

**Assessment of the Victims of Bullying Among  
Secondary School Students.**

**In Thi-Qar Governorate–Iraq**

**تقييم ضحايا التنمر لدى طلاب المرحلة الثانوية  
في محافظة ذي قار – العراق**

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### المستخلص

الأهداف: سعت هذه الدراسة إلى تقييم مدى انتشار ضحايا التنمر والتفكير في الانتحار بين طلاب المدارس الثانوية.

المنهجية: أجريت دراسة وصفية رصدية مقطعية على طلاب المرحلة الثانوية في المدارس الثانوية في محافظة ذي قار في إقليم العراق، حيث طُلب من الطلاب ملء استبيان حول تقييم ضحايا التنمر والتفكير الانتحاري باستخدام مقياس ضحايا التنمر ومقياس التفكير الانتحاري.

النتائج: من بين إجمالي ٣٨٠ مشاركًا في هذه الدراسة، أكثر من نصفهم من الطلاب الذكور، ويبلغ متوسط عمر الطلاب حوالي ستة عشر عامًا، مع هامش خطأ زائد أو ناقص عامين. وتكشف البيانات أنه على الرغم من أن معدل حدوث التنمر عمومًا منخفض نسبيًا، إلا أن نسبة كبيرة من التلاميذ أبلغوا عن تعرضهم لنوع من أنواع التنمر. وكشفت النتائج أن أكثر من خمسين بالمائة من المشاركين تعرضوا لدرجة قليلة من التنمر. أشارت النتائج إلى أن الغالبية العظمى من الأفراد لم يواجهوا أفكارًا انتحارية وكان لديهم درجة منخفضة من هذه الأفكار. أشارت النتائج إلى وجود علاقة ذات دلالة إحصائية بين مدى التنمر وانتشار الأفكار الانتحارية بين السكان الذين تم فحصهم. أشارت علاقة بيرسون إلى وجود علاقة إيجابية متوسطة بين التنمر والأفكار الانتحارية. أشارت النتائج إلى أن خصائص مثل نوع الأسرة، وعدد أفراد الأسرة، وتعليم الوالدين، والتوظيف، والحالة الاجتماعية، والحالة المعيشية، والمحل لم تظهر علاقة ذات دلالة إحصائية مع الأفكار الانتحارية.

الاستنتاجات: يعاني طلاب المرحلة الثانوية المسجلين في المدارس الثانوية في محافظة ذي قار في العراق من معدل انتشار منخفض نسبيًا للتنمر. وتشير النتائج إلى

## Assessment of the Victims of Bullying Among Secondary School Students. In Thi-Qar Governorate –Iraq

وجود علاقة ذات دلالة إحصائية بين حدوث التمر وانتشار التفكير في الانتحار لدى عينة الدراسة.

**التوصيات:** توصي هذه الدراسة يجب أن يقوم المعلم بتنفيذ بعض برامج الدعم النفسي للطلاب حيث يقومون بدمج استراتيجيات الاسترخاء في ممارسة التدريس الخاصة بك، مثل تشجيع الطلاب على المشاركة في فترة قصيرة من التنفس العميق والهادئ وتشجيع الطلاب المترددين على التعلم بشكل مستقل. التعبير عن أفكارهم كلما كان ذلك ممكناً، بدلاً من التحدث نيابة عنهم.

**الكلمات المفتاحية:** الرهاب الاجتماعي – الخوف الاجتماعي – طلبة المرحلة الثانوية – ذي قار – العراق

### Abstract

**Objectives:** This study sought to evaluate the prevalence of bullying victims and suicidal ideation among secondary school students.

**Method:** An observational cross sectional descriptive study was done on students at secondary level in Dhi Qar Governorate secondary schools in Iraq Region, students were asked to fill a questionnaire about assessing the victims of bullying and Suicidal Ideation using Scale of victims of bullying and Suicidal Ideation Scale.

**Results:** Out of a total of 380 participants in this study, over half are male students, and the average age of the students is around sixteen years, with a margin of error of plus or minus two years. The data reveal that although the general incidence of bullying is relatively low, a significant percentage of pupils nevertheless reported encountering some sort of bullying. The findings revealed that over fifty percent of the participants experienced a little degree of bullying. The results suggested that the overwhelming majority of individuals did not experience suicidal ideation and had a low degree of such thoughts. The findings indicated a statistically significant correlation between the extent

## **Assessment of the Victims of Bullying Among Secondary School Students. In Thi-Qar Governorate –Iraq<sup>1</sup>**

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of bullying and the prevalence of suicidal thoughts within the examined population. The Pearson correlation indicated a moderate positive relationship between bullying and suicide thoughts. The findings indicated that characteristics such as family type, number of family members, parental education, employment, marital status, living situation, and domicile did not exhibit a significant correlation with suicidal thoughts.

**Conclusions:** The secondary students enrolled in Dhi Qar Governorate secondary schools in Iraq experience a relatively low prevalence of bullying. The findings indicate a statistically significant correlation between the incidence of bullying and the prevalence of suicidal ideation within the studied sample.

**Recommendations:** This study recommend Some psychological support programs must be carried out by teacher to students as they Integrate relaxation strategies into your teaching practice, such as promoting students to participate in a short period of deep, serene breathing and to encourage hesitant students to autonomously articulate their thoughts whenever feasible, rather than speaking on their behalf.

**Key-wards: victims of bullying – Suicidal Ideation –Secondary students - Thi-Qar - Iraq**

### **Introduction**

Over the course of the last twenty years, a significant amount of research has been conducted in the scientific community about the nature and incidence of abuse in educational institutions(Mohammed, Qahtan QassimAli 2020). A recent study has reached an agreement that bullying in schools is a problem that occurs frequently and affects a large number of students(Mohammed 2015). Suicide is the fourth largest cause of

## Assessment of the Victims of Bullying Among Secondary School Students. In Thi-Qar Governorate –Iraq<sup>1</sup>

mortality for those aged 15 to 29, behind road accidents, tuberculosis, and interpersonal violence ,Bullying is classified as planned, damaging, hostile behavior in which a person or group persistently attacks a person who possesses physical or mental power(Rigby 2003). The bulk of bullying transpires in elementary school, with a lesser proportion happening in secondary schooling(Ahmed and Sajit n.d.). Empirical studies on abuse in Ireland have been few, although the growing global interest in this subject(Mohammed 2015). The frequency of abuse in Irish institutions has been explored in a limited number of studies; O'Moore and Hillery performed research on the occurrence of bullying among kids aged seven to thirteen in four primary schools in Dublin (Kumpulainen, Räsänen, and Henttonen 1999) .

The most commonly recognized manifestations of violence include physical, verbal, symbolic, and bullying(Hummudi 2012). These actions are characterized as forceful, deliberate, and repeated, manifesting without apparent justification, occurring within an imbalanced power dynamic, and leading to intimidation or harm to others(Mohammed and Sajit 2016). Bullying is a pervasive issue present in all educational institutions, irrespective of their public or private status, or whether they are elementary, secondary, urban, or rural(O'Moore and Hillery 1989). The bullying study is important because it will help find the things that make bullying more likely to happen and keep happening(Raheem and Mousa 2022). This will allow rules to be put in place that will lessen its effects(Raja and Sajit 2018). Because of this, more study is needed to get a fuller picture of the problem and come up with better ways to promote health and stop bullying(Brito and Oliveira 2013). Significant concerns with bullying and the handling of distressed children in secondary institutions are obvious(Ahmed and Sajit n.d.). Ten percent of students indicated experiencing bullying "occasionally or

## **Assessment of the Victims of Bullying Among Secondary School Students. In Thi-Qar Governorate –Iraq<sup>1</sup>**

more frequently" during that term, while four percent reported being bullied "at least once a week" in the most extensive survey conducted in the United Kingdom to date (Alwan and AL-jubouri 2022). The enforcement of policies addressing abuse within schools seems to have a limited impact (Hussein 2012). Recently, research has been undertaken in this area. Despite the fact that the participant roles refer to the behavioral inclinations of children and teenagers throughout the bullying process, they may be viewed as a more general description of their social conduct. The other pupils are mostly obligated to intervene when a classmate is being harassed (Al-Jubouri et al. 2021). Their acts in these instances are not unique but rather reflective of their attitudes regarding their peers and social interactions. Active-aggressive (bullying), passive or follower-like aggressive (supporting or encouraging the perpetrator), prosocial (defending the victim), and withdrawing (remaining uninvolved) exemplify participant roles (Mousa and Mansour 2020).

### **Methods**

#### **Design**

A quantitative cross-sectional study was conducted to evaluate bullying and its effects on suicidal ideation among adolescents. A notable aspect of this study is its capacity to do simultaneous comparisons of many parameters among the participating pupils.

#### **Study Instrument**

TWO tools were used for data collection in this study:

1) A demographic data questionnaire created for this study by researchers obtained information about the elderly sociodemographic characteristics.

2) Bullying Victimization Scale

Data Collection The researcher interviewed the participants (students), explained the instructions, answered their questions,

## Assessment of the Victims of Bullying Among Secondary School Students. In Thi-Qar Governorate –Iraq<sup>1</sup>

persuaded them to join, and thanked them for their help. Individual bases were utilized for the interview procedures, and each interview lasted 15–20 minutes after the steps that must be included in the study design were taken.

### Statistical Analysis

All of the subsequent analyses were conducted in IBM SPSS 20.0. In order to classify the variables, we employed whole numbers and percentages (No. and %), while the mean and standard deviation were used to define the continuous variables (mean and SD). The correlational analysis was conducted to determine the link between the different factors. Two-tailed p.05 was used as the threshold for statistical significance.

### Results

**Table (١): Descriptive analysis of Bullying Experiences for the studied samples**

Items of	Resp	f.	%	M	SD*	Ass
1.	Yes	46	12.1	1.12	0.32	absent
	No	334	87.9			
2.	Yes	41	10.8	1.11	0.31	absent
	No	339	89.2			
3.	Yes	92	24.2	1.24	0.42	absent
	No	288	75.8			
4.	Yes	81	21.3	1.21	0.41	absent
	No	299	78.7			
5.	Yes	30	7.9	1.08	0.27	absent
	No	350	92.1			
6.	Yes	34	8.9	1.09	0.28	absent
	No	346	91.1			
7.	Yes	58	15.3	1.15	0.36	absent
	No	322	84.7			
8.	Yes	57	15.0	1.15	0.35	absent

**Assessment of the Victims of Bullying Among Secondary School Students.  
In Thi-Qar Governorate –Iraq<sup>1</sup>**

	No	323	85.0			t
9.	Yes	36	9.5	1.09	0.29	absent
	No	344	90.5			
10.	Yes	38	10.0	1.10	0.30	absent
	No	342	90.0			
11.	Yes	70	18.4	1.18	0.38	absent
	No	310	81.6			
12.	Yes	27	7.1	1.07	0.25	absent
	No	353	92.9			
13.	Yes	33	8.7	1.09	0.28	absent
	No	347	91.3			
14.	Yes	67	17.6	1.18	0.38	absent
	No	313	82.4			

**M.** = mean, **SD.**= standard deviation **Ass.**= assessment level of mean score as follows :  $< 1.5$ = absent ,  $\geq 1.5$ =

**Table (1):** presents the descriptive analysis of bullying experiences within the studied sample in terms of frequency, percent, mean and standard deviation. The findings indicates that while the overall prevalence of bullying is relatively low (15.59%,  $M = 1.16 \pm 0.07$ ), a considerable number of students still reported experiencing some form of bullying. The highest occurrence was observed in Item 20, where 149 students (39.2%) reported being affected ( $M = 1.39 \pm 0.48$ ), followed by Item 3 (92 students, 24.2%,  $M = 1.24 \pm 0.42$ ) and Item 21 (90 students, 23.7%,  $M = 1.24 \pm 0.42$ ). Additionally, Item 17 (76 students, 20.0%,  $M = 1.20 \pm 0.40$ ) and Item 4 (81 students, 21.3%,  $M = 1.21 \pm 0.41$ ) highlight that a significant portion of students still face bullying. Conversely, the lowest reported cases appeared in Item 12 (27 students, 7.1%,  $M = 1.07 \pm 0.25$ ), Item 5 (30 students, 7.9%,  $M = 1.08 \pm 0.27$ ), and Item 6 (34 students, 8.9%,  $M = 1.09 \pm 0.28$ ), suggesting that while bullying is not widespread across all areas; some students remain vulnerable to victimization.

## Assessment of the Victims of Bullying Among Secondary School Students. In Thi-Qar Governorate –Iraq<sup>1</sup>

The higher standard deviation, particularly in Item 20 (SD = 0.48), reflects variability in students' experiences with bullying. Despite the overall low frequency, the findings emphasize that a notable number of students are still affected.

**Table (٢): Descriptive analysis of level of bullying among studied samples**

Levels of bullying*	F	%**
No bullying	150	39.5
Low	168	44.2
Moderate	48	12.6
High	14	3.7
Total	380	100.0

\*Levels of bullying based on total score 0= no bullying, 1-7 Low, 8-14 Moderate, 15-21 high, \*\*F-frequency, %= percentage,

**Table (٢):** illustrates the descriptive analysis of bullying levels among the studied sample, including frequency and percentages. The findings indicate that 168 participants (44.2%) experienced low levels of bullying, while 48 (12.6%) reported a moderate level. furthermore, 14 participants (3.7%) experienced a high level of bullying. moreover, the results indicated that more than one-third of the sample, 150 participants (39.5%), reported no bullying.

### Discussion

The table (1) presents the descriptive analysis of bullying experiences within the studied sample in terms of frequency, percent, mean and standard deviation. The findings indicate that while the overall prevalence of bullying is relatively low (15.59%,

## Assessment of the Victims of Bullying Among Secondary School Students. In Thi-Qar Governorate –Iraq<sup>1</sup>

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### Recommendations

This study recommend Some psychological support programs must be carried out by teacher to students as they Integrate relaxation strategies into your teaching practice, such as promoting

## Assessment of the Victims of Bullying Among Secondary School Students. In Thi-Qar Governorate –Iraq<sup>1</sup>

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students to participate in a short period of deep, serene breathing and to encourage hesitant students to autonomously articulate their thoughts whenever feasible, rather than speaking on their behalf

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## Assessment of the Victims of Bullying Among Secondary School Students. In Thi-Qar Governorate –Iraq<sup>1</sup>

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**Assessment of the Victims of Bullying Among Secondary School Students.  
In Thi-Qar Governorate –Iraq<sup>1</sup>**

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