

Bulling Among High School Student in Holy Karbala Governorate /Iraq

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ABSTRACT

Background: Bullying is the use of force, violence, coercion and harassment with the intentional intent to harm the other person, and the behavior is often repeated from time to time.

Objectives: The most likely goal of this research is to find out how common bullying is among high school students in holy Karbala governorate /Iraq.

Methodology: The sample was collected using a multistage cluster sampling approach. Schools in Karbala province were divided into 12 divisions, according to the localities. For the period of January 5 to 20, 2023, data was obtained from the Karbala Directorate of Education. The sample size was made up of a total of 450 pupils (1100). In this study of bullies and victims, the revised "Olweus Bullying and Victimization Questionnaire" was utilized to analyze the students' experiences (OBVQ). The OBVQ was created by Olweus (1996).

Results: These results of Great clarification that the study participants were 1100 high school students F = 596 (54.19%), M = 506 (45.81%), the mean age was (16.3) years, and SD was (4.65), the majority of sample ages ranged from 14 to 16 years, and experienced more than 83.28% from sample study the bullying.

Conclusion: This study found a significant frequency of bullying among secondary school students, with physical bullying being more prevalent among male students and verbal bullying being more prevalent among female students.

Keywords: Bulling, High School, Students

INTRODUCTION

One of the most significant aspects of a school is the student community. It is society's backbone, and it promises to safeguard and support them in the future. Likewise, ensuring that they have all of the necessary conditions and chances for their development, as well as protecting them from harmful influences. As a result, providing all individuals with an integrated and coherent approach to their service leads to the development of a personality that is compatible in terms of cognitive, social, and emotional abilities, requiring the collaboration and efforts of all school and community members. Despite the significant efforts made by schools, particularly in the sphere of education, some unpleasant circumstances jeopardize the educational process' effectiveness and members' ability to achieve their ambitions¹⁻³. According to the WHO, bullying is defined as "a threat or physical use of force against an individual, another person, a community, or a group that can result in damage, death, bodily harm, developmental defects, or deficiency." Bullying in schools is not a new concept, but it has grown in popularity in recent years. There has been a considerable increase in the number of studies conducted and the number of news reports in the media about bullying in schools^{4,5}. Bullying (either as a bully or as a victim of bullying) is a global phenomenon that affects people of all cultures, according to study. Bullying occurs at different rates depending on the age, gender, and race of the individuals involved⁶⁻⁸. As a result, school bullying, also known as peer bullying, is a global issue among teenagers and is characterized as a subcategory of violent conduct characterized by an unequal power dynamic^{9,10}. Bullying is a complicated problem

in the lives of schoolchildren. It's a problem that affects all kids, including bullies and victims of interpersonal violence, as well as those who have been exposed to it. Bullying includes verbal, physical, and psychological assaults, threats, jokes or slang, and criticizing. Bullying among children is influenced by all of these elements, whether individually or together. Because bullying is perpetrated by children, it is known for being difficult to stop or eliminate in schools¹¹. According to studies, bullying is becoming more commonly acknowledged as a problem that can be hazardous to children' well-being^{12,13}. Bullying is usually categorized as proactive aggression since it occurs without apparent provocation on the part of the targeted child or youngster (as opposed to reactive aggressiveness). Bullying is thus violent action with some distinct characteristics, such as an unequal power relationship and a high rate of repetition¹⁴. Bullying is still a pervasive problem that affects adolescents all throughout the world. Bullying in schools has long been a subject of concern, as it has been connected to a variety of adjustment concerns, including as poor mental health and classroom violence. Bullying is a global phenomenon that predominantly affects schoolchildren and causes health problems. According to a study, 68 percent of Iraqi students said they were bullied at least once during the last semester of the school year, 3.0 percent said they were bullies, 26.2 percent said they were both bullies and harassed, and 31.8 percent said they were bullied. Boys were far more likely than girls to be bullied, victimized, or bully-victims in all forms of bullying¹⁵. According to other studies, 35 percent of primary school pupils and 36.4 percent of middle school students are exposed to bullying difficulties.

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Previous research has revealed that it has serious long- and short-term consequences for the victim, including low self-esteem, anxiety, and despair, as well as school aversion and academic failure¹⁶. The study's noble and logical goal is to determine the incidence of bullying among secondary school pupils in Iraq's Karbala Governorate.

METHODOLOGY

Students in high schools across Iraq's Karbala Province served as the primary sampling unit for this education cross-sectional survey. The survey comprised both male and female students between the ages of 14 and 20. A multistage cluster sampling technique was used to gather the sample. The data was acquired from the Karbala Directorate of Education for the period January 5 to 20, 2023. The sample size was made up of a total of pupils (1100). The revised Olweus Bullying and Victimization Questionnaire was used to examine the students' experiences in this study of bullying and victimization (OBVQ). Olweus (1996) created the OBVQ. The OBVQ is divided into two sections: Part 1: was used in the personal information form, which included socio demographic questions, Part 2: was used in (Thirty-nine items) that characterized the nature, prevalence, and occurrence of bullying, in addition to attempting to determine who was the bully, how often parents and teachers were informed about bullying incidents, and how teachers worked to prevent harassment. According to the municipalities of karbala province, schools were separated into 12 divisions. In Karbala province, there are two types of schools: private and public schools, with a total of 24 selected schools split among 12 sectors. Each town had at least one school for each gender, and each sector had at least one school for each gender. There was a total of 12 male high schools and 12 female high schools chosen. Each school's counseling specialist assisted with data gathering. The researcher described the purpose of the study and gave the students a description of bullying. The pupils were given written informed consent forms to sign and return the next day. The following day, pupils were invited to complete the survey. The questionnaires were filled out anonymously to ensure confidentiality and the utmost level of honesty in the responses of the students. Using SPSS 27.0, the data was examined. The socio demographic features of the study's participants were presented using frequency table. Tables of frequency distributions are used to display the findings. The distribution of bullies among pupils and their situations were determined using frequency analysis.

RESULTS

Table 1: Distribution of those who took part in the survey (1100)

Variables	No.	Frequency (%)	Mean +SD
(A): Age			
14 – 16	425	38.63%	Mean (16.3)
16 – 18	316	28.72%	SD (4.65)
18- 20	359	32.63%	
(B): Sex			
Male	504	45.81%	
Female	596	54.19%	
(C): School			
Private schools	3	12.5%	
Government schools	21	87.5%	
(D): Stage			
Four Stage	511	46.45%	
Five Stage	321	29.19%	
Six Stage	268	24.36%	
(E): Have you experienced any bullying during your studies?			
Yes	916	83.28%	
No	184	16.72%	

A total of 1100 high school students (F = 596 (54.19 percent), M = 506 (45.81 percent) the survey involved students from 24 schools in the province of Karbala. Data was gathered in 24 different schools, 21 of which were public and three of which were private. The sample's mean age was (16.3) Y, while the standard deviation was (4.65), with the bulk of the sample ages ranging from 14 to 16 years, and more than 83.28 percent of the sample experiencing bullying (Table 1).

Table 2: This table depicts the prevalence of victims and bullies among high school pupils

Type of Bullying	Bullies		Victims	
	Male	Female	Male	Female
	F (%)	F (%)	F (%)	F (%)
Physical Bullying	290(57.53)	109(18.28)	390(77.38)	244(40.93)
Verbal Bullying	154(30.55)	138(23.15)	241(47.81)	267(44.79)
Social Bullying	74(14.62)	92(15.43)	111(22.02)	139(23.32)
Rumors	23(4.56)	14(2.34)	102(20.23)	148(24.83)
Damage to personal property	9(1.78)	2(0.33)	122(24.2)	87(14.59)
Sexual Bullying	55(10.91)	0(0)	201(39.88)	104(17.44)

Physical bullying was more common in men, as shown in this table (57.53 %). Women, on the other hand, had the highest percentage of verbal bullying (23.15%). Men, on the other hand, were the most physically vulnerable victims (77.38%). Women are also more vulnerable in terms of verbal abuse (44.79%).

Table 3: This table shows where bullying occurs for the sample (N=1100)

Location	Number	%
Play ground	654	59.45%
Corridors	392	35.63%
In Classroom	292	26.54%
Toilets	422	38.36%
Road to and from school	97	8.81%
Other	106	9.63%

This table and at a high rate were the most bullied place for students Play ground around (59.45%)

Table 4: Correlation between the bullies and victims (N = 1100)

Categories	Mean ±SD	Correlation coefficient	P- value
Bullies among high students	17.11± 4.31	-0.711	0.000
Victims among high students	15.89 ± 4.88		

Table 4 demonstrates a statistically significant partial positive connection between bullies and victims (p 0.05).

DISCUSSION

The purpose of this research was to find out how often bullies and victims, as well as the reasons of bullying, among a group of high school students in Karbala province. A total of 1100 high school students (F = 596 (54.19 percent), M = 506 (45.81 percent) from 24 schools in Karbala province were included in the study. Data was collected from 24 schools, 21 of which were public and three of which were private. The bulk of the sample's ages varied from 14 to 16 years old, with a mean age of (16.3) and a standard deviation of (4.65). More pupils (83.28 percent) were found to be participating in at least one

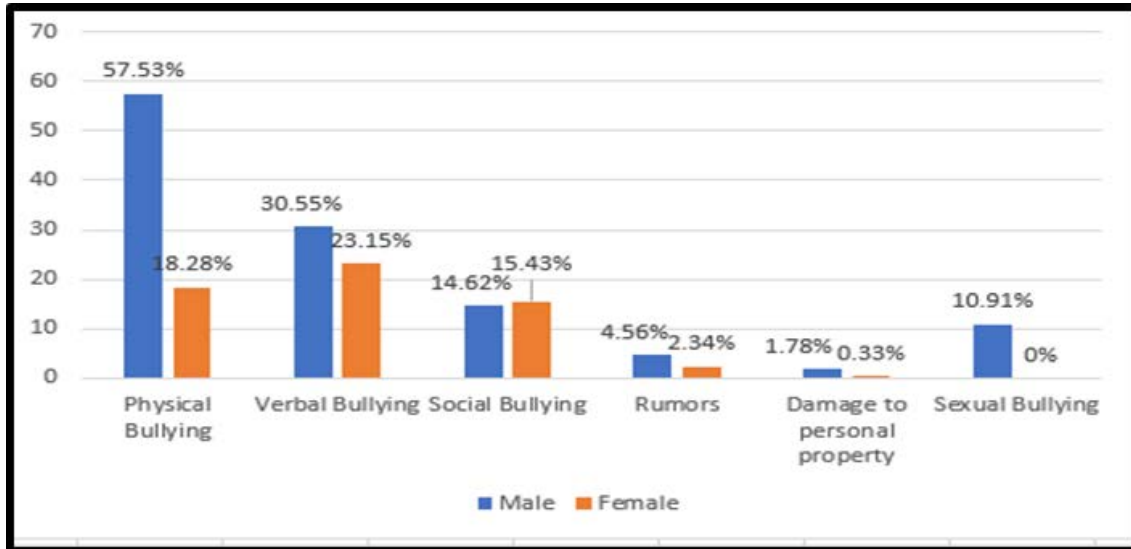


Figure 1: Shows the gender distribution of pupils who were bullied (N=1100)

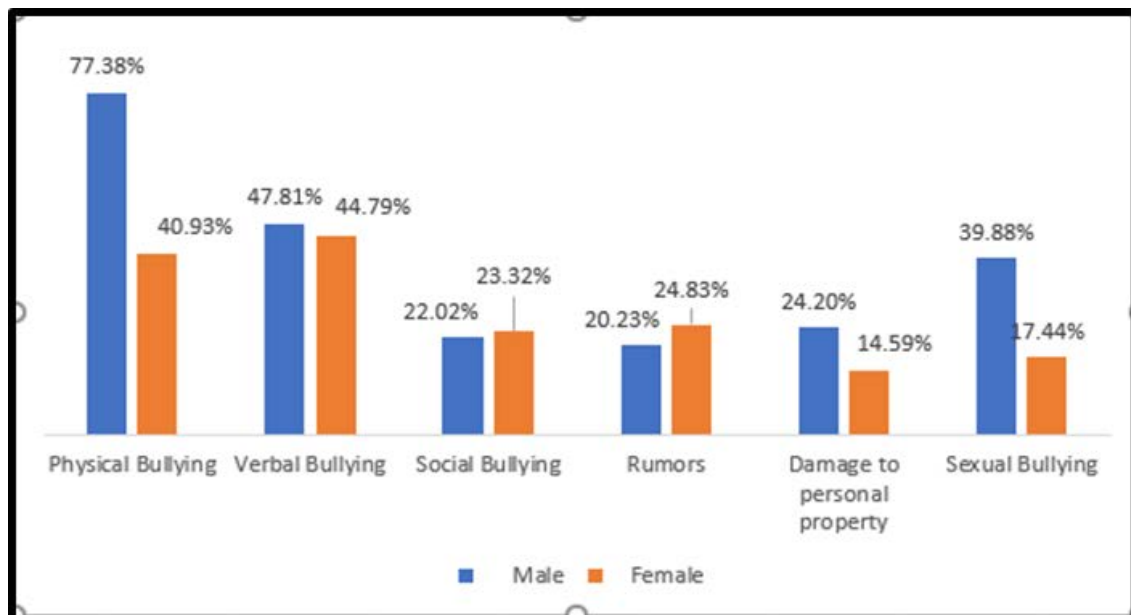


Figure 2: Gender distribution of students involved in Victims (N=1100)

form of bullying in this study. These findings appear to be in line with research undertaken in a number of nations¹⁸⁻²¹. Those who discovered that more than half of students in primary and secondary schools and universities are bullied. Physical bullying was more common in men, as shown in Table 2. (57.53 percent). Women, on the other hand, had the highest rate of verbal bullying (23.15 percent). Men, on the other hand, were the most physically vulnerable victims (77.38 percent). Women are also more vulnerable in terms of verbal abuse (44.79 percent). To that purpose, the sections that follow go over the results of the analyses. When the percentage of victims and bullies was compared between male and female students, the results revealed a statistically significant gender difference in the percentage of victims and bullies. In particular, it was discovered that the percentage of victims was male students scored higher than female students. Similarly, the rate of bullies among male pupils was higher than that of female students^{22,23}. This investigation According to the statistics, guys are more likely to be bullied. Males were shown to be more likely than females to be involved in any sort of bullying in this study. Iraqi gender roles could explain this finding. Girls are still encouraged to be humbler and

meeker than boys in Karbala province, despite the fact that boys are more outgoing and active. As a result, boys are more inclined to engage in aggressive conduct, such as bullying. As a result, boys are regarded to be more inclined than girls to bully others and be bullied themselves. Despite the fact that certain studies have only found a slight difference, it is often assumed that boys are more prone than girls to be bullied²⁴⁻²⁷. This study also agrees with all those (Merrill, 2016; Peeters, 2010) who discovered that traditional gender role theory always strives to correlate masculinity with fearlessness and violent behavior²⁸⁻³⁵. Table 3: demonstrated that the high rate was the most bullied place for students Play ground around (59.45%). Through these results, two more explanations can be given to the place that the students were subjected to from bullying, which is the playground inside the school. The reason is that this place is the most common place in which the students are present and discussed during the break after the lectures, and bullying begins among the students because of this void and the lack of study materials. Table 4 demonstrates a statistically significant partial positive connection between bullies and victims (p 0.05). The fundamental reason for this is that there is an obvious correlation

between victims and bullying, as they are two phrases with similar meanings in the workplace. Figures 1 and 2 are two different views of the same thing. It demonstrates the prevalence of bullies and victims among high students by gender and it turns out that physical bullying, which includes (banishment from a circle of friends or ignorance, as well as calling insulting names, making fun of, or mocking in a cruel manner), is more common among males than females. Women were more likely to be bullied verbally. Social bullying (threatening or forcing other students to do something they don't want to do) was nearly equal in both genders, and also (Spreading rumors, lies, and disliking)³⁶⁻³⁸. Finally, the percentage of bullying and victims of sexual bullying that applies to (Meaning using sexually suggestive names, comments, or gestures, along with sending hurtful text messages, phone calls). Due to the nature of society and its morality, all of these activities express sexual bullying) among males was quite low, while it was almost non-existent for women³⁹⁻⁴¹.

CONCLUSION

This study found a significant frequency of bullying among secondary school students, with physical bullying being more prevalent among male students and verbal bullying being more prevalent among female students.

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Competing Interest: None

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