

Causes and Types of Bullying from Teachers Opinion

Safaa Mohammed Khalf* and Hassan A. Hussien

Abstract--- *Bullying is old problem start from the beginning of humanity until yet in which it develop with new technologies to be more complex and difficult to diagnosis and deal with that give priority for researches concern with this topic because wide effects on peoples at all age stages. This study conduct to know the causes, and types of bullying that prevalence at Baghdad secondary schools at the period from 1st of November of 2019- to 10th march of 2020. A descriptive study data were analysis by use Statistical Package for Social Science (IBM-SSPS version 24) that found social causes were more causes for bullying from teachers opinion then come other causes adds to many types of bullying were prevalence at Baghdad secondary schools the first common types were verbal types.*

Keywords--- *Bullying, Causes, Types, Teachers.*

I. INTRODUCTION

Bullying at first studied under mobbing term at Scandinavian countries that is mean more than one-person do harassment to other person repeatedly by use negative behavior against them (1). Peers abuse is term use to describe any problem occur between two persons in which they were common until first time of using bullying term by Dan Olweus in Norway at 1978 then follow by many researches about school bullying (1).

Teachers have important role cooperating with parents to meet students' needs according to their priority to improve student's wellbeing (2). Bandura add that behavioral learning or acquire not means that person will do it but, behavior activation depend on the expectation results from behavior if it positive that stimulate activation or negative in which bullies may punished that decrease possibility of doing behavior (3). Many teachers beliefs that there is no really bullying and what happen is just normal events of students age period whereas they can access through making them more strength and hard in front of other teachers who deal seriously with bullying as big problem need for detection and intervention (4).

Many researchers beliefs that's bullying occurs because of socialization style lack at childhood, use aggressive behavior at home or school by parents and teachers so, students think it is normal because they see adults use it in front of them (5). The main cause of bullying is family style of education in which the behavioral disturbance like aggression that adolescent acts is related to what they learned from their family at childhood whereas the personality building start (6). According to many researches, teachers focus on direct bullying more than indirect whereas they beliefs it is not bullying such as rumors spreading at opposite to physical type that they more care about (7). Sherman add that most teachers belief that boys more do bullying than girls because male usually like to use physical violence in front of female favorites relational or indirect bullying such as rumors that many teachers belief

Safaa Mohammed Khalf*, MSc Student, Department of Psych. Nursing, Collage of Nursing, University of Baghdad and Clinical Nurse Specialist in Ministry of Health and Environment at Al Rusafah Health Directorate, City Bagdad, Iraq. E-mail: sfaaalkabi@gmail.com

Hassan A. Hussien, Assist. Professor, PhD, Department of Psych. Nursing, Collage of Nursing, University of Baghdad, Baghdad City, Iraq. E-mail: hassana@conursing.uobaghdad.edu.iq

it is not bullying (7). Freud see that aggression grew from hold sexual interests then develop their idea to aggression by independent impulses aptitude in psychological human building for that behavioral motivation are nature not acquired, so human are enemy for humans by nature in which it is community responsibility to refinement this behavior (8).

Some researcher's add that is wrong satiate for fighting and saving life's impulses problem spread in animal of wide world but in human which consider psychosocial problem must prevent or treat if happen, it connect with internal chemical, organic function of glands and nerves system of body (9).

Many researcher connect between EEG and bullying so they said there is relation between EEG disturbance and bulling appear on person because of brain organ disturbance like what occur in epilepsy patients That had aggressive response that confirm there is relationship between aggressive type and violence with hormonal balance, blood type and chromosomal type (10).

Violence behavior is response for person situation which not achieve what he\she want lead to feel of depress followed by aggressive feel against other as un control response (11). Secondary school student's record high rate of aggression behavior at Wasett Government in which they explain this results because what they faced at this age period from conflicts, psychological problems, challenges and desire of reprisal that almost caused from depression(12).

Low economic status of family may lead kids to try bullying others specially with parents who cannot meet their children needs with present of rich family children have everything that push kids to bullies them (13).

Bullying prevalence rise at Arab countries because of increase frequenting of coffee shops, drug abuse, school absent, and the excessive freedom that children and adolescent have let them be more aggressive in which there are many cases of fighting by knives recorded (5).

Some studies compare between students with disabilities and without disabilities and found that about third of students with disabilities are effected with bullying in front of just quarter of normal students are even effected with bullying(1).

Turkish teachers beliefs that students bullying main sources from media that contains aggression shows in which the hero of that's movies use violence to get reward that push students t0 imitate this character to achieve benefits wants (14).

Types of Bullying

Physical bullying it is easy to observe and address this type of bullying such as hating, kicking, biting, and spitting, at almost cases not caused big harming for victims to prevent adult empathy with victims and prevent bullies punishment or blaming (15).

Verbal bullying like calling-name, rumors, threatening, insults, mocking, exaction, phone calls, social excluding and psychological excluding to decrease self-esteem of victims wherever bullies do it in front of other students (16).

Sexual bullying takes many shapes like sexual comments, sexual rumors, kissing, threaten with personal sexual pictures, video clips, use bad sexual words, sexual touch and intercourse (2)

Property damage bullying including cloths tearing, wasting of books pencils, copybooks, and special things (4). It is more common with female more than male in which they favorites physical type more (7)

Social bullying some researches involve it with verbal type but others said it separated types spreading depend on reduce of persons values, decrease self-esteem, excluded from group or socially even out of school(17). Some researchers called it relational or friendship bullying(5).

Cyber bullying new modern type using online, so it difficult to discover until victim telling about, bully can use messenger, face book, Email, G mail, Twitter, Whatsup, Viber and text messages of mobile phone (18). Cyber bullying has a new special characters not exist in others types in which bullies can act without victims knowing real identity¹⁹.

To prevent or stop school violence teachers and principal have big mission ubiety at all school places like playground, cafeteria and water cycle to monitoring them that decrease bullying chances to occur and push students to tell them about bullying cases to resolve it together (5).

II. RESULT AND DISCUSSION

Demographic Data

Study participants are 300 teachers from 15 secondary schools for boys and girls distributed on two sides of Baghdad. Alrusafah 8 schools four for girls and four for boys and Alkarkh seven schools five for girls and two for boys as explain in table (1).

Study sample involve 180 female teachers in front of 120 male teachers from every school twenty participants. Teacher's age classified at four classes first one from 27 to 35 that involve 19 teachers that form 6.3% of sample, from 36 to 44 that involve 93 teachers that form 31% of sample, from 45 to 53 involve 117 that form 39%, and the last class from 54 and more involve 71 teachers that form 23.7% of sample. Such as explain in table (2).

Educational level classified to four classes: Diploma level involve 14 teachers that form 4.7% of sample. Bachelorism level involves 260 teachers that form 86 % of samples so it is the bigger class of sample. Master level involves 17 teachers that form 4.7 % of sample and Doctorate level involves 9 teachers that form 3% of sample such as explain in table (3).

Teachers services classified to five groups from 5 to 10 involve 28 teachers that form 9.3% of sample. From 11 to 15 involve 38 teachers that form 12.7% of sample, from 16 to 20 involves 63 teachers that form 21% of sample. From 21 to 25 involve 102 teachers that form 34% of sample, from 26 and more involve 69 teachers that form 23% of sample such as explain in table (4).

Teacher's services at this school classified to five classes from 0 to 5 involve 58 teachers, that form 19.3% of sample. From 6 to 10 involve 109 teachers that form 36.3% Of sample, from 11 to 15 involve 54 teachers that form

18% of sample, from 16 to 20 involve 59 teachers that form 19.7% of sample, from 21 and more involve 20 teachers that form 6.7% of sample such as explain in table (5).

School area classified to two classes urban and sub urban because study sample come from the center of Baghdad city that involve six school at urban area and nine schools at suburban area such as explain in table (6).

Teachers have teach different grade at school for that researcher classify the teaching grade to three classes depending on school needs and previous studies to 7-9 grade that involve 96 teachers that form 32% of sample, 10-12 grades involve 90 teachers that form 30% of sample, third class both grades involve 114 teachers that form 38% of sample. Such as explain in table (7).

Teacher's answers about causes of bullying from their opinion in which they mention many causes such as social, psychological, environmental, media, friends and other causes. They adds to 19% of teachers do not know causes of bullying in which the most common are social causes that about 71% agree about and less type were media that about 20% of teachers point for it. In which other causes consist of many single answers, involve economic status, governmental personality relative to students, wrong decisions of ministry of education, weak school administration, and politic causes that form 3% such as explain in table (8). To achieve second objective of this study researcher were measure statistics of second area that concern with bullying types. Teachers perception confirm that the most type of bullying that spreading at Baghdad schools through this period is verbal type that present with high level at mean 2.61. Second, the physical type in which record high level of spreading at mean 2.52, The less prevalence type is sexual type that record moderate level at mean 1.98 all that explain by table (9).

Table 1: Baghdad Secondary Schools

Alrusafa Schools	Alkarkh Schools
Ment Almnan for boys	Omer Almkhtar for girls
Bader for boys	Alhekmah for girls
Alshreef Alrdhy for boys	Autbh bn Gazwan for girls
Albtool for girls	Alwathba for girls
Alsdreen for boys	Alelaaf for girls
Alrbab for girls	Alkarkh for boys
Alestqamah for girls	Alslaam for boys
Summeah for girls	

Table 2: Teachers Age and Gender

DEMOGRAPHIC DATA	Rating	Frequency	Percentage
Gender	Male	120	40
	Female	180	60
Age(year)	27-35	19	6.3
	36-44	93	31
	45-53	117	39
	54 and more	71	23.7

Table 3: Teachers Educational Level

Demographic data	Rating	Frequency	Percentage
Educational level	Diploma	14	4.7
	Bachelorism	260	86.6
	Master	17	5.7
	Doctorate	9	3

Table 4: Teachers Years of Teaching Services

Demographic data	Rating	Frequency	Percentage
years of teaching service	5-10	28	9.3
	11-15	38	12.7
	16-20	63	21
	21-25	102	34
	26 and more	69	23

Table 5: Teachers Years of Services at this School

Demographic data	Rating	Frequency	Percentage
Years you been at this School	0-5	58	19.3
	6-10	109	36.3
	11-15	54	18
	16-20	59	19.7
	21 and more	20	6.7

Table 6: School Area

Demographic data	Rating	Frequency	Percentage
School area	Urban	120	40
	Suburban	180	60

Table 7: Grades that Teachers Teach

Demographic data	Rating	Frequency	Percentage
What grade you teaching	7-9 grad	96	32
	10-12 grade	90	30
	Both	114	38

Table 8: Bullying Causes According to Teachers Opinion

Cause of bullying according to teacher opinion	Causes		Yes answer f. +%	No answer f. +%	Total n. N+%
	social causes	*Parenting style *Sibling *Social customs	213+71	87+29	300+100
	psychological	*Personality *Depression *Jealousy	147+49	153+51	300+100
	Environmental	*Home area *School area *Culture level	104+34.7	196+65.3	300+100
	Media effects	*Television *Video games *Internet	60+20	240+80	300+100
	Friends effects	*Peers effect on persons behaviour and may change it	81+27	219+73	300+100
	Other causes	*Economic *Governmental *politic	9+3	291+97	300+100
	I do not know		57+19	243+81	300+100

Table 9: Types of Bullying Prevalence According to Teacher's Opinion

Bullying prevalence types	Mean	Sequencing
PHYSICAL TYPE	2.52	2
VERBAL TYPE	2.61	1
PSYCHOLOGICAL TYPE	2.52	3
CYBER BULLYING TYPE	2.24	4
SEXUAL TYPE	1.98	5

REFERENCES

- [1] Sullivan, K. (2000). What we know about bullying. In K. Sullivan (Ed.), *The anti-bullying handbook* (pp. 9–39). *New York, NY: Oxford University Press.*
- [2] Bauman, S. & Del Rio, A. (2006). Pre service teachers' responses to bullying scenarios: Comparing physical, verbal, and relational bullying. *Journal of Educational Psychology*, 98(1), 219-231
- [3] Aalsma M. What is bullying? *Journal of Adolescent Health*. 2008; 43: 101-102.
- [4] Antonopoulos, Demosthenis. (2015). "Teachers perception of bullies and bullying behavior". Masters project. Oise university of Toronto. *Toronto*. (7-8).
- [5] Fekkes M, Pijpers FIM, Verloov-Vanhorick SP. Bullying: who does what, when and where? Involvement of children, teachers and parents in bullying behavior. *Health Educ Research: Theory and Practice*. 2005; 20: 81-91.
- [6] Musleh, Abd Ali. (2018). " Bullying phenomenon: causes and treatments methods". *Journal of Essential Education College*. 24 (101).
- [7] Hussen, Muhamed. (2018). "Bullying and it relationship with social behavior with students secondary schools". *Journal of Babel university for humanity sciences*. 36 (6).
- [8] Rajeh, Ahmed. (1979). *Essential Psychology*. Second edition. *Dar Almaaref*.
- [9] Alhashemy, Abd Alhameed. (2008). *Concious in Socio-psychology*. *Dar Alshrooq for release, Distribution and printing, Jedah*.
- [10] Jradat, Abd Alkreem. (2008). "Bullying at essential school students: prevalence and factors connected with it. *Jordan journal for educational sciences*. (4). 2.
- [11] Gazwan, Abaas. (2017). "violence signs with university students at Babel university". *Journal of Babel university for humanity sciences*. 25 (4).
- [12] Almeahy, Jafer. And Alrekaby, Sabery. (2013). "Aggressive behaviors of secondary school students". *Lark journal for philosophy and humanity and social sciences*. (12).
- [13] Hussein MH. (2010). "The Peer Interaction in Primary School Questionnaire: Testing for measurement equivalence and latent mean differences in bullying between gender in Egypt, Saudi Arabia and the USA. *Social Psychology of Education*. 13: 57-76. 64.
- [14] Sahin M. An investigation into the efficiency of empathy training program on preventing bullying in primary schools. *Children Youth Services Review*. 2012; 34: 1325-1330.
- [15] Cheng, Ying. (2011). Definition of school bullying in Taiwan: Comparison of multiple perspectives". *School Psychology International*. 32 (3). (227-243).
- [16] Fleming L, Jacobsen K. Bullying among middle-school students in low and middle income countries. *Health Prom Int*. 2009; 25: 73-83.15.
- [17] Veenstra R, Lindenberg S, Oldehinkel AJ, De Winter AF, Verhulst FC, Omel J. Bullying and victimization in elementary schools: A comparison of bullies, victims, bully/victims, and uninvolved preadolescents. *Develop Psychology*. 2005; 40: 672-682. 40.
- [18] Georgiou ST, Stavriniades P. (2008). "Bullies, victims and bully-victims: Psycho-social profiles and attribution styles". *School Psychology Int*. 29: 574-589.
- [19] Farahat, Nada. (2018). "An assessment of teachers perceptions of bullying in an Egyptians schools". Masters project. *The American university. Cairo*.