

Effect of Bullying on Primary School Students in Ein Helwan District

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Abstract: Bullying in school is one of the major problems in education systems around the world, it has effect on student's health status and school achievement. Aim of this study is to assess effect of bullying on primary school students Design: Descriptive design was used. Sample: The study involved all students in six grade (350 students) from 2 schools. Setting: Study was conducted at 2 primary schools in Ein Helwan district, Helwan City – Egypt (Al-Shohadaa Primary School & Abd El-Monem Reyad Primary School). Tools: Two tools were used in this study, 1st tool interviewing questionnaire consisted of four parts: 1: Socio demographic characteristics of students, 2: Assessment of prevalence and levels of bullying in schools, 3: Assessment of student's knowledge regarding bullying, and 4: Assessment of the effect of bullying on student's health status. The 2nd tool: Assessment student's attitude regarding bullying. Results of the present study revealed 37.1% of the students exposed to bullying, 60.3% had poor knowledge about bullying, 70.8% of them had low confidence regarding the psychological effect of bullying, 80% of exposed students had stomachache regarding the physical effect of bullying and 60.6% had negative attitude toward bullying. Conclusion: The study concluded that students exposed to bullying had poor knowledge about bullying. Bullying effect on the majority of the student's health status physically and psychologically and minority of exposed students to bullying failed in final year exam last year as effect on school achievement. Students reported social isolation as social effect of bullying. Majority of students had a negative attitude toward bullying. Recommendations: Educational programs should be given to all students, and school staff about the meaning, causes, risks, effects, management, and prevention of bullying.

Keywords: Bullying, Primary school student, Effect of bullying.

1. INTRODUCTION

Bullying is a significant problem in schools. It is intentional aggressive behavior by a single person or a group against a peer who cannot easily defend himself/herself. Its nature is repetitive over time, lasting weeks, and at times, even months or years. Bullying can take on the following forms: physical as punching or kicking, seizing or damaging other people's belongings, verbal as ridiculing, insulting, repeatedly mocking someone, making racist remarks, relational as leaving one or more peers out of aggregation groups, and indirect as spreading rumors or gossip about a student⁽¹⁾.

Bullying is repeatedly linked with more aggressive forms of violence and is associated with negative effects in adulthood. bullying is a form of an attack committed by a student/teenager who has the characteristics of the three main forms are the behavior intended to hurt another individual, the behavior is performed repeatedly, and occurred in the context of interpersonal behavior and involves an imbalance of power. This power imbalance indicates that the offender is stronger than the victim in some respects, for example, more popular, physically bigger, smarter, higher social status, more powerful⁽²⁾.

Students who experience bullying or become bullies will experience a decline in life satisfaction and support from peers than students who have never done experiencing bullying. Bullying among students not only decreases their academic

performance but also causes mental health problems and physical injury. The bullying may refer to the situation of "getting picked on" by others. It happens to different types of repeatedly occurring threats, harassments, abuse, ill-treatment, and victimization⁽³⁾.

In schools, bullying occurs in all areas. It can occur in nearly any part in or around the school building, though it more often occurs in recess, hallways, bathrooms, on school buses and waiting for buses, classes that require group work, and/or after school activities. Bullying in school sometimes consists of a group of students taking advantage of or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim. These bullies taunt and tease their target before physically bullying the target. Bystanders may participate or watch, sometimes out of fear of becoming the next victim⁽⁴⁾.

Bullying can also be perpetrated by teachers and the school system itself: There is an inherent power differential in the system that can easily predispose to subtle or covert abuse (relational aggression or passive aggression), humiliation, or exclusion even while maintaining overt commitments to anti-bullying policies⁽⁵⁾.

Community health nurse must intervene early when the students shows signs of bullying others or appears to be the victim of bullying. Community health nurse can support student's talents and skills by encouraging positive activities, such as involvement students to apply sports or go to clubs, listen to student and check the factors of bullying⁽⁶⁾. School nurses can educate students and staff and advocate for student support. School-based programs could include; Multi-tiered systems of support, which includes three tiers of interventions as universal programs or activities for all students within the community or school, selective interventions for groups of students at risk for being involved in bullying; and preventive interventions tailored for students already involved in bullying. Multi-component programs that address multiple aspects of bullying behavior and the environments that support it. Examples include examining school rules and using behavior management techniques and social emotional learning in the classroom and throughout the school to detect and provide consequences for bullying⁽⁷⁾.

Significance of study

Exposure to bullying in any manner by being bullied, bullying others, or witnessing peers being bullied – has long-term, negative effects on students. The school crime supplement to the national crime victimization survey found that in 2015, about 21 percent of students ages 9-12 reported being bullied at school during the school year. Given the prevalence of students exposed to bullying across the nation, it is important to understand the consequences of bullying on students and adolescents, how it relates to other violent behaviors and mental health challenges, to effectively address them. School nurse participate in the school anti bullying programme, collaborate with teachers and parents as an interdisciplinary team, add bullying information to curriculum (collaboration & health teaching) to prevent bullying⁽⁸⁾. Bullying is a common phenomenon worldwide among 50% of students expose to bullying. In Egypt 70% of children aged 9-13 year are bullied by any types of bullying⁽⁹⁾.

The school nurse is an ideal position to conceptualize steps toward a safe school environment to address bullying. Since the school nurse is not in a disciplinary or academic role, children are more likely to confide in the nurse. Collaboration with teachers and parents as an interdisciplinary team. Add bullying information to the curriculum (collaboration, health teaching). Participate in the schools anti-bullying program and promote healthy school environment. Help increase the child's self-esteem; help him/her to reject the victim role and to find friends. At the individual level as well as school level⁽¹⁰⁾.

Aim of the study

This study aims to assess effect of bullying on primary school student in Ein Helwan district through the following:

1. Assess prevalence and levels of bullying in school.
2. Assess students' knowledge regarding to bullying.
3. Assess students' attitude regarding to bullying.
4. Assess effect of bullying on students' health status

Research questions

1. What is the level & prevalence of bullying in school?
2. What are the levels of students' knowledge about bullying?
3. Is there relation between bullying and student health status?
4. What are student attitude regarding to bullying?

2. SUBJECT AND METHOD

Research Design:

A descriptive crosssectional research design was used in the study.

Setting:

The study was conducted at two primary schools in Ein- Helwan district, Cairo - Egypt.

Sampling:

Type of the sample:

Simple Random sample was used in the study, at Ein Helwan district there are five schools, two schools were selected randomly those (Al-Shohadaa Primary School & Abd El-Monem Reyad Primary School), the first school has 234 students in grade six and the second school has 116 students in grade six. The studied sample was all classes of the six grades from each school, then deal with all students in this grade who are 350 students. The investigator recruited total students in grade 6 in the schools.

Sample size:

All students in grade 6 that are found in Al-Shohadaa primary school & Abd El-Monem Reyad primary school in the academic year 2018-2019.

Tools for data collection:

Data collected by using two tools:

1st tool: Structured interview questionnaire that were developed by the investigators included four parts: -

Part I: Students' socio-demographic data, and family characteristics it involved 20 items such as age, sex, school name, father's education, mother's education, father's occupation, mother's occupation, family income, number of family member, number of rooms, crowding index, father presence at home, mother presence at home.

Part II: Assessment of the prevalence of bullying in schools. It included 10 closed-ended questions; 7 closed-ended questions to assess exposure to bullying, and 3 closed-ended questions to assess participation of the student in bullying colleagues by different types. Number of times the student participates in bullying on colleagues.

Scoring system

The answers to these questions were scored as 0 for no (no exposure to bullying) and 1 for yes (exposure to bullying).

Total prevalence classified as the following:

- Exposed to bullying (victims).
- Not exposed to bullying

Part III: Assessment of students' knowledge regarding bullying. It is composed 13 closed-end questions to assess students' knowledge about bullying: 8 questions including the meaning of bullying, causes, risk factors, bullied characteristics, forms of bullying, types of bullying, intervention and prevention of bullying and 5 questions to assess students' knowledge about effects of bullying on students' health status (physical, psychological, social & behavioral) and students' performance in school.

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Scoring system

The answers to these questions were scored as "0" for don't know or wrong answer, "1" for complete correct answer, and "2" for incomplete correct answer. Total knowledge scores were divided as:

- Good >75%
- Average 50-75%
- Poor <50%

Part (IV): Assessment effect of bullying on students' health status. It is composed of 6 closed-end questions including psychological, social, physical, behavioral, students' performance in school and academic achievement.

Scoring system

The answers to these questions were scored as "0" for no or don't know and "1" for yes

2nd tool: Assessment of student's attitudes regarding bullying. It consists of 32 closed-ended questions. It divided into three sub item

A) Attitudes of bullied students which consisted of 7 closed-ended questions such as saying anything about colleagues that make others laugh, call colleagues bad names, slap or kick colleagues, insult or threaten colleagues, encourage colleagues to quarrel, enter a physical battle or try to harass colleagues.

B) Attitudes of victim students which consisted of 16 closed-ended questions such as; hit by colleagues, defend yourself when colleagues hit you, anyone tells you that your clothes or clothes are inappropriate, anyone says to you that you are fat or thin, threatened by beating, a colleague called you names bullied by rumor, students deliberately shocked, mock students when they bullied you, , have dreams or nightmares about bullying and deliberately leave activities and games result in bullying.

C) Bystanders students' attitudes toward bullying. It consists of 6 closed ended questions as watching someone trying to hit others, watching someone stealing others, watching someone mocking others, watching someone threaten others, watching colleagues enter a physical battle because angry and watching someone tried to harass colleagues

Scoring system

The answers to these questions were scored as "1" for never, "2" for rare, "3" for sometimes, "4" for frequently, and "5" for always. Total scores of these questions ranged from (0-88) they were classified as follows:

The total score attitude divided into the following:

- Negative attitude <50%
- Positive attitude ≥50%

Content validity:

Assessment the tools for clarity, relevance, comprehensiveness, understanding, and applicability was done by a group of 5 expertise in the field of community health nursing, pediatric nursing, and psychiatric nursing at the faculty of nursing Helwan University to test the content validity.

Tool reliability:

To assess reliability, the study tools (knowledge, effect and attitude) were tested by the pilot subjects for calculating Cronbach's Alpha which was 0.927 for the knowledge questionnaire, 0.920 for the bullying effect and types and 0.985 for the attitude questionnaire.

Pilot study:

It was carried out on 10% of primary school students; 35 students under the study to test the clarity, competence, and applicability of the tools. After carrying out the pilot study, no modification done and the pilot study was included.

Fieldwork:

-The actual fieldwork started from the middle of February 2019 till the end of July 2019 for the data collection. A sample of 350 primary school students at grade 6 attending the study setting was interviewed after the investigator introduced herself and explained the purpose of the study and components of the tools to primary school students.

-The investigators went to selected primary schools in the Ein-Helwan district, and collected data during the time of school. Two days / week on Tuesday and Thursday of each week from 9 am to 12:30 pm in Al-Shohadaa primary school and from 1 pm to 4:30 pm in Abd El-Monem Reyad primary school because this school is afternoon school. The investigator met every student included in the study, oral consent was obtained from each student after explaining the purpose of the study and the components of the tools. The students were assured that their participation is voluntary and they have the right to withdraw from the study at any time without giving any reason. The tool took 20 minutes to fill out. The investigator took 5 students from each school every day where the data collected through interview questionnaire.

Students were assured that the information collected would be recorded confidentially and it would be used only for the purpose of study.

Ethical consideration

Ethical approval was obtained from the research ethics committee of the faculty of nursing, Helwan university. Official permission to conduct the study was obtained from the administrator of each school. Oral consent was obtained from students after explaining the aim of the study. They were allowed to refuse to participate in the study and they were notified that they could withdrawal at any stage of the research. Also, they were assumed that participation in the study is entirely voluntary; anonymity, privacy, and confidentiality were assured through coding the data.

IV) Statistical item:

The collected data were organized, tabulated, and statistically analyzed using SPSS software (Statistical Package for the Social Sciences, version 16, SPSS Inc. Chicago, IL, USA). For quantitative data, the range, mean, and standard deviation were calculated. For qualitative data, which describes a categorical set of data by frequency, percentage, or proportion of each category, comparison between two groups and more was done using the Chi-square test (χ^2). For comparison between means of two groups of parametric data of independent samples, a student t-test was used. For comparison between means of two related groups (pre and post-program intervention) of parametric data, a paired t-test was used. For comparison between more than two means of parametric data. Correlation between variables was evaluated using Pearson's correlation coefficient (r). Significance was adopted at $p < 0.05$ for interpretation of results of tests of significance.

Significance of the results

- Not-significant (NS) if $p > 0.05$
- Significant (S) if $p \leq 0.05$
- Highly Significant (HS) if $p < 0.01$

The results

Table (1): Shows that the mean age of the students ranged between 11-13 years, with Mean \pm SD 11.7943 \pm .53846 years. 72 % of students were female, regarding the father's education level 51.1% had read and write, and 34.9 of them were farmers. Regarding mother's educational level 69.1% had read and write and majority of them (89.4%) were housewife. The family income 60.6% sufficient and saving.

Figure (1): Illustrates that 63% of the studied sample were not exposed to bullying and 37% of them were exposed to bullying.

Table (2): Shows that 60.3% studied sample had poor knowledge about bullying, 1.4% of them had good knowledge, with mean and standard deviation value of knowledge 26.6429 \pm 7.25080.

Table (3): Illustrate that 70.8% of the studied sample were experienced low confidence as psychological effect of bullying and 53.1% of them experienced feeling lonely.

Table (4): Show that 80% of studied sample experienced stomachache as physical effect of bullying, 54.6% of them experienced low academic performance as effect of bullying and 60% of the studied sample was experienced aggressiveness as behavioral effect of bullying.

Table (5): Show that 86.15 % of the studied sample bullied and pass the final year exam and 13.07 % of them failed.

Table (6): Shows that 60.6% of the studied sample had negative attitude toward bullying, with mean and standard deviation value 54.7400 ± 27.72498 .

Table (7): Shows that there was a statistical significant relation between studied sample's demographic characteristics and bullying level, where male student's having enough income and living with their family were have positive attitude with a statistical significant relation at $p \leq 0.05$

Table (1): Frequency Distribution of Studied Sample regarding to Socio-demographic Characteristic (N = 350).

Variables	No.	%
Age		
▪ 11 years	28	8.0
▪ 12 years	299	85.4
▪ 13 years	23	6.6
Mean\pmSD 11.79\pm.54		
Fathers job		
▪ Employee	93	26.6
▪ Farmer	122	34.9
▪ Worker	135	38.5
Mothers job		
▪ Employee	28	8
▪ Housewife	313	89.4
▪ Worker	9	2.6
Family monthly income		
▪ Not enough	34	9.7
▪ Sufficient for basic needs only	212	60.6
▪ Sufficient & save	104	29.7
Number of family members		
▪ 3-5 members	136	38.9
▪ 6-8 members	203	58
▪ 9-11 members	11	3.1
Room number		
▪ 2 rooms	124	35.4
▪ 3 rooms	226	64.6
Crowding index		
▪ 1 - 2	230	56.7
▪ < 2 - 3	120	34.3

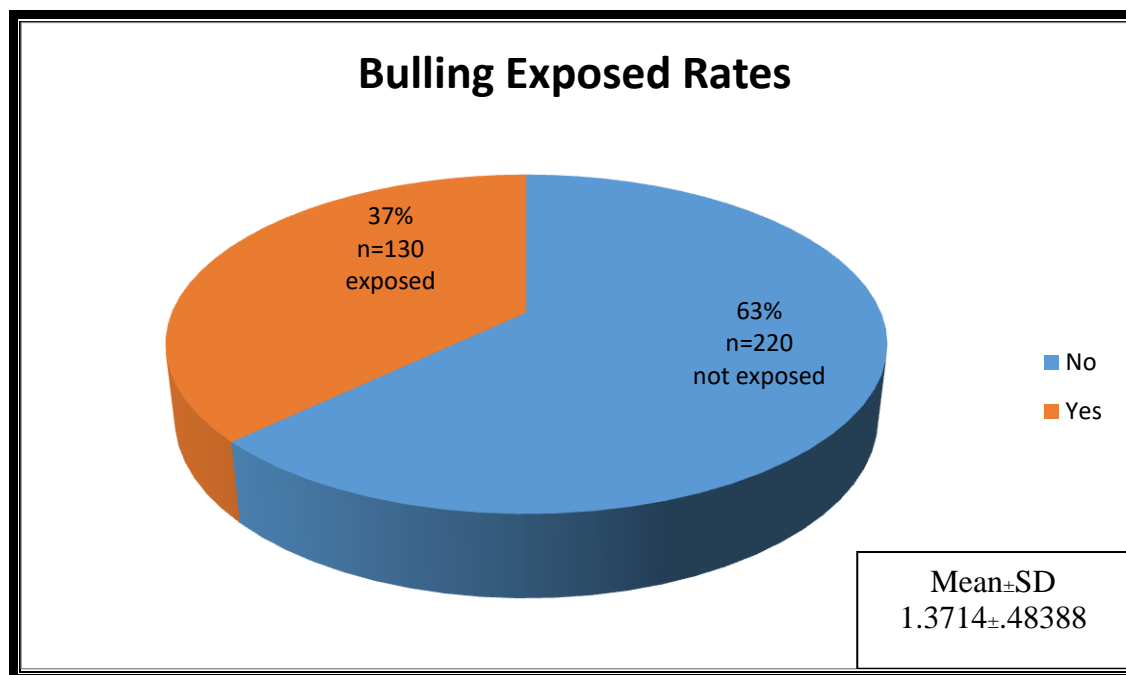


Figure (1): Frequency Distribution of Bullying Level among Studied Sample's (N=350)

Table (2): Frequency Distribution of Studied Sample regarding to Total Knowledge about Bullying (N=350)

Variables	No.	%
Total knowledge		
▪ Good >75%	5	1.4
▪ Average 50-75%	135	38.3
▪ Poor <50%	210	60.3
Mean scores of total knowledge:		
Rang(0:42)	23.00	
Mean±SD	26.64± 7.25	
max	42	
min	19	

Table (3): Frequency Distribution of Studied Sample's Effect of Bullying (N=350)

Effect of bullying	Yes		No	
	No.	%	No.	%
Psychological effect:				
▪ Low confidence	248	70.8	102	29.2
▪ Depression	156	44.6	194	55.4
▪ Suicide	30	8.5	320	91.5
▪ Feeling lonely	186	53.1	164	46.9
Social effect:				
▪ Withdrawal	54	15.4	296	84.6
▪ Isolation	89	25.4	261	74.6

Table (4): Frequency Distribution of Effect of Bullying on students exposed to bullying (N=130)

Effect of bullying	Yes		No	
	No.	%	No.	%
Physical effect:				
▪ Sleep	58	44.6	72	55.4
▪ Stomach ache	104	80	26	20
Behavioral effect:				
▪ Aggressive	78	60	52	40
▪ Smoke	8	6.2	122	93.8
Student performance in school:				
▪ Run away	0	0	130	100
▪ Low concentration	71	54.6	59	45.4
▪ Absenteeism	7	5.4	123	94.6

Table (5): Frequency Distribution Result of Final Year Exam among Exposed and Non-Exposed students

Final year exam	Exposed (130)		Non-exposed (220)		χ^2	P
	No.	%	No.	%		
Pass	112	86.15	218	99.09	1.375	.000*
Failed	17	13.07	2	0.91		

Table (6): Frequency Distribution of Studied Sample according to Total Attitude about Bullying (N=350)

Variables	No.	%
Total attitude		
▪ Positive $\geq 50\%$	138	39.4
▪ Negative $< 50\%$	212	60.6
Mean scores of total attitudes:		
rang	69	
mean \pm SD	54.7400 \pm 27.72498	
max	93	
min	23	

Table (7): Relation between Studied Sample's Demographic Characteristics and Bullying Level (N=350)

Variables	Bullying level				χ^2	P
	Yes		No			
	No.	%	No.	%		
Age					22.723	.000*
▪ 11 years	15	11.5	13	5.9		
▪ 12 years	97	74.6	202	91.8		
▪ 13 years	18	13.8	5	2.3		
Sex					1.318	.000*
▪ Male	83	63.8	15	6.8		
▪ Female	47	36.2	205	93.2		
Father education					1.090	.000*
▪ Read and Write	22	16.9	157	71.4		
▪ Basic Education	8	6.2	11	5		
▪ Secondary Education	92	70.8	39	17.7		
▪ University education	8	6.2	13	5.9		

Mother education						
▪ Read and Write	70	53.8	172	78.2		
▪ Basic Education	6	4.6	9	4.1		
▪ Secondary education	44	33.8	13	5.9	54.876	.000*
▪ University education	10	7.7	26	11.8		
Fathers job						
▪ Employee	39	30	54	24.5		
▪ Farmer	0	0	122	55.5	1.261	.000*
▪ Worker	91	70	44	20		
Mothers job						
▪ Employee	21	16.2	7	3.2		
▪ Housewife	104	80	209	95	20.551	.000*
▪ Worker	5	3.8	4	1.8		
Family income						
▪ Not enough	26	20	8	3.6		
▪ Sufficient & save	42	32.3	62	28.2	28.656	.000*
▪ Sufficient for basic needs only	62	47.7	150	68.2		

3. DISCUSSION

Bullying is a kind of violence which threatens the well-being of teenagers and youths at schools and district. Bullying affects families, schools, and people in society. It may cause a lake of self-confidence, fear, and humiliation among students via the aggressive actions of others. Bullying accrues in a lot of environments such as schools, after-school programs, or among the youths' districts. So bullying originates from complex factors concerning the individual characteristic of students, their relationship with peers and adults school, and/or society norms⁽¹¹⁾.

Bullying is the intentional, unprovoked abuse of power by one or more students to inflict pain or cause distress to another student on repeated occasions. A student is 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 A student is being bullied when another student, or a group of students, say or do nasty and unpleasant things to him or her. Any form of verbal or physical hurtful behavior, such as name-calling, punching, repeated teasing, kicking, hitting, spreading malicious rumors, pestering, socially isolating can be considered bullying if the peer persists with it after it is apparent that the victim is traumatized by what is being said or done. Bullying is longstanding violence, mental or physical, conducted by an individual or a group and directed against an individual who is not able to defend himself/herself, in the actual situations⁽¹²⁾.

Regarding socio-demographic characteristics of the study sample in primary schools, the present study revealed that more than two-thirds of students were 12 years old. This result in the same direction with **Jan & Husain, (2015)**⁽¹³⁾ in a published study entitled "Bullying in Elementary Schools: Its Causes and Effects on Students" which was conducted in government and private schools in the district of Mianwali. They reported that the age of all children participate in the study ranged between 12 -15 years. **From the investigators' point of view**, this age is early puberty that students engaged in behaviors that appear their characteristics and abilities. It is possible that students expressed their characteristics and abilities in different contexts as bullying. This has important implications for research and practice that need to adopt a more holistic and comprehensive approach.

Concerning sex, the study showed that more than two-thirds of the students were females. This result is agree with **Alivernini et al., (2017)**⁽¹⁴⁾ in a published study entitled "Measuring Bullying and Victimization Among Immigrant and Native Primary School Students: Evidence From Italy" which was conducted in Italian fifth-grade students who took part in the National Evaluation of Learning in May 2014, they reported that 49% of the students are female. **From the investigators' opinion** the total number of female students in schools was more than male.

Concerning fathers' and mothers' education, the study revealed that more than one-third of student's fathers had secondary education and a minority of the student's mothers had secondary education. This results agree with **Han et al., (2017)**⁽¹⁵⁾ in a published study entitled " School Bullying in Urban China: Prevalence and Correlation with School

Climate " which was conducted in urban China schools, they reported that the student's fathers' education distribution ranked from middle school 31.35% and the student's mothers' education with a distribution of middle school 30.01%. Regarding the home type, the majority of students live in a family house. These results disagree with **Han et al., (2017)** they reported that 16.82% of the students living with their grandparents.

Regarding the presence of a parent at the home, the study showed that the majority of students' parents were present at home daily. This result is in the same direction with **Hampela et al., (2009)** ⁽¹⁶⁾ in a published study entitled "Direct and Relational Bullying Among Children and Adolescents: Coping and Psychological Adjustment" which was conducted in the city of Bremen, Germany, and a rural area near Bremen, they reported that 11 % of participants came from single-parent families. **From the investigators' opinion**, this is due to their father's job majority of student's fathers were farmers, workers, and employees, so they return home after work.

Regarding family bullying, the study showed that more than half of students were bullied by their families. This result agrees with **Wolke et al., (2015)** ⁽¹⁷⁾ in a published study entitled "Bullying in the family: sibling bullying" they reported that up to 40% are exposed to sibling bullying every week. **From the investigators' point of view**, rapprochement of sibling age makes more conflict between them, this conflict leads to bullying. Also, watching a lot of cartoon films containing violence makes them try to mimic it.

Regarding the bullying level, the study discovered that more than one-third of students were exposed to bullying. This result is in the same direction as **Rigby and Johnson (2016)** ⁽¹⁸⁾ in a published study entitled "The Prevalence and Effectiveness of Anti-Bullying Strategies employed in Australian Schools" conducting in Australian Schools. They found that 37.7% of students reported that they were being bullied to teachers/counselors. **From the investigators' opinion**, in this age students try to seem stronger than others, and try to control on colleagues. These feelings make them bullied their colleague without know the effect of this.

Concerning total knowledge of students about bullying, the study illustrated that more than half of the students had poor knowledge about bullying. This result agrees with **Smith (2016)** ⁽¹⁹⁾ in a published study entitled " School-based interventions to address bullying " which was conducted in the United States. He reported that 48% of students had poor knowledge about bullying. **From the investigators' opinion**, this is due to the educational process that focuses on the studied curricula only, ignoring any other public problems. The lower educational level of parents and live in a family house make the student ignored, and not be heard. More working mothers let students more time watching TV and using mobile in wrong ways lead to increase causes and risk factors of bullying without feeling. Students need parents to guide them to right and to understand them. Also, parents teach students how to spend their time correctly, solving their life problems and issues in this stage.

Regarding the psychological effect of bullying, this study revealed that more than half of students reported that feeling lonely. This result agrees with **Ortega et al., (2012)** ⁽²⁰⁾ in a published study entitled "The Emotional Impact of Bullying and Cyberbullying on Victims: A European Cross-National Study" which conducted in Italy, Spain, and England who reported that feeling "alone," was reported by 58% of the studied sample.

Regarding the psychological effect of bullying, this study illustrated that more than one third of students had depression. This result disagrees with **Fekkes et al., (2004)** ⁽²¹⁾ in a published study entitled "Bullying behavior and associations with psychosomatic complaints and depression in victims" which was conducted in elementary schools they reported that 7.7 had depression. **From the investigators' opinion**, this is due to weakness of the victim make him unable to defense about himself these lead to depression.

Concerning the social effect of bullying, the study showed that one-fourth of students reported social isolation. This result agrees with **Al-Saadoon et al., (2014)** ⁽²²⁾ in a published study entitled "The Magnitude and Impact of Bullying among School Pupils in Muscat, Oman: A Cross-Sectional Study" which was conducted in Oman schools, they reported that the students had social isolation/exclusion (22.5%). **From the investigators' point of view** students who are victims of bullying are afraid to tell others that he is bullied by colleagues, this lead to side effect of bullying as depression, lonely, social isolation and sleep disturbance and increase victim desire to social isolation to avoid bullying situations.

Regarding the physical effect of bullying, the study showed that more than one-third of students had sleep disturbance. This result agrees with **Rigby, (2003)** ⁽²³⁾ in a published study entitled "Consequences of Bullying in Schools" which conducted in England primary schools, he reported that 25% of the students 'not sleeping well. **From the investigators' opinion**, bullying cause physical and psychological disturbance lead to sleeping disturbance.

Concerning the physical effect of bullying, the study showed that more than two-thirds of students had Stomachache. This result disagrees with **Karatas & Ozturk, (2011)** ⁽²⁴⁾ in a published study entitled "Relationship Between Bullying and Health Problems in Primary School Children" which was conducted in primary schools in Izmir, they reported that 21.7% of the students suffered from a Stomach ache. **From the investigators' opinion**, this is due to psychological effect of bullying appear in physical symptoms as stomachache and headache.

Regarding the effect of bullying on academic achievement, the study revealed that minority of the students had low academic performance. This result agrees with **Chikaodi et al., (2017)** ⁽²⁵⁾ in a published study entitled "Bullying, its effects on attitude towards class attendance and the contribution of physical and dentofacial features among adolescents in Northern Nigeria" which conducted in Kano, Nigeria reported that one-fifth 20% of the victims of bullying felt it had consequences on their academic achievement.

Concerning to students' total attitude toward bullying: The study showed that more than half of the students had negative attitude toward bullying. **From the investigators' point of view** this result is due to students had poor knowledge about bullying meaning, causes, and effect. Majority of students were exposed to different forms of bullying without known as exposed to bullying in watching cartoon containing bullying and bullying between sibling.

Regarding the relation between bullying prevalence, age of students, and gender, the study showed that a statistically significant relation between the age of students and the bullying prevalence. This result agrees with **Marées & Petermann, (2010)** ⁽²⁶⁾ in a published study entitled "Bullying in German Primary Schools Gender Differences, Age Trends and Influence of Parents' Migration and Educational Backgrounds" which was conducted in German Primary Schools, they reported that A small positive correlation between age and overall-bullying-score (sum of bullying scales from the teacher- and self-report; $r_s = 0.13$, $p = 0.001$) and Significantly more boys than girls were bullies and bully/victims, while the proportion of victims was similar for boys and girls ($\chi^2 = 14.4$, $df = 3$, $p = 0.002$). **From the investigators' opinion**, parent education level effect on their student in acquire positive or negative attitude and knowledge.

4. CONCLUSION

Based on the present study and research questions it can be concluded that:

The result of the study supported the questions of the study: The students exposed to bullying had poor knowledge about bullying. Bullying effect on the majority of the student's health status physically and psychologically and minority of exposed students to bullying failed in final year exam last year as effect on school achievement. Students reported social isolation as social effect of bullying. Majority of students had a negative attitude toward bullying. There were highly significant relations between studied sample's demographic characteristics and bullying prevalence, effect of bullying and bullying prevalence, studied sample socio-demographic characteristics and their total knowledge and between studied sample socio-demographic characteristics and their total attitude scores.

5. RECOMMENDATIONS

The study recommended that:

Based on the findings of the present study the following recommendation can be made:

- Educational programs should be given to all students about the meaning, causes, risks, effects, management, and prevention of bullying.
- Educational programs to school staff to increase knowledge about bullying and prevention and action strategies should be provided.
- Make posters about bullying and its effect on student's health to be posted in places where large member of students may see them.
- Future research is required to evaluate the effect of bullying in the primary schools to confirm the results.

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