

## Assessment of Bullying Behavior Among School Age Children: An Assessment Study

Amira Ali Mohamed\*, Safy Salah Eldin Al-Rafay\*\*, Hayam Refaat Tantawi\*\*\* and Bothayna Nader Sadek\*\*\*\*

\* Teacher in General Nursing Embaba Technical Health Institute \*\*Professor of Pediatric Nursing, Faculty of Nursing, Ain Shams University- Egypt \*\*\*Professor of Pediatric Nursing, Faculty of Nursing, Ain Shams University Cairo- Egypt, and\*\*\*\* Assistant Professor of Pediatric Nursing

### Abstract

**Background:** School bullying is serious health problem that affect school children in Egypt and all over the world, so assess children, parents and teacher knowledge and practice to face this problem which may be in the face of them every day of school days is very important. **Aim:** Assessment of bullying behaviour among school age children. **Design:** Descriptive exploratory design. **Settings:** The study was conducted at two primary schools named Al Farouk Omar primary school and Alhai Alawal primary school affiliated to 6<sup>th</sup> of October Educational Administration. **Subject:** A purposive sample composed of (n=600) primary school children from the 4<sup>th</sup> to 6<sup>th</sup> grades and their parents, convenience sample of teachers (n=150). **Tools:** three tools were used for data collection; **First tool:** Peer interaction questionnaire that include two parts; characteristics of children and assessment of children history of bullying; **Second tool:** Interviewing structured questionnaire format related to teachers containing three parts: Teachers characteristics, assessment of teachers' knowledge and assessment of teachers' intervention toward bullying; **Third tool:** Interviewing structured questionnaire format related to parents containing three parts: Parents characteristics, assessment of parents knowledge and assessment of parents response to bullying. **Results:** The current study revealed that about 97% of studied children were involvement in bullying behavior as victim or bully with different categories of involvement, 35.3% of studied teacher had unsatisfactory knowledge and 47.3% of them less involvement in bullying intervention, and 30.7% of studied parents had poor knowledge about bullying and 29.8% had negative response to it **Conclusion:** the majority of school children were involvement in bullying behavior (victim/bully), more than one third of studied teacher had unsatisfactory knowledge and about half of them less involvement in bullying intervention and about one third of studied parents had poor knowledge and negative response toward bullying behavior. **Recommendation:** Encourage of integrated programme for all the concerned: children, parents, teachers, school staff and administrators.

**Keywords:** Bullying ; School age children; Parents; Teachers.

### Introduction:

Bullying is a form of violence that threatening well-being of children, youth and adults (Markkanen et al., 2019). Bullying in childhood has been classified by the WHO as a major public health problem (Armitage, 2021).

Bullying can affect physical, social and mental wellbeing of the victims as short and long time effect. It could induce physical harm as well as social and psychological maladjustment. (Radwan et al., 2021), as well as drop out of school, and isolation,

which affects their ability to learn (Carney et al., 2022), Primary school students feeling unsafe when they have been victim of bullying as well as risk to bullying behavior (Bowser et al., 2018).

The collaborative efforts of school nurse, teachers, parents, and community leaders have led to increased public awareness and the development of structured programs that teach students how to report and face all forms of bullying and harassment (Redmond et al., 2020).

School nurse is a vital component of the school community in the fight against the effects of bullying victimization. Through

areas of general care and education, school nurses may interact with students experiencing bullying and/ or respond to psychological or physical sequelae (Mori et al., 2021).

### **Significance of the Study:**

School bullying has become a topic of open concern and extensive research in different nations in the world during the past two decades. Roughly, 8-46% of the children are subjected to bullying in primary schools (Radwan et al., 2021).

According to a study of bullying among school age children in rural areas including 476 students from two mixed public schools; rate of bullying was high among school students (77.8%), distributed as follows: 9.5% of them were unique bullies, whereas 10.5% were unique victims, and 57.8% were bully-victims (Galal et al., 2019).

Child safety encompasses matters related to protecting all children from bullying, (Gaffney et al., 2021). For this reason, the aim of the current study was Assessment of bullying among school age children.

### **The aim of the study:**

The current study aimed to assessment of bullying among school age children.

### **Subjects and Methods**

#### **Technical Design**

#### **Research Design:**

A descriptive design was utilized to conduct the study.

#### **Research Setting:**

The study was conducted at two primary schools named Al Farouk Omar primary school and Alhai Alawal primary school affiliated to 6th of October Educational Administration.

#### **Research Subjects:**

1. A purposive sample composed of (n=600) primary school children from the 4th to 6th grades after use of power analysis

technique  $n = p (1 - p) (\frac{Z}{E})^2$  (N= sample size, p= standard of deviation, Z= Z- score, E= margin of error) and assuming the proportion of those exposed or witnessed bullying is 50% (as this will give the maximum sample size) a sample size of 385 will produce an estimated proportion of 50% and 5% margin of error with 95% confidence level. As the sample is a cluster sample including two schools and three grades within each school a design effect is assumed to be 1.2 and a proportion of 20% dropouts resulting in a sample of at least 580 students.

2. A convenient sample of all teacher(n=150) who in charge directly with studied children
3. A convenient sample was including all parents of participated student included in the study (n=600).

### **Tools for data collection:**

#### **Tool I:** Peer Interactions Questionnaire

It was developed by Tarshis & Huffman (2007) and was translated in Arabic language by the researcher and containing two parts:

Part I: Characteristics of studied school children including age, sibling number, gender, rank and academic year.

Part II: Concerned with assessment of school children history of bullying (victim/ bullying)

#### **Scoring system:**

Responses of students were measured on a 3 – point Likert scale as follows: (Never = 0, Sometimes = 1, A lot = 2). Victim subscale items from 1-12 and Bully subscale items 13 - 22. The intended range for the Victim subscale is 0–24 ranged from no victimization to sever victimization and the intended range for the Bully subscale is 0–20 ranged from no bully perpetration to sever bully perpetration.

#### **Tool II: Interviewing structured questionnaire format**

It developed by Farahat (2019) and modified by the researcher with permission and it contain three parts:

**Part I:** Characteristics of studied teacher included Age, gender, marital status, job description and years of experiences:

**Part II:** Concerned with assessment of teachers' knowledge and perception of bullying included 9 items which are: Existing knowledge about bullying, witnessed or received a report about bullying at school, existing of bullying behavior in Egypt, relation between bullying and children's natural developmental process, nature of Bullies, different between bullying and playful teasing, role of school to reduce bullying, the victims responsibility of bullying behavior occurrence, impact of bullying on children development

Scoring system:

Responses of teachers was measured on a four-point Likert scale (1 = Strongly Agree, 2 = Agree, 3 = Disagree, and 4 = Strongly Disagree), total scale score from 9 to 36. The points of scale were summed up and accordingly were classified as: Satisfactory knowledge when the teachers Scored from 22 to  $\leq 36$ , Not satisfactory knowledge if scored  $< 22$

**Part III:** Concerned with assessment of teachers bullying intervention it included 11 statement which are: feeling when intervening in a bullying situation, strategies for intervening in bullying situations, teacher opinion in responding, if there is need to intervene in bullying situations, student ability to report bullying behavior, teacher way to contribute to bullying, teacher different style towards bullying, if teacher believe that female teachers should to be more responsive to bullying than male teachers, ability of teacher to empathize helps in encouraging students to disclose their feelings about bullying, if most teachers have knowledge

or experience about best practices for intervening in bullying and if the primary counselors' responsibility is to discuss and intervene in bullying incidents and it is not teachers responsibility.

Scoring system:

Responses of teachers were measured on a four-point Likert scale (1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree), total score ranged from 11 to 44. The points of scale were summed up and accordingly classified as: More involvement if teacher Scored from  $26 \leq 44$ , Less involvement if teacher Scored  $< 26$

### **Tool III: Interviewing Structured Questionnaire Format related to parents**

It is developed by Haq et al. (2018) and was translated by the researcher in Arabic language and containing three parts:

**Part I:** Characteristics of parents including age, gender, marital status, educational degree and occupation.

**Part II:** Concerned with assessment of parents' knowledge and perception about bullying it included 7 close ended questions which are: Meaning of bullying, witnessed or received a report of bullying, existing of bullying problem in Egypt, existing of bullying behavior in their child school, if bullying can lead to mental and behavioral disorders, if bullying takes place among all genders and serious of bullying on children's development.

Scoring system:

Responses of parents were measured with a ('Yes'= 1 and No = 0), total score ranged from 0 to 7. The points of scale were summed up and accordingly was classified as: Poor knowledge when parents Scored from  $0 < 2$ , Adequate knowledge if Scored from  $2 < 5$ , Good knowledge if Scored from  $5 \leq 7$ .

**Part III:** Concerned with assessment of Parent ' s Responses to Bullying it include single question with six possible responses "What have you done when your

child told you about being bullied, or you noticed that she/he was being bullied?") to which they could endorse up to six possible responses three negative which are: "tell my child to ignore/do nothing", "talk to the bully and control child victim internet access and cellphone use" and "talk to the bully's parents" and three positive response which are: "Talk with my child about bullying and how to deal", "encourage my child to defend himself/herself", "contact the school ", and The parents had to select three responses that described their behavior when they discovered that their child were being bullied.

Scoring system:

Responses of parents were measured by given 2 for positive response and 1 to negative response, total score ranged from 3 to 6. The points of scale were summed up and accordingly was classified as: Negative response when parents scored of 3, Adequate response if score from 4 – 5 and Positive response if score of 6.

### **Operational design**

#### **Validity:**

It was ascertained by a jury of 3 experts of pediatric nursing, psychiatric nursing and specialist in behavior modification to gain their experiences and opinions regarding the tool content.

#### **Reliability:**

By using Cronbach Alpha Coefficient test which revealed that tools consistent and has relatively. Peer interaction Questionnaire was 0.91 with high reliability, bullying knowledge and perception questionnaire (related to teacher) was 0.89 with good reliability, bullying intervention questionnaire (related to teacher) was 0.86 with good reliability, bullying knowledge and perception questionnaire (related to parents) was 0.90 with high reliability, parent's responses to bullying was 0.79 with acceptable reliability.

#### **Pilot study:**

A pilot study was conducted on 10% (60 students and their parents) from and (15 teachers) representing total study

sample to assess the clarity, applicability and time required for data collection, All participant in the pilot study were included in the study subjects, where no radical modification was carried out in the tools as revealed from the pilot.

### **Field Work**

The actual fieldwork was carried out over 5 months during the academic year 2020-2021 started at the middle of November and end at the end of April. The researcher was available by rotation at the previously mentioned study settings 4 days /week from 9am to 2pm.

The researchers used the pre-constructed tools in collecting the data about children history of bullying (vicim/bully), teacher and parent knowledge and response for bullying. The purpose of the study and its expectations were explained by the researchers to the studied subjects (children, teachers and parents) before starting data collection. The questionnaire was filled in by the studied subjects; the time provided for fulfilling the structure questionnaire varied according to study subject for children take about 45 minutes for teacher and parents take 10 minutes.

### **Ethical considerations:**

Approval was taken from the dean and ethical committee of faculty of nursing, Ain Shams University before starting the study. Students, their parents and teacher approval were prerequisite to be included in the study sample. They were informed that; the gathered data was confidential and was used for the research purpose only and they were allowed to quit from study any time freely.

### **Administrative design**

An official permission to conduct the study was obtained from the Dean of the faculty of Nursing Ain Shams University forwarded to the director of 6th of October Educational Administration and the director of Education in Giza and followed by

approval letters from General Authority for Mobilization and Statistics, Information Security and 6th of October Educational Administration.

Approval was taken from the dean and ethical committee of faculty of nursing, Ain Shams University before starting the study.

Students, their parents and teacher approval were prerequisite to be included in the study sample.

The gathered data was confidential and was used for the research purpose only. Study subjects were allowed to quit from study any time freely

### Statistical Design

Data collected was organized, tabulated and analyzed, using electronic computer and statistical package for social sciences (SPSS) version 20.

The appropriate statistical methods and tests were used for analysis of the results, and Quantitative data were expressed as mean and standard deviation Qualitative data were expressed as number and percentage and analyzed. When  $p < 0.05$  there is a statistical significance and when  $p < 0.001$  there is highly statistical significance  $p > 0.05$  there is no statistical significance

### Results:

**Table (1):** Number and percentage distribution of the studied children according to their characteristics (n = 600)

Characteristics	No.	%
Age:		
10 - < 11 years	141	23.5
11 - < 12 years	240	40.0
≥ 12 years	219	36.5
$\bar{X} \pm SD$ 11.13 ± 0.764		
Gender:		
Male	339	56.5
Female	261	43.5
Sibling number:		
< 3	265	44.1
3- < 5	325	54.2
≥ 6	10	1.7
Ranking in the family:		
child 1 <sup>st</sup>	201	33.5
2 <sup>nd</sup> child	279	46.5
3 <sup>rd</sup> child	90	15.0
4 <sup>th</sup> child	18	3.0
≥ 5 <sup>th</sup>	12	2.0
Academic year:		
Fourth grade	114	19.0
Fifth grade	188	31.3
Six grade	298	49.7

$\bar{X}$  = mean, SD = standard deviation

Table (1): Shows that, 40.0% of the studied children aged from eleven to less than 12 years old with  $\bar{X} \pm SD$  of 11.13 ± 0.764 years, 56.5% of them were males, and 54.2% of them had from three to five siblings. As for their ranking, 46.5% of them were the second child in their family, and about half of them (49.7%) were in the six grade.

**Table (2):** Distribution of the studied children according to their total history of being a victim for bullying (n = 600).

history of being a victim	No.	%
	No victimization	20
Mild victimization	270	45.0
Moderate victimization	225	37.5
Sever victimization	85	14.2
Total	Mean ± SD	
	1.62±0.765	

**Table (2):** clarified that 37.5% and 14.2% of studied subjects had sever to moderate respectively exposure to be victim of bullying at last month before conducting of research (Mean ± SD, 1.43±0.691.62±0.765).

**Table (3):** Distribution of the studied children according to their total history of being a bully (n = 600)

history of being a bully	No.	%
	No history	28
Mild	200	33.3
Moderate	329	54.8
Sever	43	7.2
Total	Mean ± SD	
	1.43±0.694	

**Table (3):** Represented that 54.8% and 7.2% of studied subjects had sever to moderate respectively engajment of bullying behavior as abully at last month before conducting of research with (Mean ± SD, 1.43±0.694).

**Table (4):** Distribution of the studied teachers according to their characteristics (n = 150)

Characteristics	No.	%
Age:		
20 - < 30 years	69	46.0
30 - < 40 years	16	10.7
40 - < 50 years	50	33.3
50 - < 60 years	15	10.0
$\bar{X} \pm SD 34.48 \pm 10.78$		
Gender:		
Male	92	61.3
Female	58	38.7
Marital status:		
Single	62	55.9
Married	86	77.4
Divorced	2	1.3
Job description:		
Public civil services	12	8.0
Teacher	45	30.0
Assistant teacher	68	45.3
First teacher	13	8.7
Others (Social workers, physical education teacher, supervisors).	12	8.0
Years of experience:		
< 5	85	56.7
5 – <10	35	23.3
≥ 10	30	20.0
$\bar{X} \pm SD 12.68 \pm 8.21$		

**Table (4):** Illustrates that, 46.0% of the studied teachers aged from 20 to less than 30 years old with  $\bar{X} \pm SD$  of  $34.48 \pm 10.78$  years, 61.3% of them were males, and 77.4% of them were married. As regards job description, 45.3% of them were assistant teacher, and 56.7% of them had less than 5 years of experience with  $\bar{X} \pm SD$  of  $12.68 \pm 8.21$  years.

**Table (5):** Distribution of the studied teachers' total bullying knowledge and perception total score (n = 150).

Teachers' knowledge	No.	%
Satisfactory	97	64.7
Unsatisfactory	53	35.3
Total	Mean $\pm$ SD 1.35 $\pm$ 0.479	

**Table (5):** showed that about 35.3% of studied teacher had unsatisfactory knowledge about bullying with (Mean  $\pm$  SD, 1.35 $\pm$ 0.479).

**Table (6):** Distribution of the studied teachers' total intervention score towards bullying (n = 150).

Teachers' involvement	No.	%
More involvement	79	52.7
Less involvement	71	47.3
Total	Mean $\pm$ SD 1.52 $\pm$ 0.500	

**Table (6):** Illustrated that about 47.3% of studied teachers were less involvement in bullying intervention (Mean  $\pm$  SD, 1.52 $\pm$ 0.500).

**Table (7):** Distribution of the studied parents according to their characteristics (n = 600)

Characteristics	No.	%
Age:		
20 - < 30 years	33	5.5
30 - < 40 years	436	72.7
40 - < 50 years	120	20.0
50 - < 60 years	11	1.8
$\bar{X} \pm SD$ 38.76 $\pm$ 4.88		
Parents:		
Father	121	20.2
Mother	479	79.8
Marital status:		
Single	0	0.0
Married	554	92.3
Divorced	46	7.7
Educational degree:		
Don't read and write	16	2.7
Read and write	33	5.5
Intermediate education	210	35.0
Higher education	341	56.8
Postgraduate studies	0	0.0
Occupation:		
Works	340	56.7
Doesn't work	260	43.3

**Table (8):** Distribution of the studied parents' total bullying knowledge and perception total score (n = 600).

Parents' knowledge		
	No.	%
Good	192	32.0
Adequate	224	37.3
Poor	184	30.7
Total		$Mean \pm SD$ 1.03 $\pm$ 0.792

**Table (8):** showed that about 30.7% of studied parents had poor knowledge when 37.3 % of them had adequate knowledge about bullying with ( $Mean \pm SD$ , 1.03 $\pm$ 0.792).

**Table (9):** Distribution of the studied parents' total responses score towards bullying (n = 600).

Parents' responses		
	No.	%
Positive	121	20.2
Adequate	300	50.0
Negative	179	29.8
Total		$Mean \pm SD$ 0.830 $\pm$ 0.631

**Table (9):** Described that about 29.8 %, 50.0% of studied parent had negative and adequate respectively response toward bullying with ( $Mean \pm SD$ , 0.830 $\pm$ 0.631).



## Discussion:

Bullying among school students is defined as a type of violence that has

increased nowadays. It is a very serious problem that can affect children with multiple negative impacts e.g. poor school achievement and mental health problems **Khalil et al. (2021)**.

Bullying prevention is vital for the achievement of the sustainable development goals, with whole-school cooperative learning interventions having the strongest evidence base for successful outcomes **Armitage, R. (2021)**. Therefore, this study was conducted to assessment of bullying among school age children through assessment of child history of bullying and parents and teachers knowledge and response.

Regarding to characteristics of the studied children the finding of current study revealed less than half of the studied children aged from eleven to less than 12 years old with mean age and SD of  $11.13 \pm 0.764$ . and were in six grade. This finding was similar to **Ahmed et al. (2022)** who found in the study about Prevalence of school bullying and its relationship with attention deficit-hyperactivity disorder and conduct disorder that the mean age of participants was  $11.08 \pm 0.8$  years and were in grade 6

The results of the present study revealed that more than half of studied children males this was in an agreement with **Ahmed et al. (2022)** who found in the study about Prevalence of school bullying and its relationship with attention deficit-hyperactivity disorder that the proportion of male students was higher than female students. The current study revealed to that about little more than half of studied children were had from three to

five siblings this result may be related to governmental school which associated with middle to low socio economic family who more tend to have big family.

The results of the present study showed that about half of studied children second child in their family, this was in an agreement with **Ahmed et al. (2022)** who found in the study about Prevalence of school bullying and its relationship with attention deficit-hyperactivity disorder and conduct disorder that the little nearly half of participants were ranked two in their family

Regarding studied children according to their history of being bully or a victim for bullying more than three fourth of studied children involvement of bullying behavior as a victim or bully this result From the researcher's point of view, The high percentage of bullying behavior came because children were affected by the people around them and their bullying behavior, because bullying is considered an acquired behavior, and the children in this age tend to imitate, in the same time the child who is a victim of bullying often turns into a bully, and the circle expands and the number increases this result was in agreement with **Galal et al. (2019)**. On their study of bullying among school age children in rural areas including 476 students from two mixed public schools; rate of bullying was high among school students (77.8) in the same line this finding was in agreement with **Fenny & Falola (2020)** who found in their study of bullying in Nigerian middle school students that there was unexpected increase in bullying behavior among school age children. In the same time the result of current study in contrast with **Ahmed et al.,(2022)** who found in his study about bullying among primary school students that the bullying was observed among the participant by 12.5% only this defrarness may be related to the difference area of investigation this

result was conducted at azhar school related to Sohag Governorate which defferent in norm.

Regarding to characteristics of the studied teacher the finding of current study revealed that about half of the studied teacher aged from twenty and less than 30 years old with mean age and SD  $34.48 \pm 10.78$  this almost in agreement with **Farahat (2019)** who found in the study about An assessment of teachers' perceptions of bullying in an Egyptian school that about half of studied teacher ranged 28-37 years, in the same line this finding wasn't in agreement with **Costantino et al. (2019)** who found in the study about effects of an intervention to prevent the bullying in first-grade secondary schools of Palermo, that the mean age of the teaching staff was 57.2 years.

Additionally, the current study revealed that more than half of studied teachers were male and about This finding wasn't in agreement with **Farahat (2019)** who found in the study about, an assessment of teachers' perceptions of bullying in an Egyptian school that 70% of studied teacher were female.

The current study revealed that about two third of studied teacher were married this finding was in agreement with **Costantino et al. (2019)** who found in the study about effects of an intervention to prevent the bullying in first-grade secondary schools of Palermo that about 70% of studied teacher were married.

Regarding the experience of the teachers the current study find that little more than half of studied teachers had experience less than 5 years this almost in agreement with **Farahat (2019)** who found in the study about an assessment of teachers' perceptions of bullying in an Egyptian school that The majority of teacher's experience were in the 3-6 years

Regarding to studied teacher knowledge and perception about bullying the current study illustrated that less than half of study teacher had unsatisfactory knowledge from the researcher point of view this related apsent of anti bullying program at governmental school this result was in agreement with **Midgett, & Dumas (2020)** who found in their study about Development, feasibility, and post-training outcomes of the STAC teacher training: a companion program for a brief, bystander bullying intervention that about half of study teacher had unsatisfactory. But the result of current study in little different with **Ansary, et al (2015)**. who found in their study about anti bullying approach that the majority of study teacher had no knowledge about bulling which improve after application with their programe

According to studied teachers' intervention towards bullying the current study illustrated that about half of studied teachers were less involvement in bullying intervention from the researcher point of view this result related to increase number of student at governmental school and in the same time apsent of teacher preparing programe to deal with bullying behavior this finding was in agreement with **Midgett, et al. (2022)** who found in their study that most of studied teacher avoid to intervene or rongly interven in bullying behavior among school chidren. In the same line the result of current study was congruent with **Ferguson (2020)** who found in his study that the response practice of majority studied teacher toward bullying was not suitable.

Regarding to characteristics of the studied parents the finding of current study revealed that about three fourth of the studied parents aged from thirty and less than forty years old with mean age and SD  $38.76 \pm 4.88$  this finding was agreement with **Moselhy (2020)** who found in the

study about Application of Anti-Bullying Education Package among Preparatory Schools Students that more than half of study parents aged from more than thirty-three to less than thirty-eight

The finding of current study revealed that more than three fourth of the studied parents were mothers and four fifth of them were married The result of the current findings was in agreement with **Stives et al. (2019)** who found in the study about, Parental Responses to Bullies, Bystanders, and Victims about 70% of studied parents were mothers and the majority of them were married.

The finding of current study revealed that more than half of the studied parents had higher education and about one third of them had intermediate education this may be related to nature of 6 of October as industrial city this finding was in agreement with **Xie et al. (2022)** who found in the study about Bullying Victimization, Coping Strategies, and Depression of Children of China that The parental education in this study is generally between middle school and high school and more than half working This finding wasn't in agreement with **Stives et al. (2019)** who found in the study about, Parental Responses to Bullies, Bystanders, and Victims that about four percent only of studied parents had higher education this variation may be was related to variation in district resident

Regarding the knowledge of studied parents, the current study revealed that about one third of studied parents had poor knowledge about bullying, From the researcher point of view, this result related to insufficient of anti bullying programs which included parents to improve their knowledge. This result is supported by **Chen et al. (2021)** who found on study about Effects of Parenting Programs on Bullying Prevention that the studied

parents had little knowledge before application of his programe. In the same consequence the result of current study is in agreement with **Huang et al. (2019)** who found in his study about school based anti-bullying program with parent component that the involvement of parents in anti - bullying program enhance parent awareness to bullying.

Regard to total parents responses score towards bullying the current study illustrates that less than quarter of studied parents had positive response (such as contacted the school) toward bullying this From the researcher point of view, this result related to insufficient of anti bullying programs which included parents to improve their positive response toward bullying finding was in agreement with **Larrañaga et al. (2018)** who found in his study about Parents' responses to coping with bullying that a high percentage of parents apply negative response for responding to bullying, such as ignoring bullying or control child internet access. In the same line **Rana et al. (2018)** found in their study about Effectiveness of a multicomponent school based intervention to reduce bullying that most of studied parent had negative response to bullying before application of thier programe.

### **Conclusion:**

Based on the results of the current study, it can be concluded that about three quarter of studied school children were involvevement in bullying behavior (victim/bully), more than one third of studied teacher had unsatisfactory knowledge and about half of them less involvement in bullying intervention, and about one thired of studied parents had poor knowledge and negative response toward bullying behavior.

## Recommendations:

In view of the study findings, the following recommendations are suggested:

- Encourage of antibullying integrated programme for all the concerned: children, parents, teachers, school staff and administrators.
- Continuous assessment to bullying behavior and its consequences on school children recommended and must be included to periodically plan.
- Setting known limits and laws at school to reduce the phenomenon among school children.

## References:

- Ahmed, G. K., Metwaly, N. A., Elbeh, K., Galal, M. S., & Shaaban, I. (2022):** Prevalence of school bullying and its relationship with attention deficit-hyperactivity disorder and conduct disorder: a cross-sectional study. *The Egyptian Journal of Neurology, Psychiatry and Neurosurgery*, 58(1), 1-10. <https://doi.org/10.1186/s41983-022-00494-6>.
- Ansary, N. S., Elias, M. J., Greene, M. B., & Green, S.,(2015):** Guidance for schools selecting antibullying approaches: Translating evidence-based strategies to contemporary implementation realities, *Educational Researcher*, 44(1), 27-36. DOI: 10.3102/0013189X14567534.
- Armitage, R.,(2021):** Bullying in children: impact on child health. *BMJ paediatrics open*, 5(1) e000939. DOI: 10.1136/bmjpo-2020-000939.
- Bowser, J., Larson, J. D., Bellmore, A., Olson, C., & Resnik, F.,(2018):** Bullying victimization type and feeling unsafe in middle school, *The Journal of School Nursing*, 34(4) 256-262, DOI:10.1177/1059840518760983
- Carney, J. V., Kim, J., Kim, H., Guo, X., & Hazler, R. J.,(2022):** The Role of School Connectedness in Mitigating the Impact of Victimization on Life Satisfaction, *Professional School Counseling*, 26(1). DOI: 10.1177/2156759X221105463.
- Chen, C., Yang, C., Chan, M., & Jimerson, S. R. (2021):** Association between school climate and bullying victimization: Advancing integrated perspectives from parents and cross-country comparisons, *School psychology*, 35(5)pp. 311-320. DOI: 10.1037/spq0000405.
- Costantino, C., Casuccio, A., Marotta, C., Bono, S. E., Ventura, G., Mazzucco, W., & Restivo, V. (2019):** Effects of an intervention to prevent the bullying in first-grade secondary schools of Palermo, Italy: the BIAS study. *Italian journal of pediatrics*, 45(1), 1-9. <https://ijponline.biomedcentral.com/articles/10.1186/s13052-019-0649-3>
- Farahat, N.,(2019):** An assessment of teachers' perceptions of bullying in an Egyptian school, *AUC knowledge fountain*, <https://fount.aucegypt.edu/etds/735>.
- Fenny, O., & Falola, M. I. (2020):** Prevalence and correlates of bullying behavior among Nigerian middle school students. *International journal of offender therapy and comparative criminology*, 64(5), 564-585.
- Ferguson, C. J.,(2020):** Video games and youth violence: A prospective analysis in adolescents, *Journal of youth and adolescence*, 40 (4) 377-391. DOI: 10.1007/s10964-010-9610-x.
- Gaffney, H., Ttofi, M. M., & Farrington, D. P.,(2021):** Effectiveness of school-based programs to reduce bullying perpetration and victimization: An updated systematic review and meta-analysis, *Campbell Systematic Reviews*, 17(2): e1143. DOI 10.1002/cl2.1143.

- Galal, Y. S., Emadeldin, M., & Mwafy, M. A. (2019):** Prevalence and correlates of bullying and victimization among school students in rural Egypt. *Journal of the Egyptian Public Health Association*, 94(1), 1-12. <https://doi.org/10.1186/s42506-019-0019-4>.
- Haq, N. U., Arshad, Z., Lehri, S. A., Nasim, A., Saood, M., & Zarak, M. S.,(2018):** Assessment of Knowledge, Perception and Prevalence of Bullying Practices among Medical Students of Quetta, *Journal of advanced in medicine*, 26(1) 1-20. DOI: 10.9734/JAMMR/2018/40585.
- Huang, Y., Espelage, D. L., Polanin, J. R., & Hong, J. S.,(2019):** A meta-analytic review of school-based anti-bullying programs with a parent component, *International Journal of Bullying Prevention*, 1(1),32–44. DOI: 10.1007/s42380-018-0002-1.
- Khalil, N. A., Elsaadany, A. Z., & Mohasseb, M. M.,(2021):** Bullying Among Early Adolescent Egyptian School Students, *Journal of High Institute of Public Health*, 51(2)90-97. DOI: 10.21608/JHIPH.2021.194763.
- Larrañaga, E., Yubero, S., & Navarro, R.,(2018):** Parents' responses to coping with bullying: Variations by adolescents' self-reported victimization and parents' awareness of bullying involvement, *Social Sciences*,7(8)121. DOI: 10.3390/socsci7080121.
- Markkanen, I., Välimaa, R., & Kannas, L.,(2021):** Forms of bullying and associations between school perceptions and being bullied among Finnish secondary school students aged 13 and 15, *International journal of bullying prevention*, 3(1)24-33. DOI: 10.1007/s42380-019-00058-y.
- Midgett, A., & Dumas, D. M. (2020):** Development, feasibility, and post-training outcomes of the STAC teacher training: a companion program for a brief, bystander bullying intervention. *J Educ Psychol Res*, 2(4). <https://link.springer.com/article/10.1007/s40688-022-00413-9>
- Midgett, A., Dumas, D. M., & Buller, M. K.,(2022):** Posttraining outcomes, acceptability, and technology-based delivery of the STAC Bystander Bullying Intervention Teacher Module: mixed methods study, *JMIR formative research*, 6(8) e40022.DOI: 10.2196/40022
- Mori, Y., Tiiri, E., Khanal, P., Khakurel, J., Mishina, K., & Sourander, A.,(2021):** Feeling unsafe at school and associated mental health difficulties among children and adolescents: a systematic review. *Children*, 8(3) 232. DOI: 10.3390/children8030232.
- Moselhy, M. M. (2020):** Application of Anti-Bullying Education Package among Preparatory Schools Students at El-Mokatam District, Egypt. *IOSR Journal of Nursing and Health Science*, 9(2), 1-11. e-ISSN: 2320–1959.p-ISSN: 2320–1940
- Radwan, N., Abd-Ellatif, E. E., & Abu-Elenin, M.,(2021):** Bullying and Associated Common Health Manifestations among Primary School Children in Tanta city, Egypt, *The Egyptian Family Medicine Journal*, 5 (2)4-19. DOI: 10.21608/efmj.2021.41645.1044
- Rana, M., Gupta, M., Malhi, P., Grover, S., & Kaur, M.,(2018):** Effectiveness of a multicomponent school based intervention to reduce bullying among adolescents in Chandigarh, North India, *Journal of public health research*, 7(1). DOI: 10.4081/jphr.2018.1304.
- Redmond, P., Lock, J. V., & Smart, V.,(2019):** Developing a cyberbullying conceptual framework for educators. *Technology in Society*, 60,101223. DOI: 10.1016/j.techsoc.2019.101223

**Tarshis, T. P., & Huffman, L. C.,(2007):**

Psychometric properties of the Peer Interactions in Primary School (PIPS) questionnaire, *Journal of Developmental & Behavioral Pediatrics*, 28(2) 125-132. DOI: 10.1097/01.RVI.0000124949.24134

**Stives, K. L., May, D. C., Pilkinton, M.,**

**Bethel, C. L., & Eakin, D. K. (2019):** Strategies to combat bullying: Parental responses to bullies, bystanders, and victims. *Youth & Society*, 51(3), 358-376.

**Xie, S., Xu, J., & Gao, Y. (2022):**

Bullying victimization, coping strategies, and depression of children of China. *Journal of interpersonal violence*, 37(1-2), 195-220. <https://doi.org/10.1177/0886260520907361>.