as isolating a student through deliberate exclusion. Whereas boys typically engage in direct bullying methods (physical), girls are more appropriate to utilize more subtle indirect methods (verbal and social exclusion), such as spreading rumors and enforcing social isolation (Guerra et al., 2011).The bullying include also being made fun of the subject of rumors, threatened with harm, pushed, shoved, tripped, or spit on has been under pressure to do things one did not want to do, excluded from activities on intended, and that the property was destroyed intentionally (Simone et al., 2010).The majority of the bullying incidents happen outside of the eyes and ears of school personnel on buses, at sporting events, and in bathrooms and locker rooms and on the way to home, collusion between the youth not to share their knowledge of bullying incidents with adults is common, often due to fear of retaliation ( Parker et al., 2007).A student is characterized as being bullied or victimized when he or she is

exposed, repeatedly and over time, to negative actions on the part of one or more other students (Tine et al., 2012).

Victims can be separated into two distinct groups; passive victims and provocative victims, passive victims be likely to have characteristics such as low self-concept and self-confidence, be sensitive emotionally and have fears of inadequacy. They tend to be physically smaller and weaker than other children their age and have ineffective social skills or poor interpersonal skills, they will often blame themselves for any issues that arise, as bullying behaviors begin and then continue to happen to the victims, their life becomes a rapid down spiral their grades fall, self-esteem is lowered, self-blame rises; the longer it goes on the fewer friends they feel they have, often because of victims' tendencies to avoid and withdraw, they haven't told their parent or teachers that the bullying is happened, added reducing any supports they might otherwise have (Ross, 2003). In addition higher rates of substance use are associated with both bullying and victimization (Thompson et al., 2008). It was reported that while males used more of physical type of bullying, females used more of implicit types of bullying such as spreading of rumors and exclusion from the group that are subtlety and skillfully inflicted (Nansel et al., 2004).

Students who are bullied in multiple ways are less likely to cope with the incident, while experiencing only one type of the bullying (physical or verbal) can have a less detrimental effect on the student's adjustment (Skrzypiec et al., 2011). Bullying increased at primary schools; reach edits peak at secondary schools and had a tendency to decrease in 11 and 12 grades (Selekman and Vessey, 2004 ). Over the past years, there has been raised awareness of the bullying and the need for school safety, the problem for schools has always been that kids don't report it. Students are afraid to report it because they're afraid to rise the problem many times, it reaches a point, as it has lately, where the issue doesn't come to light until it has gone too far (King & Hendricks, 2010).

Self-esteem (also known as self-regard) is defined as people's evaluations about their own worth, competence, and desirability. Self-esteem is a personality trait that has been widely studied by psychologists and other social scientists. There are different varieties of self-esteem. Clear measures ask the respondents to self-determination of the degree to which they agree to be a person of worth, that they have a good figure, and that they have positive attitudes towards themselves and contained measures of self-esteem that assess beliefs about the self that operate below respondents'

conscious awareness. Explicit and implicit measures of self-esteem are not correlated with each other. This means that people can believe that they have high self-esteem but have low self-esteem “deep down”. Similarly, people might think that they have low self-esteem, but they may secretly love themselves (Konrath, 2012). Self-esteem refers to an overall evaluation of one's worth or value as a person. Younger children are able to judge their ability in specific domains, but they are not able to make overall judgments about their self-worth. Self-esteem is a central concept that is related to academic achievement, social functioning and psychopathology of children and adolescents. With respect to academic achievement, children with low self-esteem are less successful at school (Arjan et al., 2006).

Persons with high self-esteem have a clear sense of their own personal qualities, and also believe of themselves, and to identify appropriate goals, use feedback in a self-enhancing manner, savor their positive experiences and cope successfully with complicated situations. These individuals also tend to remember their experiences daily more positive, bias and the presence of memory, which may itself promote high self-esteem (Taylor et al., 2006). People with low self-esteem have a unclear self-concept, think poorly of themselves, often select unrealistic goals or shy away from goals altogether, tend to be negative about the future, remember their past more negatively and flounder in their negative moods. People with low self-esteem also tend to have more adverse emotional and behavioral reactions to criticism or other kinds of personal negative feedback. These individuals are less likely to generate positive feedback for themselves, are more worried about their social impact on other people and are more vulnerable to depression or rumination when they encounter setbacks or stress (Taylor et al., 2006).

### **1.1 Importance of the Study**

Studies indicate that violence experienced by children can impact on their physical, emotional, behavioral, cognitive and social functioning. School bullying also interferes with students' social, emotional, and academic development. There is a consensus among researchers that bullying is a deliberate misuse of power that makes the victim feel afraid and uncomfortable (Carroll, 2009).

Evidence shows that feeling valued by and close to others is a fundamental human need which contributes to our ability to function well and live a good life (Roffey, 2012). In order for children to be successful, It should feel safe in the learning

environment. School administrators and teachers, and other educators play a crucial role in helping to ensure that children are educated in safe environments free of violence (Glenn and Shauna, 2013).

As in Iraq, where violence has become today one of the most prevalence cultures of children in Iraq, poses a risk of serious slide on the genesis of those in the community (Al-Shammari, 2012). So that the aim of a study is to examine incidence of bullying among students in primary schools in Tikrit city. Studies indicate that violence experienced by children can impact on their physical, emotional, behavioral, cognitive and social functioning. School bullying also interferes with students' social, emotional, academic development and lead to low self-esteem, anxiety, depression, antisocial behavior, suicidal thought and attempt and for bullied have long term effect as workplace violence, verbal abuse, and even spousal abuse. So a study seeks to investigate how often these exposed to bullying as well as show relationship between bullying and victims students socio-demographic characteristics, final concentration of the study is the impact of bullying incidents that occur on victim's self-esteem at this schools.

## **1.2 Objectives of the Study**

The study aims:

1. To assess bullying behaviors victims and the self-esteem rate of the victims among students.
2. To explore the relationship between victims' numbers of bullying actions and their self-esteem.
3. To determine the relationship between demographic data and self -esteem level among age school students.

## **1.3.Hypothesis**

**H0:**There is not relationship between bulling victims behaviors' victims and self-esteem among age school students.

**H1:** There isrelationship between bulling victims behaviors' victims and self-esteem among age school students.

#### **1.4. Research question**

1. Is there a relationship between peer bullying and self-esteem in primary school students?
2. Are the self-esteem and the peer bullying status affected according to the sociodemographic characteristics of primary school students?



## **2. GENERAL INFORMATION**

### **Literature Review**

This chapter deals with the theoretical framework related to the current study and its variables, in addition, it also includes previous studies related to the current study's findings and the relationship between them, as well as a comparison of the current study with relevant studies.

### **2.1 Historical Aspects of Bullying**

Bullying is not a contemporary phenomenon, but it has always been a part of life, since interest in studying bullying behavior began in the 1970s of the last century, and interest increased through conducting studies and research that dealt with bullying behavior, which led to the development of counseling programs in many developed countries (Koo, 2007). Where a project was put forward in Spain (to learn together in a spirit of solidarity and brotherhood), and the European Union proposed the cooperative project to get rid of bullying, and in Canada a project (Together We Light the Way) was launched, and in Japan a guide for crisis management was developed and distributed to schools. In America, a national awareness-raising campaign against bullying was launched; the Child Safety Center and the National School Safety Center were also established. These core actions are usually reflected in the various definitions of bullying and are adapted by other countries. Moreover, methods of investigating bullying (such as self-reports and peer nominations for abuse), in particular the questionnaire developed by Olweus (1978, 1993), have been widely recognized and used in a lot of countries (Koo, 2007).

The past decades have witnessed a remarkable increase in unusual and anti-social behaviors such as bullying as a result of the diversity of races and behaviors and the exacerbation of its intensity between different parties in the same society, which helps to show new behaviors in successive stages that differ significantly from the behaviors that prevailed in previous eras (Hendricks, Lumadue, & Waller, 2012).

## 2.2 Bullying as concept

Researchers disagree in the study of bullying in their view of the term bullying as it had more than one point of view; Olweus the first one used the term in 1978 AD, as it meant “the continuous physical and psychological abuse of an individual or group of individuals against an individual unable to defend himself, he called him the name of the victim, the scapegoat, or the crying child” (Olweus, 2010). After this, research and studies have been conducted that focused on studying the concept of bullying and its interpretation.

While Dehaan (1997) explained that bullying includes sarcasm and even possible stealing money from the victim, and insulting some students, their peers in the class, and he believes that bullying may share some of its manifestations with aggression, but bullying is characterized by its intent. It’s aim is to control another student or individual, and it may appear as physical or verbal aggression. The bully attacks others without any actual reason other than that the victim is an easy target (Anderson & Swiatowy, 2008).

Lane, (1989) define bullying as “an intentional act that inflicts fear or pain on others”. Whereas Smith, (2004) defined bullying as “a conscious and intentional activity intended to harm or cause fear and terror through threats”, and it was also clear that there must be four elements in bullying behavior, regardless of gender or age, as follows:

- 1- Power imbalance, as the bully is either older or stronger, or in a health and physical condition that is better than that of the victim.
- 2- Intention to harm, the bully knows that he causes psychological or physical pain to the victim, and even finds fun in this.
- 3- The cause of bullying is arrogance, and contempt.
- 4- Threat to continue aggression and terror.

Ronald, (1989) described the bullying as “violence directed repeatedly or for a long time by a person or group, which may be physical or psychological against an individual or group that is unable to protect itself ”. Moreover, Kristensen & Smith, (2004) have indicated bullying as "negative actions of one or group of students

towards another student repeatedly due to the bullies' unequal powers and their victims." Rigby & Smith, (2011) also defined it as "a form of aggressive behavior characterized by repeated and intentional assault and victimization practiced by a more powerful individual or group over a less powerful victim."

### **2.3 Theories explained the phenomenon of Bullying**

**Evolutionary theory:** Several bullying explanations based on a comprehension of the development of a child they refer to bullying which starts in early childhood when persons take self-defense in order to enforce their social influence to the detriment of others. Where initially the individuals tend to create problems with others, especially with those who are weaker than them, in an attempt to scare them (Volk, Farrell, Franklin, Mularczyk, & Provenzano, 2016). As children grow up, children begin to employ more socially acceptable means of controlling others indirect and verbal patterns of bullying become more prevalent than physical forms of bullying. Over time, the behavior known as bullying becomes relatively rare. Some studies confirm that physical bullying in early childhood is more prevalent than in later stages, and as kids grow older, what is known as bullying becomes less incremental(Volk, Camilleri, Dane, & Marini, 2012).

**Individual differences:** Many explanations regarding evolutionary processes and the effects of the environment neglect to take individual differences into account, as these differences may lead to a reaction that causes one person to bully another. For example, children who bully others often exhibit a lack of empathy for others.Children who are often targeted in school tend to be withdrawn, have low self-esteem, and lack social skills. It is now recognized that genetics play a role and may interact with inappropriate social conditions in which children are exposed. For instance, an unbalanced family life where children do not feel valued or managed by parents can lead to aggressive behavior at schools (Matthiesen & Einarsen, 2007).

However, there are limits to this trend. Children who are withdrawn and have low self-esteem are not bullied; this means that aggression and a lack of empathy, in

general, do not lead to the bullying of others. For instance, proof that bullying is uncommon in schools that have a community environment that dictates significant support for individual differences among individuals. Recognizing the role of individual differences in achieving bullying has led some schools to offer programs that help children exposed to bullying to defend themselves effectively by developing effective social skills and teaching them how to act with confidence (Book, Volk, & Hosker-Field, 2012).

**Bullying as a socio-cultural phenomenon:** This theory attempt to describe bullying as a result of the presence of specific groups in various levels of power, whereas the emphasis is typically on cultural and historical disparities, such as race, gender, religion, or social class. Black people in countries that practice racial discrimination may suffer from a low status; because whites are the ones who possess the sources of power in society. A great deal of emphasis has also been placed on gender differences, as society is generally concerned with authoritarianism. As a reflection of societal beliefs, males are often seen as having more influence than females; males are the dominant gender. To preserve this domination, boys feel their persecution of girls is justified. In addition, it is clear that boys are more likely to bully girls than girls are bullying boys. In a large-scale study that included 36,000 children, the lineage of girls who claimed to be bullied by boys was much higher than that of boys who mentioned that they were bullied by girls (Maunder & Crafterb, 2018).

**Bullying in response to colleagues pressure at school:** This interpretation has a common background with the social interpretation, in terms of its consideration of the phenomenon of bullying as flourishing that grows and develops according to a socio-cultural context. The context, nevertheless, is not defined by sociocultural categories such as race, gender, and social category. In the beginning, there is a broad social context that consists of the behavior and attitudes of the school community members as a whole. Students are affected by a smaller group of their colleagues as they are relatively closely related to them. These groups are formed in the school on the basis of shared interests and goals, and support for the group

members. And they may pose a danger to others, even former members who may bully them (Rigby & Smith, 2011).

Acts of bullying are reinforced by group bonding and not personal motivations such as personal grudges. This view presupposes that bullying is usually exhilarating within groups, while past studies have used the term of gangs rather than bullying, indicating that it is gangs that bully children. Schools facing the problem of bullying must be aware of the rules practiced by groups that distinguished from individuals, and they must distinguish groups and work with them while several methods have been developed to work with groups of children who bullying students or who potentially bully others. One of the methods is for a teacher or counselor to meet a group of children who are known to bullying others in the presence of some other children who do not bully while the teacher refers to the group the suffering that the victim endures, and the group should think about ways in which to improve the situation. The task of non-bullies is to positively push their colleagues, that is, to deal with the victims more kindly (Glew, Rivara, & Feudtner, 2001).

#### **2.4 Patterns of Bullying**

School bullying occurs in different forms and at multiple levels as well as the severity of the abuse is different, as it includes physical bullying such as abuse, pushing, beating, etc., or verbal bullying such as naming others, rebuking, sarcasm, or indirect bullying such as ignoring someone, or bringing people to harm someone, fabricating lies, etc. In addition to psychological bullying, such as intimidation, social exclusion, and spreading rumors. Glew, Rivara, & Feudtner, (2001) have divided bullying into four main patterns:

- 1- **Emotional:** It includes threats, insults, a mockery of the victim, exclusion from peers, humiliation, speaking, false stories, and shameful.
- 2- **Physical:** includes pushing, beating, hitting the victim, stealing private property.
- 3- **Sexual:** It includes shameful comments about others and sexual harassment them.

- 4- **Racist:** including gestures or hints, presumably intentional defamation or insulting of others due to their lineage, religion, and social status.

Bullying can also be divided into (Brighi, Guarini, Melotti, & Galli, 2012):

- 1- **Direct Bullying:** It requires a direct confrontation between the bully and the victim, as this form of bullying behavior includes situations in which the victim is harassed, or threatened, mockery, belittling, teasing, obscene comments, offensive and insulting the feelings of the victim, refusing to deal with or contact with him, as well as calling him out obscene nicknames.
- 2- **Indirect Bullying:** It is difficult to notice, but it can be extrapolated or inferred through (spreading malicious rumors and writing personal comments about the victim for the purpose of making him outcast among his colleagues, rude gestures).

From a review of the above-mentioned bullying patterns, it is clear that the forms of bullying are limited to the following patterns:

- **Physical bullying:** It is one of the most common patterns of bullying and includes hitting, shoving, and spitting others, destroying the property of others, and joking in an exaggerated way; in most cases, physical bullying does not cause significant psychological harm to the victim because it leads to sympathy with the victim and blame or punishment on the bully (Cheung & Yeung, 2010).
- **Verbal bullying:** It includes naming others with bad nicknames, mocking, rebuking, and belittling others for belittling them, etc. Usually practices this type of bullying in front of a group of peers with the aim of belittling the victim and affecting the victim's self-esteem.
- **Psychological bullying:** This is like hurting others' feelings, spreading rumors, frightening others, and teasing others, etc. This type of bullying is one of the most harmful bullying patterns that affect the victim, as it causes great harm that is not noticed by parents or teachers. It is also considered one of the types of social control that is practiced to harm individuals and influence the degree of their acceptance by others, which reduces the victim's sense of self-esteem.

- **Social bullying:** Such behaviors consist of isolating a person from a group of peers, monitoring and harassment of others, social exclusion, and denial of participation by colleagues in different activities.
- **Sexual bullying:** This is like sexual harassment, spreading sexual rumors about someone, or insulting others with sexual expressions.

Bullying is a group of actions that a group of students continuously practices towards one or more students, and that is through repeated physical or verbal aggression or provocation of a teenager about his physical characteristics; such as color, shape, weight, clothes, or manner of speaking, and it may be due to race or religion, and it may be through calling victims offensive nicknames or through composing stories and rumors to inflict the victim with problems with others. Bullying may also take the form of threats or intimidation and spreading rumors in several ways, whether by mobile phone or social media.

## **2.5 Prevalence of Bullying**

School bullying has been a source of anxiety for school teachers, parents, and researchers for nearly the last three decades. Schools have become the place of daily bullying behaviors, and the spread of bullying in schools has become something that has been proven by many studies around the world. School bullying is the most frequently seen as the type of violence in society. All over the world, it is reported in newspapers and the media daily about the bullying committed by gangs in schools and streets. School bullying does not harm the victims of school students only, but also harms their families, friends, and society due to the harmful effects it leaves behind.

Regarding gender differences, boys are more likely to bully girls, and a large percentage of the girls, it was reported that they are mainly exposed to bullying by boys higher than boys as victims of bullying, although bullying is a major problem among children boys, it is also present among girls. Girls are less inclined to use physical bullying; instead, they use more insidious methods and indirect methods of

bullying; e.g. spreading rumors, defamation, social isolation from the group, and corrupting relationships. In terms of the age difference, studies show that young and frail students are the most at risk of bullying. Although a greater percentage of bullying occurs among students of the same grades, a good percentage of bullying occurs from an older student toward younger students(Cheung & Yeung, 2010).

## **2.6 Risk factors of Bullying**

Among the risk factors that underlie bullying:

- **Environmental factors:** Because society believes bullying behavior is transient and unimportant, bully student practices bullying unchecked and it is sometimes reinforced. While in the vicinity of the school, supervision of bullying behavior is limited, and it is often not pursued or it is being ignored. Veldkamp, et al., (2019) indicated environmental factors that assist in the development of bullying behavior:
  - 1- Insufficient children and adolescents' supervision that they need to understand that bullying behavior is not acceptable.
  - 2- Punishment: When parents or adults punish an aggressive child, he learns to use bullying to get what he wants.
  - 3- Offensive actions in the home: Seeing adults intimidate each other offers children the ability to become bullies as a child appears to mimic these behaviors.
  - 4- Permanent negative outlook: Bullies feel negative about the world and as a result that, they engage in negative behaviors, to feel important.
  - 5- Expecting aggression: In several cases, the philosophy of bullying is the best way to defend one-self is to attack, and thus they attack others before they are attacked, and they expect distaste and evil where it does not exist.
- **The family environment:** the family environment influences the emergence of bullying behavior. Analysts point out that the behavioral problems that individuals exhibit in the period of adolescence are often due to the incorrect methods of family upbringing that they are exposed to in the early childhood period in which the seeds of personality are established.As the family environment is one of the contributing factors to the emergence of bullying behavior, many studies have tried to investigate

the family relationships of bullying students and their victims. It indicated that the bullying students belong to families that are dominated by family breakdown, separation, anarchism, negative relationships with parents, and suffer from emotional deprivation, and are exposed to family violence, and come from families that practice the authoritarian parenting style (Segrin, Nevárez, Arroyo, & Harwood, 2012). While Most of the victims of bullying come from families who exercise overprotective dealings with their children.

- **The friends' environment:** the child's relationships expand upon reaching adolescence, so he leaves the family to friends' groups outside the home, and tries with them to satisfy his needs, and they become a place of trust and a field for self-expression. Sijtsema, Rambaran, Caravita, & Gini, (2014) indicated that the most prominent psychosocial issues that adolescents deal with during the adolescent stage are relationships with friends. It is one of the most important skills that a person deals with in adolescence, as they are initially developed in the context of friendship relationships between individuals of the same gender. It is then used in gender relations and friendship provides the first situations in which a teenager can practice his social skills with his friends. Friendship helps the teenager to deal with the pressures he faces at this stage, so that feelings of anxiety and loneliness decrease, therefore the feeling of happiness and self-esteem is enhanced, and the teenager's attitudes towards school and academic performance are improved. Otherwise, those who do not find a group of friends accept him become malevolent, sensitive, and unhappy about his failure to gain a position in the community of friends; thus he tends to isolation, shame, and withdrawal, and thus becomes a victim of other individuals' bullying (Sijtsema, Rambaran, Caravita, & Gini, 2014).

Friends' rejection is one of the harshest experiences that a teenager experiences in his life, and it is one of the criteria by which adults determine whether or not their childhood is happy. Some studies have dealt with social relations among bullies students, and victims, and indicated that victims suffer from isolation, loneliness, and social exclusion, and they have many social problems, such as lacking social skills and leadership, and suffer from several problems in social relations. While bullies get

general disapproval from the community of friends, they are popular with their groups (Wei & Jonson-Reid, 2011).

## **2.7 Warning signs of Bullying**

There are no indicators that place the child at risk of becoming a victim of bullying or carrying out bullying. Bullying can happen anywhere in cities, villages, rural areas. But it is related to the environment as some groups such as children with deformities or disabilities, and some socially isolated people may be more prone to this behavior than others.

There are some warning signs that indicate that a person has been subjected to bullying, whether he was the one who did or was accompanying him, and knowing the warning signs is a very important first step in taking the necessary measures against bullying because not everyone who is exposed to bullying can ask for help. It can be recognized that the student is being bullied through the following signs (Due, Holstein, Lynch, Diderichsen, Gabhainn, & Scheidt, 2005):

- 1- They had physical injuries.
- 2- Some of their clothes are missing or torn.
- 3- They face stole of their money or loss it, and this may be based on the victim's own desire to please the bully.
- 4- The disappearance of their possessions.
- 5- They have mood reversals.
- 6- A decline in academic achievement.
- 7- They are reluctant to go to school.
- 8- They have no friends.
- 9- Going home very early.
- 10- They dribble when asked what is going on with them.

Signs that the child is bullying others:

1. Engaging in verbal and physical fights.
2. Befriending peers who bully others

3. Violence gradually increases with him.
4. Has anonymous excess money
5. Blaming others for his problems.
6. Not responsible for his actions.

Therefore it is important that we talk to children who have some warning signs of bullying. These signs can lead to other problems, such as depression or addiction. Talking to the child also helps us recognize the boundaries of the problem.

## 2.8 Characteristics of bullies

**Bullies:** They are the individuals who systematically and repeatedly practice the behavior of bullying others, directly or indirectly, and are usually distinguished by their tendencies towards violence, hostility, and control in their relationships with others (Carran & Kellner, 2010). They can be classified into three types of bullies, and they are:

- **Skilled bully:** a bully who disguises his behavior so that the people around him are not aware of him is often liked, is able to attract supporters, and has confidence of himself.
- **Unskilled bully:** a bully who tends to intimidate his peers, so that his peers feel forced to adapt to his behavior, and he often has a negative view of the world, and he lacks self-confidence and self-fulfillment.
- **The victim-bully:** is the one who exhibits aggressive and unacceptable behavior, but is vulnerable to falling as a victim, and he is a person who is a bully in some situations and a victim in others.

## 2.9 Characteristics of bully-victims

**Victims:** They are the individuals targeted for aggressive behavior by bullies, and they are characterized by physical weakness, high sensitivity, low self-esteem, lack of social skills, constant anxiety, and shyness, and they have problems with psychological and social adjustment, and suffer from depression, feelings of

loneliness, isolation, and have suicidal thoughts (Georgiou & Stavrinides, 2008). Victims of bullying can be divided into two types:

- **Negative victims:** They are victims who fail to confront the bully assertively, lack the ability to adapt, are shy, fearful, and anxious, as well as feel lonely and isolated, so they fall easy prey to bullying.
- **Provocative victims:** The victims who provoke others and enter into a confrontation with their peers, but this confrontation often ends with their loss, and this type of bullying victims is characterized by anxiety, excessive movement, aggression, and behaving in an immature manner, and they suffer from a lack of social skills, and they face difficulties in forming friends.
- **Bullies-Victims:** the individuals who bully in some situations, fall victim to bullying in other situations, are hyperactive, inability to control themselves, suffer from distracting attention, lack self-esteem and social competence, tend to lie, and suffer from high levels of depression. They are often targeted by their companions and others because of their disturbing behavior, anxiety, stress, and emotionally unstable, and they feel lonely and isolated (Juan et al., 2018). In many cases, the bullies-victims are from families where they are not supervised by anyone, and in which there is little parental warmth. The studies have shown that the student (the victim-bully) who does not find the help of someone to direct the anger he feels as a result of bullying him resort to abuse another child to get rid of his anger. One of the most violent and aggressive types of bullies is student bullies victims who bully because they tend to use weapons, and they join gangs, because of their great anger and the lack of support they receive. Most people believe that bullies' behavior stems from their deep feelings of inadequacy and lack of self-esteem. But some searches showed that this belief is not true, as the research revealed that the bullies have enough self-esteem and popularity among their peers (Felipe et al., 2011).

## **2.10 The impact of Bullying on Victims**

The problem of bullying has negative impacts on the bully and its victim, as both the bully and their victims suffer from low psychological well-being, loss of confidence,

low self-esteem, and problems in forming friendships that can be trusted. The student also becomes depressed and disoriented, as well as anxious and restless, violent and withdrawn, and these feelings may generalize his performance at home, in school, and with friends. These effects may last for a long period of time of individual life.

The effects of bullying according to previous studies included suicidal thinking, suicide attempts, and a number of psychological problems including depression, anxiety, substance abuse, aggressive behaviors, and frustration. These symptoms varied between bullies and victims depending on the variables of gender and age. Also, some previous studies mentioned that depression and suicide among teenagers as the most important effects of bullying. In a survey that analyzed the risks of this behavior of teenagers, it was applied to a sample of 15,425 secondary school students. The results revealed that 15% of those subjected to bullying attempted suicide (Messias, Kindrick, & Castro, 2014). Some psychological symptoms were also observed in high school students as effects of bullying. For example, a study conducted on 1276 Turkish students found that high levels of depression, anxiety and physical pain, hostile behavior, and low self-esteem scores were associated with cases of bullying (Cassidy, Faucher, & Jackson, 2017).

The effects of bullying also varied between bullies and victims. For instant, adolescents who have exposed to bullying reported effects of depression, anxiety, physical symptoms, and suicidal behavior while bullies exhibited aggressive behavior, delinquent behaviors, and drug use. The effects of bullying also differ according to gender. In a study conducted on a sample of 31,148 students in grades 6-12, the results indicated that bullying as an important indicator of emotional issues for females and behavioral problems for males, and these results are not surprising as bullying has been frequently associated with behavioral problems such as aggression and deviant behavior (Hamm, Newton, Chisholm, & Shulhan, 2015).

Impaired mental health has also been reported in victims of bullying in several studies. The victims suffered from inadequate mental wellbeing in an

Australian study of 2.338 teenagers. The mental health problems of victims from Canadian middle high school students of bullying are as follows: 5.02% had a mental health defect, 5.91% suffered from psychological distress and 6.17% had suicidal thinking (Nikolaou, 2017). These self-reported problems were more acute in middle schools compared to high schools. The analysis of the Youth Risk Behavior Survey data also showed that victims of bullying increased suicidal ideation by 15% and suicide attempts by 9%. These impacts were toughest in males than in females (Kowalski, Giumetti, Schroeder, & Lattanner, 2014).

## **2.11 Self-Esteem**

The concept of self-esteem is of great interest to researchers because of its effect on an individual's life at various stages of their lives. And can be defined as “a set of experiences, attitudes, and perceptions that the individual tells through his interaction with the surrounding individuals, through which he forms his image of himself, and also his evaluation of his self, and responds through it in an emotional or behavioral manner, and is reflected in his appreciation of his physical characteristics, abilities, and relationships with others (Potard, 2017). It is an important dimension of personality that influences its traits. Self-esteem begins to develop from the stage of infancy and is shaped and developed under the influence of the practice of parents, brothers, and those around the child. With age, the individual's perception of himself becomes a major role in the formation of his self-esteem, and if the appreciation is positive, it will form a shield for the individual in the face of the changes and pressures he is going through or face, and provide him with the ability to control the conflicts that his life is exposed to, so the individual will be more realistic, optimistic and enjoying life. In contrast to an individual who has a low self-esteem. The interest in self-esteem began to appear in the late fifties of the previous century, and this interest increased in the early seventies until it became the most widespread aspects of the self (Brito & Oliveira, 2013).

Cooper Smith found that there are three levels of self-esteem; in his study, which included 1,700 children, revealed that children with high self-esteem consider themselves important people who deserve respect, attention, and appreciation. Whereas children with low self-esteem consider themselves unimportant, unlovable, and incapable of doing the things they want to do, they see that the things that others have are better than those they have. While the child with average self-esteem falls between the two previous types in terms of characteristics (Potard, 2017).

The growing interest in self-esteem has prompted researchers in the field of bullying behavior to study bullying behavior and self-esteem. Many studies were conducted that examined the self-esteem of bullies and their victims. For example, Brito & Oliveira, (2013) argue that bullies bully others to enhance self-esteem. Other studies have also indicated that persistent exposure to bullying leads to self-esteem. The results of studies that examined the self-esteem of bullies and their victims were contradictory, as the difference related to self-esteem between the bullies and their victims formed a focus of discussion among researchers, where some researchers point to low self-esteem in both the bullies and their victims (Fanti & Henrich, 2014). Other studies have found that victims are the group with the lowest self-esteem (Darney, Howcroft, & Stroud, 2013). These victims see themselves as losers, unattractive, stupid, marginalized, and unwilling to talk openly about being bullied; this is due to low self-esteem and an inability to defend them. Whereas, bullies gain self-esteem through bullying behavior that affects feelings of control and vanity; their high self-esteem may be a result of their feeling of love, while the fact that has been discovered is that their peers tend to establish a relationship with bullies to protect themselves from falling prey to bullying.

Since self-esteem is one of the basic aspects of a person's personality, it is intangible and complex, and we are not always conscious of it; where the regard-judgment of ourselves is considered as psychological balance, it grows with the child and is very fragile and sensitive in the life of teenagers due to the importance of

relationships during adolescence; as peers become role models and influence his self-esteem and self-confidence at the same time. If this outlook is positive, it increases self-esteem and allows the person to face life's difficulties, but if it is negative, it leads to suffering and troubles in everyday situations. Falling victim to bullying or harassment leads the child to great suffering, as he will suffer from anxiety, depression, loneliness, isolation and avoid going to school, and these symptoms thus lead to emotional behavioral disorders for the child (Haka & Pervizi, 2017).

The most important theories that explain self-esteem:

**1- Rosenberg theory:** One of the first theories that tried to explain self-esteem, by studying the growth and advancement, the behavior of the individual's self-evaluation and his behavior, as well as through the factors and norms prevailing in the society surrounding the individual as social and economic factors, religion, and conditions of socialization. Rosenberg was particularly interested in adolescents' self-assessment, and his circle of interest subsequently expanded to include the dynamics of developing a positive self-image in adolescence. He was also concerned with the role that the family plays in the individual's self-esteem, and worked to clarify the relationship between the self-esteem that is formed within the family framework and the methods of subsequent social behavior of the individual later, and considered that self-esteem is a concept that reflects the individual's attitude towards himself (Park, 2019). Rosenberg developed three classifications of self-esteem, as follows;

- The current self (existing): it is as the individual sees himself and is interact by it.
- The desired self: It is the self that the individual would like to be.
- The presented self: It is the self-image that the individual tries to present and explain to others.

**2- Cooper Smith Theory:** Cooper Smith conducted his study of self-esteem on pre-high school children and found that there are two types of self-esteem: true self-esteem is found in individuals who actually feel they are valuable. Defensive self-esteem is found in individuals who feel they are not valued; however, they could not

acknowledge such feelings and deal accordingly with themselves and others. Self-esteem according to Smith is the judgment that the individual makes on himself, including the trends that he thinks, describe him accurately, and divides the individual's expression of his self-esteem into two parts, first: self-expression, is the individual's perception of himself and his description of it, and the second: the behavioral expression, and it refers to the behavioral styles that articulate an individual's self-esteem, and is available for external observation. Smith assumes that there are four determinants of self-esteem: successes, values, aspirations, and defenses (Edgar, Powell, Watkins, Moore, & Zakharov, 2007). Smith also believes that there are three instances of parenting that drive individuals to hold high self-esteem:

- Activation of children by parents.
- Supporting children's positive behavior.
- Respect for children's initiative and their freedom to change.

**3- Rogers theory:** Rogers' theory makes self-esteem the core of personality, confirms the psychological field, and sees it as a source of the behavior. Rogers' theory of self-esteem is also based on his depth of experience in counseling and psychotherapy; especially in the method he invented in psychotherapy, which is self-centered therapy. According to this theory, what defines behavior is not the objective natural field, but the apparent domain, the "world of experience" that the individual perceives by himself, and this meaning or perception is what determines the individual's behavior towards any situation (İsmail and Tekke, 2015).

**4- Zeller theory:** Zeller believes that self-esteem occurs most of the time in the social frame of reference, meaning that the individual evaluates himself based on social reference, and that self-esteem is the individual's self-esteem and plays the role of mediator between the self and the real world, and therefore when changes occur in the individual's social environment, the self-esteem is the factor that

determines the kinds of changes that will occur in an individual's self-evaluation accordingly (İsmail and Tekke, 2015).

## **2.12 Primary schools**

Bullying is a behavioral problem that arises among children and adolescents in all schools and societies regardless of the educational level. The school environment is the main reason behind the growth of the phenomenon of school bullying, as it was found that the less violent school environment is the environment governed by strict laws of behavior in which teachers and students cooperate with the school administration in making decisions, while schools overcrowded with students are suitable for the emergence of violence and bullying. Therefore, bullying prevents the achievement of the desired educational goals, as intended learning is impossible to achieve within an educational environment that does not provide psychological security for its students to protect them from violence, threats, anxiety, and depression (Aulia, 2016).

## **2.13 Participant roles in school bullying**

**Bystanders:** Individuals who witness other individuals being bullied, and are often characterized by a fear of expressing their disapproval and opposition to this behavior for fear of facing the same fate (Felipe et al., 2011). The roles of bystanders can be identified as following (Thornberg, Tenenbaum, Varjas, & Meyers, 2012):

- **Helpers:** those who are close to the bully and are allied with them and may participate in assaulting the victim to cause harm for him.
- **Reinforcers:** the individuals who do not participate in the attack on the bully, but their roles are to provide feedback to the bully through encouragement, inclination to insult and mock the victim.
- **Neutrals:** they are those who do not interfere in the bullying behavior, do not favor any party, and do nothing to stop the bully.
- **Defenders:** They are the individuals who sympathize with and support the victim.

## **2.14 Previous related studies**

To examine the relation between the quantity of bullying experienced by a victim and the levels of victims self-esteem, Boyle, (2003) performed a study where the sample was consisted of 124 students, 68 males and 56 females, who study at a large middle school in a middle-class neighborhood in Southern New Jersey. All students in the seventh grade (n = 52) and eighth (n = 72) were participated in class of life skills where bullying concerns have been debated. No substantial association between becoming a victim in general and self-esteem has been found. A strong correlation between some kinds of bullying and self-esteem has been found.

To examine the differences between bullies, victims, bullies/victims, and non-participating children, Cardemil, & O'Donnell, (2009) performed a study of sample of 307 middle school students. Analyzes of cross-section and longitudinal findings confirmed the value of distinguishing between bullies and bullies/victims. Additionally, some noteworthy gender differences were uncovered by the results: girls in the groups of bullying and bully/victim recorded substantial improvements in self-esteem with time, while girls in the bully category reporting the greatest rise, whereas boys in both groups reported no notable changes in self-esteem with time.

In another important study performed by Uba, Yaacob, Juhari, & Talib, (2010), the study aimed the mediating role of self-esteem in the relation between bullying and depression amongst adolescents. Study participants included 242 teenagers, aged 13 to 16, from selected Malaysian high schools. Study results indicate that there are no notable differences in regard to gender between males and females in their self-esteem. The study also revealed a negative and moderate relationship between self-esteem, and bullying as well as between depression, and self-esteem, and a positive and limited relationship between bullying and depression. The study findings, nevertheless, did not recognize self-esteem as a mediator. The researchers recommended that other considerations, such as athletic and religious activity, should be investigated as possible factors in future researches.

To conduct a situation analysis of self-esteem and bullying in school, by evaluated the bullying prevalence, according to age and gender; in addition to

determining students' self-esteem level by gender and role in the situations of bullying, and linking them to participation in situations of bullying. This was a cross-sectional analysis of 237 students from middle school performed by Brito & Oliveira, (2013) they divided the questionnaire used in the study into three parts: social, demographic; and bullying prevention. the results showed that the bullying prevalence is 67.5%. Adolescents were the sample participants, who were mostly female (56.4%), their ages between 15-19 years (51.3%), and black (69.1%). Most students live in family-owned homes (83.8 %) with four or more individuals (79.7 %), which have five or further rooms (79.1 %). Monitoring of bullying behavior was the most frequently reported situation (59.9%); when the bullying roles were related to self-esteem in concerning the gender, it was found that in the bullies and victim/bullies group, males had statistically higher scores of self-esteem when comparing with females. In addition, the results indicate that there is a significant number of students participating in the multiple bullying roles.

Another study conducted by Darney, Howcroft, & Stroud, (2013) which the aim of the study was to describe and explore the likely long-term impact of persistent school bullying on victims' self-esteem during adolescence. 101 young adults were included in the study and were asked to complete a brief biographical questionnaire. The results indicated that 91% of the sample had been involved in behaviors of bullying at some point in their school career: 3% as bullies, 31% as victims, and 57% as victims/bullies. The overall results revealed that the population of the study were shown to have average levels of general and personal self-esteem as well as high levels of general and social self-esteem. Unfortunately, it is not possible to calculate the bullies' scores of self-esteem in the sample because the bullies made up only 3% of the total sample. The findings showed that there were notably variations in all four scores of the sub-scale for all three categories when split into groups of victims, victims/bullies, and bystanders. The highest general and personal self-esteem was scored by the bystanders in the study, followed by victims and victims/bullies.

In the study of Fanti & Henrich, (2014) which aimed to investigate the relationship between narcissism and self-esteem with bullying and victimization of

peer. The sample comprised of 1,416 early Greek Cypriot adolescents (age Medium = 12.89) (50.1 % girls) who completed a group of self-reporting measures. The findings revealed that there is a slight association between narcissism and self-esteem that demonstrates that the two factors vary from each other. The hierarchical linear regression study results indicated that the gathering of high narcissism and low self-esteem could lead to the prevalence of bullying and victimization. Person-centered analyzes indicated that narcissism predicted belonging to groups of bully and victim-bully, even though bullies were characterized by low self-esteem when comparing with unengaged students. The results of the study can help explain the discrepancy recorded in previous literature in regard of the relationship between bullying activity and self-esteem, as low self-esteem is strongly linked to narcissistic youth bullying. In a correlated quantitative, descriptive study performed by Haka & Pervizi, (2017) with aim of highlighting the relationship between self-esteem and dimensions of empathy, bullying and victimization. self-report measures has been used with a sample of 117 young Albanians between the ages of 12 and 16; respondents have been randomly assigned. The results have shown that almost of the variables had positive and negative relations between them that are relatively strong to very strong. The dimensions of empathy and self-esteem as measured by APRI could be utilized as indicators of bullying activity, but can not consider as effective indicators of victimization sub-measures, since the level of variation they represent is not important.

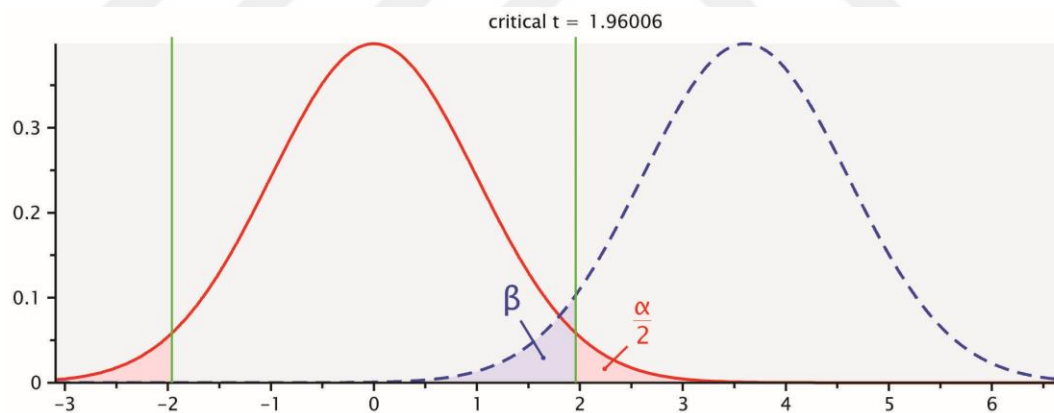
### 3. METHODOLOGY

#### 3.1 Place and Time of Research:

A descriptive analysis is carried out over the course of the September 1<sup>th</sup> 2020 until October 19<sup>th</sup> 2020 online in-order to the link between bullying behaviors victims and self-esteem among students' primary school students.

#### 3.2 The research sample:

The study was conducted on a sample of (240) male and female students using the Simple Random sampling method from the study population, which consists of (627) male and female students. The study sample included healthy school students from the age of 10-13 years, where the number of males was (125) students and the number of females was (115) female students, in primary government schools for the first semester 2020-2021 and from the fifth and sixth grades from several schools in the city of Tikrit, an online questionnaire. And male and female students who suffer from health problems such as hearing, sight and others were excluded.



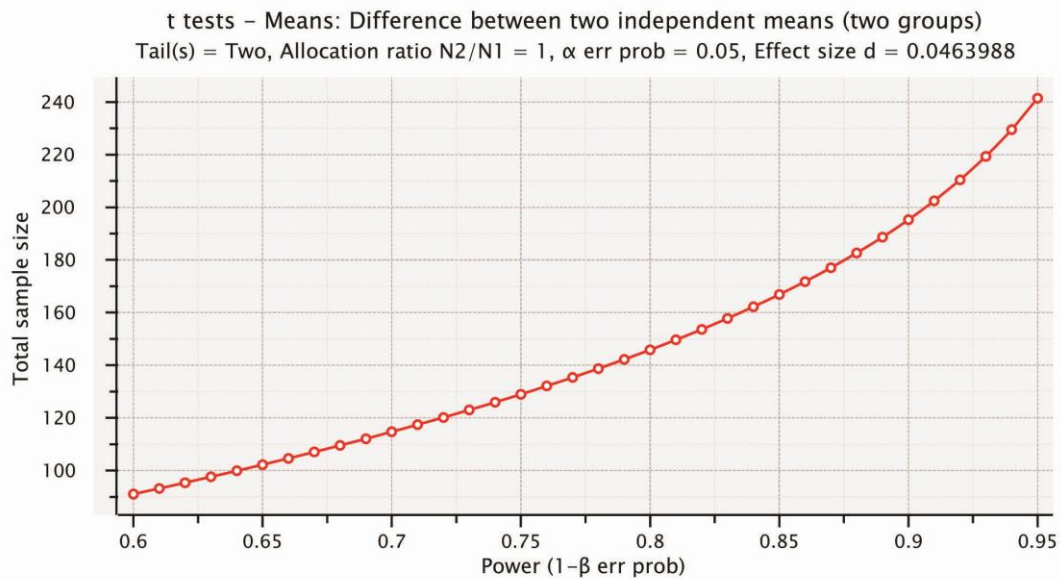


Figure 1: G Power Analysis Result

### 3.3. Data collection tools:

An instrument questionnaire formats developed by the investigator for bullying victims and self-esteem domains. In addition to the demographic data form.

#### Appendix 1: Type for demographic data:

The demographic data sheet comprised several items listed as gender and age of the general information.

#### Appendix 1: Bullying Child Scale

A rough image of the scale The bully and its victim were designed through a review of previous studies and tools used in these studies. This scale was used in the Al-Sarayrah study (2007) Cronbach's Bullying domain was 0.79 which was designed for students aged 10-18 years after being approved by the jury (physical, verbal and emotional). This scale consists of (24) items that use a 3-point Likert scale (3-1) that includes (always, sometimes, never). This arrangement is according to the direction and responses to the items. Therefore, this is the area for achieving the objectives of the study which includes the assessment of victims of bullying.

#### Appendix 2: Self-Esteem Scale Index (ISE-19-items)

This study used the Self-Esteem Index (ISE), which included (10) things to determine the level, the severity or the extent of a self-esteem problem. As for the

scale in its original form, it was developed by Rosenberg (1965) Rosenberg in the mid-sixties of the last century with the aim of measuring the trait of self-esteem among high school students in New York State in the United States of America. It was considered a model later for the development of other scales aimed at measuring the same trait in different cultural environments (Henriques & Calhoun, 1999; Wulff & Steitz, 1999; Rodney & Mupier, 1999). The scale consists of ten items that measure the general self-esteem of adolescents and adults, and five items formulated Positively, and five positively phrased paragraphs) through the individuals' response. The phrases are formulated in the language of the speaker. Half of the individual's general feelings correspond to a four-way verbal grading: Strongly agree, agree, disagree, strongly disagree) expressed quantitatively in degrees (4, 3, 2, 1) in order. The total score on the scale represents the sum of the scores on the ten items after reversing the quantitative grading of the negatively formulated items. The Arabized image was used, Rosenberg's scale of self-esteem, which was translated into Arabic by Jaradat (2006), which provides a significance of content validity in addition to an indication of internal consistency, where the Cronbach-alpha coefficient of the scale was (0.73). Cronbach's self-esteem domain was 0.93.

### **3.4 Research Pilot:**

A pilot study was performed on a random sample of (30) school children who, before the first study and omitted from the study sample, had been chosen for schools in Tikrit Governorate. The pilot study was carried out between (1 November 2020 and 15November 2020).

The pilot study is intended to:

- Increase the questionnaire's reliability.
- Settle the average data collection time required..

### **3.5 The reliability is:**

The reliability of a test instrument for calculating a variable involves the accuracy and reliability. The reliability of the questionnaire has been calculated using the following formula, based on Cranbach Alpha reliability (Polit and Hungler, 1999).

The reliability level is generally calculated by the implementation of correlation procedures. The reliability coefficient typically ranges from (-1.00) to (.00) to (+1.00) and is considered to be satisfying above (0.70) (Polit and Hungler, 1999).

**Table 3.1: Research Instrument Reliability Coefficient:**

The scales studied	Number of items	Cronbach's Alpha	Report
Self-esteem domain	10	0.93	Excellent
Bulling domain	24	0.79	Good

Table (1) for the test of the reliability coefficient for the system in this analysis, the results show that the alpha reliability level of Cranbach is acceptable for each scale and that the reliability of all scales is highly acceptable.

The results of the pilot study indicate that the formats in the questionnaire are reliable for the potential study of the phenomena of a general population (Polit and Hungler, 1999).

### **3.6. Methods of data collection**

Written permission is obtained by explaining the purpose of the study from the school and then taking samples from them before application. The interview form, The Bullying Child and Rosenberg self-esteem scale were applied in the second semester of the year 2020. The data collection process has been carried out from September 1<sup>th</sup> 2020 until October 19<sup>th</sup> 2020 online by Google drive format it takes around (10-15) minutes for each subject to answer.

### **3.7. Ethical Consideration**

After obtaining the necessary written permissions from the institution for the implementation of the research, the school principals were informed of the study, their verbal consent was sent to them for the purpose of collecting samples by the students online and they agreed to participate in the study.

### **3.8. Statistical Data Analysis:**

In order to analysis and evaluate study results, the following statistical analytical methods were employed (SPSS-ver. 26). Percentage, mean, standard deviation (SD), t-test and Spearman test were done.

#### 4. FINDINGS

The findings obtained from the study are given in charts below.

**Table 4.1.** Distribution of Individuals According to Their Social and Demographic Characteristics(**n = 240**).

		<b>n</b>	<b>Percent(%)</b>
<b>Gender</b>	Female	115	47.9
	Male	125	52.1
	<b>Total</b>	<b>240</b>	<b>100</b>
<b>Age</b>	10-11 years	122	50.9
	12-13 years	118	49.1
	<b>Total</b>	<b>240</b>	<b>100</b>

It was found in Table 4.1 that the majority of the sample are males with a percentage of (52.1%) and the rest are females with a percentage of (47.9%), and the age of the majority ranges between 10-11 years with a percentage of (50.9%) and the rest are between the ages of 12-13 years, their percentage is (49.1%).

**Table 4.2.** General Assessment of Children's Self-Esteem and Bullying(**n = 240**)

<b>Scale</b>	<b>Average</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
<b>Self-Esteem</b>	1.56	.63	1.00	4.00
<b>Bullying Child Scale</b>	3.49	.50	1.00	3.00

Table 4.2 shows the rate of self-esteem with an arithmetic mean of 1.56 and a standard deviation of 0.63, meaning that the rate of self-esteem in the study sample is average. As for bullying in the study sample, the results showed that the arithmetic mean is 3.49 and the standard deviation is 0.50 i.e. Bullying in the study sample is high.

**Table 4.3.** The Test of Normality of Children's Self-Esteem and Bullying According to Their Socio-Demographic Characteristics (n = 240).

Scale	Gender	n	Statistic	Df	Sig
Self-Esteem	Female	115	.54	119	.00
	Male	125		121	
Bullying Child Scale	Female	115	.53	98	.00
	Male	125		123	
Scale	Age	n	Average	SD	T
Self-Esteem	10-11 years	122	.53	119	.00
	12-13 years	118		121	
Bullying Child Scale	10-11 years	122	.51	98	.00
	12-13 years	118		12	

Above table 4.3 shows that the study sample is subject to a normal distribution, so t-test was chosen.

**Table 4.4.** General Distribution of Children's Self-Esteem and Bullying According to Their Social and Demographic Characteristics Means (n = 240).

Scale	Gender	n	Average	SD	t	P
Self-Esteem	Female	115	2.16	.37	-32.4	.04
	Male	125	1.01	.12		
Bullying Child Scale	Female	115	3.00	.00	-31.4	.00
	Male	125	3.95	.21		
Scale	Age	n	Average	SD	t	P
Self-	10-11	122	1.00	.00		

<b>Esteem</b>	years				5.17	.08
	12-13 years	118	2.15	.38		
<b>Bullying Child Scale</b>	10-11 years	122	3.97	.15	-67.2	<b>.00</b>
	12-13 years	118	3.00	.00		

The results presented in Table 4.4 indicate that there is a statistically significant effect between males and females in self-esteem at the p-value (0.04) which is less than p (0.05), and there is also a statistically significant effect of bullying with the gender variable at the p-value (0.00). For females, it is less than p (0.01) and therefore it is considered statistically significant, and there is no significant difference between age groups in self-esteem, at the p-value (0.08), which is greater than p (0.05), that is, it is not statistically significant, but it appears. The results also have a statistically significant effect for the age variable with bullying at the p-value (0.00), which is less than p (0.01), which means that there is a statistically significant effect, which rejected the null hypothesis and accepted the alternative hypothesis, which means that there is a statistically significant effect of self-esteem with the gender variable and the presence of a statistically significant effect of bullying in children with the variables of gender and age.

**Table 4.5.** The relationship between self-esteem and bullying in children(n = 240).

	<b>Variables</b>	<b>Self-Esteem</b>	<b>Bullying Child Scale</b>
<b>Self-Esteem</b>	Spearman's rho		
	Correlation	1.00	-.444**
	Sig. (2-tailed)		.000
	n	240	
<b>Bullying Child Scale</b>	Spearman's rho	-.444**	1.000
	Correlation		
	Sig. (2-tailed)	.000	
	N	240	

**\*\*Correlation is significant at the 0.01 level (2-tailed).**

In above table 4.6 there is a significant correlation between self-esteem and bullying at the p-value (0.00). It is less than p (0.01), which means that there is a statistically significant effect between self-esteem and bullying in children.



## **5. DISCUSSION**

This chapter extensively discusses and interprets the findings of the research by providing supporting facts in accordance with the literature and with regard to the study goals.

### **5.1. Discussion and interpretation results of demographic data for students with bullying victims**

It was found in Table 4.1 that the majority of the sample are males with a percentage of (52.1%) and the rest are females with a percentage (47.9%) that is consistent with the study of Birsal et al (2016), who showed that the percentage of males (54.1%) and the rest are females 35.6%, but it contradicts the study of Darjan et al. al (2020), where it showed that (70%) of females and the rest are males, and the rest ranged between 12-13 years old, and their number is 118, and their percentage is (49.1%), in agreement with the study of Birsal et al (2016), whose ages range between 9-13 years old.

### **5.2. Discussion and interpretation results of overall evaluation for bullying victims and self-esteem domains among students**

Table 4.2 shows a mean of self-esteem with a mean of 1.56 and a standard deviation of 0.63, which means that the mean rate of self-esteem in the study sample is at a poor level and this is consistent with the study of Farashbandi et al. (2014) which showed that the average self. It has an estimated mean of 7.7 and a standard deviation of 5.1. The results of this study showed that self-esteem is mean score and standard deviation and its results were in agreement with Mazaheri et al.(2006), Moradi and Ghanbari (2010), Turkashvand, et al. (2011), Ranjbarkohn et al. (2011), Gandomani et al. (2011), urge to have similar mean and standard deviation scores in self-esteem implying low self-esteem of school students. As for bullying in the study sample, the results showed that the arithmetic mean is 3.49 and the standard deviation is 0.50, meaning that bullying in the study sample is high, and this is consistent with the study of Darjan et al. (2020), where they showed that the arithmetic mean of self-esteem was 5.5 and standard deviation of 5.8. As for bullying, the arithmetic mean was 3.4 and standard deviation was 4.2. The study by Abid et al. (2017) which showed that as well as with Dameron, (2010) and Gunynor (2016) who showed peer bullying is common among primary school students and the level of self-esteem affects this attitude.

### **5.3. Outcomes of discussion and interpretation of the relationship between bullying and children's self-esteem**

The results of the study correlate with the relationship between demographic data and the domain of bullying victims among students ( $p < 0.05$ ). Regarding the relationship between demographic data, the relationship between demographic data and overall self-esteem surveys is non-significant at  $p$  value above 0.05.

In terms of the relationship between bullying roles and self-esteem (Bandeira, 2010), statistically significant findings have been found on the gender connection because the victims/aggressors and male aggressors display high self-esteem, whereas the female sex shows scores which are predominantly  $< 30$  (low self-esteem). These results are similar to this analysis. Additional research explaining the differences in sex for self-worth and bullying in the identity training of men, focuses on achieving their goals, while females are dominated by feelings (Anton, 2002). These studies disagree with our study. In addition, by using bullying prevention, gender and ethnic disparities are taken into account that indicate difference between male and female with self-esteem that gender and ethical discrepancies have been subject to (Chin et al., 2018). These findings are inconsistent with our study.

The results of the study show that the relationship between the overall evaluation responses of victims of bullying and the domains of self-esteem in  $p < 0.01$ . An article was found indicating that increased self-confidence would lead to more abuse. One theory is that people with high self-confidence often put their own personal interests center stage and appear to be more concerned with control and defense (Berger, 2007). Self-esteem and bullying trend among primary school children helps in our study through (Siang et al., 2018) who found statistics and correlations between sample variables. The mean of bullying and independence was 28.18 (SD = 13.18) or 3.63 (SD = 1.50). Moreover, there was a clear relationship among school-age Malaysian children between self-esteem and child bullying activity ( $r = .35$ ;  $p < .001$ ). Self-esteem was associated with children's behavior in moderate and positive ways. In fact, as self-esteem increases, bullying behavior often increases. Study results found relationships between abuse victims and self-esteem. This result is similar to (Engler, 2013).

## **6. CONCLUSION AND RECOMMENDATIONS**

### **❖ Conclusion**

1. The study conclude is most of study samples are (10-11) years old within age groups and male of students.
2. Most of students responses for bullying victims have strong bullying, while the majority of students have moderate self-esteem.
3. There is no-significant between demographic data and bullying victims domain among students.
4. There is non- significance relationship between demographic data and overall evaluation responses for self-esteem.
5. The study conclude that there is high a significance relationship between overall evaluation responses of bullying victims and self-esteem domains at p. value less than 0.01.

### **❖ Recommendations:**

1. Greater awareness of bullying with self-esteem among parents and students to prevent bullying behaviors.
2. More studies of the nature of this event are required that lead to definition the etiology of bullying victims.
3. Should be the family dynamics and other vulnerabilities, and qualitative early warning techniques, and should examine bullying conduct.
4. Parents and teachers must give top priority to preventing and reducing children and adolescents' bad feelings of self-esteem.
5. Cooperation between ministry of education and ministry of health to applied school health program for learning with students who gave bullying victims behaviors and his removal, however increase self-esteem for student who have low self esteem.

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**APPENDICES:**

**Appendix 1: Interview Form**

**Bullying Child Scale**

Age :

Gender:

Class:

<b>Bullying Child Scale (Questionnaire)</b>			
	Always	Sometimes	Never
1- Some of my schoolmates threaten or / beat me			
2- I deliberately criticize one of my classmates in front of others for harsh criticism			
3- I open rumors about some of my colleagues			
4- I have already beaten, threatened or pushed one of my classmates at school			
5- Some of my colleagues do not participate in summer activities			
6- I boycotted some of my colleagues or incited others not to befriend them			
7 - Some of my schoolmates criticize me in front of others for harsh criticism			
8- Some of my schoolmates ignore me and don't talk to me			
9- I stole the property of one of my schoolmates			
10- My colleagues ridicule me with comments about my skin tone or look, my weight or my height, the way I speak, my clothes ... etc.			
11- My colleagues spread rumors about me			
12- My schoolmates make jokes that make others laugh at me			
13- I always make fun jokes at one of my classmates			
14- Some of my schoolmates threaten me with tools			

<p>such as a knife, a pen, a stick, etc.</p> <p>15- I make sarcastic comments on my colleague because of (his weight, length, color, skin, shape, way of speaking, his clothes, his marks, and his economic position)</p> <p>16- Some of my school classmates called some profanity names and nicknames</p> <p>17. Some of my classmates are boycotting me or don't want to befriend me</p> <p>18. It happened if one of my schoolmates stole my private property</p> <p>19- I ignore one of my classmates and don't talk to him</p> <p>20 - I intend not to participate in the class with a student</p> <p>21- I force one of my schoolmates to do something that he does not want</p> <p>22- I had previously threatened one of my school or classmates with tools such as a knife, pen, stick ... etc.</p> <p>23- Some of my classmates call me school titles</p> <p>24- Some of my schoolmates force me to do something I don't want to do</p>			
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## Appendix 2: Interview Form

### Self-esteem scale

Age :

Gender:

Class:

No	Items	Strongly Agree	Agree	Uncertain	Disagree
1.	On the whole, I am satisfied with myself.				
2.	At times I think I am no good at all.				
3.	I feel that I have a number of good qualities.				
4.	I am able to do things as well as most other people				
5.	I feel I do not have much to be proud of.				
6.	I certainly feel useless at times				
7.	I feel that I'm a person of worth, at least on an equal plane with others.				
8.	wish I could have more respect for myself.				
9.	All in all, I am inclined to feel that I am a failure.				
10.	I take a positive attitude toward myself.				

## مقياس التمر للأطفال

ت	السؤال	دائما	أبدا	بعض الوقت
1	بعض زمائتي في المدرسة يهجمونني أو يضربونني			
2	تعمد انتقاد أحد زمائتي في الصف أمام الآخرين لانتقاده القاسي			
3	أفصح شائعات عن بعض زمائتي			
4	لقد قمت بالفعل بضرب أو تهديد أو دفع أحد زمائتي في المدرسة			
5	بعض زمائتي لا يشاركون في الأنشطة الصيفية			
6	قاطعت بعض زمائتي أو حرصت آخر ينعل بعدم مصادقتهم			
7	ينتقدني بعض زمائتي في المدرسة أمام الآخرين بسبب النقد الشديد			
8	يتجاهلني بعض زمائتي في المدرسة ولا يتحدثون معي			
9	سرفت ممتلكات أحد زمائتي في المدرسة			
10	يسخر مني زمائتي بتعليق اتهم حولوني بشرئياً وشكلي، وزني أو طولي، وطريقة حديثي، وملابسي ... إلخ			
11	نشر زمائتي الشائعات ع			
12	زمائتي في المدرسة يلقون النكات التي تجعلنا الآخرين يضحكون علي			
13	دائماً ما أسخر من النكات عند أحد زمائتي في الفصل			
14	يهددني بعض زمائتي في المدرسة بأدوات مثل سكين وقلم وعصا وما لذلك			
15	أقوم بتعليق اتساحرة علي زميلي بسبب (وزنه، طوله، لونه، جلده، شكله، طريقة حديثه، ملابسه،			
16	أطلق بعض زمائتي في المدرسة علي بعض الأسماء والألقاب النابية			
17	بعض زمائتي في الفصلي قاطعونني أو لا يريدون أن يصادقوني			
18	حدث ذلك إذ اسرق أحد زمائتي في المدرسة ممتلكاتي الخاصة			
19	أتجاهل أحد زمائتي ولا أتحدث معه			

			أنوي عدم المشاركة في الفصل مع أحد الطلاب	20
			أجبر أحد زملائي في المدرسة على فعل شيء لا يريد	21
			سقطي أن هددت أحد زملائي أو مدرستي بأدوات مثل سكين و قلم و عصا ... إلخ	22
			بعض زملائي يطلقون علياً لقب المدرسة	23
			يجبرني بعض زملائي في المدرسة على فعل شيء لا أريد القيام به	24

### مقياس احترام الذات

ت	السؤال	أوافق	أوافق بشدة	لا أوافق	لا أوافق بشدة
1	يشكل عام، أنا راضٍ عن نفسي				
2	أعتقد أحياناً أنني لست جيداً على الإطلاق				
3	أشعر أن لدي عدد من الصفات الحميدة				
4	أنا قادر على القيام بالأشياء مثل معظم الأشخاص الآخرين				
5	أشعر أنه ليس لدي الكثير لأفخر به				
6	أشعر بالتأكيد بلا فائدة في بعض الأحيان				
7	أشعر أنني شخص ذو قيمة، علماً لا أقل على قدم المساواة مع الآخرين				
8	أتمنى أن أحظى بمزيد من الاحترام لنفسي				
9	يشكل عام، أميل إلى الشعور بأنني فاشل				
10	أأخذ موقفاً إيجابياً تجاه نفسي				

### **Appendix 3: CURRICULUM VITAE**

**Name :** Nawar Ibrahim Ahmed Al\_bayati

**Sex :** Male

**Mobile No :** () **Nationality :** Iraq

**Date of Birth:**

**Age:** 36 years

**Marital Status:** Married **Qualifications**

**Education Status:**

College of Nursing / University of Baghdad (2007\_2008).

**Scientific activities:**

1. I worked as a nurse at Tikrit Teaching Hospital in the Department of Emergency and Internal Medicine, Surgery and Traumatology.
2. Surgical Resuscitation Officer.
3. Nursing Affairs Officer for two years.
4. Head of the ophthalmology department at Tikrit Hospital.
5. I worked in MSF for the relief of displaced persons for a year.
6. in charge of the Training and Development Division / Salah al-Din General Hospital.
7. A one-month emergency course in Sulaymaniyah affiliated with the Red Cross.
8. A mass casualty plan course affiliated with Doctors Without Borders.
9. An awareness course for weapon contamination of the environment by the Red Cross.
- 10- Training on anesthesia devices in the state of Chicago. America.
11. multiple nursing courses at the Iraqi and American army base Speicher in Tikrit.
12. Training Course Nursing Service Improvement for Key Departments of Iraqi Hospital sponsored by the Ministry of Commerce and organized by International Health Exchange Center of Health and Family Planning Commission of Sichuan Province from in Chengdu , the People's Republic of China.

