Impact of Pupils' Self-esteem Upon Bullying at Primary Schools in AL Nassirrya City Centre

* MOHAMMAD FADHIL ,** DHEYAAKADHIMJABBAR *** , AHMED ABUDALLH.ABUD

* University of Thi_Qar , Faculty of nursing, Department of psychatric nursing - Nasiriyah– IRAQ
 Email id : mohammedalsarafy82@gmail.com

** University of Thi_Qar , Faculty of Medicine , Department of Medicine , Nasiriyah – IRAQEmail id : dhiaa.alwaeli@fdemc.iq

*** University of Thi_Qar , Faculty of nursing, Department of pediatric nursing - Nasiriyah – IRAQ
Ahmed-abud@utq.edu.iq

ABSTRACT

To assess impact of pupils' self-esteem uponbullying among primary school pupils at AL- Nasiriya City Center .Non-probability (purposive) sample of 242Pupils in primary schools Precisely 5TH and 6TH grade diagnosed as bullying by the administers and teachers of a sample of 34 primary schools were selected systemic randomly from a total 160 schools at Thi-QarGovernorate in Al Nasiriya City Center Results of study showed that males between ages of 11 - 13 years are more involved in bullying, most of them in the fifth grade, and most of them come from nuclear families with limited monthly income and parents had low educational level. The results also showed that the overall bullying rate is low and self-esteem among students is moderate with significant relationship between bullying and self-esteem.Activating roles of psychologicaland social researcher in primary schools and conducting home visits to the families of students. Emphasizing the cooperation between the school administrations and the families of students to reduce this phenomenon, and doing additional lectures for students to introduce the phenomenon of bullying and methods of control.

Keywords: Self-esteem; Bullying; Primary school Pupils

INTRODUCTION

Bullying is a kind of aggressive behavior, at the same time, should not equal violenceor aggression; Not every aggression includes bullying as well as not necessarily accompanying every bullying with aggression. As example, bullying involves individuals refusing , naming bad names, excluding them from activities, not accepting them, spreading rumors about them, taken their belongings, harassing, or threatening them. (1).Bullying is characterized by: 1) psychological distress of the victims; 2) their deliberate nature; 3) repetition; 4) imbalance of power among contributors. It is a collective process, so the children participate may adopt different roles. The violent bully, or simply the bully boy, is the co-conspirator who often and without provocation victims of a student or group of students, aim to cause pain and physical and/or emotional suffering. (2).The bullying contain also teasing , the 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 intended activities, and intentionally destroyed the property.(3)The bullying consists of direct behaviors such as ridicule, excitement, threats and collisions initiated by one or more students against indirect victimization and behavior such as student isolation through deliberate exclusion, while boys usually participate in direct bullying techniques and girls are more appropriate to use more indirect methods Subtlety (verbal and social exclusion), such as spreading rumors and imposing social isolation(4)So it is important to recognize those who have an inclination to bully others for noted that "Not training children to reach their social goals without using coercive behavior strategies during 8 years of age makes them closer to doing anti-social behavior throughout their lives. (5)Parents, teachers, and administrators, often express concerns about students' self-esteem. It is also often seen as low self-esteem as a cause of all evil and high self-esteem as a source of all good. (6)High self-esteem indicates a positive attitude towards one's personality, an important factor in guiding behavior across the various aspects of life. Self-esteem represents "individual assessments of their intrinsic value, that is, to what extent they are good for themselves, competent and dignified." Consequently, self-esteem in adolescence depends on social support as an important factor in its formation. It is also known that the child's relationship with his parents and friends supports the development of his self-esteem. (7)Despite the attractiveness of intuition to anticipate high self-esteem to expect participation in less bullying, the experimental results mixed. In line by this

prediction, a number of studies have been set up where the highest levels of bullying are accompanying with low self-esteem.(8)Whenever children feel good about themselves, their relationship with friends, siblings, parents, teachers, and others will be positive. Self-esteem is something that affects people for life, children's beliefs about themselves are formed early in life, to prove that they are loved and intelligent and capable children will look at parents and other important adults, low self-esteem will develop if they do not get this evidence. (9)So far there is still greatly controversy around the relationship among self-esteem and external problems like aggression, non-social behavior and neglect. While other researchers have stated that external complications are linked to self-esteem and the consequence of selfishness at risk, also others talked about a strong correlation between low self-esteem and external problems. And because self-esteem is important for young people to develop and work in general, not surprisingly, many programs have been developed to change the self-esteem of these adolescents. (10)

Methodology
A descriptive study was carried out on 242students who study in primary schools of AL-Nasiriya City Center in Thi-QarGovernorate were selected according specific criteria .

Data Collection
Data were collected through using a questionnaire designed and developed for the purpose of the study. The questionnaire was formed after a broad review the obtained literature and related studies. The study tool consists of three parts; part one includes demographic characteristics of participants in age, gender, grade level, family order, parental education level and parents occupation. The second part concerns bullying phenomenon. The third part is about self-esteem. Data were collected by the researcher from students who study in primary schools at AL-Nasiriya city center in Thi-Qar Governorate through interview and by filling a questionnaire. The pilot study test re-test which had been (0.81) was approved to confirm the reliability of the research instrument as well as the validity determined by a set of experts in this field. Demographic information was obtained by interviewing the study samples used, adopted and developed questionnaire. The data collection process had been performed for the period from (25)[th] February 2017 until (25)[th] March 2018.A statistical analysis was performed using the SPSS package (version 23). Chi- square statistics also used to determine the relationship between the variables, which include the following :Frequencies (F), Percentages (%).Graphic :Pie - chart Bar chart Mean of score (MS) In bullying domain the measure in the current study was based on cutoff point 0.66 , with three levels of bullying : Low = (mean of score equal or less than 1.66),Moderate mean of score between(1.67-2.34),High mean of score between (2.35-3). Which include Chi-Square : for testing a difference between several category nominal scales of dichotomous random variables.

Results
Table 1. Summary Statistics Of Frequencies, Percentages Of The Students' Family Demographic Data. (N= 242)

T	Demographic data	Rating	F.	%
1	Type of family	Nuclear Family	190	78.5
		Extended Family	52	21.5
2	Number of Family Member	≤ 3	4	1.7
		4 - 8	160	66.1
		10 - 14	67	27.7
		15 - 20	9	3.7
		20+	2	8
3	Number of Children in the family	≤ 1	8	3.3
		2 - 5	182	75.2
		6 - 8	44	18.2
		9 - 12	6	2.5
		12+	2	8
4	Father Level of Education	Primary School	152	62.8
		Secondary School	38	15.7
		Institute	12	5.0

|		College And Above	40	16.5
5	Mother Level of Education	Primary School	174	71.9
		Secondary School	36	14.9
		Institute	18	7.4
		College And Above	14	5.8
6	Father Occupation	Unemployed	92	38.0
		Employed	112	46.3
		Retired	38	15.7
7	Mother Occupation	Housewife	202	83.5
		Employee	32	13.2
		Others	8	3.3
8	Monthly Income	Sufficient	64	26.4
		Rarely sufficient	72	29.8
		Insufficient	106	43.8

F. Frequency   %=percentage   N= participants

The results shows that 78.5% of the study subjects are lived in a nuclear family, 66.1% of them are lived in family with 4-8 members, 75.2% of them are lived in family with 2-5 children . In addition, 62.8% and 71.9% of fathers and mothers respectively are primary school graduate . Regarding parents occupational status, the results indicate that 46.3% of fathers are employed, and 83.5% of mothers are housewives. Finally, the study results indicate that 43.8% of the study subjects are reported that their family monthly income is insufficient.
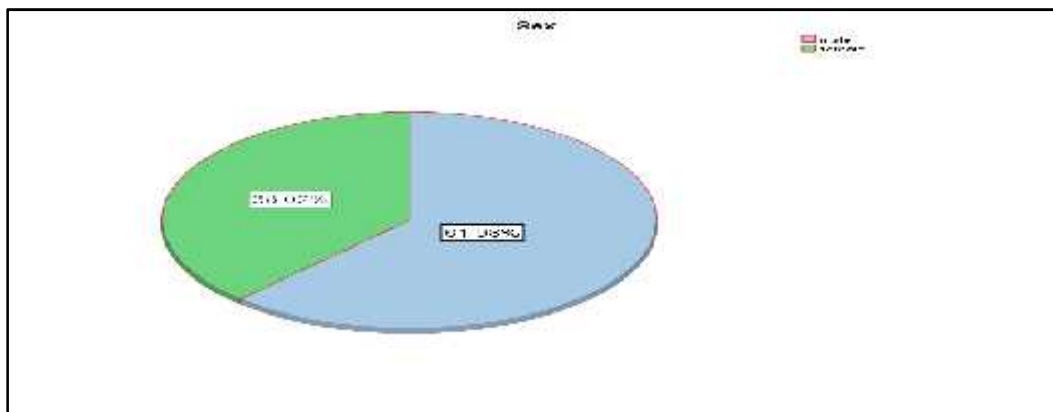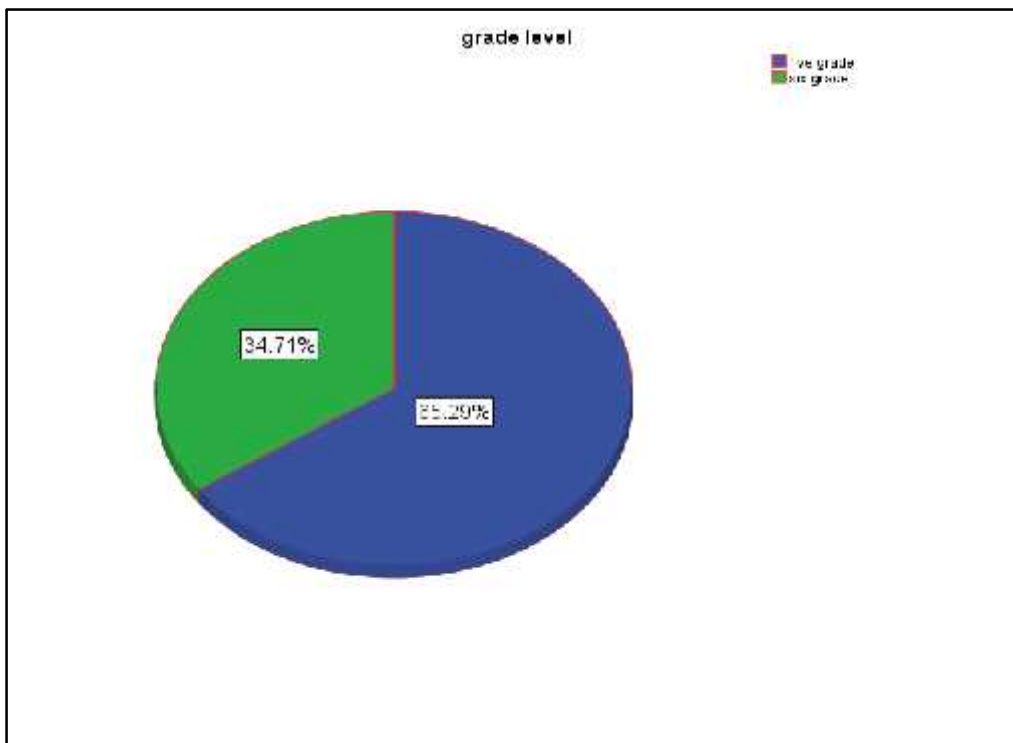

Figure 1: Distribution of the study sample according to their gender
It was found that 61.98% of the study sample was male.
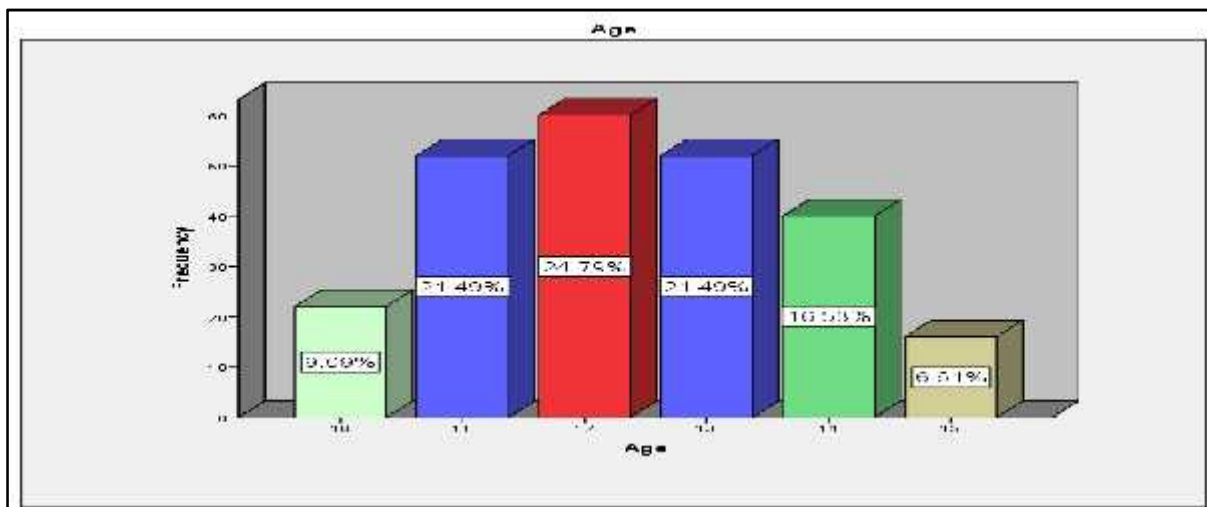
Figure 2: Distribution of the study sample according to their age
This figure show that the highest percentage of the study sample (24.79%),(21.49%) are between the age 11 and 13 years .

Figure 3 : Distribution of the study sample according to their grade
The figure shows that most study sample (65.29%) are from 5th grade.

Table 2.The levels of bullying behaviors among school pupils

N	Items	R	F	%	M.S	L
1.	I encourage my colleagues not to endorse a colleague and to exclude him	Never	126	52.1	1.69	M
		Sometimes	66	27.3		
		Always	50	20.7		
2.	I say some funny jokes about my colleague with a view to ridicule on him	Never	136	56.2	1.55	L
		Sometimes	78	32.2		
		Always	28	11.6		
3.	I deliberately beat or pushed my colleague for no reason	Never	162	66.9	1.44	L
		Sometimes	54	22.3		
		Always	26	10.7		
4.	I put obstacles in front of my colleague to spoil any work he does	Never	174	71.9	1.36	L
		Sometimes	48	19.8		
		Always	20	8.3		
5.	I say to some colleagues foul words	Never	142	58.7	1.60	L
		Sometimes	56	23.1		
		Always	44	18.2		
6.	I refuse to help my colleagues beat any colleague and prevent them from doing so	Always	112	46.3	1.87	M
		Sometimes	50	20.7		

		Never	80	33.1		
7.	I am surprised to talk about the shortcomings of some of my colleagues in front of others	Never	142	58.7	1.50	L
		Sometimes	78	32.2		
		Always	22	9.1		
8.	I often threatened my colleagues with hurt and beatings	Never	158	65.3	1.51	L
		Sometimes	44	18.2		
		Always	40	16.5		
9.	I love my colleagues and I do not quarrel with them	Always	142	58.7	1.59	L
		Sometimes	58	24.0		
		Never	42	17.4		
10.	I deliberately spread false rumors about my colleagues	Never	184	76.0	1.34	L
		Sometimes	34	14.0		
		Always	24	9.9		
11.	I made some inappropriate comments on my colleague	Never	164	67.8	1.42	L
		Sometimes	54	22.3		
		Always	24	9.9		
12.	I was forced my colleague to make funny gestures to make fun of him	Never	168	69.4	1.44	L
		Sometimes	42	17.4		
		Always	32	13.2		
13.	I look at my colleagues respectfully and do not despise them or disdain them	Always	142	58.7	1.64	L
		Sometimes	44	18.2		
		Never	56	23.1		
14.	I deliberately criticize my colleagues for no apparent reason	Never	146	60.3	1.50	L
		Sometimes	72	29.8		
		Always	24	9.9		
15.	I show one of my colleagues offensive pictures against his will	Never	158	65.3	1.49	L
		Sometimes	50	20.7		
		Always	34	14.0		
16.	Keep my colleagues' belongings safe and do not break them	Always	124	51.2	1.80	M
		Sometimes	42	17.4		
		Never	76	31.4		
17.	Be careful not to tease my colleagues for whatever reasons	Always	114	47.1	1.73	M
		Sometimes	80	33.1		

R	Items	Rating	F	%	m.s	L
		Never	48	19.8		
18.	Browse my strength in front of my colleagues to fear them	Never	146	60.3	1.55	L
		Sometimes	58	24.0		
		Always	38	15.7		
19.	I try to hang out with my colleagues	Never	138	57.0	1.60	L
		Sometimes	64	26.4		
		Always	40	16.5		
20.	Respect my colleagues and not call them abusive titles	Always	120	49.6	1.81	M
		Sometimes	48	19.8		
		Never	74	30.6		
21.	Get what I want from my colleague strongly	Never	162	66.9	1.45	L
		Sometimes	52	21.5		
		Always	28	11.6		
22.	I encourage my colleagues to prevent a colleague from joining them in some activities	Never	132	54.5	1.65	L
		Sometimes	62	25.6		
		Always	48	19.8		
23.	Make silly dumps for my colleagues	Never	166	68.6	1.45	L
		Sometimes	42	17.4		
		Always	34	14.0		

R=Rating;F= Frequency; %= Percent; m.s=mean of score;L= Level;H=High;M=Moderate:L=Low
Cut-off-point:0.66
Students responses to the bullying domain items indicate that they have moderate bullying level in (1, 6, 16, 17, 20) items of the scale.

Table 3:The total level of bullying

Main domain	R	F	%	m.s	L
Bullying	Low	112	46.3	1.64	L
	Moderate	104	43.0		
	High	26	10.7		
	Total	242	100.0		

R=Rating;F= Frequency; %= Percent; m.s=mean of score;L=Level;L=Low
This table shows that the overall assessment for the bullying is low, at mean of score more than 1.64.

Table 4:Distribution of the study sample by their responses to the self- esteem items

Items	R	F	%	m.s	L

No.	Item	Rating	F	%	M.S	L
1.	I flaunted	Disagree	122	50.4	1.68	M
		Not sure	76	31.4		
		Agree	44	18.2		
2.	I have nothing to proud	Agree	74	30.6	2.08	M
		Not sure	74	30.6		
		Disagree	94	38.8		
3.	Sometimes I do not know what to do	Agree	84	34.7	1.98	M
		Not sure	80	33.1		
		Disagree	78	32.2		
4.	I have the ability to carry out my duties	Disagree	44	18.2	2.41	H
		Not sure	54	22.3		
		Agree	144	59.5		
5.	I'm good with everything	Disagree	26	10.7	2.45	H
		Not sure	80	33.1		
		Agree	136	56.2		
6.	Often was confusion when I speak	Agree	78	32.2	1.96	M
		Not sure	96	39.7		
		Disagree	68	28.1		
7.	Insisted on doing things until completed	Disagree	60	24.8	2.24	M
		Not sure	64	26.4		
		Agree	118	48.8		
8.	I am unable to bear responsibility	Disagree	48	19.8	2.30	M
		Not sure	74	30.6		
		Agree	120	49.6		
9.	I do not always do things perfected	Agree	56	23.1	2.19	M
		Not sure	84	34.7		
		Disagree	102	42.1		
10.	Mastered the little things	Agree	80	33.1	1.97	M
		Not sure	90	37.2		
		Disagree	72	29.8		
11.	Complete work accurately	Disagree	40	16.5	2.31	M
		Not sure	86	35.5		
		Agree	116	47.9		
12.	I cannot even respond to younger than me	Agree	86	35.5	2.02	M
		Not sure	64	26.4		
		Disagree	92	38.0		
13.	Annoyed quickly before the completion of my work	Agree	64	26.4	2.11	M
		Not sure	88	36.4		
		Disagree	90	37.2		
14.	I am smart in school	Disagree	24	9.9	2.62	H
		Not sure	44	18.2		
		Agree	174	71.9		

R=Rating;F= Frequency; %= Percent; m.s=mean of score;L=Level;H=High;M=Moderat

In light of mean of scores, the study subjects responses to the self-esteem domain items indicate that their self-esteem is moderate level at all items except at items number (4and 14), their self-esteem is high .

Table 5:The level of self- esteem

Domain	Rating	F.	%	M.S	L
Self-Esteem	low	49	20.2	2.03	M
	Moderate	137	56.6		
	high	56	23.1		
	Total	242	100.0		

R=Rating;F= Frequency; %= Percent; m.s=mean of score;L=Level;M=Moderate
Moderately affected = Cutoff point (1.67-2.33)

With respect to the statistical cutoff point equal to 0.66, the study results indicate that the study subjects' self-esteem is moderate level.

Table 6: Chi-square for explained the correlation between bullying and self –esteem

Main domain		bullying			Chi . sq	df	p. valu
self-esteem	Rating	low	Moderate	high	8.149	1	.004 S
	low	14	29	6			
	Moderate	62	61	14			
	high	36	14	6			

=(p-value 0.05)

Through this table, there is an significant correlation between variablesat p-value (p = .004)

Discussion

Table (1) shows that 76.5% of the study subjects are lived in a nuclear family. This can be attributed that they are more possible to be victims of bullying because it makes those low social skills and their inability to deal with difficult social situations, this result is supported by the study of Henan (10) who have found that presence a negative significant relationship between school bullying and social skills, also results showed statistically important differences between the mean scores of high school bullying and low school bullying in social skills in favor of low school bullying . Results table (1) also shows that 67.1% of study subjects are lived in family with 4-8 members, and 55.2% of them are lived in family with 2-4 children. This can be attributed that whenever the number of children in the family increased that lead to enlarge the responsibilities of parents to follow; guide; teach them the proper techniques and necessary social skills, making them more expected to be victims of school bullying, as well as when the number of elder brothers increased, child become vulnerable to be a victim of bullying because younger children are more probable to be victim of bullying, the finding which agree with results of study conducted by Hakeema(11) in Qatar where the results of this study emphasized that there was an inverse relationship between age and being a victim of bullying behavior .Concerning parental level of education, results indicates that 61.9% and 70.2% of student's fathers and mothers respectively are below preparatory school graduated. This can be attributed that Because most of the parents of the study sample are low level of knowledge, and this produces a failure to teach their children, the skills and behaviors of social correctly , they had low level of knowledge about how to deal with their children to develop child social skills, and how can deal with different situations like bullying in school. This result is supported by study of Osama (12) who aims to find out the relationship between bullying and parental dealings methods with children, his finding showed that the correlation between bullying and

methods (neglect, oscillation, tolerance , packets) for the dealing of parental were statistically significant, and that bullying behavior is getting greater with domination, neglect and ignore their parents, while bullying was negatively associated with stylistic Packets and oscillation, the parents more in the style

of Packets or the style of the oscillation; boys were less participants in bullying . Regarding parents occupational status, the results indicate that 48.3% of fathers are employed, and 84% of mothers are housewives. This can be attributed that because most of the study sample fathers were employees and this contributed to concern of parents for following up the behavior of their children and guide them in the face of critical social situations, making the children have poor social skills and this makes them vulnerable to be victims of bullying . About mothers, as the most of mothers of the study sample did not received a high level of education and thereby, they became unqualified for the job, and thus reduced opportunity to contact to society from employees and other levels, and this limits the information in the social skills that can be learning to their children and as a result, their children be low social skills . Finally 47.8% of the study subjects are reported that their family monthly income is insufficient. This can be attributed that whenever the lack of monthly income of the family becomes less attention to the child, making it a persecutor and neglected, and this affects the personal behaviors, and this leads to be a victim of bullying, this results shows the students who were being victims of bullying coming from low socioeconomic family. Figure   (1) indicates that (57%)of the study sample are males, this finding was supported by the study conducted by Paul et al. (13) "significant demographic risk factors for bullying persecution and experiencing school troubles". Stated that victimization and school hassles decreased with age and were more common for males than females. Figures (2):(3) indicates that 34.8% of the study subjects are at age 11 years old and more than half of the study sample (59%) are from 5th grade.

This can be attributed that because children aged 11,12 years are natural for the classes in the fifth and sixth grades as opposed to the others age which increased them proportion of study sample, that's mean the younger students more likely to be victims of bullying, this results agree with study done by Hakeema(11) in Qatar where the results of this study emphasized that there is an inverse relationship between age and being a victim of bullying behavior, where young students are more probable to be harassed, and other study conducted by Glenn and Shauna (14)who pointed out that up to 74% of primary school students nationwide aged between 8 and 11 suffer from bullying in their schools..Figure (4) show that most of the subjects are within 2ND - 5th in the arrangement of their brothers and sisters, that's lead us to expect they may be victimized at home from bigger brothers and sisters in the preschool stage and that lead them to be victims in schools, as pointed out by Perren and Alsaker(15)victimized children's lack of friends might endanger them psychologically and socially, and thus more likely to becoming easy targets . Tables 2 and 3 shows that the students responses to the bullying domain items indicate that they have strong bullying in many items of the scale, that's include all forms of bullying (physical, verbal, and indirect or social) Where their responds to questions by (yes) they were experience forms of bullying repeated 217 times from total 362 in percentage 59.9 and this finding agree with study mad by Hakeema(11) in Qatar, she found that the rate of the victims was the highest recorded (36%).

Recommendations

The present study recommends using some global intervention programs that have proved effective in addressing the phenomenon to prevent and combat bullying .Consideration to studying the phenomenon of bullying in all levels of education , because of its negative effects on students .

References

1. David P. Farrington and Maria M. Ttofi .I .Bullying:Short-Term and Long-Term Effects, and the Importance of Defiance Theory in Explanation and Prevention . Institute of Criminology, University of Cambridge, Cambridge, UK Victims and Offenders, (2009)
2. Nansel, Overpeck, Pilla, Ruan, Simons-Morton,EdD&Scheidt .Bullying Behaviors Among US Youth Prevalence and Association With Psychosocial Adjustment . JAMA, April 25, 2001—Vol 285, No. 16. from www.jama.com
3. Simone Robers , Jijun Zhang, Jennifer Truman and ThomasD. Snyder. indicators of school crime and safety: (2010),at42n.29,*from* http://nces.ed.gov/pubs2011/2011002.
4. Guerra, N., Williams, K., &Sadek, S. Understanding bullying and victimization during childhood and adolescence: A mixed methods study. Child Development,(2011).
5. Walker, H.M., E. Ramsey, E., & F.M. Gresham., (2ndEd). Antisocial behavior in school: Evidence-based practices Toronto: Thompson Learning Center (2004).
6. Maureen A. Manning. Self-Concept and Self-Esteem in Adolescents. National Association of School Psychologists (NASP). (2007) from www.naspcenter.org/principals.
7. Christine Darney, Greg Howcroft and Louise Stroud. the impact that bullying at school has on an individual's self-esteem during young adulthood .Nelson Mandela Metropolitan University, International Journal of Education and Research Vol. 1 No. 8 August(2013), from : www.ijern.com
8. Brian P. Gendron , Kirk R. Williams & Nancy G. Guerra .An Analysis of Bullying Among Students Within Schools: Estimating the Effects of Individual Normative Beliefs, Self-Esteem, and School Climate, Journal of School Violence,(2011):10:2,150-164from: http://dx.doi.org/10.1080/15388220.2010.539166
9. Kristin Zolten, M.A. & Nicholas Long. Children'sSelf-esteem, Ph.D., Department of Pediatrics, University of Arkansas for Medical Sciences Artwork by Scott Snider (2006).
10. Arjan E.R. Bos, Peter Muris, Sandra Mulkens and Herman P. Schaalma. Changing self-esteem in children and adolescents: a roadmap for future interventions . Netherlands Journal of Psychology (2006) .