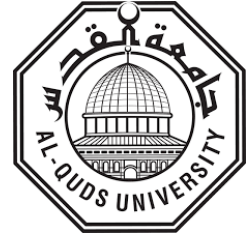


**Deanship of Graduate studies
Al-Quds University**



**Prevalence and Determinants of Bullying Among School-
age Children in Gaza Strip**

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M. Sc. Thesis

Jerusalem-Palestine

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Prevalence and Determinants of Bullying Among School-age Children in Gaza Strip

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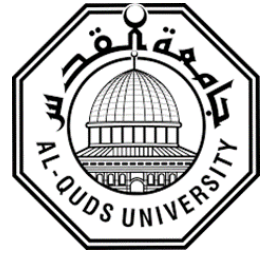
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Thesis Approval

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Jerusalem- Palestine

1444-2022

Dedication

To the one who taught me the value of knowledge, pushed me toward success and did his best for me and gave me his love, care, and encouragement: to my beloved father.

To the one who is physically absent but present in my heart and soul: to my beloved mother whose spirit has been keeping giving me power and determination to keep in the success pathway.

To the beloved Reem who has been the first supporter for me and has believed in my success and creativity.

To the apple of my eye, my beloved husband who has made all efforts and bestowed upon me his infinite giving to reach the success I wished for.

To my eight sisters and brother who have given me their love and warm tenderness to reach my goal.

To the whole of my family who supported and inspired me.

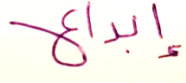
I dedicate the research for all of them.

Ibdaa Ayyoub Mohammed Rayyis

Declaration

I certify that this thesis submitted for the degree of master, is the result of my own research, otherwise acknowledged, and that this thesis or any of its parts has not been submitted for higher degree to any other universities or institutions.

Signed:

A handwritten signature in red ink, written in Arabic script, which appears to be 'عبد الله' (Abdullah).

Ibdaa Ayyoub Mohammed Rayyis

Date: 19/12/2022

Acknowledgment

This thesis wouldn't be feasible without the assistance and guidance of many individuals who supported me to complete my study to the fullest.

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- I am grateful to Dr. Bassam Abu Hamad and Dr. Yehia Abed.
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- Many thanks to the researchers who helped me in data collection.
- Many thanks to all the students who participated in this study.

Ibdaa Ayyoub Mohammed Rayyis

Abstract

Introduction: Bullying is a major and preventable public health problem worldwide. It is more prevalent among school-age-children, and it has short- and long-term harmful effects on physical and psychological health of victims. The overall aim of the study is to assess the prevalence and determinants of bullying among school- age children in the Gaza Strip.

Methods: The design of this study is cross-sectional survey targeting school-age-children in the Gaza Strip. The Researcher utilized a sampling frame of 490 households that was designed to collect data for a study conducted by the United Nations Fund for Population Activities. In total, 490 students aged from 12-17 years, distributed as 263 boys and 227 girls, participated in the study. A face-to face- interview questionnaire was used in this study. Analysis of the data was conducted using SPSS program, involved frequency distributions, Chi square test, ANOVA, and logistic regression tests.

Results: The overall prevalence of bullying among school-age-children was 78.8%. There was a significant association between bullying and demographic and socioeconomic factors such as being male, age from 12-14 years old, having an average monthly income of 1,974 ILS or less, living in a family that has 10 or more members and living in Khanyounis region. Family type and birth order weren't associated with higher risk of bullying exposure. Family related factors such as low parents' education, fathers' unemployment, bad relationship with parents and sibling and parent-parent violence, parent-sibling violence and parent maltreatment were statistically associated with high risk of bullying exposure. Parents marital status and mothers' employment status weren't associated with higher risk of bullying exposure. School related factors have significant associations with bullying exposure such as attending public schools, academic achievement of 50% -70% as average at school, not having good relations with teachers and peers, attending at unhealthy school environment were statistically significant with high risk of bullying exposure. Additionally, physical ill health factors such as disability, obesity, dissatisfaction with physical look and body weight dissatisfaction were significantly associated with bullying exposure. Use of technology and internet factors such as possession of smart phones and technology devices, having constant internet access at home and number of hours spent on the internet per week were significantly associated with bullying exposure.

Conclusion: Bullying is a common problem among school-age-children in the Gaza Strip. There is a need to implement antibullying interventions at multiple levels. At the national level, it is important to develop antibullying intervention programs, policies, and protocols for bullying behavior to all staff, students, and parents. At school level, schools should play an integral part through providing bullying prevention protocols, clear rules, and procedures, increasing the awareness of students about this phenomenon, and supporting partnerships among parents, educators, and mental health professionals to interrupt bully-victim-bystander cycle. At the household level, parents should create healthy antibullying habits, build their children's self-confidence, teach them skills of problem solving and encourage them to share their ideas and experiences to discover any involvement in bullying behaviors early and to decrease their susceptibility to be involved in such behaviors. Finally, there is a need to conduct more research to study bullying behaviors among school-age children.

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List of abbreviations

ANOVA	Analysis of Variance
CDC	Centers of Disease Control and Prevention
GS	Gaza Strip
LMICHIC	Lower Middle-Income countries and High-Income Countries
MOEHE	Ministry of Education and Higher Education
MOH	Ministry of Health
MOSD	Ministry of Social Development
PCBS	Palestinian Central Bureau of Statistics
PTSD	Post-Traumatic Stress Disorder
SPSS	Statistical Package of Social Sciences
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations International Children's Emergency fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
WB	West Bank
WHO	World Health Organization

Chapter one

Introduction

Bullying is a serious public health problem for children and adolescents worldwide. Bullying is aggressive intentional acts, that involves a real or perceived social power imbalance among people especially children and adolescents. The behavior is repeated or has the potential of being repeated over time and it is more common in schools and can occur everywhere (Waseem & Nickerson, 2022). Bullying could be as verbal attacks such as calling people with mean names or threatening them, physical abuse such as hitting, spitting, kicking, damaging victim's property, and relational aggression such as social exclusion, and rumor spreading, and attacks through internet and technologies which are called Cyberbullying (Rezapour et al., 2019).

Bullying has short- and long-term effects on physical and mental health, it increases the risk of poor health, social, and educational outcomes in childhood and adolescence (Armitage, 2021) and it has a correlation with increasing substance use, in which children who are engaged in bullying are more likely to be involved in tobacco and illicit drug use (Arcadepani et al., 2019). Bullying affects mental health negatively, in which there is a positive correlation between bullying victimization and social anxiety and symptoms of depression (Mei, 2021). The negative consequences of bullying on victims lasts decades after exposure. bullying victims were found to be at increased risk of weak or fragmented social relationships, economic hardship, poverty, unemployment which leads to low quality of life (Bremblcomb et al., 2018).

In general, bullying is more common in schools, globally one in three children have been bullied, although there is regional variation in the prevalence of bullying (Armitage, 2021). The bullying rates among school aged children ranges from 9% to 98%, with the average rate of 35% (Ahmed et al., 2022). The prevalence of bullying at schools in the Eastern Mediterranean Region is 45.1% which is considered one of the highest in the globe (Biswas et al., 2020). It is 78.8% in schools of the West Bank (Jayousi, 2020), 77% in schools of

Egypt (Khalil et al., 2020), 64.7% in schools of Saudi Arabia (Alsalem et al., 2021) and 75.8% in schools of Jordan (Shahrour et al., 2020).

School-aged children use bullying most frequently to preserve the solidity and conformity of the school group, and to dominate others and the main causes for high prevalence of this phenomena at schools are lack of education about bullying, inadequate classroom and dormitory management, and school staff failure to recognize and address this problem (Li & Hesketh, 2021). Usually, students who are considered different than the others, quiet, low achieving in terms of academia, and unpopular were more likely to be targeted by bullies (Ybarra et al., 2019). Bullying prevention is a vital need in creating a healthy environment for children to thrive socially and academically.

1.1 Research problem

Bullying has harmful consequences, it can result in depression, anxiety, social isolation, low self-confidence, school absenteeism, and illicit drug abuse for both the victim and the bully (Stephens et al., 2018). School age period from 12-17 years is a transition period from childhood to adulthood which is considered the most important and very critical period in which the child forms a self-image of value, builds up self-esteem and identity and starts to explore skills, accepts social responsibilities, develop cognitive brain power, and forms mature relationships with peers (Backes & Bonnie, 2019). Thus, demonstrating moral education in curriculum among school-age children at schools and creation of values among them in their families will build a positive climate at school and home and raise children with positive self-image and good mental and physical health and that will lead to healthy behaviors and healthy environments which in its turn decrease the prevalence of bullying (Carretero et al, 2021).

A few studies have been conducted to assess the prevalence of bullying among school-age children in the West Bank (WB) (Jayousi, 2020; Maraka, 2013). However, little is known about the prevalence and determinants of bullying among school-age children in the Gaza Strip (GS). Thus, this study attempts to tackle this area and to fill the knowledge gap we

have. Additionally, to the Researcher best of knowledge, no studies were conducted to examine the association between exposure to bullying and different drivers such as demographic, socioeconomic, family, school, technology factors, and physical ill health factors among school- age children in the GS. Hence this study will be the first one to explore this important public health issue in the GS.

1.2 Justifications of the study

Bullying among children is a major public health problem world-wide that increases the risk of poor health and negatively affects the academic performance leading to academic deterioration and school truancy, as well as the social relations in childhood and adolescence. It has destructive consequences on all those involved in bullying, namely the bullies, victims, bully-victim, and bystander. These consequences can be low self-esteem, social isolation, poor health, violence, depression, delinquency and attempting suicide and these consequences are recognized to increase deeply into adulthood (Armitage, 2021).

This study will assess the prevalence of the bullying among school- age children in the GS and explore the factors associated with it to shed light on this neglected problem. The findings of the study can be used to plan an effective and comprehensive anti-bullying interventions tailored to the specific factors pertaining to the problem in the GS. The findings of this study can also be significant to policy makers, and service providers like school staff in order to implement interventions to prevent bullying, at the same time provide services to children affected by bullying behavior. The findings could also be beneficial for parents through increasing their knowledge on determinants of bullying and how they can protect their children from it and how to prevent it at the household level. Finally, the findings of the study will also be beneficial to other researchers who are interested in such area of work.

1.3 Study objectives

1.3.1 Overall aim

The overall aim of the study is to assess the prevalence and determinants of bullying among school- age children in the GS to propose recommendations that could be used to develop effective strategies and comprehensive anti-bullying interventions that will ultimately contribute to reducing the prevalence of bullying among school children, thus, leading to improve the psychological wellbeing of school-age children.

1.3.2 Specific objectives

- To assess the prevalence of bullying among school-age children in the GS.
- To identify the demographic, socioeconomic, family, school, technology use determinants that is associated with bullying among school-age children in the GS.
- To explore the physical ill health factors associated with bullying among school-age children in the GS.

1.4 Context of the study

1.4.1 Demographic characteristic

The total area of both GS and WB is 6,257 km², representing 22% of occupied Palestine (**Annex1**). In 2022, the total population of Palestinians in both GS and WB is 5,354,656 million (Palestinian Central Bureau of Statistics -PCBS-, 2022a). About 59.6% of the population reside in the WB, while 40.4% reside in the GS (PCBS, 2022a). The GS is a small piece of land on the eastern coast of the Mediterranean Sea with total area of 365 square kilometers and a total population around 3,188,387 million (PCBS, 2022a), as in **Annex (2)**.

The GS is divided into five governorates: Gaza North, Gaza City, Deir Al Balah, Khanyounis and Rafah. The sex ratio in GS is 102.7 and the total fertility rate is 3.9 births per woman in 2022 (PCBS, 2022a). The crude birth rate in GS is 32.9 births per 1000 of the population in 2022 and the crude death rate is 3.4 deaths per 1000 of the population in 2022 (PCBS,

2022a). In GS, the percentage of children (0-14y) is 40.7%, the percentage of adolescents (15-29y) is 21.5% and the percentage of the elderly (60y and higher) is 4.7% in 2022 (PCBS, 2022a). Life expectancy at birth in GS in 2020 was 73.7 years: 72.6 years for males and 74.8 years for females (PCBS, 2021a). Illiteracy rate among population aged 15 or above in the GS is 2% in 2020 and it is considered the lowest in the world (PCBS, 2021c).

1.4.2 Socioeconomic status

Life of people in the GS is characterized by its difficulty and severity due to complex political and economic conditions. The unemployment rate for males in GS was 41.9% and for females was 65% in 2021 (PCBS, 2022a). The poverty rates among individuals according to monthly consumption patterns in GS was 53% and the deep poverty rate among individuals according to consumption patterns in GS was 33.8% in 2017(PCBS, 2022a). Percentage of working children (15-17y) in GS in 2020 was 1.3% (PCBS, 2021b). Percentage of poor children in GS in year 2017 was 53% (PCBS, 2021b). Children in GS are exposed to violence and conflicts which have been linked to higher rates of mental health and behavioral problems, including those related to depression, anxiety, and post-traumatic stress disorder (PTSD) (El-Khodary & Samara, 2020).

1.4.3 Household characteristics

In 2021, the average household size in the GS was 5.1 in 2021 (PCBS, 2021a). The average number of rooms in housing unit was 3.6 and the housing density was 1.4 in 2019. Average monthly household expenditure in Jordanian dinar in GS, average household size 6.1 person), was 556 dinars in 2017 (PCBS, 2022a).

1.4.4 Schools' characteristics

There are three main providers of educational services in the GS, and they are: Ministry of Education, United Nations Relief and Works Agency for Palestine Refugees in the Near East

(UNRWA) and private sector. Number of schools in the GS for the academic year 2021/2022 was 764 schools. Number of Governmental schools is 422, number of UNRWA schools is 278 and number of private schools is 64 (Ministry of Education and Higher Education-MOEHE-, 2021).

Number of students in the governmental schools in scholastic year 2021/2022 was 28,6327, distributed as 148, 671 are females and 137,716 are males. Number of students in the primary stage is 120,036. Number of students in the preparatory stage is 540,61. Number of students in the secondary stage is 112,230. The average classroom capacity in governmental schools in scholastic year 2021/2022 is 39.56 (Ministry of Education and Higher Education-MOEHE-, 2021).

Number of students in UNRWA schools in the scholastic year 2021/2022 was 291,100, 150,608 are males and 140,492 are females (UNRWA, 2022). The average classroom capacity in UNRWA schools in the scholastic year 2021/2022 is 41.2.

Number of students in private schools in the scholastic year 2021/2022 was 18,253, 6880 are females and 11,373 are males and the average classroom capacity in the scholastic year 2021/2022 is 21.65 (Ministry of Education and Higher Education-MOEHE-, 2021). The enrollment rate in schools in GS in the scholastic year 2021/2022 is 93.6% (Ministry of Education and Higher Education-MOEHE-, 2021).

School dropout in basic stage in GS was 0.2% and repetition rate in basic stage was 0.6% in scholastic year 2018/2019 (PCBS, 2021b). Schools in GS faces many challenges of unstable political and social environment, hard economic and social situation, and poverty. The high-class size in public schools is another concern and the external and the internal challenges together pose a risk to the commitment and motivation of education staff, as well as to the quality of education services provided to the children in GS (UNRWA, 2022).

1.5 Operational definitions

1. Bully: “the one who is involved in bullying others only” (Solberg & Olweus, 2003).
2. Victim: “the one who is being bullied only” (Solberg & Olweus, 2003).
3. Bystander: the one who can encourage the bully, help the victim by protecting him, or serve as passive onlooker (Solberg & Olweus, 2003).
4. Bully- victim: “is the person who is involved in both bullying others and being bullied” (Solberg & Olweus, 2003).
5. The child: “every human being younger than the age of 18 years” (Singh et al., 2019).
6. School-age child: “the child who is old enough to go to school and who is 5 to 17 years old” (Cornelius, 1991).

Chapter Two

Literature Review

This chapter includes the conceptual framework which describes the main concepts of the study, and it includes definitions and theoretical explanation of bullying and the literature review.

2.1 Conceptual framework

According to Adom and Colleagues (2018), the conceptual framework is the researcher's explanation of how the research problem would be explored and it describes the relationship between the main concepts of a study (Adom et al., 2018). The conceptual framework helps the researcher to identify and build his ideas about the study problem to be explored. It provides a visual representation of specific research questions and help to define the key components of the study's questions easily (Brady et al., 2020). The following are potential determinants of bullying among school-age children that will be examined in this study:

- **Socioeconomic and demographic variables:** age, gender, place of residence, household income, family type and family size.

Age of the child is anticipated to affect their participation in bullying, in which males are expected to participate more in bullying behavior than females because mostly they perform the violence more, but age logically is anticipated to decrease the participation in bullying because getting older will change the wrong behaviors and concepts into the correct form, so will decrease their tendencies to participate in such bad behavior as bullying.

Household income is anticipated to be associated with bullying, in which children with high household income will be less exposed to bullying than those coming from families with low income. Family size is anticipated to influence bullying exposure, in which children who are coming from large families are anticipated to be more exposed to bullying.

Place of residence is expected to influence bullying exposure, in which children who live in rural areas or camps are expected to be more exposed to bullying.

- **Family and household factors:** parents' characteristics like their own concepts and behaviors, their education and occupation and how they treat their children will affect negatively or positively the susceptibility of the child to be a bully or a victim. Parents' education, employment status, parental marital status and domestic violence will affect the emotional, psychological health and the school achievement of the child which will affect their participation in bullying.
- **School related factors:** School climate, school type, academic achievement, relationship with teachers and peers. School climate is anticipated to affect negatively in children participation in bullying, in which a child living in a friendly school climate and has good relations with teachers and peers will have good psychological health which decrease the child's tendency to participate in such bad behavior. School type is anticipated to influence bullying behavior, in which children attend public schools can be more exposed to bullying than those attend private ones. Academic achievement is anticipated to be associated with bullying, in which children with good academic achievement and high marks mostly have higher social position in the school among their peers and high self-confidence. So, they can be bullies mostly. But children with poor educational status are always susceptible to bullying victimization due to their weak marks which cause low self-esteem and no confidence. So, they can be exposed to bullying even from their teachers not only from their peers. Social exclusion and use of technology without any supervision from the parents will increase the child tendency to participate in bad and violent behaviors like bullying.
- **Technology and internet use:** possession of smart phones, constant internet access at home, hours spent over the internet and ways of using the internet. use of technology

and spend long hours on the internet without any supervision from the parents will increase the child tendency to participate in bad and violent behaviors like bullying.

- **Physical ill health factors:** chronic disease, obesity and disability most frequently increase the bullying victimization because those people suffer from poor health which makes them weaker than other child who has good health.

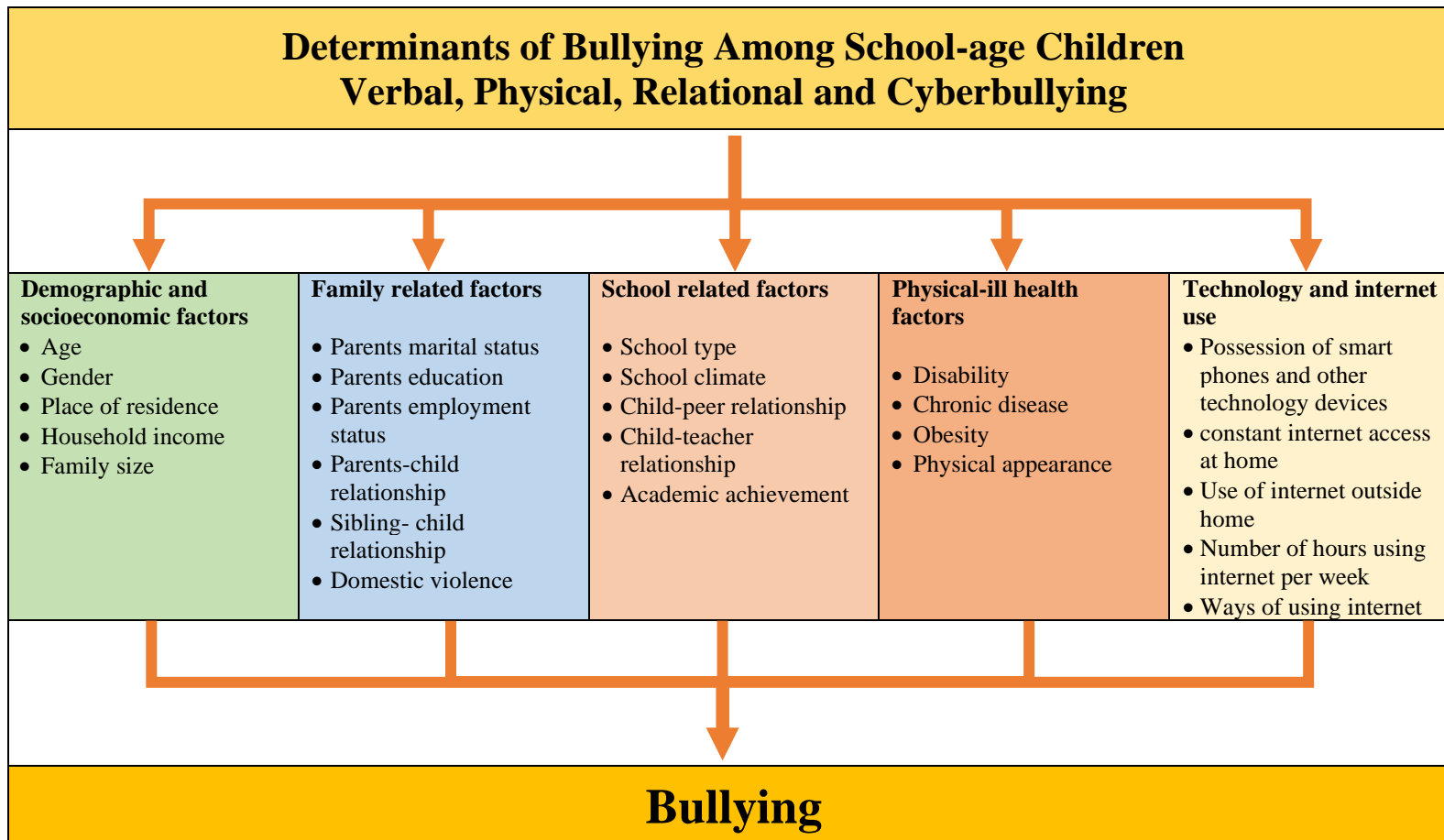


Figure (2.1): Conceptual framework of determinants of bullying among school-age children in Gaza Strip

2.2 Literature Review

2.2.1 Definitions of bullying forms and theoretical explanations of bullying

Physical bullying is the use of physical force like pushing, spitting, and kicking by the perpetrator against victims (Centers for Disease Control and Prevention-CDC-, 2014). Relational bullying is nonphysical aggression that harms the one's social relationships and reputation and it can be direct like embarrassing someone or indirect like by gossiping and spreading rumors about others, attempting to ruin relationships, and manipulating and excluding others (Centifanti et al., 2015). Verbal bullying is the use oral or written communication that causes harm to victims like teasing, taunting, name calling and inappropriate sexual comments (CDC, 2014). Cyber bullying is a category of bullying that occurs in the electronic text medium (Hu et al., 2021) among children and adolescents through intentional and repeated harm from one or more peers that occurs in cyberspace caused using computers, smartphones, and other technology devices (Zhu et al., 2021).

There are many theories that explain the bullying dynamic and the motivations behind bullying behavior. The most important theories are the social capital theory, dominance theory, the theory of humiliation, and organizational culture theory (Evan & Smokowski, 2016).

Social capital theory suggests that individuals with greater social capital (i.e., resources and benefits gained from relationships, experiences, and social interactions) may be more likely to be bullies and active bystanders in bullying situations (Jenkins & Fredrick, 2017) and victims are often seen as undesirable friends because of their low social status and social awkwardness (Evan & Smokowski, 2016).

Dominance theory suggests that the central motivating factor that fuels bullying behavior is the desire for power and dominance. Bullies use intimidation and humiliation as a means of

obtaining power, gaining group-and individual-levels of social dominance, and then maintain their social status through ongoing bullying (Evan & Smokowski, 2016).

Organizational culture theory suggests that the overall culture and climate of the school setting impacts the prevalence and severity of bullying behavior (Evan & Smokowski, 2016).

2.2.2 Prevalence of bullying among school-age children

Many studies have shown that the prevalence of bullying is high among School-aged children, and it is an upward trend globally. In 2021, Hosozawa and his Colleagues assessed the prevalence of frequent bullying victimization among 421,437 school students across 71 countries by using data from the Program for International Student Assessment (March-August 2018) and found that the highest prevalence of bullying among school students were in the Asian pacific region and the Eastern Mediterranean region with 37.1% and 33.9% respectively. Followed by Americas with 26.6% and the lowest prevalence of frequent bullying was found in western Europe with 21.8% (Hosazawa et al., 2021).

In 2020, Biswas and Colleagues estimated the population level prevalence of bullying victimization among 317,869 school children aged 12–17 years, in 83 LMICHICs in the six World Health Organization (WHO) regions and found that the pooled prevalence of bullying victimization on one or more days in the past 30 days amongst adolescents aged 12–17 years was 30.5%. The highest prevalence was observed in the Eastern Mediterranean Region (45.1%, 44.3–46.0%) and African region (43.5%, 43.0–44.3%), and the lowest in Europe (8.4%, 8.0–9.0%) (Biswas et al., 2020).

In the USA, 2019, one out of every five students (20.2%) reported being bullied once or twice a year (National Center for Educational statistics, 2019).

A cross-sectional study based on two national samples from the National School Health Survey was conducted by Marta and her Colleagues to assess the prevalence of bullying

among 102,301 students in Brazil. They found that the prevalence of bullying among school students in Brazil was 19.8% (Marta et al., 2019).

In 2020, national study was held by Shahrour and his Colleagues in schools of Jordan among 1083 adolescents aged 12 to 17, to assess the prevalence of bullying among them. Shahrour and his Colleagues found that the prevalence of bullying victimization among Jordanian adolescents was 75.8% and the prevalence of bullying perpetration was 82.3%. They found that the most prevalent type of bullying among victims and bully-victim was the verbal bullying but among bullies, it was the relational bullying (Shahrour et al, 2020).

In 2021, in Saudi Arabia, Alsaleem and his Colleagues held a cross sectional study to assess the prevalence of bullying among 300 secondary school pupils in Khamis Mushait and found that the prevalence of bullying was 64.7%. Verbal bullying was the most prevalent type of bullying (41.7%) followed by physical (17%), and social bullying (6%) (Alsaleem et al., 2021)

In 2018, in Lebanon, Save the Children conducted a national face-to-face household survey among Lebanese, Palestinian and Syrian school -age children, they found that the prevalence of bullying among Lebanese children was 50%, Syrian children 51% and Palestinian children reported the highest levels of bullying which was 58% (Statistics Lebanon and Save the Children, 2018).

Khalil and her Colleagues conducted a cross sectional study in Tanta, Egypt among 350 primary and preparatory school students to assess the prevalence of bullying among them and they found that prevalence of bullying victimization was 77%, while prevalence of bullying perpetration was 21%. Physical bullying was 53.1% and verbal bullying was 49.8% (Khalil et al., 2021).

Galal and Colleagues (2019) conducted a cross sectional study among 476 students in preparatory and secondary schools in rural areas in Egypt, to assess the prevalence of bullying among them and they found that the prevalence of bullying behavior among school-aged children in rural Egypt was 77% (Galal et al, 2019).

Peyton and colleagues (2017) conducted a study using complex sample analysis to examine nationally representative data from 1606 students from grade 8 to grade 10 in Oman schools in order to assess the prevalence of injuries, violence and bullying among them. They found that the prevalence of bullying among students in Oman was 38.4% (Peyton et al., 2017).

Jayousi (2020) conducted a cross sectional study to investigate the school bullying behavior among adolescents in public schools in Qalqilya, Palestine, from the teachers' perspective in the first semester of the academic year (2018-2019). The study sample consisted of 240 teachers. Jayousi found that the prevalence of bullying among adolescents in public schools in Qalqilya was 78.8% (Jayousi, 2020).

Massarwi and Manos (2022) conducted cross sectional study among 2733 school-age children in Israel among Arab and Jewish students to study the association between bullying victimization and subjective well-being among students. They found that 10.2% of students were subjected to physical bullying, 17.9% were subjected to verbal bullying and 7.6% were subjected to social bullying (Massarwi &Manos, 2022)

Maraqqa (2013) conducted a study to identify the level of school bullying and the reality of school environment among 8226 students in basic higher stage in Hebron, Palestine. The study concluded that the level of school bullying among students in basic higher stage in Hebron is a low degree with (1.68). The study has also shown that the most common types of bullying among students is the psychological bullying with an average of (1.86) followed by the verbal bullying with an average of (1.68), and lastly, the physical bullying with an average of (1.50) (Maraqqa, 2013).

Graysi (2012) conducted a study to detect bullying behavior and its relationship with academic self-concept and academic achievement among students in Nasareth, Palestine.

The results showed that the mean of bullying behavior among students in middle school was (1,52) and the degree of estimation was low (Graysi, 2012).

Bakri (2010) conducted a cross sectional study to find the differences between emotional intelligence and behavior of bullying in primary school students in the province of Acre, Palestine. The results concluded that the level of bullying among school-age children in Acre was high with percentage of 89.5% (Bakri, 2010).

Saleh (2018) conducted a comparative study among 1200 middle school students in Gaza Strip to study school bullying and its relationship to some psychological and social variables among them. The results indicated that the percentage of verbal bullying among school-age children in GS was 77.7% and the percentage of physical bullying was 76.6% (Saleh, 2018).

2.2.3 Determinants of Bullying among school-age children

2.2.3.1 Socio demographics (age, gender, place of residence, household income and family size)

Age and gender:

Boroweic and Colleagues (2021) examined the relationship between being a victim or perpetrator of bullying and gender and age, the study was held among 2848 school children aged 14 -16 in Poland and they found that boys more often experienced (OR, 1.12-2.06) and caused bullying (OR, 1.25-1.89) than girls. Victims were mainly younger (14-year-old) students (OR, 1.16-1.21), while perpetrators were more often older (15- and 16-year-old) adolescents (OR, 1.12-1.20) (Boroweic et al., 2021).

Zhang and his Colleagues conducted a study in 2019 among 14,536 school aged children in rural and urban schools in China to examine the correlation between bullying and psychological adjustment. Results revealed that boys reported bullying others and being

victims of bullying more than girls and that the frequency of bullying is higher in Grades 6 and 8 than in Grade 10 (Zhang et al., 2019).

In Alsaleem and his Colleagues' study (2021) of bullying among school aged children in Khamis Mushait secondary schools in Saudi Arabia, results indicated that males had more than two times greater probability of having been bullied than females (OR = 2.522, 95% CI 1.408–4.518) and students in first-level grade classes had more than three times greater probability of being bullied victims than those in the higher classes, second- and third-level grade classes (OR = 3.417, 95% CI 1.159–10.07) (Alsaleem et al., 2021).

In Shahrour and his Colleagues' study, previously mentioned, they found that Being a perpetrator was more prevalent among boys than girls (Shahrour et al., 2020).

In Hanani and his Colleagues' study (2020) which examined the impact of bullying on gender of 827 secondary school students in Nablus, Palestine, results indicated that male have higher score in the total of bullying victimization (534.78) more than female (307.25) and the differences were significant, which means that the boys are more bullied than girls (Hanani et al., 2020).

Place of residence:

In 2022, Carberto and Colleagues conducted a cross sectional study among 1094 Spanish school-age-children from 6 rural and urban schools to analyze the difference of bullying in urban and rural contexts. The results indicated that students in urban schools are more likely to report bullying perpetration behaviors than students in rural schools (Carberto et al., 2022).

In 2021, Wang and Colleagues conducted a cross sectional study among 11,919 Chinese school-age children to investigate the association of structural family factors and bullying at schools. They found that Adolescents from rural families witnessed more bullying incidents

than those from local families (OR = 1.35, 95% CI: [1.09, 1.68]) and adolescents who come from migrant families (OR = 1.12, 95% CI: [1.07, 1.43]) with a rural hukou (OR = 1.31, 95% CI: [1.00, 1.74]) were more likely to be bullies (Wang et al., 2021).

In 2019, Saini and Balda conducted a cross sectional study among 1070 school-age children in urban and rural schools in India to investigate comparison of bullying, victimization and fighting behavior among school children on the basis of rural-urban setting and sex of children. Their findings of the study showed that there was no significant difference in bullying victimization, fighting, and bullying-victimization-fighting on the basis of urban-rural settings (Saini & Balda, 2019).

Household income and family size:

Qing and Colleagues conducted a cross sectional study in 2022, among 6302 school-age children in China to study the association between family factors and bullying. They found that Children from medium-income families were at less risk of being a victim than those from poor-income families (OR = 0.64, 95% CI 0.45–0.89) (Qing et al., 2022).

Liang and his Colleagues conducted a cross sectional study in 2021, among 170,618 school children in 59 countries to study the association between poverty, food insecurity and bullying victimization. They found that adolescents with food insecurity who are coming from low SES environments showed significantly higher odds for bullying victimization than those with no food insecurity with a pooled odds ratio (OR) being 1.37 (1.28, 1.47) which means that there is an association between low SES and increasing of bullying victimization (Liang et al., 2021).

In 2020, Qorbani and his Colleagues conducted a cross sectional study among 14,400 students 7-18 years and their parents living in 30 provinces in Iran to study the association between socioeconomic variables and bullying and life dissatisfaction. They found that students who lived in low SES had higher odds of bullying (Adj.OR (95%CI): 1.21 (1.06-

1.38)) and students who live in family size > 4 (Adj.OR (95%CI):1.14 (1.03-1.25)), had a higher odds of Life dissatisfaction (Qorbani et al., 2020).

According to Pervandjou and his Colleagues 2019, who conducted a cross sectional study among 1588 school aged children aged 10-15Y, poor family economic status (OR: 1.83, CI: 1.05-3.20, p=0.032), and increased number of adults at home (OR: 2.00, CI: 1.00-3.77, p=0,041) had a positive correlation with the prevalence of bullying victimization (Pervanidou et al., 2019).

2.2.3.2 Family related factors

Parents marital status:

In 2020, Egon and his Colleagues conducted a cross sectional study among 3454 secondary school students in Austria to examine relationship between peer bullying victimization, family characteristics and internalizing symptoms. Results revealed that pupils who have experienced a family break-up without contact to the separated parent showed an approximately 13 percentage points higher risk of peer victimization and it is associated with an increased risk of developing internalizing symptoms (Egon et al., 2020). In 2022, Sanayeh and his Colleagues conducted a cross sectional survey among 1821 Lebanese school students aged 14 to 17, to study the association between divorced parents and child abuse including bullying victimization and nicotine addiction. Results indicated that children having divorced parents were exposed to physical and psychological abuse including bullying victimization more than children having parents living together. Children having divorced parents associated with higher cigarette dependence and bullying victimization had a partially mediating effect in the associations between parental divorce and nicotine dependence (Sanayeh et al., 2022).

Parents education and employment status:

In 2021, Wang and Colleagues conducted a cross sectional study among 11,919 Chinese school-age children to investigate the association of structural family factors and bullying at schools. The results indicated that school-age-children came from families with low parental education levels (OR = 1.42, 95% CI: [1.01, 2.57]) were more likely to be bullies and those who came from families with low maternal education levels (OR = 1.42, 95% CI: [1.06, 1.91]) engaged in more negative bystander intervention behaviors. Those with less educated mothers experienced a higher fear of being bullied (Wang et al., 2021).

Kavanagh and his Colleagues conducted a study in 2018 study in 2018 among 3,956 12- to 13-year-old adolescents who participated in a Longitudinal Study of Australian Children, to examine bullying differences among people with and without disability. They found that having a disability and living in a family with low parental education were associated with an elevated risk of social bullying victimization (Kavanagh et al., 2018). Shams and his Colleagues' study in 2018, among 237 middle school students in Iran which aimed to determine the effect of education based on the socio-ecological theory on bullying in students, found a significant relationship between the mothers' education level and the students' bullying behaviors ($p=0.009$), so that increasing the mothers' education level decreased the mean score of bullying (Shams et al., 2018). Zhang and his Colleagues conducted a cross sectional study among 11,244 parents who participated in the 2019 National Survey of Children's Health to study the relationship between parent's stress and bullying victimization and perpetration. They concluded that a higher level of parental stress from multi reasons and unemployment can be one of these reasons was related to greater bullying perpetration and victimization among both male and female adolescents (Zhang et al., 2021). Knapila and Colleagues (2018) conducted a population-based school survey in Finland among 761,278 school children aged from 14-16 years old to examine trends in

bullying at school according to socioeconomic adversities from 2000 to 2015. They found that bullying and being bullied were associated with socioeconomic adversities (low parental education, parental unemployment in the past year) (Knnapila et al., 2018). Pervandiou and his Colleagues conducted a cross sectional study in 2019 among 1588 school children aged 10-15Y to examine the parental factors associated with bullying. They found that increasing of parental educational level is a protective factor against bullying victimization and that poor family economic status which can be due to unemployment of parents (OR: 1.83, CI: 1.05-3.20, $p=0.032$) had a positive correlation with the prevalence of bullying victimization (Pervanidou et al, 2019).

Parents-child relationship characteristics:

Qing and his Colleagues conducted cross-sectional study in 2022 to explore the characteristics of sibling bullying among 6302 children and adolescents. They found that parental absence of both father and mother, parent son preference, parent-parent violence, parent-child violence, and living with a single parent increase the prevalence of sibling bullying victimization and perpetration (Qing et al., 2022). In 2020, Chai and his Colleagues Used a nationally representative survey of urban areas from China collected in 2016 to examine how do relationships with parents, teachers, and peers associated with school bullying victimization. The study was among school children in higher primary, middle and high schools. Results indicated that both traditional bullying (verbal, physical and social bullying) and cyberbullying victims were associated with poor relationships with parents, teachers, and peers (Chai et al., 2020).

Ersozlu and her Colleagues conducted a study in 2020, to explore the inter-relationships among students' self-esteem, bullying victimization/perpetration behaviors, and perceived parental support among 431 Australian students aged 11-17. They found that parents'

support has positive direct association with children self-esteem and confidence and has a direct negative association with bullying behaviors (Ersozlu et al., 2020).

Broll and Reynolds 2020 study, which was conducted among 435 Canadian middle school students to study relationship between parental style and bullying, indicated that the relationship full of neglectfulness by parents towards the child, was associated with cyberbullying offending but the relationship which was characterized by overprotection and forgiveness by parents toward the child was associated with cyberbullying victimization (Broll & Reynolds, 2020). Martinez and his Colleagues conducted a study in 2019 among Spanish 1109 adolescents aged between 12 and 17, to analyze parenting styles that could act as risk or protective factors for bullying and cyberbullying victimization. Results showed that broad-minded parents who use kind and warm practices that is characterized with giving reasons, hear problems of their children and allow them to express their ideas and feelings was a protective factor for both cyberbullying and traditional bullying victimization. On the other side, authoritarian parents who use verbal and physical imposition and didn't give their children a space to express their ideas and feelings, was a risk factor for both cyberbullying and traditional bullying victimization (Martinez et al., 2019). In 2018, Cerezo and Colleagues found that bullying victims among school aged children had high parents' coercion and imposition, negative perception of family environment, weak social relationship, poor peer support and they are more likely to be socially excluded at schools, but bullies had better school relationships, parenting styles of neglectfulness, and a positive perception of family environment, which put them in better social status than victims (Cerezo et al., 2018).

Child-sibling relationship:

Roseman conducted a cross sectional study in 2018 among 216 school children aged from 10-15 years old to examine the sibling related factors to bullying victimization. He found

that there was a negative relationship between sibling warmth and support and bullying exposure which means that a sibling relationship with more warmth and support was more likely to include less bullying victimization (Roseman, 2018).

Foody and his Colleagues conducted a study in 2020 to extend current knowledge on both peer and sibling bullying and to determine the effects of poly-setting victimization. They found that weak child- siblings' relationships and siblings' bullying increase the risk of bullying victimization at school by peers (Foody et al., 2020).

Domestic violence:

Qing and Colleagues conducted a cross sectional study in 2022, among 6302 school-age children in China to study the association between family factors and bullying. They found that parent–parent violence, parent–child violence, and living with a single parent were risk factors of bullying (Qing et al., 2022).

In 2021, Hong and Colleagues tested a proposed conceptual framework in which they hypothesized that witnessing parental violence is linked to children's bullying and peer victimization. They used data from the National Survey of Children's Health. The results indicated that witnessing parental violence was positively and directly related to children's bullying and peer victimization and indirectly through causing of psychological problem behavior, school absences, and problematic peer interaction (Hong et al., 2021).

Abanto and Colleagues conducted study in 2020 among school-age children in Peru to measure the prevalence of bullying victimization among a nationally representative sample of Peruvian children and to test the association between bullying victimization and parental maltreatment. They found that parental maltreatment in any form-physical or psychological- was strongly and positively associated with physical and psychological bullying victimization. The results also showed that the probabilities of being physically or

psychologically bullied were higher among children who experienced physical or psychological parental maltreatment than among children who have not experienced such violence. The probabilities of being bullied were even higher among children who experienced both types of parental maltreatment (Abanto et al., 2021). Go and Colleagues conducted a meta-analysis study in 2018 to examine synthesized correlation outcomes between maltreatment, witnessing domestic violence, and bullying among youths in South Korea. The study examined 42 studies from between 2000 and 2015. They found that there was an association between domestic violence witnessing and physical abuse and bullying behavior among youth, but the effect size of the association was found to be larger for physical and verbal/emotional abuse and neglect by parents than witnessing domestic violence (Go et al, 2018).

2.2.3.3 School related factors (school climate, relationship of the child with teachers and peers and school type) School climate, relationship of the child with peers and teachers

In 2022, Thornberg and his Colleagues conducted a study by analyzing a data from Swedish Health Behavior in School-Aged Children (HBSC) survey from 2017/2018 for a sample of 3578 students from 213 different school classes. The findings of the analysis showed that good student–teacher relationship and positive class climate were associated with a lower probability of being a bully, a bully/victim, or a victim (Thornberg et al., 2022).

Carretero and his Colleagues conducted a cross sectional study in 2021, among 629 Spanish school students aged 12-14 years to study the relationships between school climate and bullying. Their results revealed that bullying victimization was negatively correlated with all dimensions of school climate which includes teacher support ($r = -0.15$, $p < 0.01$), rule clarity ($r = -0.16$, $p < 0.01$), reporting and seeking help ($r = -0.16$, $p < 0.01$), affirming diversity ($r = -0.10$, $p < 0.01$), and peer connectedness ($r = -0.12$, $p < 0.01$) (Carretero, et

al., 2021). Ngo and Colleagues (2021) conducted a cross sectional study among 712 secondary school students in Vietnam to study correlation of bullying with health and life satisfaction. The results indicated that students who are victims of bullying experienced significantly lower level of friends and teachers support, in addition to lower levels of school security than non-victims (Ngo et al., 2021). Teng and his Colleagues conducted a longitudinal study in 2020 among 2797 adolescents from 6 secondary schools in China to study the moderating effect of school climate on bullying behaviors. They found that students with negative school climate perception had more bullying behaviors than those with positive school climate perception (Tang et al., 2020). Yang and Colleagues conducted a study in 2020 among 23,532 students from 4th to 12th grades in Delaware schools to examine the association between school climate and their experience with bullying victimization through a multilevel framework. They found that bullying victimization was mitigated in more positive school climate at student level (Yang et al., 2020). Babarro and Colleagues (2020) conducted a cohort study among 858 school-age-children in Spain to study risk and protective factors of bullying. The results indicated that children who have strong relationship with peers were associated with less risk of bullying behavior involvement (Babarro et al., 2020). Maraqa (2013), found that there was a statistically significant negative relationship between the school bullying with all its forms and the reality of social environment with all its dimensions (relationship between students, students and teachers, students, and the administration of the schools) (Maraqa, 2013).

School type:

In 2020, Rana and Colleagues conducted a cross sectional study among 667 governmental and private school children 12-16 years old in India to estimate the prevalence and correlates of bullying among them. The results indicated that type of school is a significant predictor of bullying victimization in which the prevalence of bullying victimization was higher governmental schools than private schools (OR = 0.63 [0.41–0.99], $P = 0.048$) (Rana et al., 2020). In 2018, Mishra and Colleagues conducted a cross sectional study among 405 school-age children in Nepal to examine the prevalence of bullying among them. They found that prevalence of bullying among students in private schools is higher than in public schools (Mishra et al, 2018). In 2017, Chikodi and his Colleagues carried out cross sectional study among 837Eight students aged between 12 years to17 years from eight randomly selected private and public secondary schools in Nigeria to determine the prevalence of bullying amongst adolescents and the perceived effect of bullying on their academic performance. The results indicated that there was more bullying in public schools than in private schools (p-value = 0.003) (Chikodi et al., 2017).

▪ **Academic achievement:**

In 2021, Samara and his Colleagues conducted a systematic review and metanalysis of selected 11 studies including a sample of 257,247 school adolescents from different countries to examine the relationship between bullying victimization and academic achievement. Children involved in bullying behavior were less likely to be academically engaged ($k = 4$) (OR = 0.571, 95% CI [0.43, 0.77], $p = 0.000$), to be less motivated ($k = 7$) (OR = 0.82, 95% CI [0.69, 0.97], $p = 0.021$), have lower self-esteem (OR = 0.12, 95% CI [0.07, 0.20], $p = 0.000$) and have lower academic achievement ($k = 14$) (OR = 0.62, 95% CI [0.49, 0.79], $p = 0.000$) (Samara et al., 2021). Yu and Zhao carried out a study in 2021 to estimate the causal effect of bullying victimization on adolescents' academic achievement,

by exploiting data of 210,523 students in 51 countries from the Program for International Student Assessment. They found that bullying victimization was associated with poor academic achievement and lack of school belonging with bad peer-peer relationships (Yu & Zhao, 2021). In 2021, a cross sectional study in Saudi Arabia was conducted to examine the effect of bullying victimization on school academic grades. The sample was 1131 parents of school children 8-18 years old who were requested to fill international questionnaire for their children. Results revealed that those who get bad grades and those who were were more likely to be bullying victims (Alabdurazaq& Alhajali, 2021). In 2018, Shaheen and her Colleagues conducted a cross sectional descriptive study among 436 school adolescents in Jordan, to examine the association of bullying and many socio demographic variables including academic achievement. They found that being bullied was negatively correlated with academic performance of the students (Shaheen et al.,2018).

2.2.3.4 Use of technology and internet:

In 2021, Li and Colleagues conducted a cross sectional study among 3378 Chinese middle school students aged 11-16 years old to explore the associations between internet use, cyberbullying and psychosocial wellbeing among them. The results indicated that students spending ≥ 3 h/day online were 3.9 times more likely to report as only bullies, 1.6 times as only victims and 4.7 times as bully-victims (Li et al., 2021). Azami and Taremian conducted a cross sectional study in 2021, among Iranian school aged children to find risk and protective factors of cyberbullying. They found that hours spent over the internet has a positive significant association with cyberbullying, which means spending one hour or less on the internet can significantly decrease the chances of being a cyberbully-victim (Azami &Taremian, 2021). In 2020, Chi and his Colleagues conducted a cross-sectional study among students aged 13–18 years old at some secondary schools and high schools in Vietnam to explore the association between the average time of Internet used per day and

the risk of being bullied. The study results indicated that online time had a dose response association with increased risk of bullying victimization which means that students who spend more hours over the internet are more exposed to bullying victimization (Chi et al., 2020).

2.2.3.5 Physical –ill health factors

▪ Disability:

In 2021, Gage and his Colleagues carried out a national study to examine the relationship between bullying victimization and disability. They used data from school aged children from 90,000 USA public schools. Results revealed that students with disabilities were 32% more likely of being a victim of bullying than their peers without disabilities and the differences were significant (Gage et al., 2021).

In 2020 Malecki and her Colleagues investigated how disability status was related to bullying-related behaviors with a sample of 10,483 students coming from elementary and high schools. They found that having a disability was associated with increased victimization, assisting, and defending behavior and school aged children with a disability coming from low socioeconomic families reported more bullying behaviors than those not from lower socioeconomic family backgrounds (Malecki et al., 2020).

Kavanagh and his Colleagues sought to compare the prevalence of bullying victimization between adolescents with and without a disability among 3956 12 to 13 years old Australian adolescents. They found that social bullying victimization was more prevalent among adolescents with a disability than those without a disability (PRR 1.29, 95% confidence interval [CI] 1.06-1.42) (Kavanagh et al.,2018).

Bouldin and Colleagues conducted a systematic review of 17 studies in 2021 to o evaluate and synthesize the published research regarding bullying and children who are deaf or hard-of-hearing (DHH). They found that DHH children have a higher risk of peer victimization

and may bully others less often than their hearing peers (Bouldin et al., 2021). Ball and Colleagues conducted a systematic review in 2021 to examine studies in the past 20 years on bullying in physical education for school-age children with visual impairments. They found that Children with visual impairments were bullied in physical education class by their teachers (50%) and their peers (93%). The bullying occurred in class (93%) (Ball et al, 2021).

▪ **Chronic disease:**

Andrade and Alvis carried out a systematic review on the relationship of bullying with type 1 diabetes in children and adolescents in 2019. They found that 85.7% of the studies used, identified occurrence of victimization in diabetics or found a higher frequency in diabetic children and adolescents when compared with healthy peers (Andrade &Alvis, 2019).

In 2020, Ochi and his Colleagues conducted a retrospective chart study among 94 Japanese outpatients school refusal and ASD and 143 outpatients with school refusal without ASD aged 6–18 years. They found that bullying among boys and girls with ASD was a significant factor for school refusal which means that people with diseases were exposed to bullying in high prevalence (Ochi et al., 2020).

▪ **Obesity and physical appearance**

In 2021, Ngo and Colleagues conducted a cross sectional study among 714 secondary school students in Vietnam to study the prevalence and correlations of bullying with health and quality of life. They found that students who were overweight or obese were more likely to suffer from social bullying compared to those with normal weight (OR = 3.35; 95%CI = 1.12–10.08) (Ngo et al, 2021).

In 2019, Rupp and Mccoy examined the differences in bully perpetration, victimization, and both by BMI classification in a nationally representative sample of 31,770 adolescents, aged 10-17 from the combined 2016-2017 National Survey of Children's Health. They found that adolescents with overweight and obesity had greater odds of experiencing bullying

behaviors: bully victim [odds ratio (OR) = 1.34 and 2.03] and both bully perpetrator and victim (OR = 1.37 and 2.01) (p 's < 0.05), respectively, in comparison to healthy weight peers (Rupp & Mccony, 2019).

Lee and his Colleagues carried out a study in 2018 to examine the association between BMI and health outcomes and the mediating role of traditional bullying victimization among 10,160 school children. The sample was collected from the 2009 Health Behavior in School-aged Children (HBSC) study. Results indicated that overweight children have a higher risk than healthy weight children of becoming a victim of traditional bullying ($b = .47, p < .01$) and obesity was positively associated with risk of being a victim of traditional bullying ($b = .70, p < .01$) (Lee et al., 2018).

Armitage conducted a study in 2021 which concluded that children who are perceived as being 'different' in any way are at greater risk of victimization, with physical appearance being the most frequent trigger of childhood bullying (Armitage, 2021).

In 2021 Ali & Ali conducted a descriptive correlational study among 96 burn survival school-age children in Egypt to study the correlation between bullying and social anxiety among them. The results showed that the majority of burns survival school-age children understudy were exposed to bullying problems at schools involved (verbal bullying, disability bullying, and physical bullying) with a mean score of 91.3%, 90.8 and 89.6% respectively and exposure to bullying behaviors leading to physical, social, and academic adverse effects among them (Ali & Ali, 2021).

In 2018, Lian and his Colleagues conducted a cross-sectional study in 39 North American and European countries among 213,595 adolescents. Results indicated that the prevalence of chronic bullying victimization was lowest among normal weight participants and highest among obese and too-fat participants (Lian et al., 2018).

lee and his Colleagues conducted a study among 9124 school-age children in USA to examine the association between body weight and bullying victimization. They found that obesity and overweight status were positively associated with bullying victimization among fifth to sixth and seven to eighth graders (Lee et al.,2021).

Chapter Three

Methodology

Introduction:

This chapter includes the complete description of the study methodology. It starts with the study's design, the study population and study setting, sampling and data collection and analysis. After that, it contains the description of the study 's reliability and validity, the ethical considerations and lastly the limitations of the study.

3.1 Study design and method

The Researcher used quantitative research method; cross sectional household survey is the design of the study. Cross sectional survey is used for overall description of a phenomenon, assessing the prevalence of a problem or a disease in a sample, study multiple variables at the time of the data snapshot and generate hypothesis. This type of studies is inexpensive, time saving, do not require follow up and is useful for planning, monitoring and evaluation of public health interventions but it lacks temporal sequence, thus it cannot be used in determining causality and generally it is not suitable for testing hypothesis depending on exposure (Wang & Cheng, 2020).

3.2 Study population

Study population consists of all school aged children from 12-17 years, both males and females in the GS.

3.3 Sampling and sample frame

The Researcher utilized a sampling frame of 490 households that was designed to collect data for a study conducted by the United Nations Fund for Population Activities UNFPA. The UNFPA sample was drawn from a clustered random household survey of 50 clusters with 490 HHs-based on the sampling frame of the PCBS (2020). The sample was

proportionately distributed across the entire Strip, 10 HHs were systematically selected from each cluster (every tenth HHs). The sampling parameters included a 95% confidence level and a 5% confidence interval. For this study, all households that have children aged from 12 to 17 years were selected. In total, the number of participants was 490, distributed as 263 boys and 227 girls. The below table reflects the distribution of the sample by governorate.

Table (3.1): Distribution of sample per governorate

Governorate	No. of population	% Out of total population	No. of sample
North Gaza	416,906	19.7%	97
Gaza city	713,488	33.8%	165
Deir AL-Balah	302,507	14.4%	71
Khanyounis	413,727	19.6%	96
Rafah	260,117	12.3%	61
Total	2,106,745	100%	490

3.4 Period of the study

The study was started after having the administrative approval from the Al-Quds University and the ethical approval from Helsinki Committee to carry out the research as in Annex (3). The study is completed in the year 2022. It started in September 2021 and ended in October 2022. Pilot study was conducted in December 2021, then data collection started in the beginning of January 2022. Data entry was accomplished by February 2022. Analysis of data was performed in August 2022. The study final report was ready in October 2022.

3.5 Eligibility criteria

3.5.1 Inclusion criteria

- Households that have school aged children from 12-17.

3.5.2 Exclusion criteria

- Households that do not have school aged children from 12-17.
- Households in the access restricted areas
- Households that were subjected to partial and total damage in the recent war in the GS.

3.6 Study instrument

3.6.1 Interview questionnaire

A face-to-face interview questionnaire was used in this study (Annex 4). Interviews were done with school-age- children who are between 12-17 years old in the GS households. After the questionnaire was developed according to the study objectives, it was evaluated and approved by public health professionals research experts (Annex 5) to enhance the content validity. The components of the questionnaire were as the following:

- Demographic and socio-economic factors such as age, gender, school type, place of residence, family type, family size, family monthly income, school attainment and school grade.
- Family and household factors such as parent marital status, parents' education, parents' employment status, relationship with parents and sibling(s) and domestic and sibling violence.
- School related factors such as school climate, peer-peer relationship.
- Technology and internet use.
- Physical ill health factors such as chronic disease, disability, and obesity.

- Bullying victimization at school and at home which was adapted from the Revised Olweus Bully/Victim Questionnaire (Olweus 2006). The Olweus Bully Questionnaire is an international valid and reliable tool that has been widely used to classify adolescents to various categories of bullying behavior during the last three months and assesses the reactions of others to the situation.
- Bullying perpetration at school which was also adapted from Revised Olweus Bully/Victim Questionnaire.

3.7 Scientific rigor

3.7.1 Reliability

Reliability refers to the reproducibility of the measurement when repeated at random under the same condition with the same sample (Lachin, 2004). To assure instrument reliability, the assistants of researcher were trained in the same way on the steps of interview, how to choose the participants at home and how to ask the questions to ensure the filling standardization. The researcher used to check and review each questionnaire completed by the four assistants in a daily basis.

3.7.2 Face validity

Face validity is the extent to which a test appears to measure what it is intended to measure, and it refers to the relevance of test (Johnson, 2013). The questionnaire was well built by the researcher to make the data collection and entry very easy. The questionnaire lay out was modified during the validation, several times before being ready to be a final version for use.

3.7.3 Content validity

content validity is the ability of the selected items to reflects the variables of interest and it addresses the degree to which items of an instrument was developed to sufficiently represent the content domain (Zamanzadeh et al., 2015).

Usually, content validity is based on the judgment of experts and professionals in the fields. So, experts in public health, mental health, school health and children rights evaluated the context and content of the data collection instrument, and their opinions were taken into consideration. (**Annex 5**) contains the list of experts who validated the study instrument.

3.7.4 Pilot study

Pilot study is a small-scale, preliminary study which aims to investigate whether crucial components of a main study will be feasible, and to revise the methods of data collection before going on the actual work field. It helps researcher to identify problems in the design and get experience on data collection instrument to improve quality and efficacy of the study. A pilot study was conducted before the actual data collection begun. The Researcher collected the data of 30 participants to test if the study instrument was suitable and if the questions measured the intended domain.

Modifications were done after the pilot study including adding of new questions, omitting some questions, and rephrasing of others. The 30-piloted cases were not included in the study sample.

3.8 Data collection

The Researcher and four assistants collected the data. The data were collected through face-to-face questionnaire. The average time needed for filling the questionnaire was around 25 minutes.

3.9 Response rate

The 490 questionnaires were distributed and returned. The response rate was 100%.

3.10 Data management and statistical analysis

Data entry and statistical analysis were performed by using Statistical Package for Social Sciences (SPSS) program (**version 25**). SPSS was used to conduct data entering, cleaning, frequency, cross tabulation, and data analysis. The researcher was concerned in studying the bullying status as the dependent variable and the categorical variables which are (age group, gender, parental marital status, parental educational level, parental occupation, family monthly income, school sector, physical disability, use of technology, school climate and domestic violence) as independent variables.

Descriptive statistics was used to describe the basic characteristics of the sample and percentage rate was used to determine the prevalence of bullying among students.

Chi-square test was used to examine the relationship between bullying status and the categorical variables like (age group, gender, parental marital status, family income, etc.).

T test was used to study the relationship between continuous independent variables (Age, number of hours spent over the internet) and dependent variable which is bullying status.

The multivariate logistic regression for a binary outcome variable was used to identify the independent determinants for bullying. The dependent variable was dichotomous (no for uninvolved in bullying; yes, for bully, victim, or bully victim). Independent variables included age, place or residence, family size, household income, father education, father employment status, relation with parents and sibling, school climate, relation with teacher and peers, academic achievement, school grade, disability, physical look dissatisfaction.

3.11 Ethical and administration consideration

- The researcher had the approval from Al-Quds University, as this research will bring benefits to the health of people of Gaza.
- The researcher had the approval from the Helsinki committee to conduct this study

- Consent form either written or verbally was collected from all the participants and their caregivers after explaining to them about respect, privacy, confidentiality, and the benefit of the research.
- Confidentiality of the collected information was maintained by using serial number for every case instead of the name of the participants and the information was collected by the researcher and entrusted four assistants.
- Honesty and transparency were taken into consideration during reporting and analysis of data with respect to confidentiality and respecting the results.
- The researcher and the four assistants gave the proper emotional support to the children who experienced emotional pain when recalling their experiences by telling them that they are safe, , giving them time to relax then complete the questionnaire.

3.11 Limitations of the study

- Personal interview questionnaire was expensive and time consuming
- Recall bias
- Difficulties in explaining the question to some children who are so young or who have intellectual disabilities
- Some children didn't tell the truth because they were afraid of their parents' punishment, this was obvious from the eyes of children who were looking at their parents before answering the questions and some children changed their answers several times. This could have affected the results and decreased the prevalence of bullying.

Chapter Four

Results and discussion

Introduction:

This chapter presents the results of the statistical analysis of the quantitative data as well as the analysis of the results and contextualized interpretation. It will represent the main descriptive results of the study, such as demographic and socioeconomic characteristics, parents' characteristics, domestic violence, school climate, peer-peer relationship, use of internet, having disability and chronic diseases, and physical appearance. In addition, this Chapter also includes the inferential analysis that shows the main determinants of bullying among school age children in the Gaza Strip.

4.1 Descriptive statistics

4.1.1 Demographic and socioeconomic characteristics of the study participants

Regarding the gender of the study participants, **Figure (4.1)** shows that 53.7% of the study participants were males and 46.3% were females.

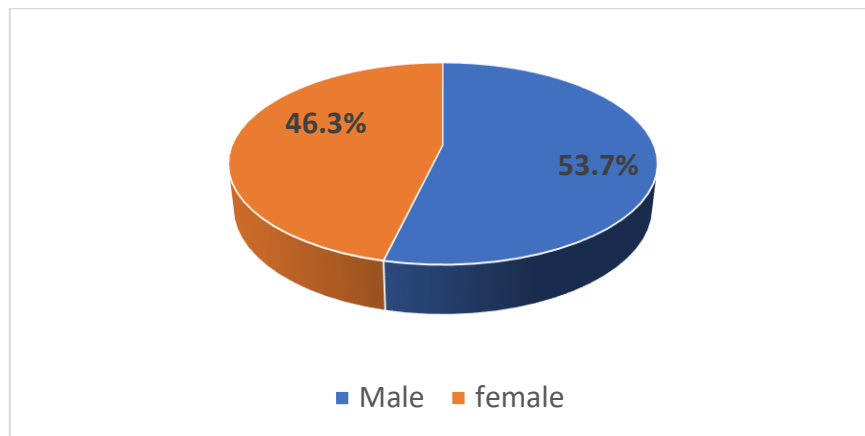


Figure (4.1): Distribution of study participants by gender

Distribution of participants by age groups, as in **Table (4.1)**, shows that more than half of the study participants (54.1%) were falling at 12-14 age group, 45.9% of the study participants were falling at 15-17 age group. The overall mean age of the study participants was 14.4 years, with (Std= 1.7).

Concerning the distribution of participants by governorates, **Figure (4.2)** reveals that 33.7% of the study sample were living in Gaza governorate followed by Gaza North governorate with 19.8% of the study sample, and by 19.6% from Khanyounis governorate. Additionally, 14.5% of the study sample were from Deir AL Balah and 12.4% were from Rafah.

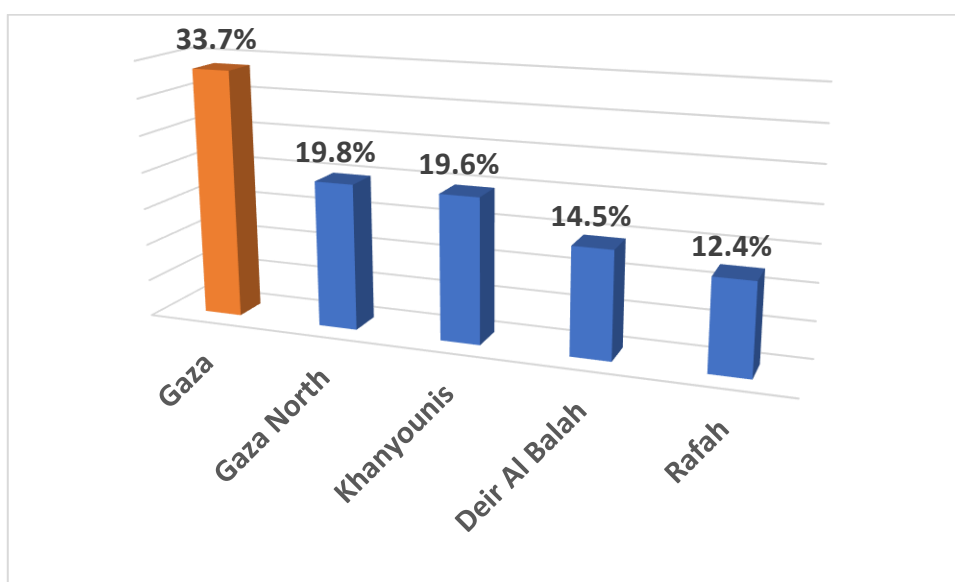


Figure (4.2): Distribution of study participants by place of residence

Concerning the household income of the study participants, according to the poverty lines in Palestine, the deep poverty line for a reference of five individuals (2 adults and 3 children) was 1,974 ILS (PCBS, 2020). **Table (4.1)** shows that most of the study participants (71%) were under the deep poverty line with household income of 1,974 ILS, and less followed by 11.6% of the study participants who have household income between 1,975 ILS and 2,500 ILS. Additionally, 10.2% of the study participants have household income between 2,501 ILS and 3,999 ILS and 6.7% of the sample has household income equal or greater than 4,000 ILS.

The overall median household income of the study participants was 1,200 ILS, with (Std=1,216.3).

The finding of this study according to the deep poverty rate was higher than the finding of PCBS which found that the deep poverty rate in GS in 2017 was 34% (PCBS, 2022a).

As shown in Table (4.1), the overall mean family member number of the study sample was 7.6 members, with (Std=2.2). Additionally, most of the study participants (93.1%) were living in nuclear families, as only 6.9% of the study participants were living in extended families.

Table (4.1): Distribution of study participants by selected demographic and socioeconomic characteristics.

	No	%
Age group		
12-14	265	54.1
15-17	225	45.9
Total	490	100
(Mean=14.4 years, Std=1.7)		
Household income		
1974 ILS and less	350	71.4
From 1975 ILS to 2500 ILS	57	11.6
From 2501 ILS to 3999	50	10.2
4000 ILS and above	33	6.7
Total	490	100
(Median=1200, Std=1216.3)		
Family members		
5 members and less	66	13.5
From 6 to 10 members	380	77.6
Above 10 members	44	9
Total	490	100
(Mean=7.6, Std=2.2)		
Family type		
Nuclear	456	93.1
Extended	34	6.9
Total	490	100

4.1.2 Family related characteristics of study participants

4.1.2.1 Parents characteristics

Most of the study participants (93.7%) are coming from married couples and 5.3% of study sample are coming from non-married couples, namely divorced couples, or widowed parents.

The distribution of study participants by their fathers' educational status shows that 38% of the study participants have fathers who completed their secondary education. Followed by 31.2% of study participants who have fathers with higher than secondary education. Lastly, 30.8% of the fathers of study participants have a none or basic educational status.

Concerning the study participants' mother's educational status, 43.3% of the mothers of study participants have a secondary educational level. Followed by 30% of the study participants have mothers completed their secondary education or higher. Finally, 26.7% of the mothers of study participants have a none or basic educational status.

Regarding working status of students' parents, 27.8% of students' fathers are unemployed and 87.5% of students' mothers are housewives.

According to the unemployment rate of father, this study found that the unemployment rate among fathers was 27.8% which is lower than the finding of PCBS on 2021 which was 41.9% (PCBS, 2022a). The result of this study according to the unemployment of mothers was higher than the results found by PCBS on 2021, which concluded that unemployment rate of females was 65% (PCBS, 2022a).

4.1.2.2 Relation of the study participants with parents and sibling

Regarding the regular quality time that parents spend with their children, **Table (4.2)** shows that 80% of the study participants had regular quality time with their parents and 20% didn't have regular quality time with their parents.

When we asked the study participants if they tell their parents their problems and their parents give help, 67.3% answered yes and 32.7% answered not as shown in **Table (4.2)**.

Concerning the parents' encouragement to their children to express their feelings and ideas, **Table (4.2)** shows that 80.8% of the study participants were encouraged by their parents to express their own ideas and feelings, while 19.2% were not encouraged by their parents to express their own ideas and feelings.

Apropos of parents' respect to their children's decisions, **Table (4.2)** shows that 73.7% of the study participants had parents who respected their decisions, while 26.3% had parents who didn't respect their decisions.

By asking the children if their parents treat them in equal way to their siblings, **Table (4.2)** reveals that 87.1% of study participants were treated in equal way to their siblings by their parents and 12.9% weren't treated in equal way to their siblings by their parents. Regarding the parents' enhancement to their children's self-confidence, **Table (4.2)** indicates that 85.7% of the study participants had parents who enhanced their self-confidence, while 14.3% of them had parents who didn't enhance their self-confidence.

By asking study participants if they enjoyed good time with their sibling(s), **Table (4.2)** indicates that 89% of the study participants enjoyed good time with their sibling(s). On the other hand, 11% didn't enjoy good time with their sibling(s).

By asking the study participants if their siblings enhance their self-confidence, **Table (4.2)** indicates that 82.7% of the study participants had siblings who enhanced their self-confidence, while 17.3% of them had siblings who didn't enhance their self-confidence.

Table (4.2): Distribution of the study participants according to their relationships with parents and siblings

Item	Yes		No		Total	
	No.	%	No.	%	No.	%
Parents spend quality regular time with the child (doing activities, talking about their life, etc..)	392	80	98	20	490	100
Child tells parents his/her problems and parents give help	330	67.3	160	32.7	490	100
Parents encourage the child to express his/her feelings and ideas	396	80.8	94	19.2	490	100
Parents respect child's decisions	361	73.7	129	26.3	490	100
Parents treat the child in equal way to his/her sibling/s	427	87.1	63	12.9	490	100
Parents enhance the child's self-confidence	420	85.7	70	14.3	490	100
Child spend quality time with his/her sibling(s)	436	89	54	11	490	100
Child has a sibling/(s) who make him/her confident about himself/herself	405	82.7	85	17.3	490	100

4.1.2.3 Domestic violence forms in study participants' households

By asking the study participants if they witnessed their parents fights in the past 12 months, **Table (4.3)** shows that 61.8% of the study participants witnessed their parents fights in the past 12 months. While 28.2% of them didn't witness their parents fights in the past 12 months.

With regards to the number of times they witnessed their parents' fights. As shown in **Table (4.3)**, among the participants who witnessed their parents' fights, 28.5% witnessed their

parents fights from 3 to 5 times in the past 12 months, 22.5% witnessed their parents fights from 6 to 10 times in the past 12 months, while 20.1% witnessed their parents fights once in the past 12 months. Additionally, of the study participants, 18.5%, 10.4% witnessed their parents fights more than 10 times and two times in the past 12 months, respectively.

When the participants were asked if they witnessed their parents' assault and humiliation against their siblings in the past 12 months, **Table (4.3)** shows that 69% of study participants witnessed their parents' assault and humiliation against their siblings, while 31% didn't.

Table (4.3) reveals that among the study participants who witnessed their parents' assault and humiliation against their siblings, 30.2% of them witnessed the assault from 3 to 5 times in the past 12 months. A total of 22.8% of the study participants witnessed the assault more than 10 times in the past 12 months. While 20.1% of the study participants witnessed the assault from 6 to 10 times in the past 12 months. Of the study participants, 17.2%, 9.8% witnessed their parents' assault against siblings once and twice in the past 12 months, respectively.

By asking the study participants if they were exposed to physical violence at home in the past 12 months, **Table (4.3)** shows that 46.9% of the study participants were exposed to physical violence at home in the past 12 months. While 53.1% weren't exposed to physical violence at home in the past 12 months.

Among the study participants who were exposed to physical violence at home in the past 12 months, as shown in **Table (4.3)**, 26.8% were exposed to physical violence from 3 to 5 times in the past 12 months. A total of 25.6% of the study participants were exposed to physical violence only one time in the past 12 months. A total of 17.9% of the study participants were exposed to physical violence more than 10 times in the past 12 months. A total of 17.1% and 12.5% of the study participants were exposed to physical violence at home from 6 to 10 times and twice in the past 12 months, respectively. With regards to the perpetrator of physical violence against the study participants at home in the past 12 months, a total of 54.2% of the study participants were exposed to physical violence by their fathers, followed

by 41.5% of them were exposed to physical violence by their brothers. A total of 34.6% of the study participants were exposed to physical violence by their sisters. Finally, 7.7% of them were exposed to physical violence by others.

When the participants were asked if they were exposed to verbal violence at home in the past 12 months, **Table (4.3)** shows that 71.4% answered by yes and 28.6% answered not. As shown in **Table (4.3)**, among the participants who were exposed to verbal violence, 32.9% were exposed to verbal violence at home more than 10 times in the past 12 months.

With regards to the perpetrator of verbal violence against the study participants at home in the past 12 months, more than half (52.8%) of the study participants were exposed to verbal violence by their brothers, followed by 48.5% of them were exposed to verbal violence by their mothers, 42.3% of the study participants were exposed to verbal violence by their fathers. Finally, 9.7% of them were exposed to physical violence by others. The percentage of total violence against children in the GS households was 51%.

The findings of this study were consistent with PCBS violence survey (2019), which concluded that the percentage of violence against children in GS households by parents was 55.9% and that the father was the first perpetrator of physical violence against children in GS households and perpetrated it more than mothers, but mothers perpetrated verbal violence against children more than fathers (PCBS, 2019). The findings of this study were consistent with Finkelhor and Colleagues (2021) study which concluded that the prevalence of violence against children aged 10-17 in a national sample of youth in China was 54.4% (Finkelhor et al., 2021). The percentage of violence against children in this study was lower than what was reported in Abokresha and Colleagues (2021) study which found that 90.5% of children in Egypt were subjected to violence in households (Abokresha et al., 2021).

The findings of this study were lower than what was reported in the United Nations International Children's Emergency Fund (UNICEF) national study (2020) on violence against children in Jordan, which found that percentage of violence against children by caregivers was 73.9% (UNICEF, 2020).

Table (4.3): Distribution of study participants according to the forms of domestic violence perpetrated in their households.

Domestic violence		
Child witnessed parents fights in the past 12 months	No.	%
No	187	38.2
Yes	303	61.8
Total	490	100
Number of fights the child witnessed	No.	%
Once	61	20.1
Twice	33	10.4
3-5 times	86	28.5
6-10 times	67	22.5
More than 10 times	65	18.5
Total	303	100
Child witnessed parents' assault and humiliation against his/her sibling(s) in the past 12 months	No.	%
No	152	31
Yes	338	69
Total	490	100
Number of parents assaults against siblings that the child witnessed in the past 12 months	No.	%
Once	58	17.2
Twice	33	9.8
3-5 times	102	30.2
6-10 times	68	20.1
More than 10 times	77	22.8
Total	338	100
Child was exposed to physical violence in his/her family in the past 12 months	No.	%
No	230	53.1
Yes	260	46.9
Total	490	100
Number of times the child exposed to physical assault in his family in the past 12 months	No.	%
Once	68	25.6
Twice	33	12.5
3-5 times	69	26.8
6-10 times	44	17.1
More than 10 times	46	17.9
Total	260	100
Child was exposed to verbal violence in his/her family in the past 12 months	No.	%
No	140	28.6
Yes	350	71.4
Total	468	100
Number of times the child exposed to verbal violence in his family in the past 12 months	No.	%
Once	42	12
Twice	25	7.1
3-5 times	97	27.7
6-10 times	71	20.3
More than 10 times	115	32.9
Total	350	100

4.1.3 School related characteristics of study participants

4.1.3.1 School type, academic achievement, school climate, and relation with teacher and peer of study participants

Regarding to distribution of the study participants by school type, **Figure (4.3)** shows that 53.7% of the study participants attended governmental schools, followed by 39.8% of them who attended UNRWA schools. Finally, 6.5% of the study participants attended private schools.

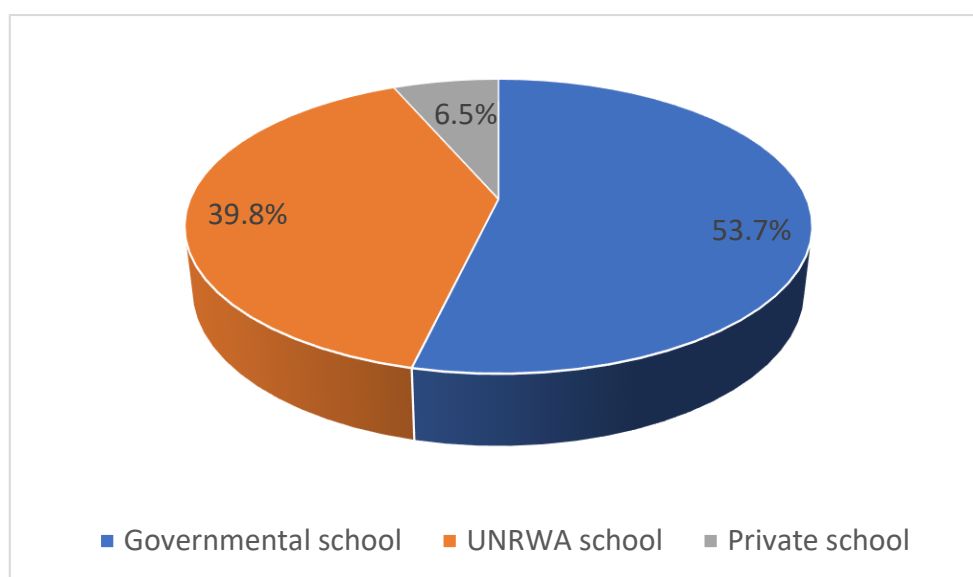


Figure (4.3): Distribution of study participants by school type

The distribution of the study participants by current school grade, **Figure (4.4)** shows that 29.6% of the study participants were at the seventh grade. Followed by the ninth grade, with (19.8%) of the total sample. Additionally, 15.5% of the study sample were at the eighth grade. Eleventh and twelfth Grades represented 14.3% and 12% of the study sample, respectively. Finally, the tenth grade constituted 9.6% of the study sample.

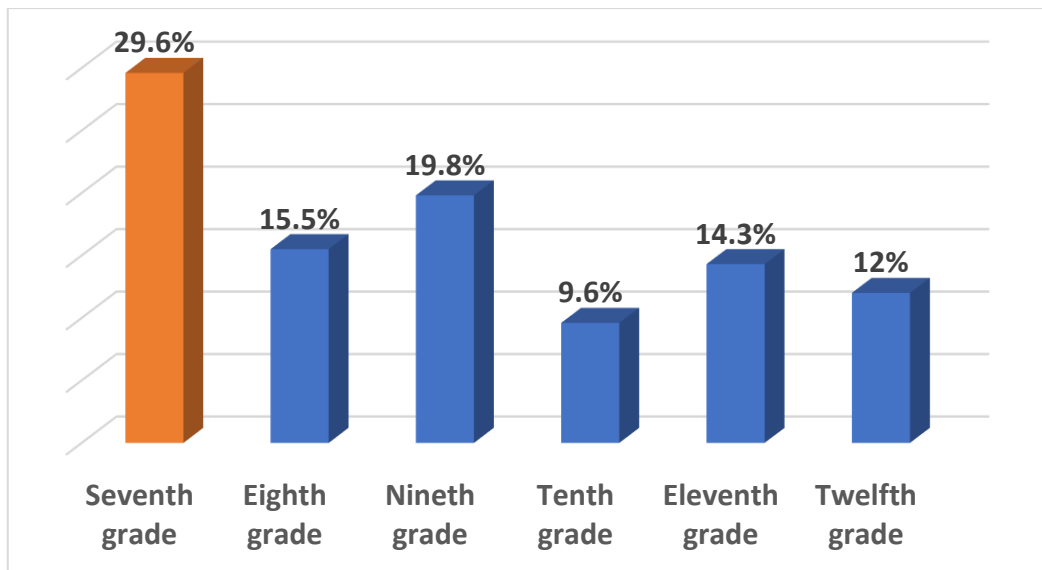


Figure (4.4): Distribution of study participants by current school grade

Distribution of the study participants by the academic achievement of the last semester, as **Table (4.4)** illustrates that 39.2% of the study participants achieved a very good or good accumulative average ranging from 71% to 89.9% in the last semester, followed by 33.7% of the study participants achieved accumulative average of 90% and above. Additionally, 23.9% of the study participants achieved accumulative average ranging from 51% to 70%, and 3.3% achieved an average of 50% or less. The overall mean percentage of school achievement in the last semester of the study participants was 80.2%, with (Std=13.4).

When we asked the study participants if they like school and feel safe at the school, 74.7% of them answered by yes and 25.3% answered by not as shown in **Table (4.4)**. Regarding the teachers' equal treatment to the students, **Table (4.4)** shows that 59.8% of the study participants agreed that teachers at their schools treated all the students in equal way without any discrimination and 40.2% disagreed that the teachers in their school treated the students in equal way.

By asking the study participants if they seek the counselor help at school when they face problems, **Table (4.4)** shows that more than the half of the study participants (55.9%) didn't

seek help from school counselors when they faced problems at school, while 44.1% of study participants did seek help from school counselors when they faced problems at school.

When the study participants were asked if the school principal and the teachers put a stop to violations against school rules, most of the study participants (90.4%) answered by yes and only 9.6% answered by not as shown in **Table (4.4)**.

Concerning the participation of the study participants to the school activities, **Table (4.4)** shows that 65.3% of the study participants used to participate in school activities, but 34.7% didn't participate to school activities.

By asking the study participants if the students in their school physically hurt each other, 85.5% of them indicated that the students at their school hurt each other physically, while 14.5% only indicated that the students in their schools didn't hurt each other physically, as shown in **Table (4.4)**.

Table (4.4) shows that most of the study participants (94.9%) indicated that students in their school called each other by mean names and/or bad words, while 5.1% of them only indicated that the students in their school didn't call each other by mean names and bad words.

Table (4.4): Distribution of study participants according to school related characteristics

Item	No	%
Academic achievement last semester		
50% and lower	16	3.3
51% to 70%	117	32.9
71% to 89.9%	192	39.2
90% and above	165	33.7
Total	490	100
(Mean=80.2, Std=13.4)		
Child liked school and felt safe at it		
Yes	366	74.7
No	124	25.3
Total	490	100
Teachers treated all the students in an equal and good way		
Yes	293	59.8
No	197	40.2
Total	490	100
Child seek counselor help in his/her problems and counselor gave help		
Yes	216	44.1
No	274	55.9
Total	490	100
Teachers /principle put a stop to any violations against the school rules		
Yes	443	90.4
No	47	9.6
Total	490	100
Child regular participation in school activities		
Yes	320	65.3
No	170	34.7
Total	490	100
Students at child's school physically hurt each other		
Yes	419	85.5
No	71	14.5
Total	490	100
Students at child's school call others by hurtful and bad words		
Yes	465	94.9
No	25	5.1
Total	490	100

4.1.3.2 Relation of study participants with their peers

Regarding the relationships between the study participants and their peers, 94.9% of study participants have good relations with their peers, 90.2% of them had at least one peer who listen to their problems and give support and 81.6% of them had the tendency to cooperate to their peers in studying duties as shown in **Table (4.5)**.

By asking the study participants if they were exposed to physical violence at school perpetrated by their peers in the past 12 months, **Table (4.5)** shows that 65.7% of the study participants weren't exposed to physical violence at school in the past 12 months. While 34.3% were exposed to physical violence at school in the past 12 months. The results of this study were consistent with Peyton and colleagues (2017) study which concluded that 38% of students in Oman schools were exposed to physical aggression (Peyton et al., 2017). The results of this study according to the physical violence at school in the past 12 months were higher than that in Abio and colleagues (2020) study which concluded that 13.8% of students in Chile reported being involved in one or two physical fights in the past 12 months (Abio et al., 2020). The results of this study were lower than that in Elmasry and colleagues (2016) study which concluded that 48.4% of Egyptian students were exposed to mild to severe physical aggression at school (Elmasry et al., 2016). The results of this study were higher than that found in Salimi and colleagues (2019) study which concluded that the mean percentage of physical victimization at schools was 25% among Jordanian students (Salimi et al., 2019).

Regarding the exposure of verbal violence by their peers at school in the past 12 months, **Table (4.5)** shows that 50.8% of the study participants weren't exposed to verbal violence by their peers at school in the past 12 months. While 49.2% were exposed to verbal violence by their peers at school in the past 12 months. The results of this study were consistent with Elmasry and colleagues (2016) study which concluded that 49% of Egyptian students were exposed to mild to severe verbal aggression at school (Elmasry et al., 2016).

The findings of this study were inconsistent with the data of violence survey in the Palestinian society 2019 which indicated that the percentage of children (12-17y) who experienced physical violence by their peers at school was 12% and the percentage of them experienced verbal violence by their peers was 19% (PCBS, 2020a).

By asking the study participants if they were exposed to ignorance and exclusion at school perpetrated by their peers in the past 12 months, **Table (4.5)** shows that 46.7% of the study participants weren't exposed to ignorance and exclusion at school in the past 12 months. While 35.3% were exposed to ignorance and exclusion at school. The results of this study according to the percentage of children exposed to relational aggression were higher than that found in Salimi and colleagues (2019) study which concluded that the mean percentage of social victimization at schools was 24% among Jordanian students (Salimi et al., 2019).

Table (4.5): Summary of relationship with peer(s) characteristics of study participants

Item	No	%
Good relations with peers		
Yes	465	94.9
No	25	5.1
Total	490	100
Have at least one peer who listen to his/her problems and give support		
Yes	442	90.2
No	48	9.8
Total	490	100
Cooperation with peers at performing school duties		
Yes	400	81.6
No	90	18.4
Total	490	100
Exposed to physical violence from peers in the past 12 months		
Yes	168	34.3
No	322	65.7
Total	490	100
Exposed to verbal violence from peers in the past 12 months		
Yes	241	49.2
No	249	50.8
Total	490	100
Peer(s) ignored the child and excluded him/her from playing in the past 12 months		
Yes	173	35.3
No	317	64.7
Total	490	100

4.1.4 Technology and internet use characteristics of study participants

By asking the study participants if they have their own smart phones, **Table (4.6)** shows that 57.8% of the study participants didn't own smart phones, while 42.2% of them own smart phones.

Regarding the possession of another technology devices rather than smart phones, **Table (4.6)** shows that 74.7% of the study participants didn't possess another technology device. While 25.3% possess another technology device rather than smart phones. Among the participants who owned another technology device, 47.6% of them owned laptops and 41.1% of them owned iPad, 23.4% of them owned Tablets and 4.8% owned PCs.

By asking the study participants if they have constant internet access at home, **Table (4.6)** shows that 60.8% of the study participants had a constant internet access all the time at home. Of the study participants, 28% of them had internet access most of the time at home, while 11.2% of the study participants didn't have internet access at home.

According to constant internet access at home, this study found that 88.8% of households in the GS has internet access. This finding is consistent with the finding of PCBS 2022, which indicated that 90% of households in the GS have internet access (PCBS, 2022b).

When the study participants were asked if they use the internet outside their homes, 74.9% said that they didn't use the internet outside their homes. While 25.1% said that they used the internet outside their homes, as shown in **Table (4.6)**. Concerning the average number of hours they spend on the internet per week, the mean number of hours spent on the internet per week was 17.7 hours, with (Std=13.2) as shown in **Table (4.6)**.

Regarding the ways the study participants spend time using the internet, 87.3% used the internet to get information needed for academic studying, 71.7% used the internet to keep in touch with relatives and friends by chatting using social media platforms, while 76.8 of them used the internet to watch programs and movies and 37.3% used the internet to talk freely about him/herself on social media platforms. By asking the study participants if others send

them hurtful emails, pictures, videos, and bad comments through the internet in the last 3 months, **Table (4.6)** shows that 90% of the study participants didn't receive hurtful emails, pictures, videos, and bad comments through the internet in the last 3 months. While 10% of them received hurtful emails, pictures, videos, and bad comments through the internet in the last 3 months.

By asking the study participants if they received hurtful calls which make them feel unsafe in the last 3 months, **Table (4.6)** shows that 94.3% of the study participants didn't receive hurtful calls in the last 3 months. While 5.7% of them received hurtful calls in the last 3 months. The percentage of children who were exposed to cyberbullying victimization forms was 15.7%. The findings of this study were consistent with Coric and Kastelan (2020) study which concluded that the international estimates of cyberbullying victimization among school-age children ranges from 15% to 37% (Kersic Coric&Kastelan, 2020). The findings of this study were consistent with Zhu and colleagues (2021) study which concluded that the international rate of cyberbullying victimization among school-age children ranged from 13.99% to 57.7% (Zhu et al., 2021). The percentage of cyberbullying in this study is lower than that in Elmahdy (2022) study which concluded that the percentage of cyberbullying among school-age children in Saudi Arabia is 28.2% (Elmahdy et al., 2022).

The findings were consistent with Machimbarrena and Garaigordobil (2018) study which concluded that the most prevalent type of cyberbullying victimization is receiving offensive and insulting messages, emails then receiving threatening calls (Machimbarrena & Garaigordobil, 2018).

Table (4.6): Summary of technology, internet use and social networking characteristics of study participants

	No.	%
Possession of smart phone		
Yes	204	42.2
No	283	57.8
Total	490	100
Possession of another technology device rather than smart phone		
Yes	124	25.3
No	366	74.7
Total	490	100
Constant internet access at home		
Yes, all the time	298	60.8
Yes, most of the time	137	28
No	55	11.2
Total	490	100
Use of the internet outside home		
Yes	123	25.1
No	367	74.9
Total	490	100
Number of hours the child spends using the internet weekly		
0 hours	57	11.6
1 to 10 hours	121	24.7
11 to 25 hours	187	38.2
26 to 40 hours	98	20
41 to 65 hours	27	5.5
Total	490	100
(Mean=17.7 hours, Std=13.2)		
Others send the child hurtful emails, pictures, videos, and bad comments through the internet in the last three months		
Yes	49	10
No	441	90
Total	490	100
The child received hurtful calls by others which make him/her feel unsafe in the last three months		
Yes	28	5.7
No	462	94.3
Total	490	100

4.1.5 Physical-ill health characteristics of study participants

By asking the study participants if they have any disabilities, **Table (4.7)** shows that 91.8% of the study participants have no disabilities. While 8.2% of them had disabilities. The main disabilities were visual and hearing disabilities.

By asking the study participants if they have any chronic diseases, **Table (4.7)** shows that 97.6% of the study participants had no chronic diseases. While 2.4% of them had chronic disease. The main chronic diseases were respiratory and genetic diseases.

When asking the study participants about their body weight perception, Table (4.7) shows that 86.1% consider their weight as normal weight and 13.9% consider themselves as obese.

With regards to the participants' satisfaction with their body weight, **Table (4.7)** shows that 81.2% were satisfied with their body weight, while 18.8% of them weren't satisfied with their body weight.

According to the study participants' satisfaction with their physical appearance, **Table (4.7)** shows that 90.8% of the study participants were satisfied with their physical appearance, while 9.2% of them weren't satisfied with their physical appearance.

Table (4.7): Summary of physical-ill health characteristics of study participants

	No.	%
Having disabilities		
Yes	40	8.2
No	450	91.8
Total	490	100
Having chronic diseases		
Yes	12	2.4
No	478	97.6
Total	490	100
Obesity		
Yes	68	13.9
No	422	86.1
Total	490	100
Body weight satisfaction		
Yes	398	81.2
No	92	18.8
Total	490	100
Physical appearance satisfaction		
Yes	445	90.8
No	45	9.2
Total	490	100

4.1.6 Bullying victimization characteristics of study participants at schools

By asking the study participants if they were bullied at school in the last three months, **Table (4.8)** shows that 64.9% of the study participants were bullied at school in the last three months, while 35.1% weren't bullied at school.

Among study participants who were bullied at school in the last three months, 45.6% of them were bullied once or twice in the last three months and 32.9% were bullied several times a week in the last three months. 17.9%, 12.6% of them were bullied 2 or 3 times a month and about once a week in the last three months, respectively.

Among the study participants who were bullied at school in the last three months, 84.6% of the study participants were exposed to verbal bullying at school in the last three months, 47.4% were exposed to social bullying at school in the last three months.

A total of 41.8% of them were exposed to physical bullying. Finally, 0.3% of them were exposed to cyber-bullying at school in the last 3 months. Among the study participants who were bullied at school in the last three months, 84.6% of them were called by mean names and/or bad words at school in the last three months, 41.8 % were hit, slapped, Kicked, etc. at school in the last three months. Of the total participants, 27% of them were excluded and ignored at school in the last three months, 25.8% of them were victims to rumors and lies at school in the last 3 months and 7.5% of them were threatened and forced to do something they didn't want to do. Finally, 2.2% of them, their money was taken from them, and their belongings were damaged. The findings of this study were consistent with Waseem & Nickerson (2022), Rana and Colleagues (2020) study, Alsaleem and Colleagues (2021), Khalil and Colleagues (2021) and Shaheen and Colleagues (2020) studies which concluded that the most prevalent type of bullying at schools was verbal bullying (Rana et al., 2020; Alsaleem et al., 2021; Khalil et al., 2021; Shaheen et al., 2020). The findings of this study were inconsistent With Ngo and Colleagues (2021) study, which concluded that the most

prevalent type of bullying among school age children in Vietnam was social aggression (Ngo et al., 2021).

By asking the study participants who were exposed to bullying at school in the last three months about the perpetrator of bullying, most of the participants (98.1%) who were exposed to bullying at school were bullied by other students, while 27.7% were bullied by teachers. Only 0.6% of them were bullied by principal and 0.3% were bullied by other school staff.

By asking the study participants who were exposed to bullying perpetrated by other students at school in the last three months about the gender of the perpetrators, more than the half of participants (59.3%) were exposed to bullying by boys, 38.8% were exposed to bullying by girls and only 1.9% of them were exposed to bullying by both girls and boy. The study findings are consistent with the study findings of Alsalem and Colleagues (2021), Boroweic and Colleagues (2021), Shahrour and Colleagues (2020), Hanani and Colleagues (2020) and Zhang and Colleagues (2019) studies which concluded that males reported bullying others and being victims of bullying more than females (Alsalem et al., 2021; Boroweic et al., 2021; Shahrour et al., 2020; Hanani et al., 2020; Zhang et al., 2019).

By asking the study participants who were exposed to bullying at school if they talked to anyone about their exposure to bullying at school, **Table (4.8)** shows that 69.5% of them talked to someone about their exposure to bullying at school, while 30.5% were scared that they will be judged if they tell anyone about their exposure to bullying at school.

Among the study participants who talked to someone about their exposure to bullying at school in the last three months, 48.7% of them talked to their parents, 12.2% of them talked to the counselor, 8.5% of them talked to their siblings and 7.9% of them talked to their friends that they were exposed to bullying at school in the last three months.

Table (4.8): Summary of bullying victimization characteristics of study participants at school in the past 3 months

	No.	%
Have you been bullied at school in the last three months		
Yes	318	64.9
No	172	35.1
Total	490	100
Number of times the child was bullied at school in the last three months		
Once or twice	145	45.6
2 or 3 times monthly	57	17.9
Once weekly	40	12.6
Several times a week	76	23.9
Total	318	100
Have you talked to anyone that you have been bullied in the last three months		
No, I am scared I will be judged	97	30.5
Yes, I talked to someone	221	69.5
Total	318	100

Regarding the study participants' opinion about the reasons that make some students bully others, Figure (4.5) shows that 80% of the study participants mentioned that bullies do bullying because they like showing their power and they think that bullying is funny. While 46% of the study participants mentioned that bullies do bullying because they are big and strong. Additionally, about 41% of them indicated that bullies do bullying because they feel jealous of others and 30% of the participants bullies do bullying because their friends encourage them to do so. Finally, 6% of the study participants mentioned that they are not sure about the reasons that make some students bully other students.

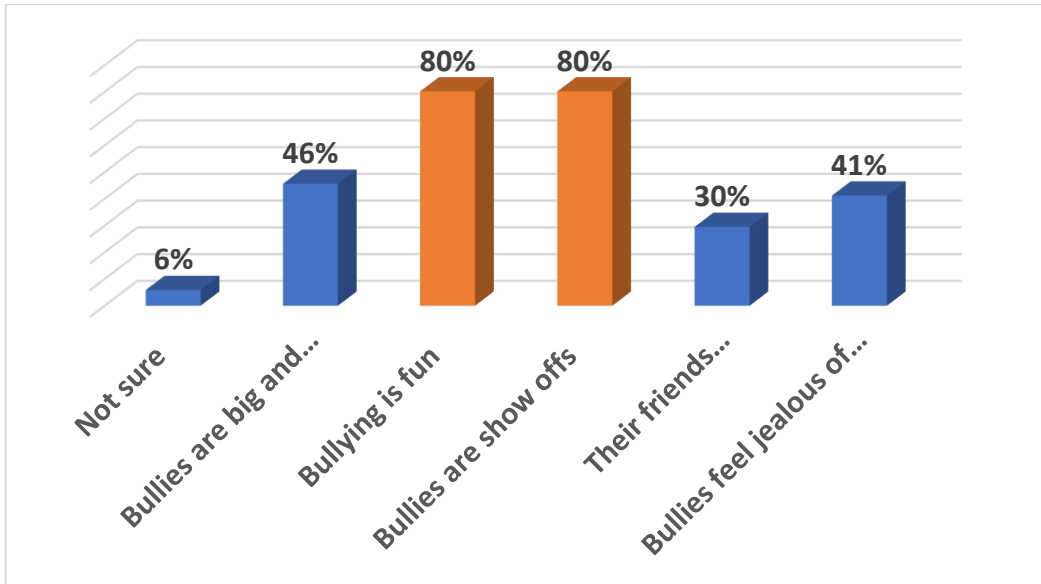


Figure (4.5): Distribution of study participants by their opinion about the reasons that make other students bully others at school

4.1.7 Bullying victimization characteristics of study participants at homes

By asking the study participants if they were bullied at home in the last three months, **Table (4.9)** shows that 68.6% of the study participants were bullied at home in the last three months, while 31.4% weren't bullied at home.

Among study participants who were bullied at home in the last three months, 47.6% of them were bullied once or twice in the last three months and 30.4% were bullied several times a week in the last three months. 14%, 8% of them were bullied 2 or 3 times a month and about once a week in the last three months, respectively as shown in **Table (4.9)**.

Among the study participants who were bullied at home in the last three months, 95.8% of them were exposed to verbal bullying at home in the last three months. 42.3% were exposed to physical bullying at home in the last three months. Of the study participants, 22.3% of them were exposed to social bullying, and 0.9% of them were exposed to cyber-bullying at home in the last 3 months. Among the study participants who were bullied at home in the last three months, 95.8% of them were called by mean names and bad words at home in the

last three months. 42.3 % were hit, slapped, Kicked, etc.... at home in the last three months. Of the study participants, 14% of them were excluded and ignored at home in the last three months. Of the study participants, 7.1% of them were victims to rumors and lies at home in the last 3 months and 5.1% of them were threatened and forced to do something they didn't want to do. Finally, 2.1% of them, their money was taken from them, and their belongings were damaged. By asking the study participants who were exposed to bullying at home in the last three months about the perpetrator of bullying, more than the half of the participants (51.8%) were bullied by their brothers, while 40.5% were bullied by their mothers. 39 % of them were bullied by their fathers and 37% were bullied by their sisters.4.2% were bullied by others.

When the study participants were asked about their feelings when they see another student in their age being bullied, 53.1% of them said that they feel sorry and give help. 42.2% of them said that they feel sorry, but they can't give help. Finally, 4.7% said that they feel nothing when they see a student their age being bullied, as shown in **Table (4.9)**. The findings of this study revealed that 46.9% of the study participants are passive bystanders and 53.1% are defenders. From my point of view there are many reasons that prevent the bystander from defending the victim despite the high empathy they feel toward the victim. These reasons can be the fear if the perpetrator was older or physically stronger than the bystander, the ignorance of what to do and how to defend the victim, the low level of personal responsibility and the close social relationship with the bully. All the previous reasons indicate that there is a demand to concentrate on the role of bystander in antibullying interventions to reduce the prevalence of bullying. The findings of this study were consistent with Eijigu and Teketel (2021) study which concluded that 55% of the bystanders remain passive and 38% of them defend the victim when witnessing bullying incidents (Eijigu & Teketel, 2021).

Table (4.9): Summary of bullying victimization characteristics of study participants at home

	No.	%
Have you been bullied at home in the last three months		
Yes	336	68.6
No	154	31.4
Total	490	100
Number of times the child was bullied at home in the last three months		
Once or twice	160	47.6
2 or 3 times monthly	47	14
Once weekly	27	8
Several times a week	102	30.4
Total	336	100
Feeling of the child when he sees another child in his age being bullied		
Don't feel much	23	4.7
Feel sorry	207	42.2
Feel sorry and give help	260	53.1
Total	490	100

4.1.8 Prevalence of bullying victimization among school aged children in GS in the last 3 months

The prevalence of bullying victimization among school aged children at schools in the GS is 64.9% as shown in **Figure (4.6)** and the most prevalent type of bullying at schools is verbal bullying. The results of this study were lower than that found in Saleh (2018) study which concluded that the percentage of verbal bullying among school age children in GS was 77.7% and the percentage of physical bullying was 76.6% (Saleh, 2018). The findings of this study were consistent with the study of Alsaleem and Colleagues (2021) which concluded that the prevalence of school bullying in Saudi Arabia secondary schools was 64.7% (Alsaleem et al., 2021). The prevalence of bullying among school aged children at schools in the GS was lower than the prevalence of bullying among school aged children at schools in the WB, Jordan, and Egypt. Khalil and Colleagues (2021) and Galal and Colleagues (2019) studies found that the prevalence of bullying among school aged children in Egypt was 77% (Khalil et al., 2019; Galal et al., 2019). Jayousi (2020) study found that prevalence of bullying at schools in Qalqilya was 78.8%. Shahrour and Colleagues (2020) found that the prevalence of bullying victimization among Jordanian adolescents was 75.8% (Shahrour et al., 2020).

From my point of view, this high prevalence of bullying at schools in GS, is due to lack of education about bullying, inadequate classroom management, lack of bullying prevention protocols and programs at schools, and teachers' failure to recognize and punish bullying. The findings suggest that schools need to address bullying culture, through multi-faceted locally appropriate approaches and it is crucial to ensure that students, teachers, and parents recognize the importance of such interventions.

The prevalence of bullying victimization among school aged children at home is 68.6% as shown in **Figure (4.6)** and the most prevalent type of bullying at home was verbal bullying and the first perpetrators were the brother and the mother. The findings of this study according to the prevalence of bullying victimization at home were extremely higher than that found in Qing and colleagues (2022) study, which concluded that the prevalence of bullying victimization among Chinese children at home was 7.7% (Qing et al., 2022). The findings were also extremely higher than that found in Dantchev and Zemp (2021) study which concluded that the prevalence of bullying among children at home was 9.4% (Dantchev& Zemp, 2021). The findings were also higher than that found in Deniz and colleagues (2022) study which concluded that the prevalence of bullying victimization among Turkish children at homes was 18% (Deniz et al., 2022).

From my point of view, this high percentage of bullying among children at homes in GS is due to the ignorance of parents about this phenomenon and its harmful effects on the physical and mental health of their children. Many parents are not aware that they perpetrate bullying against their children and many of them accept bullying as a method of discipline.

The total prevalence of bullying victimization in both school and home among school aged children is 78.8% as shown in **Figure (4.6)** and the most prevalent type of bullying is verbal bullying. The findings of this study were extremely higher than Peng and colleagues (2022) study which concluded that the co-occurrence of school and home bullying victimization

among Chinese children was 4.7%. The findings were also extremely higher than Dantchev and Zemp (2021) study which concluded that the co-occurrence of school and home bullying victimization among children was 2.4%.

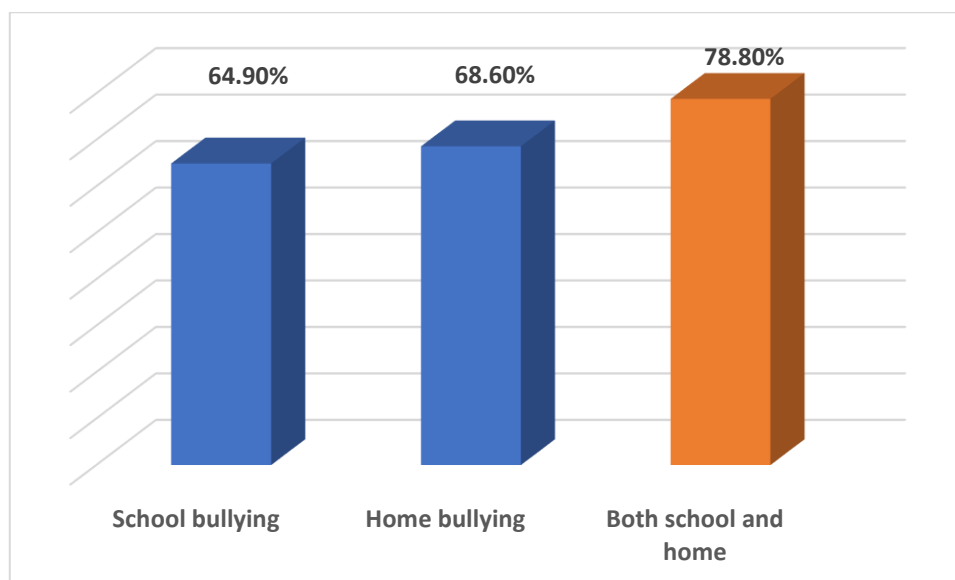


Figure (4.6): Prevalence of bullying among school aged children in the GS in the last 3 months

4.1.9 Bullying perpetration characteristics of study participants at schools

By asking the study participants if they had taken part in bullying other students at school in the last three months, **Table (4.10)** shows that 50.2% of the study participants had never taken a part in bullying other students at school in the last three months, while 49.8% had taken a part in bullying other students at school.

The prevalence of bullying perpetration at schools among school aged children in the GS is 49.8%. The prevalence of bullying perpetration in this study was higher than in Khalil and Colleagues (2021) study which found that bullying perpetration among Egyptian school aged children was 21% (Khalil et al., 2021). This study had a result of lower prevalence of bullying perpetration than Shahrour and Colleagues (2020) study, which found that bullying perpetration among Jordanian secondary schools' students was 82.3% (Shahrour et al., 2020). The results of this study were

higher than that found in Xing and colleagues (2022) study which concluded that the prevalence of bullying perpetration among Chinese school-age children was 15.7% (Xing et al., 2022).

Among study participants who had taken a part in bullying other students at school in the last three months, 55.6% of them bullied other students once or twice in the last three months and 25% bullied other students several times a week in the last three months. 9.8% of them bullied other students 2 or 3 times a month and about once a week in the last three months. Finally, 9.8% of them bullied other students once a week in the last three months as shown in **Table (4.10)**. About half of the sample are bullies, from my point of view this high percentage of bullying perpetration is due to multiple reasons which are: lack of problem solving skills, ignorance in dealing with anger in healthy ways, lack of empathy, high moral disengagement, low self-esteem, responding to peer pressure to perform such behaviors, looking for entertainment and maintain popularity and power by hurting others, coming from abusive homes, lack of awareness about the harmful effects of bullying on mental and physical health of the victim and lack of antibullying laws at schools.

Parents, school staff, and other adults in the community should play a role in preventing bullying by talking about it, building a safe school environment, and creating a community-wide bullying prevention strategy.

Table (4.10): Summary of bullying perpetration characteristics of study population

	No.	%
Have you taken part in bullying another student at school in the last 3 months		
Yes	244	49.8
No	246	50.2
Total	490	100
Number of times the bully bullied other students at school in the last 3 months		
Once or twice	135	55.3
2 or 3 times monthly	24	9.8
Once weekly	24	9.8
Several times a week	61	25
Total	244	100

4.2 Inferential analysis:

4.2.1 Socioeconomic and demographic characteristics of study participants

As shown in the **Table (4.11)**, the prevalence of bullying victimization was higher among male participants (82.5%) compared to female participants (74.4%). Regarding the relationship between bullying victimization and gender, there was a statistically significant relationship between gender and bullying victimization, with ($X^2=4.734$, $P=0.030$). The study findings were consistent with the study findings of Alsalem and Colleagues (2021), Boroweic and Colleagues (2021), Shahrour and Colleagues (2020), Hanani and Colleagues (2020) and Zhang and Colleagues (2019) studies which concluded that males reported bullying others and being victims of bullying more than females (Alsalem et al., 2021; Boroweic et al., 2021; Shahrour et al., 2020; Hanani et al., 2020; Zhang et al., 2019).

From my point view, I think that boys reported bullying more than girls because they accept bullying as a part of their masculinity and power. This is due to the socially constructed idea that boys must be strong and masculine, so boys consider physical aggression, face to face fights and dominating other as a part of their power and masculinity.

Concerning the family monthly income of the study participants, as shown in the **Table (4.11)**, there was a high statistically significant relationship between family monthly income and prevalence of bullying victimization, with ($X^2= 57.6$, $P \text{ value}=0.000$). The highest prevalence (87.4%) of bullying victimization was among the study participants who their family monthly income is 1974 ILS and less. While 63.2% of the study participants who their family monthly income is from 1975 ILS to 2500 ILS were exposed to bullying victimization. Finally, the lowest prevalence (53%) of bullying victimization was reported among study participants who their family monthly income more than 2500 ILS. The results of this study were consistent with Liang and Colleagues (2021), Qorbani and Colleagues (2020), Pervandiou and Colleagues (2019) studies which concluded that bullying

victimization is positively associated with low economic status and living in poor families and negatively associated with high economic status (Liang et al., 2021; Qorbani et al., 2020; Pervanidou et al., 2019). The findings of this study were also consistent with Qing and Colleagues (2022) study, which concluded that children from medium income families are at less risk of being a victim than those from poor income families (Qing et al., 2022).

Concerning the place of residence of the study participants, as shown in the **Table (4.11)**, there was a high statistically significant relationship between place of residence and prevalence of bullying victimization, with ($X^2= 23.109$, P value=0.000). The highest prevalence (88.5%) of bullying victimization was among the study participants who are living in Khanyounis. While 86.9% of the study participants who were living in Rafah were exposed to bullying victimization, followed by 85.9% of the study participants who were living in Deir Al Balah were exposed to bullying victimization. Prevalence of bullying among participants who were living in Gaza North was 78.4%. Finally, the lowest prevalence (67.3%) of bullying victimization was among study participants who were living in Gaza governorate.

Regarding family members number and its relation to bullying victimization, as in **Table (4.11)**, there was a statistically significant relationship between the number of family members and bullying victimization, with ($X^2=9.611$, P value=0.008). The highest prevalence of bullying victimization (77.3%) was reported among study participants who were coming from families that have above 10 members, While the prevalence of bullying victimization among study participants who were coming from families that have between 6 to 10 members was 66.1%. The lowest prevalence of bullying victimization (50%) was reported among study participants who were coming from families that have 5 or less members. The results of this study were consistent with Qorbani and Colleagues (2020) study which concluded that students who live in family size > 4 had higher odds of life

dissatisfaction and their probability to be victims of bullying is higher (Qorbani et al., 2020). It is also consistent with Pervandiou and Colleagues (2019) study which found that increased number of adults at home, with (OR: 2.00, CI: 1.00-3.77, p=0,041) had a positive correlation with the prevalence of bullying victimization (Pervanidou et al., 2019).

Table (4.11): Relationship between socio-economic and demographic characteristics of study participants and exposure to bullying in the past 3 months

Variable	Exposure to bullying in the last 3 months						X ²	Sig
	Exposed		Not exposed		Total			
	No	%	No	%	No	%		
Gender								
Male	217	82.5	46	17.5	263	100	4.734	0.030
Female	169	74.4	58	25.6	227	100		
Total	386	78.8	104	21.2	490	100		
Household income								
1974 ILS and less	306	87.4	44	12.6	350	100	57.6	0.000
1975 ILS to 2500 ILS	36	63.2	21	36.8	57	100		
2501 ILS and more	44	53%	39	45.8	83	100		
Total	386	78.8	104	21.2	490	100		
Place of residence								
North Gaza	76	78.4	21	21.6	97	100	23.109	0.000
Gaza	111	67.3	54	32.7	165	100		
Deir Al Balah	61	85.9	10	14.1	71	100		
Khanyounis	85	88.5	11	11.5	96	100		
Rafah	53	86.9	8	13.1	61	100		
Total	386	78.8	104	21.2	490	100		
Family members number								
5 members and less	33	50	33	50	66	100	9.611	0.008
From 6 to 10 members	251	66.1	129	33.9	380	100		
Above 10 members	34	77.3	10	22.7	44	100		
Total	386	78.8	104	21.2	490	100		

4.2.2 Family related characteristics of study participants

As in **Table (4.12)**, the highest prevalence of bullying victimization (86.1%) was higher among study participants who's their fathers were uneducated or have basic education, followed by study participants who's their fathers have secondary education (84.1%). The

lowest prevalence (64.1%) of bullying victimization was among participants whose fathers' education was higher than secondary. As shown in **Table (4.12)**, there was a high statistically significant relationship between prevalence of bullying victimization and the fathers' education, with ($X^2= 25$, P value=0.000). The findings of this study were consistent with the findings of Kavanagh and Colleagues (2018) study which found that living in a family with low parental education were associated with an elevated risk of social bullying victimization (Kavanagh et al., 2018). The findings were consistent with Wang and Colleagues (2021) study which concluded that children from families with low parental education levels (OR = 1.42, 95% CI: [1.01, 2.57]) were more likely to be involved in bullying (Wang et al., 2021).

As shown in **Table (4.12)**, the highest prevalence of bullying victimization (87.8%) was higher among study participants whose mothers were uneducated or have basic education, followed by study participants whose mothers have secondary education (81.1%). The lowest prevalence (67.3%) of bullying victimization was among participants whose mothers' education was higher than secondary. As shown in **Table (4.11)**, there was a high statistically significant relationship between prevalence of bullying victimization and the mothers' education, with ($X^2= 18.549$, P value=0.000). The results of this study were consistent with the findings of Shams and Colleagues (2018) study which indicated that increasing the mothers' education level decreased the mean score of bullying (Shams et al., 2018). The findings were consistent with Wang and Colleagues (2021) study which concluded that children who came from families with low maternal education levels (OR = 1.42, 95% CI: [1.06, 1.91]) engaged in more negative bystander intervention behaviors and those with less educated mothers experienced a higher fear of being bullied (Wang et al., 2021).

Concerning the relationship between fathers' employment status of participants and the prevalence of bullying victimization, **Table (4.12)** shows a statistically significant relationship between fathers' employment status and prevalence of bullying victimization, with ($X^2= 10.154$, P value= 0.001). The prevalence of bullying victimization (88%) was higher among study participants whose fathers were unemployed compared to participants whose fathers were employed (74.6%). The results of this study about this relationship were consistent with Knapila and Colleagues (2018) study which concluded that bullying and being bullied were associated with socioeconomic adversities like low parental education and parental unemployment in the past year (Knapila et al., 2018). It is also consistent with Zhang and Colleagues (2021) study which concluded that a higher level of parental stress from multi reasons and unemployment can be one of these reasons was related to greater bullying perpetration and victimization among both male and female adolescents (Zhang et al., 2021).

As evidently clear in Table (4.12), the prevalence of bullying victimization (86.9 %) participants was higher among study who didn't tell their parents the problems they faced compared to participants who used to tell their parents the problems they faced (74.8%). As shown in **Table (4.12)**, there was a high statistically significant relationship between prevalence of bullying victimization and the inability of study participants to tell their parents the problems they faced, with ($X^2= 9.3$, P value=0.002). The findings of this study were consistent with Boniel-Nissim and Sasson (2018) study which found that a poor parent-child communication was associated with bullying victimization (Boniel-Nissim & Sasson, 2018). The findings were consistent with the results of the research conducted by Buelga and colleagues (2017) who discovered that the variables, such as having non-open communication with the mother and avoidant communication with the father, predicted the role of bullying victimization (Buelga et al., 2017). In addition, Bjereld and colleagues

(2017) indicated that bullied children had higher odds of finding it difficult to talk to their parents and of feeling that the family was not listening to them (Bjereld et al., 2017). On the other hand, both positive mother–child communication and father–child communication were associated with lower risks of bullying victimization (Boniel-Nissim & Sasson, 2018). The results of this study agreed with the previous findings of the research conducted by Doty and colleagues (2017), who stated that parent–child communication offered direct protection for students, thus reducing the likelihood of their being bullied (Doty, et al., 2017).

The previous results indicated that hearing the problems of children and open lines of communication between parents and child will help parents notice signs of bullying earlier and give the child the needed skills and tools that protect them from involvement in such behaviors.

There was a high significant relationship between parents' respect to study participants' decisions and prevalence of bullying victimization. The relationship was high statistically significant, with ($X^2=26.137$ P value= 0.000). The prevalence of bullying victimization (94.6%) was higher among study participants who's their parents didn't respect their decisions compared to participants whose parents used to respect their decisions (73.1%) as shown in **Table (4.12)**.

Concerning the relationship between parents' encouragement to study participants to express feelings and ideas and bullying victimization, Table (4.12) shows a high statistically significant relationship between parents' encouragement to study participants to express feelings and ideas and bullying victimization, with ($X^2= 9.442$, P value= 0.002). The prevalence of bullying victimization (90.4%) was higher among study participants whose parents didn't encourage them to express feelings and ideas compared to participants whose parents used to encourage them to express their feelings and ideas (76%). The findings of this study were consistent with the findings of Martinez and Colleagues (2019) and Broll

and colleague (2020) studies which indicated that hearing problems of child by parents, allowing them to express their ideas and feelings and respect their decisions were a protective factor for both cyberbullying and traditional bullying victimization. On the other side, authoritarian parents who use verbal and physical imposition and didn't give their children a space to express their ideas and feelings, was a risk factor for both cyberbullying and traditional bullying victimization (Martinez et al., 2019; Broll et al., 2020). The findings also consistent with both Chai and Colleagues (2020) and Cerezo and Colleagues (2018) studies which concluded that both traditional and cyberbullying were associated with poor relationship with parents and school aged children who had high parents' coercion and imposition were more likely to be excluded and bullied at school (Chai et al., 2020; Cerezo et al., 2018).

With regards to the relationship between parents' good and equal treatment of study participants to their siblings and exposure to bullying victimization, as shown in Table (4.12), there was a statistically significant relationship between parents good and equal treatment of study participants to their siblings and bullying victimization, with ($X^2=4.423$, P value=0.035). The prevalence of bullying victimization (88.9%) was higher among study participants whose parents didn't treat them in good and equal way to their siblings compared to participants whose parents treated them in good and equal way to their siblings (77.3%). The findings of this study were consistent with Qing and Colleagues (2022) study which concluded that parental son preference increased the odds of being a pure victim and a bully-victim for boys, and of being all roles of sibling bullying involvement for girls (Qing et al., 2022).

As clear in **Table (4.12)**, the prevalence of bullying victimization (94.3%) was higher among study participants whose parents didn't enhance their self-confidence compared to participants whose parents used to enhance their self-confidence (76.2%). As shown in Table

(4.12), there was a high statistically significant relationship between prevalence of bullying victimization and parents' enhancement to study participants' self-confidence, with ($X^2=11.750$, P value=0.000). The findings were consistent with Ersozlu and Colleagues (2020) study which concluded that parents' support and confidence enhancement has a direct negative association with bullying behaviors (Ersozlu et al., 2020).

As shown in **Table (4.12)**, the prevalence of bullying victimization (89.4%) was higher among study participants whose sibling(s) didn't enhance their self-confidence compared to participants whose sibling(s) used to enhance their self-confidence (76.5%). As shown in Table (4.12), there was a high statistically significant relationship between prevalence of bullying victimization and sibling(s) enhancement to study participants' self-confidence, with ($X^2= 6.958$ P value=0.008).

The findings of this study were consistent with Roseman (2018) study which found that there was a negative relationship between sibling warmth and support and bullying exposure which means that a sibling relationship with more warmth and support was more likely to include less bullying victimization (Roseman, 2018).

There was a very high significant relationship between witnessing parent-parent violence and the exposure to bullying. The relationship was high statistically significant, with ($X^2=106.188$, P value= <0.001). The prevalence of bullying exposure (93.7%) was higher among study participants who witnessed parent-parent violence compared to participants whose didn't witness parent-parent violence (54.5%) as shown in **Table (4.12)**. As clear in **Table (4.12)**, the prevalence of bullying exposure (90.8%) among study participants who witnessed parent-sibling violence compared to participants who didn't witness parent-sibling violence (52%). The relationship between witnessing parent-sibling violence and exposure to bullying was high statistically significant with ($X^2=94.672$, P value= <0.001). As shown in **Table (4.12)**, the prevalence of bullying exposure (96.9%) among study

participants who were exposed to physical violence at home compared to participants who weren't exposed to physical violence at home (58.3%). The relationship between exposure to physical violence at home in the last 12 months and exposure to bullying in the last 3 months was very high statistically significant with ($X^2=109.106$, P value= <0.001). There was a very high significant relationship between exposure to verbal violence in the past 12 months and exposure to bullying in the past 3 months. The relationship was high statistically significant, with ($X^2=1254.922$, P value= <0.001). The prevalence of bullying exposure in the past 3 months (97.4%) was higher among study participants who were exposed to verbal violence at home in the last 12 months compared to participants who weren't exposed to verbal violence in the past 12 months (32.1%) as shown in **Table (4.12)**. The findings of this study were consistent with Qing and Colleagues (2022) study, which concluded that parent-parent violence and parent-child violence were risk factors of bullying (Qing et al., 2022). The findings of this study were consistent with Hang and Colleagues (2021) and Go and Colleagues (2018) studies, which found that witnessing parental violence was positively and directly related to children's bullying and peer victimization (Hang et al., 2022; Go et al., 2018). The results of this study were consistent with Abanto and Colleagues (2021) study which concluded that parental maltreatment to child in any form was associated with physical and psychological bullying victimization (Abanto et al., 2021).

Table (4.12): Relationship between family and household characteristics of study participants and exposure to bullying in the past 3 months

variable	Exposure to bullying in the last 3 months							X ²	Sig
	Exposed		Not exposed		Total				
	No	%	No	%	No	%			
Father education									
None or basic	130	86.1	21	13.9	151	100	28.9	0.000	
Secondary	158	84.9	28	15.1	186	100			
Higher	98	64.1	55	35.9	153	100			
Total	318	64.9	172	35.1	490	100			
Mother education									
None or basic	115	87.8	16	12.2	131	100	18.549	0.000	
Secondary	172	81.1	40	18.9	212	100			
Higher	99	67.3	48	32.7	147	100			
Total	386	78.8	104	21.2	490	100			
Father's employment status									
Unemployed	117	88	16	12	133	100	10.154	0.001	
Employed	258	74.6	88	25.4	346	100			
Total	375	78.3	104	21.7	479	100			
Parents –child relationship									
Child tell parents his/her problems and parents give help									
No	139	86.9	21	13.1	160	100	9.3	0.002	
Yes	247	74.8	83	25.5	330	100			
Total	386	78.8	104	21.2	490	100			
Parents encouraged the child to express his /her feelings and ideas									
No	85	90.4	9	9.6	94	100	9.442	0.002	
Yes	301	76	95	24	396	100			
Total	386	78.8	104	21.2	490	100			
Parents respected child's decisions									
No	122	94.6	7	5.4	129	100	26.137	0.000	
Yes	264	73.1	97	26.9	361	100			
Total	386	78.8	104	21.2	490	100			
Parents treated the child in equal way to his/her sibling(s)									
No	56	88.9	7	11.1	63	100	4.423	0.035	
Yes	330	77.3	97	22.7	427	100			
Total	386	78.8	172	21.2	490	100			

Table (4.12): Continued

Parents enhanced the child's self-confidence									
No	66	94.3	4	5.7	70	100	11.750*	0.000	
Yes	320	76.2	100	23.8	420	100			
Total	386	78.8	104	21.2	490	100			
Child-sibling relationship									
Sibling (s) enhance child's self confidence									
No	76	89.4	9	10.6	85	100	6.958	0.008	
Yes	310	76.5	95	33.5	405	100			
Total	386	78.8	104	21.2	490	100			
Domestic violence									
Witnessing parent-parent violence in the last 12 months									
No	102	54.5	85	45.5	187	100	106.188	< 0.001	
Yes	284	93.7	19	6.3	303	100			
Total	386	78.8	104	21.2	490	100			
Witnessing parent-sibling violence in the last 12 months									
No	79	52	73	48	152	100	94.672	< 0.001	
Yes	307	90.8	31	9.2	338	100			
Total	386	78.8	104	21.2	490	100			
Exposure to physical violence at home in the last 12 months									
No	134	58.3	96	41.7	230	100	109.106	< 0.001	
Yes	252	96.9	8	31	260	100			
Total	386	78.8	104	21.2	490	100			
Exposure to verbal violence at home in the last 12 months									
No	45	32.1	95	67.9	140	100	254.922	< 0.001	
Yes	341	97.4	9	2.6	350	100			
Total	386	78.8	104	21.2	490	100			

*Fischer chi square, P value <0.05- is statistically significant

4.2.3 School related characteristics of study participants

Table (4.13) shows that the highest prevalence of bullying victimization was reported among school aged children who attended UNRWA schools (91.3%). While the prevalence of bullying victimization among participants of governmental schools was 74.5%. The lowest prevalence of bullying victimization was among participants attended private schools (37.5%). As shown in the **Table (4.13)**, there was a high statistically significant relationship between school type and prevalence of bullying victimization, with ($X^2= 53.09$, $P=0.000$). The findings of this study were consistent with Chikodi and Colleagues (2017) study which concluded that prevalence of bullying was higher in public schools than in private schools (Chikodi et al., 2017). The findings were inconsistent with both Rana and Colleagues (2020) and Azeredo and Colleagues (2015) studies which indicated that private schools presented more bullying than public schools (Rana et al., 2020; Azeredo et al., 2015).

As in **Table (4.13)**, the highest prevalence of bullying victimization (93.5%) was reported among study participants who achieved 50% and lower at school in last semester. While the prevalence of bullying victimization among participants who achieved 51% to 70% was 84.6%. Among the study participants who achieved 71% to 89.9%, the prevalence of bullying victimization was 83.3%. The lowest prevalence of bullying victimization (67.9%) was noticed among study participants who achieved 90% and higher at school in the last semester. The above differences were highly statistically significant, with ($X^2=18.636$, P value= 0.000).

The findings of this study were consistent with the findings of Alabdulrazaq and Colleagues (2021) study which concluded that those who get bad grades were more likely to be exposed to bullying (Alabdurazaq et al., 2021). The findings were consistent with Samara and Colleagues (2021) study which concluded that children involved in bullying behavior were less likely to be academically engaged and had lower academic achievement (Samara et al., 2021).

The results of the study were also consistent with studies of Yu & Zhao (2021) and Shahen and Colleagues (2018) studies which concluded that bullying victimization was associated with poor academic achievement and negatively correlated with academic performance of students (Yu & Zhao, 2021; Shahen et al., 2018).

I think that children with poor academic achievement are victims of bullying because usually they have low social status and weak social support which encourage others to dominate them and children who are repeatedly bullied may lose their self-confidence, suffer from low concentration, and their school absenteeism rate may increase leading to academic performance deterioration.

Regarding liking school and its relation to bullying victimization, as clearly appeared from Table (4.13), there was a statistically significant relationship between liking school and bullying victimization, with ($X^2=6.297$, P value=0.012). The prevalence of bullying victimization was higher among study participants who don't like school (87.1%) compared to 76% of study participants who like school.

Children who are exposed to bullying at school, usually have negative feeling about school, feel unsafe at school and become afraid of attending to classes and that increase the truancy rate among them. The results coincide with Owusu and colleagues (2022) study which concluded that children who were bullied were more likely to be truant in school because they don't feel safe and they have a fear of getting bullied more and more (Owusu et al, 2022)

Regarding the teachers' equal and good treatment to students at school, as shown in Table (4.13), there was a high statistically significant relationship between teacher's equal and good treatment to students at study participants' schools and bullying victimization, with ($X^2=16.109$, P value=0.001). The prevalence of bullying victimization was higher among study participants whom the teachers in their schools don't treat students in equal and good way (87.8%) compared to 72.2% of study participants whom the teachers in their schools treat students in equal and good way.

As in Table (4.13), the prevalence of bullying victimization (91.5%) was higher among study participants who said that the principal in their schools don't stop the violations against school rules compared to participants who said that at their schools, the principal used to stop any violations against rules (77.4%). As shown in Table (4.13), there was statistically significant relationship between bullying victimization and stop of rules violations by the principal in study participants' schools ($X^2= 5.026$ P value=0.025).

Table (4.13) shows a high significant relationship between physical violence against students in study participants' schools and bullying victimization. The relationship was highly statistically significant, with ($X^2= 56.416$, P value=0.000). The prevalence of school bullying victimization (98.5%) was greatly higher among study participants whom the students in their schools physically hurt each other compared to study participants whom the students in their schools don't hurt each other physically (45.1%). With regard to the relationship between cooperation with peers in doing studying duties and bullying victimization, as shown in Table (4.13), there was a high statistically significant relationship between cooperation with peers in doing studying duties and bullying victimization, with ($X^2=6.744$, P value=0.009). The prevalence of bullying victimization (88.9%) was higher among study participants who didn't use to cooperate with their peers in doing studying duties compared to participants who used to cooperate with their peers in doing studying duties (76.5%). The findings of this study were consistent with Thornburg and Colleagues (2022), Carretero and Colleagues (2021), Tang and Colleagues (2020), Yang and Colleagues (2020), Babarro and Colleagues (2020) and Ngo and Colleagues (2021) studies which concluded that positive school climate, good teacher-student relationship, peer support and connectedness, positive class climate, feeling safe at school and rule clarity were negatively associated with bullying behaviors (Thornburg et al., 2022; Carretero et al., 2021; Tang et al., 2020; Yang et al., 2020; Babarro et al., 2020 ; Ngo et al., 2021).

Table (4.13): Relationship between school related characteristics of study participants and exposure to bullying in the past 3 months

Variable	Exposure to bullying in the last 3 months						X ²	Sig
	Exposed		Not exposed		Total			
	No	%	No	%	No	%		
School type								
UNRWA schools	178	91.3	17	8.7	195	100	53.09	0.000
Governmental schools	196	74.5	67	25.5	263	100		
Private schools	12	37.5	20	62.5	32	100		
Total	386	78.8	104	21.2	490	100		
Academic achievement last semester								
50% and lower	15	93.5	1	6.3	16	100	18.636	0.000
51% to 70%	99	84.6	18	15.4	117	100		
71% to 89.9%	160	83.3	32	16.7	192	100		
90% and higher	112	67.9	53	32.1	165	100		
Total	386	78.8	104	21.2	490	100		
School climate								
Liking school								
No	108	87.1	16	12.9	124	100	6.297	0.012
Yes	278	76	88	24	366	100		
Total	386	78.8	104	35.1	490	100		
Teachers' equal and good treatment to students								
No	173	87.8	24	12.2	197	100	16.109	0.000
Yes	213	72.7	80	27.3	293	100		
Total	386	78.8	104	21.2	490	100		
Principals stop any violations against school rules								
No	43	91.5	4	8.5	47	100	5.026*	0.025
Yes	343	77.4	100	22.6	443	100		
Total	386	78.8	104	21.2	490	100		
Students at school practice physical violence against each other								
No	32	45.1	39	54.9	71	100	56.416	0.000
Yes	354	84.5	65	15.5	419	100		
Total	386	78.8	104	21.2	490	100		
Cooperation with peers in homework and studying duties								
No	80	88.9	10	11.1	90	100	6.744	0.009
Yes	306	76.5	94	23.5	400	100		
Total	386	78.8	104	21.2	490	100		

*Fischer chi square, P value <0.05- is statistically significant

4.2.4 Technology and internet use of study participants

Regarding possession of smart phone and its relation to bullying victimization, as clearly appeared from Table (4.13), there was a statistically significant relationship between possession of smart phone and prevalence of bullying victimization, with ($X^2=24.357$, P value=0.000). The prevalence of bullying victimization was higher among study participants who don't have smart phones (86.6%) compared to 68.1% of study participants who have smart phones.

As clear in Table (4.13), the prevalence of bullying victimization (81.1%) was higher among study participants who don't have another technology device rather than smart phone compared to participants who have technology device rather than smart phones (71.8%). As shown in Table (4.13), there was statistically significant relationship between bullying victimization and possession of another technology device rather than smart phones, with ($X^2= 4.867$ P value=0.027).

Concerning having constant internet access at home, as shown in the Table (4.13), there was a statistically significant relationship between having internet access at home and prevalence of bullying victimization, with ($X^2=12.7$, P value=0.002). The highest prevalence (94.5%) of bullying victimization was among the study participants who didn't have constant internet access at home, followed by 74.5% of the study participants who had a constant internet access most of the time at home were exposed to bullying victimization. Finally, the lowest prevalence (74.5%) of bullying victimization was among study participants who had a constant internet access all the time at home.

The findings of this study were inconsistent with Mendez and Colleagues (2020) study which concluded that involvement in bullying behavior is associated with mobile phone abuse and high levels of communication and emotional use (Mendez, et al., 2020). I think that the findings of this study were inconsistent with literature because the children who own smart phones in the Gaza Strip environment, are mainly coming from families with high household income, small family size, good parents education and good environment, so these factors are protective factors from bullying exposure but children who don't have smart phones are mainly coming from families with high members number, low household income and low

parental education so these factors may affect their exposure to bullying and make them more susceptible to bullying.

Table (4.14): Relationship between technology and internet use characteristics of study participants and exposure to bullying in the past 3 months.

Variable	Exposure to bullying in the last 3 months						X ²	Sig
	Exposed		Not exposed		Total			
Possession of smart phone								
No	245	86.6	38	13.4	283	100	24.357	0.000
Yes	141	68.1	66	31.9	207	100		
Total	386	78.8	104	21.2	490	100		
Possession of other technology devices								
No	297	81.1	69	18.9	366	100	4.867	0.027
Yes	89	71.8	35	28.2	124	100		
Total	318	64.9	172	35.1	490	100		
Constant internet access at home								
Yes, all the time	222	74.5	76	25.5	298	100	12.17	0.002
Yes, most of the time	112	81.8	25	18.22	137	100		
No	52	94.5	3	5.5	55	100		
Total	386	78.8	104	21.2	490	100		

4.2.5 Physical ill health factors of study participants

Regarding disability and its relationship with prevalence of bullying victimization, as shown in Table (4.15), there was a statistically significant relationship between disability and prevalence of bullying victimization, with ($X^2=4.9$, P value= 0.026). The prevalence of bullying victimization (92.5%) was higher among study participants who had disabilities compared to participants who didn't have disabilities (77.6%). The results of this study were consistent with Gage and Colleagues (2021) and Malecki and Colleagues (2020) studies, which found that children with disabilities were more likely of being victims of bullying than their peers without disabilities (Gage et al., 2021; Malecki et al., 2020). The results of this study were consistent also with Bouldin and Colleagues (2021) and Ball and Colleagues (2021) studies, which found that children with hearing and visual impairments were at higher

risk of peer victimization compared to those without these disabilities (Bouldin et al., 2021; Ball et al., 2021).

Table (4.15) shows that there was a statistically significant relationship between participants' perception about their body weight and prevalence of bullying victimization, with ($X^2=5.642$, P value=0.018). Table (4.14) shows that 89.7% of the study participants who perceived themselves as obese were exposed to bullying victimization compared to 77% who perceived themselves as normal weight. The results of this study were consistent with Lee and Colleagues (2018), Lian and Colleagues (2018), Ngo and Colleagues (2021), Lee and Colleagues (2021), and Rupp and Maccony (2019) studies, which found overweight and obese children experienced more bullying than those with normal weight (Lian et al., 2018; Lee et al., 2018; Rupp & Maccony (2019); Ngo et al., 2021; Lee et al., 2021). Concerning the participants' satisfaction with their body weight and its relationship with prevalence of bullying victimization, Table (4.15) shows that there was a statistically significant relationship between satisfaction with body weight and prevalence of bullying victimization, with ($X^2=4.534$, P value=0.033). The prevalence of bullying victimization was higher among study participants who were unsatisfied with their body weight (87%) compared to participants who were satisfied with their body weight (76.9%). Regarding the participants' satisfaction with their physical look and its relationship with prevalence of bullying victimization, Table (4.15) shows that there was a statistically significant relationship between satisfaction with physical look and prevalence of bullying victimization, with ($X^2=8.345$, P value=0.002). The prevalence of bullying victimization was higher among study participants who were unsatisfied with their physical look (95.6%) compared to participants who were satisfied with their physical look (77.1%). The findings of this study were consistent with Yang and Colleagues (2021) study which concluded that bullying victimization was associated with low life satisfaction including lower self-satisfaction (Yang, et al., 2021). The study was also consistent with Armitage (2021) study which concluded that children who are perceived as being 'different' in any way are at greater risk of victimization, with physical appearance being the most frequent trigger of childhood

bullying. (Armitage, 2021). The findings of this study were consistent too with Ali and Ali (2021) study, which found that children with skin problems and burns were exposed to bullying in a high prevalence at school from teachers and peers (Ali & Ali, 2021).

Table (4.15): Relationship between physical ill health characteristics of study participants and bullying exposure in the past 3 months

Variable	Exposure to bullying in the last 3 months							X ²	Sig
	Exposed		Not exposed		Total				
	No	%	No	%	No	%			
Disability									
No	349	77.6	101	22.4	450	100	4.9*	0.026	
Yes	37	92.5	3	7.5	450	100			
Total	386	78.8	104	21.2	490	100			
Obesity									
Self-perception about body weight									
Normal weight	325	77	97	23	422	100	5.642	0.018	
Obese	61	89.7	7	10.3	68	100			
Total	386	78.8	104	21.2	490	100			
Self-satisfaction about body weight									
Satisfied	306	76.9	92	23.1	398	100	4.534	0.033	
Unsatisfied	80	87	12	13	92	100			
Total	386	78.8	104	21.2	490	100			
Physical look									
Self-satisfaction about physical appearance									
Satisfied	343	77.1	102	22.9	445	100	8.345*	0.002	
Unsatisfied	43	95.6	2	4.4	45	100			
Total	386	78.8	104	21.2	490	100			

*Fischer chi square, P value <0.05- is statistically significant

Table (4.16): Relationship between age and hours spent using internet characteristics of study participants and bullying exposure in the past 3 months

	Exposure to bullying in the last 3 months	N	Mean	Std	T	Sig
Age	Exposed	386	14.23	1.691	4.240	0.000
	Not exposed	104	15.02	1.707		
Hours spent using internet	Exposed	386	16.39	12.8	4.219	0.000
	Not exposed	104	22.45	13.8		

Regarding the age of the study participants and its relationship with prevalence of bullying victimization, Table (4.16) revealed that, there was a high statistically significant relationship between age and prevalence of bullying victimization, with ($T=4.240$, $P=0.000$). The mean of bullying is higher among the study participants who are 14 years old compared to study participants who are 15 years old. The findings of this study were consistent with Alsaleem and Colleagues (2021), Boroweic and Colleagues (2021) and Zhang and Colleagues (2019) studies which concluded that bullying behaviors and being victims of bullying were higher in lower grades and ages and that lower ages had more probability of being victims of bullying than those in higher ages (Alsaleem et al., 2021; Boroweic et al., 2021; Zhang et al., 2019).

Concerning the hours spent by the study participants over the internet and its relationship with prevalence of bullying victimization, Table (4.16) showed that, there was a high statistically significant relationship between hours spent over the internet and prevalence of bullying victimization, with ($T=4.219$, $P= 0.000$).

The mean of bullying victimization among the study participants who spent 16.4 hours over the internet per week is higher than the mean of bullying victimization among study participants who spent 22.5 hours over the internet per week. The findings of this study were inconsistent with Chi and Colleagues (2020) study, which concluded that online time had a dose response association with increased risk of bullying victimization which means that students who spend more hours over the internet are more exposed to bullying victimization (Chi, et al., 2020). It is also inconsistent with Li and Colleagues (2022) study, which concluded that students spending ≥ 3 h/day online were 3.9 times more likely to report as only bullies, 1.6 times as only victims and 4.7 times as bully victims (Li et al., 2022).

4.3 Multivariate analysis:

4.3.1 Selected demographic and socioeconomic factors of study participants

There is a statistically significant association between age of study participants and exposure to bullying as shown in **Table (4.17)**. The odds of exposure to bullying among the study participants who are 12-14 years old is two times more compared to the study participants who are 15-17 years old, with (OR=2.8, P value< 0.001), holding all other variables constant.

As shown in **Table (4.17)**, there is a statistically significant positive association between the number of family members of study participants and exposure to bullying. Study participants who live in large families are more likely to be exposed to bullying compared to those living in small families. **Table (4.17)** shows that for every increase of family number by one individual, this will increase the exposure to bullying by 15.9% among study participants with (OR= 1.159, P value= 0.026), holding all variables constant.

There is a statistically significant association between family income of study participants and exposure to bullying as shown in **Table (4.17)**. The odds of exposure to bullying among study participants coming from families with household income 1974ILS and less is three times more compared to study participants coming from families with household income 4000ILS and more, with (OR= 3.9, P value= 0.002), holding all variables constant.

There is a statistically significant association between place of residence of study participants and exposure to bullying as shown in **Table (4.17)**. The odds of exposure to bullying among study participants who live in Khanyounis is four times more compared to study participants who live in Gaza city, with (OR= 4.003, P value= 0.001) and the odds of exposure to bullying among study participants who live in Deir AL Balah is three times more compared to those living in Gaza city, with (OR=3.016, P value= 0.008). The odds of exposure to bullying among study participants who live in Rafah is three times more compared to those living in Gaza city, with (OR=3.062, P value= 0.013).

Table (4.17): Selected demographic and socioeconomic predictors of bullying exposure among school-age children

Independent variable	B coefficient	SE	P-value	Odds ratios (95% CI)
Participants age group (15-17years= reference)				
12-14 years	1.045	0.257	0.000	2.843 (1.72;4.7)
Gender	-0.438	0.254	0.084	0.645 (0.39;1.1)
Family members number	0.148	0.067	0.026	1.159 (1.02;1.3)
Child's birth order	-0.58	0.059	0.325	0.944 (0.84;1.1)
Household income reference (>=4000ILS= reference)				
1974ILS and less	1.371	0.435	0.002	3.941 (1.68;9.24)
1975 ILS to 2500ILS	-0.134	0.499	0.789	0.875 (0.33;2.33)
2501ILS to 3999	-0.550	0.501	0.273	0.577 (0.22;1.54)
Place of residence (Gaza city= reference)				
Gaza North	0.040	0.339	0.906	1.041 (0.54;2.02)
Deir Al Balah	1.104	0.416	0.008	3.016 (1.33;6.82)
Khanyounis	1.387	0.401	0.001	4.003 (1.83;8.78)
Rafah	1.119	0.450	0.013	3.062 (1.27;7.39)
Constant	-0.680	0.720	0.345	0.507

4.3.2 Selected family related factors of study participants

There is a statistically significant association between Fathers' educational level of study participants and exposure to bullying as shown in **Table (4.18)**. The odds of exposure to bullying among study participants who have fathers with none, or basic education is two times and half more compared to those who have fathers with higher than secondary education, with (OR= 2.65, P value= 0.000), holding all other variables constant. As shown on **Table (4.18)**, there is a statistically significant association between fathers' employment

status and exposure to bullying. The odds of exposure to bullying among study participants who have unemployed fathers is two times more compared to study participants who have employed fathers, with (OR=2.064, P value= 0.029), holding all variables constant.

There is a statistically significant negative association between exposure to bullying and parents' respect to study participants decisions. The odds of exposure to bullying decreases by 84.6% among study participants who have parents who respect their decisions compared to study participants who have parents who don't respect their decisions, with (OR=0.154, P value< 0.001), holding all variables constant.

Table (4.18): Selected family related predictors of bullying exposure among school -age children

Independent variable	B coefficient	SE	P-value	Odds ratios (95% CI)
Parents marital status	-0.54	0.498	0.278	0.58 (0.22;1.55)
Father educational level (higher than secondary= reference)				
None or basic education	0.974	0.278	0.000	2.648 (1.54;4.57)
Secondary education	0.730	0.330	0.027	2.075 (1.1;3.96)
Father employment status (employed= reference)	0.725	0.331	0.029	2.064 (1.1;3.95)
I have enough regular time with my parents (no=reference)	0.007	0.356	0.985	1.01 (0.5;2)
My parents respect my decisions (no= reference)	-1.868	0.448	0.000	0.154 (0.064;0.372)
My parents' treat me in fair and equal way to my siblings (no= reference)	0.169	0.476	0.722	1.184 (0.47;3)
Constant	4.241	1.260	0.001	69.5

4.3.3 Selected school-related factors of study participants

There is a statistically significant association between school grade level of study participants and exposure to bullying as shown in **Table (4.19)**. The odds of exposure to bullying among study participants who are at 7-9 grade level is two times more compared to those at 10-12 grade level, with (OR=2.37, P value=0.001), holding all variables constant.

As shown in **Table (4.19)**, there is a statistically significant association between academic achievement of study participants and exposure to bullying. The odds of exposure to bullying among study participants who achieved 50-70% accumulative average is two times more compared to those who achieved 90% and higher with (OR= 2.17, P value = 0.007), holding all variables constant.

There is a statistically significant negative association between teachers' good and equal treatment to students at study participants' schools and exposure to bullying as shown in **Table (4.19)**. The odds of exposure to bullying decreases by 63.9% among study participants who have teachers who treat all the students in equal and respectful way at their schools compared to those who don't have teachers who treat all students in good and respectful way at their schools, with (OR= 0.361, P value < 0.001), holding all variables constant.

As clear in **Table (4.19)**, there is a statistically significant positive association between physical violence among peers in study participants' schools and exposure to bullying. The odds of exposure to bullying among study participants who came from schools which suffer from physical violence among peers is five times more compared to the study participants who came from schools which don't suffer from physical violence among peers, with (OR= 5.255, P value <0.001), holding all variables constant.

Table (4.19): Selected school-related predictors of bullying exposure among school-age children

Variable	B coefficient	SE	P- value	Odds ratios (95% CI)
Current school grade level (reference=10-12 grade)				
7-9 grade level	0.865	0.261	0.001	2.37 (1.4;3.9)
Academic achievement (90% and higher= reference)				
50%-70%	0.773	0.287	0.007	2.17 (1.23;3.806)
71%-89.9%	0.69	0.339	0.042	1.993 (1.03;3.88)
Teachers treat students in good and equal way (no= reference)	-1.018	0.287	0.000	0.361 (0.21;0.63)
Teachers and principals stop any violations against school rules (no=reference)	-1.087	0.574	0.058	0.34 (0.11;1.04)
I feel that my peer like and respect me (no= reference)	0.66	0.693	0.924	1.069 (0.28;4.2)
I cooperate with others at school (no=reference)	-0.289	0.389	0.461	0.749 (0.35;1.61)
Peers at school physically hurt each other (no =reference)	1.659	0.3	0.000	5.255 (2.92;9.5)
Constant	1.554	1.925	0.419	4.732

4.3.4 Selected physical-ill health factors of study participants

There is a statistically significant association between disability of study participants and exposure to bullying as shown in **Table (4.20)**. The odds of exposure to bullying among study participants who have disabilities is three times more compared to those who don't have disabilities, with (OR= 3.567, P value= 0.045), holding all variables constant. As shown

in **Table (4.20)**, there is a statistically significant association between satisfaction with physical appearance of study participants and exposure to bullying. The odds of exposure to bullying among study participants who are dissatisfied with their physical appearance is eleven times more compared to those who are satisfied with their physical appearance, with (OR= 11.6, P value= 0.017).

Table (4.20): Physical-ill health predictors of bullying exposure among school-age children

Variable	B coefficient	SE	P-value	Odds ratios (95% CI)
Disability (reference=no)	1.272	0.635	0.045	3.567(1.01;12.38)
Chronic disease (reference= no)	-0.986	1.01	0.356	0.373 (0.046;3.02)
Self-perception about body weight (reference= normal weight)	-0.933	0.580	0.108	2.54 (0.815;7.926)
Peers' perception about body weight (reference=normal weight)	-0.279	0.601	0.642	0.76 (0.233;2.456)
Self-satisfaction with physical appearance (reference=satisfied)	2.449	1.029	0.017	11.6(1.54;86.9)
Parents' satisfaction about physical appearance (reference=satisfied)	-1.245	0.943	0.187	0.288 (0.045;1.827)
Constant	0.578	2.403	0.810	1.783

Chapter 5

Conclusion and recommendations

5.1 Conclusion

Bullying is a serious public health concern among children and adolescents worldwide. Many studies have shown that the prevalence of bullying among school-age children in the Eastern Mediterranean Region have reached the highest in the globe, which is considered an alarming level.

This cross-sectional study aimed at assessing the prevalence and the determinants of bullying among school-age-children in the Gaza Strip to help reduce the prevalence of such a phenomenon and create a healthy environment for children to thrive physically, mentally, and academically by proposing recommendations that can be used to develop strategies and comprehensive anti-bullying interventions. The Researcher utilized a sampling frame of 490 households that was designed to collect data for a study conducted by the United Nations Fund for Population Activities UNFPA in 2020. The findings of the study have shown that bullying is a problem among school-age children in the GS. By comparing with global studies, the prevalence of bullying among school-age-children (78.8%) in this study was high and alarming. The study revealed that the percentage of bullying victimization was higher among male participants (82.5%) compared to female participants (74.4%). Additionally, participants who are 12-14 years old were two times more exposed to bullying than participants who are 15-17 years old.

With regards to the demographic and socio-economic factors, bullying victimization was significantly associated with gender, age, household income, number of family members in household and place of residence. Additionally, percentage of bullying victimization was higher among participants who came from poor and large families and participants who live

in Khanyounis region. On the other hand, bullying victimization wasn't significantly associated with birth order and family type.

Regarding family factors, bullying victimization was significantly associated with father education, mother education, father employment status, good relationship with parents and sibling(s) and domestic violence. Additionally, percentage of bullying victimization was higher among participants who came from families with low parental education and unemployment of father. The percentage of bullying victimization was higher among participants who had bad relationship with parents and siblings and who witnessed parent-parent violence, parent-sibling violence and who was exposed to physical and psychological violence in his household. On the other hand, bullying victimization wasn't significantly associated with parents' marital status and mother employment status.

With regards to school related factors, bullying victimization was significantly associated with healthy school climate, school type, good relationship with peers and teachers and academic achievement. Additionally, the percentage of bullying victimization was higher among participants who came from toxic school climate and public schools and who had bad relationships with teachers and peers.

Regarding the physical-ill health factors, bullying victimization was significantly associated with disability, satisfaction of body weight, satisfaction of physical appearance and obesity. Additionally, the percentage of bullying victimization was higher among participants who had disabilities and participants who didn't feel satisfied with their body weight and physical appearance. The percentage of bullying victimization was higher among participants who suffer from obesity. On the other hand, bullying victimization wasn't significantly associated with chronic disease.

With regards to technology and internet use factors, bullying victimization was significantly associated with possession of smartphones and technology devices, constant internet access

at home, number of hours using internet per week. Additionally, the percentage of bullying victimization was lower among participants who had smart phones and technology devices and constant internet access. On the other hand, bullying victimization wasn't significantly associated with internet use outside home and different ways of using internet.

5.2 General Recommendations

▪ National level

- There is a need to conduct mass media campaigns that focus on the importance of preventing bullying among children and the harmful consequences of bullying on physical and mental health of children.
- There is a need to develop national intervention programs that aim to reduce the prevalence of bullying among school children. Example of such interventions could be to develop protocols for bullying behaviors to all staff, students, and parents. Additionally, it is important to build the bullying prevention program based on analysis of drivers and best practices in the field of bullying prevention.
- There is a need to develop antibullying policy that protects people with disabilities and physically ill people from bullying and ensure that the policy is clear to all people and that perpetrating bullying against people with illnesses and disabilities will not be tolerated.

▪ School level

- At the school administrators' level, there is a need to do assessments to gather information about school-based bullying, such as the nature, intensity, locations, and types of bullying that occur within a school. Then introduce and implement valid and reliable bullying prevention programs and monitoring programs to reduce existing bullying problems among students, to prevent the development of new bullying problems and to achieve better peer relations at school.

- Schools should play an integral part in preventing bullying among students through providing bullying prevention protocols, so that every school has clear procedures and rules for the prevention of bullying.
- Schools should impose clear sanctions on everyone who perpetrates bullying at school.
- Schools should give the education and training to the school staff to practice the anti-bullying procedures and guidelines, so that they recognize it, react with it, and stop it.
- Schools should increase the awareness of students about bullying through organizing workshops and classroom lessons to talk about bullying openly and provide students with the definition and language for identifying bullying behaviors, and through the provision of strategies for bystanders to intervene or for perpetrators to manage tendencies to bully or to avoid bullying altogether.
- Schools should create and maintain open lines of communication to report and respond to bullying incidents by enhancing the role of counselor in listening to the victims and give support.
- Schools should increase the awareness of parents through engaging of them in schools' bullying prevention programs, through trainings, meetings, conferences, and social media and encourage parents to support school rules and bullying prevention plans.
- School counselors should play an active role in the prevention of bullying through educating parents and community members about the short- and long-term impacts of bullying, identifying indicators that their son or daughter may be engaging in bullying or is being victimized, reviewing strategies to use when talking with their child about potential victimization or perpetration, and encouraging the use of strategies that decrease their child's likelihood of victimization or perpetration.
- Schools should contribute to make a positive school climate through supporting partnerships among parents, educators, and mental health professionals who seek to

interrupt the bully-victim-bystander cycle and encourage bystanders to not allow bullying to continue.

- **Household level**

- Parents should talk and listen to their children every day to make them comfortable in sharing their experiences and to discover if their children involved in bullying in an early manner.
- Parents should create a healthy antibullying habits and teach their children to treat others with respect and kindness and to respect differences like religion, appearance, special needs, and economic status.
- Parents should contribute to build their children's self-confidence and teach them skills of problem solving, decision making and good behaviors to make them strong enough to combat bullying behaviors.
- Parents should know the dynamics and effects of domestic violence on bullying involvement among their children and demonstrate healthy ways to express anger and relieve stress.
- Siblings should spend time with each other, sharing ideas and daily experiences, giving love and affection to each other, in order to make a positive and warm climate at home which makes the child strong enough to deal with bullying incidents in healthy ways.

5.3 Recommendations for further research

- Conduct more studies on bullying behaviors from parent's perspective and school staff perspective.
- Conduct more studies to explore the psychological and emotional consequences of bullying among children.
- Conduct more studies on the role of schools in combating bullying behaviors among children.

- Conduct more studies on the role of parents in combating bullying behaviors among children.
- Conduct more studies to explore the motivators of bullying and the effect of bullying on the bullies.
- Conduct qualitative studies to explore the challenges that the victims of bullying face and the daily experiences of them.
- Conduct more studies to explore the protective factors against bullying,

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Annex (2): Gaza Strip map



Annex (3): Helsinki committee approval



المجلس الفلسطيني للبحوث الصحي Palestinian Health Research Council

تعزيز النظام الصحي الفلسطيني من خلال مأسسة استخدام المعلومات البحثية في صنع القرار

Developing the Palestinian health system through institutionalizing the use of information in decision making

Helsinki Committee For Ethical Approval

Date: 2021/08/02

Number: PHRC/HC/940/21

Name: IbdAA Ayyoub Rayyis

الاسم:

We would like to inform you that the committee had discussed the proposal of your study about:

نفيدكم علماً بأن اللجنة قد ناقشت مقترح دراستكم حول:

Prevalence and determinants of bullying among school-age children in the Gaza Strip

The committee has decided to approve the above mentioned research. Approval number PHRC/HC/940/21 in its meeting on 2021/08/02

و قد قررت الموافقة على البحث المذكور عاليه بالرقم والتاريخ المذكوران عاليه

Signature

Member

Nancy R. Abu-Da

Member

Dr. Yehia Abed

Chairman

For

Genral Conditions:-

1. Valid for 2 years from the date of approval.
2. It is necessary to notify the committee of any change in the approved study protocol.
3. The committee appreciates receiving a copy of your final research when completed.

Specific Conditions:-



E-Mail: pal.phrc@gmail.com

Annex (4): Questionnaire in Arabic and English

Prevalence and determinants of bullying among school-age children in Gaza Strip

Serial number: -----

Date: -----

Demographic and socioeconomic factors		
1	Sex	<input type="checkbox"/> Male <input type="checkbox"/> Female
2	Age Year
3	Place of residence	<input type="checkbox"/> North Gaza <input type="checkbox"/> Gaza <input type="checkbox"/> Deir Al-Balah <input type="checkbox"/> Khan Younis <input type="checkbox"/> Rafah
4	School type	<input type="checkbox"/> Governmental school <input type="checkbox"/> UNRWA school <input type="checkbox"/> Private school
5	What grade are you currently in at school?	<input type="checkbox"/> 7 th grade <input type="checkbox"/> 8 th grade <input type="checkbox"/> 9 th grade <input type="checkbox"/> 10 th grade <input type="checkbox"/> 11 th grade <input type="checkbox"/> 12 th grade
6	What was the academic grade that you got last year, according to school records?%
7	From your perspective, how do you rate your academic performance?	<input type="checkbox"/> Weak <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very good <input type="checkbox"/> Excellent
8	Your parents consider your academic performance rate as?	<input type="checkbox"/> Weak <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very good <input type="checkbox"/> Excellent
9	Your peers consider your academic performance rate as?	<input type="checkbox"/> Weak <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very good <input type="checkbox"/> Excellent
10	What is the family monthly income from all sources? ILS
11	Family members number (living with you in the same apartment or house)	...members
12	Do you have sisters and brothers?	<input type="checkbox"/> No <input type="checkbox"/> Yes, how many?

		<p>..... Sisters</p> <p>..... Brothers</p>
13	What is your birth order among your siblings?
14	What kind of family do you live with?	<input type="checkbox"/> Nuclear: my parents and siblings only <input type="checkbox"/> Extended: my parents, siblings, and other relatives
Family related factors		
15	What is the current marital status of your parents?	<input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/> Separated <input type="checkbox"/> Both are dead
16	What is your father's educational level?	<input type="checkbox"/> None or basic preparatory <input type="checkbox"/> Secondary <input type="checkbox"/> Higher <input type="checkbox"/> No information
17	What is your mother's educational level?	<input type="checkbox"/> None or basic preparatory <input type="checkbox"/> Secondary <input type="checkbox"/> Higher <input type="checkbox"/> No information
18	What is your father's current employment status?	<input type="checkbox"/> Governmental employee <input type="checkbox"/> Non-governmental employee <input type="checkbox"/> Has a private work <input type="checkbox"/> Retired <input type="checkbox"/> Unemployed
19	What is your mother's current employment status?	<input type="checkbox"/> Governmental employee <input type="checkbox"/> Non-governmental employee <input type="checkbox"/> Has a private work <input type="checkbox"/> Retired <input type="checkbox"/> Housewife
20	I have enough regular time with my parents talking about our life, relationship and doing activities I like	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond

21	I speak to my parents when I am sad, stressed and when I have problems and they help me and make me feel better	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
22	My parents encourage me to express my feelings and ideas	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
23	My parents respect my decisions	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
24	My parents treat me in fair and equal way to my siblings	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
25	My parents make me feel confident about my self	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
26	I enjoy spending time with my sibling(s)	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
27	I feel respect, love and affection from my sibling(s)	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
28	My sibling(s) make me feel confident about my self	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
29	I have sibling(s) who listen to my problems and give me good advice	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
30	I feel unsafe at home	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
31	I witnessed my parents fights in the past 12 months	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes it occurred: <input type="checkbox"/> Once <input type="checkbox"/> Twice

		<input type="checkbox"/> 3-5 times <input type="checkbox"/> 6-10 times <input type="checkbox"/> More than 10
32	I witnessed my parent's assault and humiliation of my sibling(s) in the past 12 months	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes it occurred: <input type="checkbox"/> Once <input type="checkbox"/> Twice <input type="checkbox"/> 3-5 times <input type="checkbox"/> 6-10 times <input type="checkbox"/> More than 10
33	I was exposed to physical violence (hitting, kicking, slapping, pushing, pulling from hair, throwing objects on you, etc..) in my family in the past 12 months	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes it occurred: <input type="checkbox"/> Once <input type="checkbox"/> Twice <input type="checkbox"/> 3-5 times <input type="checkbox"/> 6-10 times <input type="checkbox"/> More than 10
34	If you answered yes in the previous questions, who was the perpetrator? Mark all that apply to you	<input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Sister <input type="checkbox"/> Brother <input type="checkbox"/> Others
35	I was exposed to verbal violence (called me with filthy words and with mean names like idiot, useless, lazy, fat, etc. in my family in the past 12 months	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes it occurred: <input type="checkbox"/> Once <input type="checkbox"/> Twice <input type="checkbox"/> 3-5 times <input type="checkbox"/> 6-10 times <input type="checkbox"/> More than 10
36	If you answered yes in the previous questions, who was the perpetrator? Mark all that apply to you	<input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Sister <input type="checkbox"/> Brother <input type="checkbox"/> Others

School related factors		
School climate		
37	I like my school and I feel safe at it	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
38	Teachers at my school treat students in an equal and respectful way	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond

39	I speak to the counselor when I feel sad, stressed and when I have problems and he/she helps me and make me feel better	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
40	Teachers /principle put a stop to any violations to school rules	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
41	I regularly participate in school activities such as football matches, reading and poetry competitions, etc....	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
42	Students at my school physically hurt each other	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
43	Students at my school call others by hurtful and bad words	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
Peer-peer relationship		
44	I feel that my peer(s) like me and treat me in a good way	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
45	I have a peer who I can speak with about my problems, and he/she supports me	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
46	I like to help other peers with their studying, homework, and their problems	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
47	I was exposed to physical violence (hitting, kicking, slapping, pushing, pulling from hair, throwing objects on you, etc..) from my peers in the past 12 months	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes it occurred: <input type="checkbox"/> Once <input type="checkbox"/> Twice <input type="checkbox"/> 3-5 times <input type="checkbox"/> 6-10 times <input type="checkbox"/> More than 10
48	My peer(s) ignored me and excluded me from playing with them in the last 12 months	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes it occurred: <input type="checkbox"/> Once <input type="checkbox"/> Twice <input type="checkbox"/> 3-5 times <input type="checkbox"/> 6-10 times

		<input type="checkbox"/> More than 10
49	was exposed to verbal violence (called me with filthy words and with mean names like idiot, useless, lazy, fat, etc..) from my peers in the past 12 months	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes it occurred: <input type="checkbox"/> Once <input type="checkbox"/> Twice <input type="checkbox"/> 3-5 times <input type="checkbox"/> 6-10 times <input type="checkbox"/> More than 10
Technology and internet use with regards to social networking		
50	Do you have a smart phone?	<input type="checkbox"/> Yes <input type="checkbox"/> No
51	Do you have another technology device rather than smart phone?	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes choose: <input type="checkbox"/> Tablet <input type="checkbox"/> PC <input type="checkbox"/> Laptop <input type="checkbox"/> iPad
52	Do you have constant internet access at home?	<input type="checkbox"/> Yes, all the time <input type="checkbox"/> Yes, most of the time <input type="checkbox"/> No <input type="checkbox"/> I don't know
53	Do you use internet outside your home?	<input type="checkbox"/> No <input type="checkbox"/> Yes, If yes, where? <input type="checkbox"/> Cyber cafés <input type="checkbox"/> Restaurants and gyms <input type="checkbox"/> At my relative's home <input type="checkbox"/> At my friend's home <input type="checkbox"/> Others
54	How many hours do you spend on internet per week? Hours
55	I use social networking sites to get information for academic studying	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
56	I use social media networking to keep in touch with my relatives and friends	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
57	I use social networking sites for watching films and programs	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
58	I use social networking sites to talk freely about myself	<input type="checkbox"/> No <input type="checkbox"/> Yes

		<input type="checkbox"/> Don't know <input type="checkbox"/> Don't respond
59	Others send me hurtful emails, pictures, videos and bad comments through the internet in the last three months	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes it occurred: <input type="checkbox"/> Once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> About once a week <input type="checkbox"/> Several times a week
60	I received hurtful calls by others which make me feel unsafe in the last three months	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes it occurred: <input type="checkbox"/> Once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> About once a week <input type="checkbox"/> Several times a week
Physical –ill health factors		
61	Do you have any disabilities?	<input type="checkbox"/> No, if no skip to Q 58 <input type="checkbox"/> Yes
62	What type of disability do you have?	<input type="checkbox"/> Visual <input type="checkbox"/> Hearing <input type="checkbox"/> Mobility <input type="checkbox"/> Mental <input type="checkbox"/> Others
63	Have you been bullied due to your disability in the last three months?	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes, it occurred: <input type="checkbox"/> Once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> About once a week <input type="checkbox"/> Several times a week
64	Do you have any chronic diseases?	<input type="checkbox"/> Yes <input type="checkbox"/> No, if no, skip to Q 62
65	What is the disease that you have?	<input type="checkbox"/> Diabetes Mellitus <input type="checkbox"/> Cardiovascular <input type="checkbox"/> Respiratory <input type="checkbox"/> Renal <input type="checkbox"/> Genetic <input type="checkbox"/> Cancer
66	Do you take any medicines?	<input type="checkbox"/> Yes <input type="checkbox"/> No
67	Have you been bullied due to your Chronic disease in the last three months?	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes, it occurred: <input type="checkbox"/> Once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> About once a week <input type="checkbox"/> Several times a week

68	Do you perceive yourself as?	<input type="checkbox"/> Underweight <input type="checkbox"/> Normal weight <input type="checkbox"/> Overweight <input type="checkbox"/> Obese
69	Your parents consider you?	<input type="checkbox"/> Underweight <input type="checkbox"/> Normal weight <input type="checkbox"/> Overweight <input type="checkbox"/> Obese
70	Your peers consider you?	<input type="checkbox"/> Underweight <input type="checkbox"/> Normal weight <input type="checkbox"/> Overweight <input type="checkbox"/> Obese
71	Are you satisfied with your body weight?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know <input type="checkbox"/> Don't respond
72	Have you been bullied due to your body weight in the last three months?	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes, it occurred: <input type="checkbox"/> Once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> About once a week <input type="checkbox"/> Several times a week
73	Are you satisfied with your physical appearance?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I do not know
74	Are your parents satisfied with your physical appearance?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I do not know
75	Are your peers satisfied with your physical appearance?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I do not know
76	Have you been bullied due to your physical appearance in the last three months?	<input type="checkbox"/> No <input type="checkbox"/> Yes, if yes, it occurred: <input type="checkbox"/> Once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> About once a week <input type="checkbox"/> Several times a week
Bullying victimization		
77	How often have you been bullied at school in the last three months?	<input type="checkbox"/> I haven't been bullied <input type="checkbox"/> Only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> About once a week <input type="checkbox"/> Several times a week

78	During the academic semester how many times have you been bullied?	<input type="checkbox"/> Never (Skip to Q86) <input type="checkbox"/> Once or twice <input type="checkbox"/> Sometimes (1 or 2 times a month) <input type="checkbox"/> Regularly (1 or 2 times a week) <input type="checkbox"/> Everyday
79	What type of bullying have you been exposed to at your school in the last three months? Mark all that apply to you (read all options)	<input type="checkbox"/> Physical bullying (hitting, kicking, slapping, etc.) <input type="checkbox"/> Verbal bullying (name calling like idiot, rude, dumb, clumsy, fat, etc., teasing, intimidation, etc.) <input type="checkbox"/> Social bullying (lying, spreading rumors about you, embarrass you in public, exclude you from activities, etc.) <input type="checkbox"/> Cyber-bullying (someone send you hurtful emails, videos, photos, calls, etc....)
80	If you have been bullied at school in the last three months in which one or more of the following ways you were bullied? Mark all that apply to you (read all options)	<input type="checkbox"/> I was called mean names, was made fun of in a hurtful way <input type="checkbox"/> Other students left me out of things on purpose, excluded me or completely ignored me <input type="checkbox"/> I was hit, kicked, slapped or shoved around <input type="checkbox"/> Other students told lies or spread rumors about me <input type="checkbox"/> I had money or other things taken away from me or damaged <input type="checkbox"/> I was threatened or forced to do things I don't want to do
81	You were bullied by whom? Mark all that apply to you (read all options)	<input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors <input type="checkbox"/> Principals <input type="checkbox"/> Other school staff (Cleaner, librarian, secretary, etc...)

82	If you have been bullied by other students in the last three months, in which grades the student or the students who bully you? Mark all that apply to you	<input type="checkbox"/> In my grade <input type="checkbox"/> In higher grade <input type="checkbox"/> In lower grade
83	Have you been bullied by girls or boys?	<input type="checkbox"/> Mainly by boys <input type="checkbox"/> Mainly by girls <input type="checkbox"/> By both
84	By how many students have you usually been bullied?	<input type="checkbox"/> Mainly by 1 student <input type="checkbox"/> By a group of 2-3 students <input type="checkbox"/> By a group of 4-9 students <input type="checkbox"/> By a group of more than 9 students
85	Have you talked to anyone that you have been bullied at school in the last three months?	<input type="checkbox"/> No, I am scared I will be judged <input type="checkbox"/> Yes, I have expressed my concerns to my parents <input type="checkbox"/> Yes, I have expressed my concerns to my teachers <input type="checkbox"/> Yes, I have expressed my concerns to my friends <input type="checkbox"/> Yes, I have expressed my concerns to my siblings
86	When last were you bullied?	<input type="checkbox"/> I wasn't bullied <input type="checkbox"/> In the last week <input type="checkbox"/> In the last month <input type="checkbox"/> In the last semester <input type="checkbox"/> In the last 12 months <input type="checkbox"/> I am not sure
87	Why do you think some students are bullies?	<input type="checkbox"/> I am not sure <input type="checkbox"/> They are big and strong <input type="checkbox"/> They think it's fun <input type="checkbox"/> They are "show-offs" <input type="checkbox"/> Their friends encourage them to bully others
88	How often have you been bullied at home in the last three months?	<input type="checkbox"/> I haven't been bullied (skip to Q 92) <input type="checkbox"/> Only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> About once a week <input type="checkbox"/> Several times a week

89	What type of bullying have you been exposed to at your home in the last three months? Mark all that apply to you (read all options)	<input type="checkbox"/> Physical bullying (hitting, kicking, slapping, etc.) <input type="checkbox"/> Verbal bullying (name calling like idiot, rude, dumb, clumsy, fat, etc., teasing, intimidation, etc.) <input type="checkbox"/> Social bullying (lying, spreading rumors about you, embarrass you in public, exclude you from activities, etc.) <input type="checkbox"/> Cyber-bullying (someone send you hurtful emails, videos, photos, calls, etc....)
90	If you have been bullied at home in the last three months in which one or more of the following ways you were bullied? Mark all that apply to you (read all options)	<input type="checkbox"/> I was called mean names, was made fun of in a hurtful way <input type="checkbox"/> I was left out of things on purpose, excluded or completely ignored <input type="checkbox"/> I was hit, kicked, slapped or shoved around <input type="checkbox"/> Others told lies or spread rumors about me <input type="checkbox"/> I had money or other things taken away from me or damaged <input type="checkbox"/> I was threatened or forced to do things I don't want to do
91	At home, you were bullied by whom? Mark all that apply to you (read all options)	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Sister(s) <input type="checkbox"/> Brother(s) <input type="checkbox"/> Grandfather <input type="checkbox"/> Grand mother <input type="checkbox"/> Aunt(s) <input type="checkbox"/> Uncle(s) <input type="checkbox"/> Others
92	When you see a child at your age being bullied, what do you feel?	<input type="checkbox"/> I don't feel much <input type="checkbox"/> I feel sorry for him/her <input type="checkbox"/> I feel sorry for him/her and want to help

Bullying perpetration		
93	How often have you taken part in bullying another student at school in the last three months? Mark all that apply to you	<input type="checkbox"/> I haven't bullied another student (skip the next question) <input type="checkbox"/> Only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> About once a week <input type="checkbox"/> Several times a week
94	If you have bullied other students at school in the last three months in which one or more of the following ways you bullied them? Mark all that apply to you (read all options)	<input type="checkbox"/> I called mean names, was made fun of in a hurtful way <input type="checkbox"/> I kept him/her out of things on purpose, excluded him/her or completely ignored him/her <input type="checkbox"/> I hit, kicked, slapped, or shoved him/her around <input type="checkbox"/> I told lies or spread rumors about other students <input type="checkbox"/> I threatened or forced him/her to do things he/she don't want to do <input type="checkbox"/> I took money or other things from him/her and damage his/her belongings
95	Why do you bully others?	<input type="checkbox"/> I like to show my power <input type="checkbox"/> To be popular at school <input type="checkbox"/> I only bully who bullies me <input type="checkbox"/> My peers encourage me to do bullying <input type="checkbox"/> It is fun <input type="checkbox"/> My high grades enable me to do that <input type="checkbox"/> I feel jealous from others

دراسة معدل انتشار التمر و محددات التمر بين طلاب المدارس في قطاع غزة

التاريخ:.....

الرقم التسلسلي:.....

المعلومات الشخصية و العوامل الإقتصادية والإجتماعية		
1	الجنس	<input type="checkbox"/> ذكر <input type="checkbox"/> أنثى
2	العمر (سنوات) سنة
3	مكان السكن	<input type="checkbox"/> شمال غزة <input type="checkbox"/> غزة <input type="checkbox"/> دير البلح <input type="checkbox"/> خان يونس <input type="checkbox"/> رفح
4	نوع المدرسة	<input type="checkbox"/> حكومة <input type="checkbox"/> وكالة <input type="checkbox"/> خاصة
5	في أي صف أنت؟	<input type="checkbox"/> الصف السابع <input type="checkbox"/> الصف الثامن <input type="checkbox"/> الصف التاسع <input type="checkbox"/> الصف العاشر <input type="checkbox"/> الصف الحادي عشر <input type="checkbox"/> الصف الثاني عشر
6	ما هو المعدل المدرسي الذي حصلت عليه السنة الماضية حسب السجلات المدرسية؟%
7	من وجهة نظرك، كيف تقيم أدائك المدرسي؟	<input type="checkbox"/> ضعيف <input type="checkbox"/> متوسط <input type="checkbox"/> جيد <input type="checkbox"/> جيد جداً <input type="checkbox"/> ممتاز
8	يعتقد والداك أن أدائك المدرسي هو	<input type="checkbox"/> ضعيف <input type="checkbox"/> متوسط <input type="checkbox"/> جيد <input type="checkbox"/> جيد جداً <input type="checkbox"/> ممتاز
9	يعتقدون زملائك أن أدائك المدرسي هو	<input type="checkbox"/> ضعيف <input type="checkbox"/> متوسط <input type="checkbox"/> جيد <input type="checkbox"/> جيد جداً <input type="checkbox"/> ممتاز
10	ما هو الدخل الكلي للعائلة؟ شيكل
11	عدد أفراد الأسرة (الذين يعيشون معك في نفس البيت) فرد
12	هل لديك أخوة و أخوات	<input type="checkbox"/> لا <input type="checkbox"/> نعم، كم عددهم؟
13	ما هو ترتيبك العمري بين إخوانك و أخواتك؟
14	ما نوع العائلة التي تعيش فيها؟	<input type="checkbox"/> نووية: والدي وإخوتي فقط <input type="checkbox"/> ممتدة: والدي و إخوتي و أقاربي
العوامل الأسرية والبيئية		
15	ما هي الحالة الإجتماعية الحالية لوالديك؟	<input type="checkbox"/> متزوجان <input type="checkbox"/> مطلقان <input type="checkbox"/> منفصلان <input type="checkbox"/> أحدهما متوفى <input type="checkbox"/> كلاهما متوفى
16	ما هو المستوى التعليمي لوالدك؟	<input type="checkbox"/> غير متعلم أو ابتدائي <input type="checkbox"/> ثانوي <input type="checkbox"/> أعلى من الثانوي <input type="checkbox"/> ليس لدي معلومات
17	ما هو المستوى التعليمي لوالدتك؟	<input type="checkbox"/> غير متعلم أو ابتدائي <input type="checkbox"/> ثانوي <input type="checkbox"/> أعلى من الثانوي <input type="checkbox"/> ليس لدي معلومات

18	ما هو الوضع المهني الحالي لوالدك؟ <input type="checkbox"/> موظف حكومي <input type="checkbox"/> موظف غير حكومي <input type="checkbox"/> لديه عمل خاص <input type="checkbox"/> متقاعد <input type="checkbox"/> عاطل عن العمل
19	ما هو الوضع المهني الحالي لوالدتك؟ <input type="checkbox"/> موظفة حكومية <input type="checkbox"/> موظفة غير حكومية <input type="checkbox"/> لديها عمل خاص <input type="checkbox"/> متقاعدة <input type="checkbox"/> ربة منزل
20	أقضي وقتاً كافياً ومنتظماً مع والدي نتحدث فيه عن علاقتنا وحياتنا ونقوم بالأنشطة التي أحب
21	أتحدث مع والدي عندما أكون حزينا و متعباً نفسياً و لدي مشاكل و حديثي معهم يجعلني أشعر بالتحسن
22	والدي يشجعاني على التعبير عن مشاعري و أفكاري
23	يحترم والدي قراراتي
24	والدي يعملني بطريقة عادلة ومساوية لإخواني و أخواتي
25	والدي يعززان ثقتي بنفسي
26	أقضي وقتاً ممتعاً مع إخواني و أخواتي
27	أشعر بالاحترام و الحب و الحنان من إخواني أو/و أخواتي
28	يعززون إخواني أو/و أخواتي ثقتي بنفسي
29	لدي أخوة أو/و أخوات يستمعون لمشاكلي و يقدمون لي النصائح الجيدة
30	أشعر بعدم الأمان في البيت
31	كنت شاهداً على نزاعات و خلافات والدي خلال الاثني عشر شهراً الماضية
32	كنت شاهداً على اعتداء و إهانة والدي لإخواني و/أو أخواتي خلال الاثني عشر شهراً الماضية
33	لقد تعرضت للعنف الجسدي (الضرب، الركل، الصفع، الدفع، السحب من الشعر، إلقاء الأشياء علي، إلخ...) في عائلتي خلال الاثني عشر شهراً الماضية
34	إذا أجبت بنعم على السؤال السابق، فمن كان الفاعل؟ علم كل ما يناسبك

35	لقد تعرضت للعنف اللفظي (مناداتي بكلمات مسيئة و بأسماء كريهة مثل غبي، عديم الفائدة، كسول، سمين، إلخ...) في عائلتي خلال الاثني عشر شهراً الماضية	لا <input type="checkbox"/> نعم، حدث ذلك: <input type="checkbox"/> مرة واحدة فقط <input type="checkbox"/> مرتين <input type="checkbox"/> 3-5 مرات <input type="checkbox"/> 6-10 مرات <input type="checkbox"/> أكثر من عشر مرات
36	إذا أجبت بنعم على السؤال السابق، فمن كان الفاعل؟ علم كل ما يناسبك	<input type="checkbox"/> والدي <input type="checkbox"/> والدتي <input type="checkbox"/> أختي <input type="checkbox"/> أخي <input type="checkbox"/> آخرون
العوامل المتصلة بالمدرسة البيئة المدرسية		
37	أحب مدرستي و أشعر بالأمان فيها	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
38	المدرسون في مدرستي يعاملون الطلاب بشكل متساوٍ و بطريقة محترمة	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
39	أتحدث مع المرشد النفسي عندما أشعر بحزن أو ضغط نفسي أو عندما يكون لدي مشاكل فيساعدني و يجعلني في شعور أفضل	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
40	يضع المدير و/أو المدرسون حداً لأي إنتهاكات أو مخالفات للقوانين المدرسية	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
41	أشارك بشكل منتظم في النشاطات المدرسية مثل مباريات كرة القدم و مسابقات الشعر و القراءة إلخ...	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
42	التلاميذ في مدرستي يعتدي بعضهم على بعض جسدياً	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
43	التلاميذ في مدرستي يتبادلون الكلمات المسيئة	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
علاقة القرين بقرينه في المدرسة		
44	أشعر أن أقراني يحبونني و يعاملونني بطريقة جيدة	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
45	لدي زميل/زميلة أتحدث إليه/إليها عن مشاكلي فأجدد دعماً منه/منها	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
46	أحب أن أساعد زملائي في دراستهم وواجباتهم المنزلية و مشاكلهم	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
47	اعتدى علي زملائي جسدياً في الأشهر الثلاثة الماضية	لا <input type="checkbox"/> نعم، حدث ذلك: <input type="checkbox"/> مرة أو مرتين <input type="checkbox"/> 2-3 مرات شهرياً <input type="checkbox"/> مرة أسبوعياً <input type="checkbox"/> عدة مرات اسبوعياً
48	تجاهلني زملائي و استثنوني من اللعب معهم في الأشهر الثلاثة الماضية	لا <input type="checkbox"/> نعم، حدث ذلك: <input type="checkbox"/> مرة أو مرتين <input type="checkbox"/> 2-3 مرات شهرياً <input type="checkbox"/> مرة أسبوعياً <input type="checkbox"/> عدة مرات اسبوعياً

49	أهانني زملائي و شتموني و نادوني بأسماء مهينة في الأشهر الثلاثة الماضية	<input type="checkbox"/> لا <input type="checkbox"/> نعم، حدث ذلك: <input type="checkbox"/> مرة أو مرتين <input type="checkbox"/> 2-3 مرات شهرياً <input type="checkbox"/> مرة أسبوعياً <input type="checkbox"/> عدة مرات اسبوعياً
استخدام التكنولوجيا و شبكة الانترنت و شبكات التواصل الاجتماعي		
50	هل لديك هاتف ذكي؟	<input type="checkbox"/> نعم <input type="checkbox"/> لا
51	هل لديك وسيلة تكنولوجية أخرى غير الهاتف الذكي؟	<input type="checkbox"/> لا <input type="checkbox"/> نعم، اختر: <input type="checkbox"/> التابلت <input type="checkbox"/> الكمبيوتر الشخصي <input type="checkbox"/> اللاب توب <input type="checkbox"/> الأيباد
52	هل لديك اتصال منتظم بالانترنت داخل منزلك؟	<input type="checkbox"/> نعم، طيلة الوقت <input type="checkbox"/> نعم، في أغلب الأوقات <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم
53	هل تستخدم الانترنت خارج المنزل؟	<input type="checkbox"/> لا <input type="checkbox"/> نعم، أين؟ <input type="checkbox"/> قهوي السايبر <input type="checkbox"/> المطاعم و صالات الرياضة <input type="checkbox"/> في بيت قريبي <input type="checkbox"/> في بيت صديقي <input type="checkbox"/> أماكن أخرى
54	كم ساعة تقضي على الانترنت في الأسبوع؟ ساعة
55	أستخدم شبكات التواصل الاجتماعي للحصول على معلومات تخص دراستي	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
56	أستخدم شبكات التواصل الاجتماعي لكي أبقى على اتصال مع أقاربي و أصدقائي	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
57	أستخدم شبكات التواصل الاجتماعي لمشاهدة الأفلام والبرامج	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
58	أستخدم شبكات التواصل الاجتماعي كي أتحدث عن نفسي بحرية	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
59	أخرون أرسلوا لي رسائل و فيديوها و صور و تعليقات مسيئة عبر مواقع التواصل في الأشهر الثلاثة الماضية	<input type="checkbox"/> لا <input type="checkbox"/> نعم، حدث ذلك: <input type="checkbox"/> مرة أو مرتين <input type="checkbox"/> 2-3 مرات شهرياً <input type="checkbox"/> مرة أسبوعياً <input type="checkbox"/> عدة مرات اسبوعياً
60	لقد تلقيت اتصالات سيئة من آخرين مما جعلني أشعر بعدم الأمان في الأشهر الثلاثة الماضية	<input type="checkbox"/> لا <input type="checkbox"/> نعم، حدث ذلك: <input type="checkbox"/> مرة أو مرتين <input type="checkbox"/> 2-3 مرات شهرياً <input type="checkbox"/> مرة أسبوعياً <input type="checkbox"/> عدة مرات اسبوعياً
عوامل اعتلال الصحة		
61	هل لديك أي إعاقات؟	<input type="checkbox"/> لا، اذهب للسؤال 64 <input type="checkbox"/> نعم
62	ما نوع الإعاقة التي تعاني منها؟	<input type="checkbox"/> بصرية <input type="checkbox"/> سمعية <input type="checkbox"/> حركية <input type="checkbox"/> عقلية <input type="checkbox"/> أخرى
63	هل تعرضت للتنمر في الشهور الثلاثة الماضية بسبب إعاقتك؟	<input type="checkbox"/> لا <input type="checkbox"/> نعم، حدث ذلك: <input type="checkbox"/> مرة أو مرتين <input type="checkbox"/> 2-3 مرات شهرياً <input type="checkbox"/> مرة أسبوعياً <input type="checkbox"/> عدة مرات اسبوعياً
64	هل تعاني من أمراض مزمنة؟	<input type="checkbox"/> لا، اذهب للسؤال 68 <input type="checkbox"/> نعم
65	ما نوع المرض الذي تعاني منه؟	<input type="checkbox"/> السكري <input type="checkbox"/> الضغط <input type="checkbox"/> أمراض الجهاز التنفسي <input type="checkbox"/> أمراض الكلى <input type="checkbox"/> أمراض وراثية <input type="checkbox"/> سرطان
66	هل تتناول أي من الأدوية؟	<input type="checkbox"/> نعم <input type="checkbox"/> لا

67	هل تعرضت للتمتر في الشهور الثلاثة الماضية بسبب مرضك؟	<input type="checkbox"/> لا <input type="checkbox"/> نعم، حدث ذلك: <input type="checkbox"/> مرة أو مرتين <input type="checkbox"/> 2-3 مرات شهرياً <input type="checkbox"/> مرة أسبوعياً <input type="checkbox"/> عدة مرات اسبوعياً
68	تتظر لنفسك على أنك	<input type="checkbox"/> نحيف <input type="checkbox"/> ذو وزن مثالي <input type="checkbox"/> ذو وزن زائد <input type="checkbox"/> سمين
69	والداك يعتقدان أنك	<input type="checkbox"/> نحيف <input type="checkbox"/> ذو وزن مثالي <input type="checkbox"/> ذو وزن زائد <input type="checkbox"/> سمين
70	زملاؤك يعتقدون أنك	<input type="checkbox"/> نحيف <input type="checkbox"/> ذو وزن مثالي <input type="checkbox"/> ذو وزن زائد <input type="checkbox"/> سمين
71	هل أنت راضٍ عن وزنك؟	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم <input type="checkbox"/> لا تعليق
72	هل تعرضت للتمتر في الشهور الثلاثة الماضية بسبب وزنك؟	<input type="checkbox"/> لا <input type="checkbox"/> نعم، حدث ذلك: <input type="checkbox"/> مرة أو مرتين <input type="checkbox"/> 2-3 مرات شهرياً <input type="checkbox"/> مرة أسبوعياً <input type="checkbox"/> عدة مرات اسبوعياً
73	هل أنت راضٍ عن مظهرك الخارجي؟	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم
74	هل والداك راضيان عن مظهرك الخارجي؟	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم
75	هل زملاؤك راضون عن مظهرك الخارجي؟	<input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/> لا أعلم
76	هل تعرضت للتمتر في الشهور الثلاثة الماضية بسبب مظهرك الخارجي؟	<input type="checkbox"/> لا <input type="checkbox"/> نعم، حدث ذلك: <input type="checkbox"/> مرة أو مرتين <input type="checkbox"/> 2-3 مرات شهرياً <input type="checkbox"/> مرة أسبوعياً <input type="checkbox"/> عدة مرات اسبوعياً
التعرض للتمتر (ضحايا التمر)		
77	هل تعرضت للتمتر في المدرسة في الأشهر الثلاثة الماضية؟	<input type="checkbox"/> لا، اذهب للسؤال 87 <input type="checkbox"/> حدث ذلك مرة أو مرتين <input type="checkbox"/> 2-3 مرات شهرياً <input type="checkbox"/> مرة واحدة في الأسبوع <input type="checkbox"/> عدة مرات في الأسبوع
78	كم مرة تعرضت للتمتر خلال الفصل الدراسي السابق؟	<input type="checkbox"/> مطلقاً <input type="checkbox"/> أحياناً (مرة أو مرتين شهرياً) <input type="checkbox"/> بشكل منتظم (مرة أو مرتين أسبوعياً) <input type="checkbox"/> يومياً
79	ما نوع التمر الذي تعرضت له في المدرسة في الأشهر الثلاثة الماضية؟ ضع علامة على كل ما يناسبك	<input type="checkbox"/> تتمر جسدي (الضرب، الركل، الصفع، إلخ....) <input type="checkbox"/> تتمر لفظي (مناداتك بأسماء مسيئة مثل غبي، قليل الأدب، أخرق، بدين، إلخ.... ، إغاظتك، تخويفك) <input type="checkbox"/> تتمر اجتماعي (الإفتراء عليك و إطلاق الإشاعات عليك، إحراجك بين الناس، استثناءك من الأنشطة) <input type="checkbox"/> تتمر إلكتروني (إرسال رسائل الكترونية و فيديوهات و صور مسيئة و تلقي مكالمات مخيفة)
80	إن كنت قد تعرضت للتمتر في المدرسة في الأشهر الثلاثة الماضية، لاي من الخيارات التالية قد تعرضت؟ ضع علامة على كل ما يناسبك	<input type="checkbox"/> تمت مناداتي بأسماء مسيئة وتم الاستهزاء بي <input type="checkbox"/> لقد تم استثنائي من بعض الأمور أو النشاطات أو تم تجاهلي كلياً <input type="checkbox"/> لقد تم ضربي، ركلي، صفعي، بطحي، إلخ..... <input type="checkbox"/> قام بعض التلاميذ بالإفتراء علي كذباً و إطلاق الشائعات حولي <input type="checkbox"/> تم أخذ نقودي و ممتلكاتي أو تم تدميرها <input type="checkbox"/> تم تهديدي و إجباري على فعل امور لا أربغ بها
81	ممن تعرضت للتمتر في المدرسة؟ ضع علامة على كل ما يناسبك	<input type="checkbox"/> التلاميذ <input type="checkbox"/> المعلمون <input type="checkbox"/> الاخصائيون الاجتماعيون

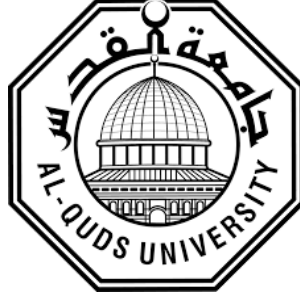
		<p><input type="checkbox"/> المدراء <input type="checkbox"/> آخرون من طاقم المدرسة (السكرتير، عامل النظافة، أمين المكتبة، إلخ...)</p>
82	<p>لو كنت قد تعرضت للتمتع من تلاميذ آخرين، في أي صف كان التلميذ أو التلاميذ الذين تتمروا عليك؟ ضع علامة على كل ما يناسبك</p>	<p><input type="checkbox"/> في فصلي <input type="checkbox"/> في فصل أعلى <input type="checkbox"/> في فصل أدنى</p>
83	<p>هل تعرضت للتمتع من أولاد أم بنات؟</p>	<p><input type="checkbox"/> أولاد <input type="checkbox"/> بنات <input type="checkbox"/> كلاهما</p>
84	<p>كم عدد الطلاب الذين تتمروا عليك؟</p>	<p><input type="checkbox"/> طالب واحد <input type="checkbox"/> 2-3 طلاب <input type="checkbox"/> 4-9 طلاب <input type="checkbox"/> أكثر من 9 طلاب</p>
85	<p>متى كانت آخر مرة تم فيها التمتع عليك في المدرسة؟</p>	<p><input type="checkbox"/> لم يتم التمتع علي <input type="checkbox"/> الأسبوع الماضي <input type="checkbox"/> الشهر الماضي <input type="checkbox"/> الفصل الماضي <input type="checkbox"/> في آخر 12 شهراً <input type="checkbox"/> لست متأكداً</p>
86	<p>هل تحدثت لأي أحد أنك قد تعرضت للتمتع في المدرسة خلال الأشهر الثلاثة الماضية؟ ضع علامة على كل ما يناسبك</p>	<p><input type="checkbox"/> لا، خوفي بأن يتم الحكم علي منعني من ذلك <input type="checkbox"/> نعم، لقد أعربت عن مخاوفي لوالدي <input type="checkbox"/> نعم، لقد أعربت عن مخاوفي لمعلميني <input type="checkbox"/> نعم، لقد أعربت عن مخاوفي لأصدقائي <input type="checkbox"/> نعم، لقد أعربت عن مخاوفي لإخواني و أخواتي</p>
87	<p>لماذا تعتقد أن بعض التلاميذ متممون؟ ضع علامة على كل ما يناسبك</p>	<p><input type="checkbox"/> لست متأكداً <input type="checkbox"/> لأنهم أقوياء و كبار <input type="checkbox"/> لأنهم يظنون أن ذلك مسلياً <input type="checkbox"/> لأنهم يحبون التباهي بذلك <input type="checkbox"/> لأن اصحابهم يشجعونهم على ذلك <input type="checkbox"/> بسبب غيرتهم من بعض</p>
88	<p>هل تعرضت للتمتع في البيت خلال الأشهر الثلاثة الماضية؟</p>	<p><input type="checkbox"/> لا، اذهب للسؤال 93 <input type="checkbox"/> حدث ذلك مرة أو مرتين <input type="checkbox"/> 2-3 مرات شهرياً <input type="checkbox"/> مرة واحدة في الأسبوع <input type="checkbox"/> عدة مرات في الأسبوع</p>
89	<p>ما نوع التمتع الذي تعرضت له في البيت في الأشهر الثلاثة الماضية؟ ضع علامة على كل ما يناسبك</p>	<p><input type="checkbox"/> تتمر جسدي (الضرب، الركل، الصفع، إلخ...) <input type="checkbox"/> تتمر لفظي (مناداتك بأسماء مسيئة مثل غبي، قليل الأدب، أخرق، بدين، إلخ... ، إغاظتك، تخويفك) <input type="checkbox"/> تتمر اجتماعي (الإقتراء عليك و إطلاق الإشاعات عليك، إخراجك بين الناس، استثناءك من الأنشطة) <input type="checkbox"/> تتمر إلكتروني (إرسال رسائل الكترونية و فيديوهات و صور مسيئة و تلقي مكالمات مخيفة)</p>
90	<p>إن كنت قد تعرضت للتمتع في البيت في الأشهر الثلاثة الماضية، لاي من الخيارات التالية قد تعرضت؟ ضع علامة على كل ما يناسبك</p>	<p><input type="checkbox"/> تمت مناداتي بأسماء مسيئة وتم الاستهزاء بي <input type="checkbox"/> لقد تم استثنائي من بعض الأمور أو النشاطات أو تم تجاهلي كلياً <input type="checkbox"/> لقد تم ضربي، ركلي، صفعي، بطحي، إلخ..... <input type="checkbox"/> قام بعضهم بالإقتراء علي كذباً و إطلاق الشائعات حولي</p>

	<input type="checkbox"/> تم أخذ نقودي و ممتلكاتي أو تم تدميرها <input type="checkbox"/> تم تهديدي و إجباري على فعل امور لا أرغب بها	
91	<input type="checkbox"/> الأم <input type="checkbox"/> الأب <input type="checkbox"/> الأخت <input type="checkbox"/> الأخ <input type="checkbox"/> الجد <input type="checkbox"/> الجدة <input type="checkbox"/> <input type="checkbox"/> العمّة/الخالة <input type="checkbox"/> العم/الخال <input type="checkbox"/> آخرون	ممن تعرضت للتممر في بيتك؟ ضع علامة على كل ما يناسبك
92	<input type="checkbox"/> لا أشعر بشيء <input type="checkbox"/> أشعر بالأسف تجاهه/تجاهها <input type="checkbox"/> أشعر بالأسف تجاهه/تجاهها وأرغب بالمساعدة	بماذا تشعر عندما ترى طفلاً بعمرك يتعرض التمر؟
القيام بممارسة التمر (مرتكبي التمر)		
93	<input type="checkbox"/> لا، لم أتممر على أحد <input type="checkbox"/> حدث ذلك مرة أو مرتين <input type="checkbox"/> 2-3 مرات شهرياً <input type="checkbox"/> مرة واحدة في الأسبوع <input type="checkbox"/> عدة مرات في الأسبوع	هل اشتركت في التمر على تلاميذ آخرين في المدرسة خلال الأشهر الثلاثة الماضية؟
94	<input type="checkbox"/> ناديت الآخرين بأسماء مسيئة واستهزأت بهم <input type="checkbox"/> استنثيت آخرين من بعض الأمور أو النشاطات و تجاهلتهم كلياً <input type="checkbox"/> ضربت، ركلت، صفعت، بطحت آخرين <input type="checkbox"/> لقد قمت بالافتراء كذباً و إطلاق الشائعات حول الآخرين <input type="checkbox"/> أخذت نقود و ممتلكات الآخرين و قمت بتدميرها <input type="checkbox"/> هددت الآخرين و أجبرتهم على فعل أمور لا يرغبون بها	إن كنت قد مارست التمر على الطلاب في المدرسة في الأشهر الثلاثة الماضية، ما الشكل الذي مارسته؟ ضع علامة على كل ما يناسبك
95	<input type="checkbox"/> لأنني أحب أن أتباهى بقوتي <input type="checkbox"/> كي تزداد شعبيتي داخل المدرسة <input type="checkbox"/> أنا أتممر على من يتتمر علي فقط <input type="checkbox"/> أقراني يشجعوني على ذلك <input type="checkbox"/> أشعر أن هذا مسلياً <input type="checkbox"/> درجاتي العالية تمكني من ذلك <input type="checkbox"/> غيرتي من الآخرين تدفعني لذلك	لماذا تمارس التمر على الآخرين؟ ضع علامة على كل ما يناسبك

Annex (5): List of experts

No.	Name	Position
1	Dr. Bassam Abu Hamad	Al-Quds University
2	Dr. Yehia Abed	Al-Quds University
3	Dr. Najah Khatib	Al-Quds University
4	Abdelkarim El Majdalawi	MOEHE
5	Jihad Okasha	MOH
6	Rawya Hamam	Gaza Community Mental Health Program
7	Marwa Hamam	Gaza Community Mental Health Program
8	Mohammed Abu Sulaiman	UNICEF
9	Amira Mohana	UNFPA
10	Ghassan Felfel	MOSD

Annex (6): Participation approval letter



نموذج موافقة

عزيزي المشارك/ عزيزتي المشاركة

أنا إبداع أيوب الرئيس طالبة ماجستير في كلية الصحة العامة جامعة القدس. أنا أعمل على أطروحة الماجستير الخاصة بي والتي تعد مطلبًا لإكمال برنامج الماجستير في الصحة العامة.

لقد تم اختيارك بشكل عشوائي للمشاركة في هذه الدراسة التي تهدف لدراسة معدل انتشار التمر و محددات التمر بين طلاب المدارس في قطاع غزة.

إذا أبديت الموافقة على المشاركة في هذه الدراسة، عليك الإجابة على أسئلة الاستبانة مع العلم بأن مشاركتك اختيارية ، ولك الحق في عدم الإجابة على أي سؤال ولك الحق في عدم استكمال الاستبيان. ستكون المعلومات التي ستقدمها سرية تمامًا ولن يتم مشاركتها مع الآخرين. أيضًا، سيتم جمع البيانات على المستوى الجمعي دون الكشف عن أي بيانات شخصية. قد يستغرق هذا الاستبيان ما يقرب من 25 دقيقة.

أقدر لك مشاركتك

الباحثة

إبداع الرئيس

Abstract in Arabic

عنوان الدراسة: دراسة معدل انتشار التمر و محددات التمر بين طلاب المدارس في قطاع غزة

إعداد الباحثة: إبداع أيوب محمد الرئيس

إشراف: الدكتورة/ختام أبو حمد

ملخص الدراسة:

تعتبر ظاهرة التمر مشكلة رئيسية تؤثر على الصحة العامة في جميع أنحاء العالم و يمكن الوقاية منها. إنها أكثر انتشارًا بين الأطفال في سن المدرسة ، ولها آثار ضارة قصيرة وطويلة الأجل على الصحة الجسدية والنفسية للضحايا.

الهدف من الدراسة:

هدفت هذه الدراسة إلى قياس معدل انتشار التمر و العوامل المصاحبة للتمر بين طلاب المدارس في قطاع غزة.

منهجية الدراسة:

تعتبر هذه الدراسة مقطعية وصفية كمية، و قد تم جمع البيانات من خلال إجراء مقابلات شخصية مع الطلاب لتعبئة الاستبيان. شمل مجتمع الدراسة على 490 طالب (263 ذكور و 227 إناث) تتراوح أعمارهم ما بين 12 إلى 17 عام من بيوت القطاع ، حيث تم استخدام عينة عشوائية من إطار عينة دراسة خاصة بصندوق الأمم المتحدة للشؤون السكانية.

وقد تم تحليل البيانات باستخدام الحزمة الاحصائية للعلوم الاجتماعية حيث أجريت التوزيعات ، الترددات ، النسب المئوية و الجداول، كما تم حساب النسب المتوسطة و العامة و الجداول المتقاطعة و استخدام اختبار مربع كاي و اختبار الانحدار اللوجستي لإيجاد العلاقة بين المتغيرات.

نتائج الدراسة:

أظهرت الدراسة وجود معدل انتشار واسع لظاهرة التمر بين الأطفال في سن المدرسة في قطاع غزة يصل إلى 78.8%. كما و أظهرت الدراسة علاقات ذات دلالة إحصائية بين التمر و بعض العوامل الديموغرافية والاجتماعية والاقتصادية مثل الجنس، العمر، ومتوسط الدخل الشهري للأسرة، مكان السكن و عدد أفراد الأسرة. إلا أن النتائج لم تظهر علاقات ذات دلالة احصائية بين التمر و نوع الأسرة وترتيب الميلاد. كما أظهرت النتائج أن العوامل المتعلقة بالأسرة مثل انخفاض تعليم الوالدين ، وبطالة الآباء ، والعلاقة السيئة مع الوالدين والعنف بين الأشقاء والأبوين ، وعنف الوالدين والأشقاء،

وسوء معاملة الوالدين ، كانت مرتبطة إحصائيًا بمخاطر عالية للتعرض للتمتر . لم يتم ربط الحالة الاجتماعية للوالدين والوضع الوظيفي للأمهات بزيادة مخاطر التعرض للتمتر . كما أن النتائج أظهرت وجود علاقة ذات دلالة إحصائية بين التمر و بعض العوامل المتعلقة بالمدرسة مثل الذهاب إلى المدارس العامة، وتحقيق معدل فصلي يتراوح من 50% - 70% في المدرسة ، وجود علاقات سيئة مع المعلمين والأقران ، والحضور في مناخ مدرسي سام. حيث ساهمت هذه العوامل في إرتفاع مخاطر التعرض للتمتر .

ارتبطت عوامل اعتلال الصحة الجسدية مثل الإعاقة والسمنة وعدم الرضا عن المظهر الخارجي وعدم الرضا عن وزن الجسم بشكل كبير بالتعرض للتمتر .

ارتبط استخدام التكنولوجيا وعوامل الإنترنت مثل حيازة الهواتف الذكية والأجهزة التكنولوجية ، والوصول المستمر إلى الإنترنت في المنزل وعدد الساعات التي يقضيها طالب المدرسة على الإنترنت أسبوعيًا بشكل كبير بالتعرض للتمتر . لم يكن استخدام الإنترنت خارج المنزل مرتبطًا بزيادة مخاطر التعرض للتمتر .

الخلاصة:

يعتبر التمر مشكلة شائعة بين الأطفال في سن المدرسة في قطاع غزة. هناك حاجة لتنفيذ تدخلات ضد التمر على مستويات متعددة. على المستوى المحلي ، من المهم تطوير برامج وسياسات وبروتوكولات التدخل لمكافحة التمر لجميع الموظفين والطلاب وأولياء الأمور. على مستوى المدرسة ، يجب أن تلعب المدارس دورًا هاماً من خلال توفير بروتوكولات وقوانين وإجراءات واضحة لمنع التمر، وزيادة وعي الطلاب بهذه الظاهرة ، ودعم الشراكات بين الآباء والمعلمين والمتخصصين في الصحة العقلية لقطع دائرة التمر والضحية والمتفرجين والمساهمة في مناخ مدرسي إيجابي. أما على مستوى الأسرة ، فيجب على الآباء خلق عادات صحية ضد التمر، وبناء ثقة أطفالهم بأنفسهم ، وتعليمهم مهارات حل المشكلات ، وتشجيعهم على مشاركة أفكارهم وخبراتهم لاكتشاف أي تورط في سلوكيات التمر في وقت مبكر وتقليل قابليتهم للمشاركة في مثل هذه السلوكيات.

أخيرًا ، هناك حاجة لإجراء دراسات بحثية لدراسة ظاهرة التمر بين الأطفال.