Teachers' Perception Regarding Bullying Behavior in Elementary Schools at Jizan City

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Abstract: **Teachers are key players in efforts to address school bullying and peer victimization. Bullying is a significant concern for healthcare services in schools. Aim: To assess teachers' perception regarding bullying behavior in elementary schools at Jizan City, Saudi Arabia. Methods: A quantitative descriptive cross-sectional design was conducted for the current study, and a convenience sampling technique was implemented. The total sample size was 116 teachers voluntarily participated in the study. Setting: The study was conducted at six elementary governmental schools in Jizan city. Tool: A structured questionnaire was developed by the researcher; the tool was divided into three parts. The first part, the demographic information, second part, to assess teachers' perception regarding definition, impact, factors, and needs of schools' teachers to deal with bullying, it consists 26 items, third part, assessing teachers' perception toward bullying occurrence and their role in the environmental school, it consists 25 items. Results: The results indicated that teachers' perception with the weighted mean for the second part was 3.23 ± 0.24 and the third part was 3.01± 0.52 and there was statistically a significant difference between teachers' perception with their gender in second part, age and years of experience in both parts. Conclusion and Recommendation: The findings of the study concluded that teachers are working at elementary schools had highly perception about bullying behavior, but the teachers cannot control bullying out of the classroom, due to teachers' overload. The study recommended implementing a bullying program for schools' teachers and recruiting teams of psychologists, sociologist and schools' nurses to deal with bullying among students.**

Keywords: **Teachers, Bullying behavior, Elementary schools.**

I. INTRODUCTION

The bullying problems are relating to the harmful effects on students [22]. Dan Olweus was the pioneer starting research on bullying in 1994, due to his work bullying has been perceived as an invasive problem in school. Bullying historically defined as long standing behavior against someone who is not able to defend him/herself in the actual situation [54] and can be perpetrated by a students or teacher at the home, school or online [53].

In Saudi Arabia, Almuneef et al 2017 indicates that male bullying behavior is generally higher than females, and physical bullying is the most type prevalence among males while verbal bullying higher among female. According to Al Eissa, et al 2016, conducted in 4 regions of Kingdom of Saudi Arabia, Makkah, Jizan, Riyadh, Tabuk most prevalence aggressive in school was bullying. Moreover, AlBuhairan, et al 2016 reported in 91 individuals participated in Riyadh schools, Saudi Arabia, and the study recognized many factors encouraging bullying the most common of them was unsafe environments.

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According to bullying statistics in 2013 recorded more than 2 million students are bullied of each year. One of the most frequently reported incidents of bullying was in Colorado, in 1999, where a student killed 12 students and one teacher [33]. Olweus, 2013 survey 10,000 Norwegian students revealed that victimization rates among 4th grade students were twice as high compared to 10th grade. When the bullying happened will threat development and learning and should understand how to influence the environment schools [58]. So, it is important for teachers to know all characteristics of bullying and need to be part in any effort to prevent the problem [36].

Bullying has become a common attention, not only for parents, students, and teachers, but also for health status, especially school nurse. School nurses have a broad range of responsibilities. [29] They engage in a variety of tasks and interventions requiring both depth and breadth of knowledge, particularly in all stages of human growth and could detect all signs of violence early [12]. They serve as members of the interdisciplinary team [9]. The jobs of the nurses are to help children with social, emotional or physical challenges, reinforce health, and restrain disease as much as they can [20]. The school nurse is ideally positioned to conceptualize steps towards a healthy school environment for combating bullying, children have a greater chance of trusting the nurse [23], since the school nurse is not in a disciplinary or academic capacity, they will prefer to trust the nurse [23].

II. SIGNIFICANT OF THE STUDY

Conducting the current study is important for school management to assess teachers' perception regarding bullying behavior. This can help the managers to provide new strategies to help teachers work better and minimize bullying in schools among students. The establishment of new policies to allow nurses work in schools to enhance and provide care for students.

 Despite, the local efforts in Saudi Arabia to raise awareness of the phenomenon of bullying among parents, student, through sciences article and from the Family Safety Program under the title of bullying school among students, and relationship to health. However, researches about this behavior is limited among teacher perception toward bullying behavior at elementary schools in K.S.A.

The researcher concern how this phenomenon is dealing with bullying, because the personality and psychosocial develop in early stage of childhood and the experiences of bullying by teachers frequently vary from those of students.

III. SUBJECTS AND METHOD

Research aim: To assess teachers' perception regarding bullying behavior in elementary schools at Jizan city.

Research question: What is the teachers' perception regarding bullying behavior in elementary schools at Jizan city?

Research Design: A quantitative descriptive cross-sectional design to address the research question.

Setting: The study was conducted in six government elementary schools at Jizan city, affiliated to Ministry of Education (MOE). Jizan located at Jazan city in the southern region of Saudi Arabia.

Sample/Participants: A convenience sampling technique was applied. The estimated population size in selected area were 150, and calculated from the whole target population electronically by using the Raosoft web site. The response distribution among them as 50 %, the margin of error as 5% and confidence level as 95%. So, the minimum recommended size and the sample size in this research is 109 teachers according to the following criteria.

IV. DATA COLLECTION

A structured questionnaire was developed by researcher to assess teachers' perception regarding bullying behavior. The data collection done through one tool, which includes three parts: First part, the demographic information, second part, assess teachers' perception regarding definition, impact, factors and needs of schools' teachers to deal with bullying, it consists 26 items, third part, assessing teachers' perception toward bullying occurrence and their role in environmental school, it consists 25 items.

Response were measured on a four-points Likert scale that ranges from 1 to 4, with the following criteria: second part ranges by 1 = (strongly disagree), 2 = (disagree), 3 = (agree), 4 = (strongly agree). Third part used a 4-point Likert-type scale, where 1 = (never), 2 = (seldom), 3 = (often), and 4 = (always).

The mean scores represented four categories as following:

- (1.00 - 1.75) low perception.

- (1.75 - 2.50) moderate perception.

- (2.50 - 3.25) high perception.

- (3.25 - 4.00) very high perception.

The questionnaires contain some items which are to be reverse scored including (1.4, 1.5,1.6, 3.3 of second part) and (4.3 of third part) will be negative items. These items designed to control the compliance of the bias response.

Pilot study:

The pilot study was conducted with 10% of the participants (n= 15) from selected area.

Validity and reliability:

The tool of data collection was translated to Arabic language, then tested for its content validity and relevance by a jury consisted of five experts in nursing field.

Regarding reliability, Cronbach's alpha coefficients for second part was equal to 0.915 and third part was equal to 0.937 for overall questionnaire items

Statistical analysis:

The research data were collected to conduct data analysis by using Statistical Package for Social Science (SPSS for Windows, version 22), the study used Independent T-test to assess the significant of the relation between the variables of demographic characteristics in relation to teachers' perception regarding bullying behavior. One-way analysis of variance (ANOVA) test was used to measure the significant of the relation between more than two variables of demographic characteristics in relation to teachers' perception regarding bullying behavior. A significant level value was considered when P-value ≤ 0.05.

V.   RESULT

Table 1: Demographic characteristics of study participants (n=116)

Demographic characteristics		Study Participant n=116	
		No	%
Gender	Female	72	62.1
	Male	44	37.9
Age	20-30	12	10.3
	31-40	52	44.8
	41-50	48	41.4
	51 and above	4	3.4
Academic qualification	Diploma	44	37.9
	Bachelor	72	62.1
Years of experience	0-5	20	17.2
	6-10	15	12.9
	11-16	19	16.4
	16 and above	62	53.5
Have you ever attending a course about bullying	Yes	16	13.8
	No	100	86.2

Table 1: The study included 116 teachers, female was more than half of teacher (62.1%), the aged of teachers around (44.8%) between 31 and 40 years old, the most of teachers (62.1%) had a bachelor degree. More than one third (53.5%) of the teachers had 16 years and above of experience. Regarding training courses attendance, majority of the study participants (86.2%) were not attending training courses about bullying.

Table 2: Distribution of total mean scores ± standard deviation of teachers' perception regarding bullying behavior in all dimensions toward second part (n=116):

Teachers' perception toward all dimensions regarding bullying behaviors.	Mean scores $\pm$ S. D
1-Teachers' perception regarding bullying toward the definitions and characteristics of bullying	3.24$\pm$ 0.61
2- Teachers' perception regarding bullying toward the factors which may cause bullying	**3.26$\pm$ 0.52**
3- Teachers' perception regarding bullying toward the impact of bullying	3.13$\pm$ 0.54
4- Teachers' perception regarding bullying related to needs of schools' teachers to deal with bullying	**3.67$\pm$ 0.40**
Total the mean scores $\pm$ S. D	**3.23 $\pm$ 0.42**

Table 2 showed the distribution of total mean scores and standard deviation of teachers' perception regarding bullying behavior in first part. The highest mean score of teachers ' perception regarding bullying behavior were toward "needs of schools' teachers to deal with bullying and " The factors which may cause bullying " with mean scores of (3.67$\pm$ 0.40, 3.26$\pm$ 0.52 respectively). Teachers' perception regarding bullying behavior were toward " The definitions and characteristics of bullying" and "the impact of bullying" with mean scores of (3.24$\pm$ 0.61, 3.13$\pm$ 0.54 respectively.) The overall average of weighted mean was 3.23 $\pm$ 0.42 for all dimensions of bullying behaviors.

Table 3: Distribution of total mean scores ± standard deviation of teachers' perception regarding bullying behavior in all dimensions toward third part (n=116):

Teachers' perception toward all dimensions regarding bullying occurrence and their role:	Mean scores $\pm$ S.D
Teachers' perception toward bullying occurrence in environmental schools	**2.92 $\pm$0.60**
Teachers' perception toward their role in environmental school	**3.22 $\pm$0.48**
Total the weighted mean $\pm$ S. D	**3.01 $\pm$0.52**

Table 3 showed the distribution of total mean scores and standard deviation of teachers' perception toward bullying occurrence and to their role in environmental school. The overall average of mean score was 3.01 $\pm$0.52 for all dimensions.

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Table 4: The relationship between the total mean scores of teachers' perception regarding bullying behavior in second part according the variables of demographic characteristics. (n=116)

Demographic characteristics of second part		Mean scores of teachers' perception regarding bullying behavior	
		Mean ± SD	Test of significant
Gender	Male	3.18 ± 0.45	T= -1.035
	Female	3.26 ± 0.41	P = 0.303
Age	20-30	3.63 ± 0.47	F =5.100
	31-40	3.23 ± 0.37	**P = 0.002****
	41-50	3.13 ± 0.42	
	51 and above	3.09 ± 0.36	
Years of Experiences	0-5	3.48 ± 0.51	F=3.315
	6-10	3.19 ± 0.36	**P = 0.023***
	11-16	3.24 ± 0.36	
	16 and above	3.15 ± 0.40	
Academic qualification	Diploma	3.31± 0.51	T=1.735
	Bachelor	3.18 ± 0.35	P= 0.085
attended a course about bullying	Yes	3.39 ± 0.43	T=1.648
	No	3.20 ± 0.42	P=0.102

*Statically significant at P ≤ 0.05 level.   **F** is the value of ANOVA.

T is the value of the t- test

Table 4 Showed the relationship between the total mean scores of teachers' perception regarding bullying behavior in elementary school with their variables of demographic characteristics there is no statically significant difference between the teachers' perception responses due to their gender, academic qualification, and attending or not attending a course about bullying at p -value. In additional, The F - test (ANOVA) obtained for age. shows that the p value is less than 0.05 for teachers' perception, which means there is statically significant relation difference between the teachers' perception regarding bullying behavior due to their different classes of age, and years of experiences.

Table 5: The relationship between the total mean scores of teachers' perception toward bullying occurrence and to their role in third part according the variables of demographic characteristics. (n=116)

Demographic characteristics of third part		Mean scores of teachers' perception regarding bullying behavior	
		Mean ± SD	Test of significant
Gender	Male	2.93 ± 0.55	T = 2.086
	Female	3.14 ± 0.47	P = 0.039*
Age	(20-30)	3.31 ± 0.50	F= 4.418
	(31-40)	3.11 ± 0.51	P = 0.006**
	(41-50)	2.82 ± 0.51	
	51 and above	2.91 ± 0.13	
Years of Experiences	(0-5)	3.39 ± 0.59	F = 6.540
	(6-10)	2.77± 0.39	P=0.000**
	(11-16)	3.13 ± 0.52	
	16 and above	2.90 ± 0.47	
Academic qualification	Diploma	2.92 ± 0.60	T= -1.382
	Bachelor	3.06± 0.47	P=0.170
attended a course about bullying	Yes	3.08 ± 0.69	T=0.574
	No	3.00 ± 0.50	P=0.567

*Statically significant at P ≤ 0.05 level.   **F** is the value of ANOVA.

T is the value of the t- test

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Table 5 Showed the relationship between the total mean scores of teachers' perception toward bullying occurrence and to their role in environmental school which mean that there was statically significant difference due to their gender, Moreover, the table demonstrated for teachers' perception toward bullying occurrence and their role that there is no statically significant difference responses due to their academic qualification, and attending or not attending a course about bullying.

In additional, the table showed there is statically significant difference between the teachers' perception toward bullying occurrence and their role in environmental school due to their different classes of age, and years of experiences.

VI.   DISCUSSION

The results of the current study aimed to assess teachers' perception regarding bullying behavior in elementary schools at Jizan city with relation to the previous studies. Regarding teachers' gender in the present study show statistically significant difference related to bullying occurrence. The number of female participants were much higher than male participants. A possible explanation from this respect results may be related to females are more concerned, sympathetic, more contact, and from their experience and give more attention about their children behaviors.

This result was parallel with several studies which showed that gender of teacher relatively had great levels of female teachers' perceptions support to teachers'expectations about bullying [51,57]. According to Kibriya, Xu et al. 2017 found the majority of teacher's responses were female, and concluded the feminine management it is important to reduce the effect of bullying. Al-Qahtani, 2015 revealed a great degree of awareness demonstrated by female teachers regarding the natural of bullying.

Regarding variation in teachers' ages and years of experience were between 20 and 30 years old, that ranged from one to five years of experience, these variables show statistically significant difference related to teachers' perception regarding bullying behavior in elementary schools. This result may be related to the teachers in the young/middle age nowadays more orientated, and have experience about different types of bullying behavior through interactive in social media. This result contradicted by Cecil and Molnar-Main, 2015, as who had more than six years of experience, they were more awareness about bullying than new teachers, and their ages between 40-50 old.

As regarding teachers' perception toward definitions and characteristics of bullying behavior in schools, the findings of the present study indicated that the teachers are highly perceived the meaning and characteristics of bullying behavior. This result may be related to teacher make discussion with colleagues about the extent of bullying in different situations, which lead them to give more attention to the characteristics of bullying among students. Similar result found by Sterling, 2013 indicated high perception of teacher toward bullying definition. However, another study Panagiotis, 2017 contradicted with results of present study shown that teachers have inadequate conceptions defined criteria of bullying.

As regards to teachers' perception toward bullying behavior related to "the factors which may cause bullying". The findings of the current study indicated that the teachers display very high perception especially to three factors, "parent' nervousness in front of their children", "absence of family supervision", and "lack of recreational activities" in environmental school. This result may be related to teachers' experience and background about the importance of presence the parent as role model to their children in home. The teachers may be aware about the neglection and express aggressive behavior in front of children which affect later on children behaviors to bring bullying in schools. In relation to the lack of recreational activities in schools as perceived by teacher. This result may be related to school's leader do not give attention to the importance of recreational activities that reduce anxiety, hyperactivity and manage and give outlet the stress of academic works through spend their talents in creative activities to diverge their attention by interesting hobbies that help students be socialized instead of bully each other.

This finding of the present study was in accordance with the results of studies done by Rosen, Scott et al. 2017 conclude teachers have identified family was a risk factor to be bully and victim. Duy, 2013 who found that the teachers having high perception related to factors of bullying and conclude the most factor of bullying was nervesness parents. According to Weber, 2015 emphasized the importance parent responses and increased communication with schools on bullying incidents because they ignore about it. Rosen, Scott et al. 2017 conclude the best place to include recreational activities in

place of education rather than at home. Moreover, Rigby, 2014 provided the exercises that encourage socio-emotional learning can have a direct effect in decreasing bullying prevalence.

This result inconsistent with finding of factors reported by many studies, student were becoming bullied or victum for so many factors, such as, the teachers were lack of knowledge, skills, supervision or recognizing all types of bullying behaviors, lack of teaching positive values. and overload to teachers due to cannot control on bullying and be around out of classroom [19,27, 36, 53]. Furthermore, Moosai, 2014 observed students teasing each other for their looks or speaking a different language, coming from a different culture or looking different, as well as playing advertisements and video games frequently.

In relation to teachers' perception regarding bullying behavior toward " the impact of bullying". The finding of the current study indicated the self-esteem is the most item affected by bullying as highly perceived by teachers. This result may be due to teacher's observation during daily contact with students give them chance to recognize the changes of students' behaviors such as shy, afraid, withdrawn, not participated in classroom which indicate the singes of low self-esteem among student. This finding in the same line with several previous studies, they agreement that the serious consequences of bullying was low self-esteem [19,31, 45, 56].

On the other hands, the researchers confirmed the highest effectiveness of bullying was depression, the children suffer from it until they reach to suicide ideation.[13, 20, 33, 57, 58].

Regarding teachers' perception toward " needs of schools' teachers to deal with bullying". The findings of the present study indicated that the teachers were very highly perceived that "The presence of a school nurse could be useful in promoting a healthy environment and support psychosocial states of students in school". This result may be related to that teachers be aware and perceived the importance of presence specialized person such as school nurse to deal with student , and give enough information and could conducted session, lectures, or implement program of bullying prevention and intervention efforts, may play an important role, especially in schools where teachers are limited in supervision and monitoring, and they may enhance communication to resolve conflict among student without punishments or fear to decreased their scores.

Similar studies conducted in USA by Skinner, Babinski et al. 2014 confirmed the school nurse as psychologists should support teachers 'expectations and they were working with bullies. Rose, Monda-Amaya et al. 2018 recommended presence school nurse to increased focus on bullying.

As regards to teachers' perception toward "bullying occurrence in environmental schools ", The findings of the present study indicated that the teachers highly perceived of bullying occurrence, emphasized that in "the school bus", on "the playground", "6th grade" and common type of bullying is "verbal bullying". This result may be related to the bullying happened when the lack of supervision, overcrowded, competitive and different school ages between student in both school bus, and playground. The common bullying happened among oldest student as in 6th grade. And almost types in this age is "verbal bullying". This result may indicate verbal bullying behavior were easy identify by teachers may be due to students easy verbalize about their hurts, such as name-calling, spreading a rumor, teasing, gossip or threating. However, the sexual bullying rarely identifies by teachers because maybe it operates undercover, or, generally teachers or authority figures are not participated which makes it difficult for teachers to avoid the situation of bullying.

This result is contrast by Rose, Monda-Amaya et al. 2018 provided the 43% of bullying occurred in the classroom. In addition, Kevorkian et al., 2016 noted that bullying providers in U.S.A, had 40 % of 3th grade reported being bullied. This finding in the same line to Rose, et al. 2018 typically recalled that involved verbal bullying 84.0%. Duy, 2013 found the teachers found verbal bullying more harmful than physical bullying behaviors. The result of inconsistent with Sterling, 2013 indicated and mention serious and harmful problem in elementary school was physical bullying.

In relation to teachers' perception toward their role. The finding of the current study indicated that the teachers show highly perceived related to this item "I responded to students when they are bullied". This result may reveal teachers' awareness of bullying acts and where bullying occurred, in addition, teachers may assume particular responsibility for addressing any behavior deviation among students to determine the causes of these behavior changes.

In same line, Harwood and Copfer, 2011 found the teachers were more response for bullying by influence children's understanding themselves. In additional, Skinner, Babinski et al. 2014 illustrated when the teachers have self-efficacy about bullying could help students and established linked between teachers and students to influence the interaction .While, Weber, 2015 was contradicted with current study by pointed out teacher's role was conducted bullying prevention program

VII. CONCLUSION

The finding of the present study showed that teachers who are working in elementary schools at Jizan city had a high level of perception about bullying behavior, which had significant relationship with their gender, age and years of experiences.

VIII. RECOMMENDATIONS

- Schools' leaders have to develop the activities through students' suggestions and opinions to enhances their talents by participating in school activities.

- Schools' leader should provide cameras particularly in locations where lack of supervision and monitoring by teachers to decrease bullying.

- Health care educators should implement lectures about factors as well as impact of bullying in all schools which increases their perception.

- Schools' leaders have to involve parent in all bullying problems to increase their awareness.

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