

# Effects of Bullying on Pupil's Self Esteem in Al-Basra Primary Schools

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## Abstract

**Background:** Bullying is a worldwide issue that can be seen in any school; it is not limited to one type of public, private, primary or secondary, urban or rural institution and, as a result, brings anxiety, decreased school absenteeism, academic school performance, and can even contribute to the suicide of bullying victims.

**Aim:** To examine Effects of Bullying on Pupil's Self Esteem in Al-Basra primary schools.

**Methodology:** Non-probability (purpose) sample of 300 primary school students Systemic randomly selected from a total of 400 schools in Basra Governorate in Al Basra City Center was diagnosed as victims by administrators and teachers from a sample of 40 primary schools

**Results:** The findings indicate that the level of bullying towards primary school students was high and the level of self-esteem was low. There is a negative statistically association between bullying and self-esteem, which means that self-esteem has declined as bullying has increased.

**Conclusion:** There is a negative association between self-esteem and bullying. A highly statistically significant relationship exists between the self-esteem of the students and their gender and grade. A non-significant relationship exists between the self-esteem of the learners and their age.

**Keywords:** *Bullying, Self Esteem, Pupil's, primary schools.*

## Introduction

Bullying refers to the use of force, coercion, or danger to intimidate, abuse, or aggressively control others. Usually, the conduct is repetitive and habitual. Bullying is one of the prevalent phenomena among children and can manifest itself in different ways, such as rejection, pushing, calling for names, hitting, or chattering. The presence of children as either victims or bullies in the act of bullying has a significant impact on their wellbeing. <sup>(1)</sup>Bullying in schools is also a concern that is still attracting support from academics, teachers, parents, and students. Despite the widespread belief that bullying is a natural part of adolescence and includes mild teasing and abuse, scientists are increasingly finding that bullying is an issue that can affect the well-being of students. <sup>(2)</sup>Victims are at greater risk, like, depression, anxiety disorders, and psychotic symptoms, of potential poor physical health, low self-

esteem, and psychological issues. Bullies later in life have more behavioral problems and weaker emotional adjustment. Besides, children who are not interested in bullying appear to be fewer effective in school than bullies, and victims appear. <sup>(3)</sup> A universal concern is an aggressiveness in classrooms. <sup>(4)</sup> During childhood and adolescence, bullying and victimization reflect various forms of participation in violent circumstances. Bullying is a form of reinforcement of interpersonal dominance by violence. Victimization implies violent actions carried out by a more powerful person against a less powerful individual. Bullying and victimization may have adverse consequences on all affected people in the short and long term: aggressors, victims, and observers. <sup>(5)</sup> Greater levels of anxiety, fear, depression, physical, isolation, and mental symptoms, and low self-esteem are presented by those who are victims of bullying, and male students who have bullied exhibit depressive personality

traits and physical weakness<sup>(6)</sup>. There are biological variances in boys and girls, some investigators have indicated, in that girls are biologically predisposed to value friendships; thus, that is the arena in which they can express their emotions <sup>(7)</sup>.

**Objectives:**

1. To measure the level of violence against pupils in primary school.
2. To determine the level of self-esteem of bullying students among victims.
3. To investigate the effects of bullying on the victim’s pupils’ self-esteem.
4. To evaluate the relationship between the students ‘self-esteem of victims and their socio-demographic characteristics of age, gender, level of parent education, occupation of parents.

**Methodology**

**Design:** A descriptive design cross-sectional study was carried out at the Al- Basra Primary Schools from the period of the 29th November 2019 to the 1st July 2020.

**Setting:** The study was carried out at Al- Basra Governorate; Al Basra City Center, whereas, the researcher selected 40 primary schools randomly from a total 400 schools.

**Sample of the Study:** Non-probability purposive sample of 300 students in primary schools Precisely 5th and 6th grade both gender diagnosed as victims by the administrators and teachers.

**Study Instrument:** After intensive analysis of available literature and related research, the questionnaire was designed. The instrument of analysis consists of three parts.

The first section covers the demographic characteristics of age; gender; grade level; family type; family arrangement of students; educational level of father and mother; occupation of father and mother.

The second section relates to the victim bullying scale, consisting of 21 items with either yes or no responses.

The third element consists of 14 things with a response (agree, not insure and disagree) relevant to the self-esteem scale; it is adapted from the scale of the World Health Organization to assess self-esteem.

**Statistical Data Analysis:** The results of the study were analyzed and assessed using the “Statistical Package for Social Sciences program” (SPSS, Version 23). The researcher used descriptive statistics tools such as frequency, percentage, mean of score and used in inferential statistics such as Chi-Square.

**Results**

**Table 1: The overall level of bullying among students who have been victims**

Bullying	Freq.	Percent.	“M.S”	Level
Weak	77	25.7%	0.61	S
Strong	223	74.3%		
<b>Total</b>	<b>300</b>	<b>100</b>		

The results show that the overall level of bullying among students who have been victims is strong, at mean of score more than 0.5

**Table 2: The Level of Self- Esteem Among the Victim Students**

Self-esteem	f	%	M.S	L
Low	186	62%	1.62	L
Moderate	114	38%		
High	0	0		
<b>Total</b>	<b>300</b>	<b>100</b>		

The results indicate that the study subjects’ self-esteem is low level.

**Table 3: Show Effect of Bullying Upon Self Esteem**

Items	R	R <sup>2</sup>	Sig.
Self esteem	_ 0.415	0.17	0.012
Bullying			

(p-value ≥ 0.05)

The study results indicate that “there is a negative regression between the bullying and self-esteem”, this indicate that, when the bullying increased the self-esteem decreased.

**Table 4: The Relationship Between Students' Self-Esteem and Their Demographic Characteristics**

Demographic Data	Self-Esteem			Chi-Sq.	D. F	Level of Significant
	Rating	Low	Moderate			
Age	9	0	1	15.035	6	0.17 NS
	10	22	14			
	11	79	29			
	12	57	45			
	13	16	20			
	14	10	5			
	15	2	0			
Gender	Male	107	42	11.478	1	0.001 HS
	Female	80	72			
Grade	Fifth Primary	120	50	12.282	1	0.000 HS
	Sixth Primary	66	64			

This table shows that there is a “non-significant relationship between the students’ self-esteem and their age. While, there is a high significant relationship between the students’ self-esteem and their gender”, grade at  $p\text{-value} \leq 0.05$ .

### Discussion

In terms of the degree of bullying, the findings of the study indicate that the rate of bullying was high for most victims. This result is consistent with a study conducted in Qatar, which found that the rate of bullying among victims was the highest <sup>(8)</sup>. As for the level of self-esteem, the results of the hand-held research indicate that the level of self-esteem was low among most subjects in the study.

These results were inconsistent with studies conducted in Iraq that suggest that the study subjects’ self-esteem is moderate <sup>(9)</sup>. Regarding the effect of bullying on self-esteem, the findings indicate that there is an adverse regression among self-esteem and bullying, suggesting that when bullying increased self-esteem decreased, this result indicates that there is a substantial correlation between bullying and self-esteem at  $p\text{-value} 0.05$  in the same line with research in Iraq <sup>(9)</sup>. Their findings also suggest that there is a reverberated or negative regression between bullying and self-esteem, suggesting that, due to the reverberated scoring between these two realms, self-esteem decreased as bullying increased. Another research also indicates that the two variables of self-esteem and bullying exist in a shared

mutual relationship in that little self-esteem is linked to high self-esteem and greater bullying experiences is linked to low bullying experiences. <sup>(10)</sup>

Concerning the relationship between the self-esteem of students and their demographic characteristics, the findings in the present study suggest that there is a highly significant relationship between the self-esteem of students and their gender, grade, this may be because the boys are more violent and their toys are more serious and stronger than the girls. These findings were also consistent with studies that showed that male students faced more bullying and low self-esteem, and continuity with the findings of Spade suggests that grade 5 students had slightly lower levels of self-esteem than grade 3 and 4 students. <sup>(10)</sup>. Another research also found that there was a substantial gap in bullying conduct between boys and girls. <sup>(11)</sup>

### Conclusions

The researcher concludes based on the results of the present study that there is a high level of bullying towards primary school students. There is a low level of self-esteem between primary school pupils. There is an adverse relationship between self-esteem and bullying, which suggests that self-esteem decreased when bullying increased. There is a highly significant statistical relationship between the self-esteem of students and their gender and degree. A non-significant statistical relationship exists between the self-esteem of students and their age.

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**Conflict of Interest:** None to declare.

**Ethical Clearance:** All experimental protocols were approved under the College of Nursing and all experiments were carried out in accordance with approved guidelines.

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