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**Teachers' Knowledge Attitudes and Practices of School
Bullying among Children in Northern Areas of the West**

Bank of Palestine

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**Teachers' Knowledge Attitudes and Practices of School
Bullying among Children in Northern Areas of the West
Bank of Palestine**

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for the Master's degree of Maternal child health Nursing
Deanship of Graduate Studies- Al-Quds University**

Al-Quds University
Deanship of Graduate Studies
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Thesis Approval


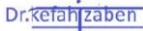
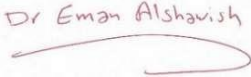
**Teachers' Knowledge Attitudes and Practices of School Bullying of
Children in Northern Areas of the West Bank of Palestine**

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Master thesis submitted and approved date: 29 /5/2024

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Jerusalem-Palestine

1445/2024

Dedication


I dedicate this accomplishment to my father who was a strong advocate for education, and my number one supporter. I express my gratitude and appreciation to all of my family and friends who supported me in carrying out this thesis.

Thanks for them, With all the love and appreciation.

Declaration

I certify that this thesis which is submitted for the degree of master is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Name: Enas Hani Amer

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Date: 29/5/2024

Acknowledgment

I would like to thank God Almighty for making it possible for me to get to this academic level and for making it possible for me to finalize my master's thesis. I would like to convey my sincere gratitude to everyone who helped to finish my thesis.

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Finally, I want to express my gratitude to my parents, who have always stood by my side during my academic career. My father and mother are the most precious things I have in life, and from them, I learned to persevere, no matter the difficulties. My father is my role model. He taught me patience, seriousness, and diligence. To my loving mother, there are no words that can do her justice. She is an example of dedication and giving.

Enas Hani Amer

Abstract

Title of the study: Teachers' Knowledge Attitudes and Practices of School Bullying among Children in Northern Areas of the West Bank of Palestine.

Researcher: Enas Hani Amer.

Supervisor: Dr. Maha Nahal.

Introduction: Bullying among school children is a big concern, as it leads to several negative consequences for the children and their school achievements. School teachers need to have adequate knowledge and the proper level of positive attitude and practices towards how to deal with such phenomenon.

Aim: to examine the knowledge, attitudes, and practices of school teachers of bullying in northern areas of the West Bank of Palestine.

Methodology: The study employed a quantitative design and a convenient sample of 424 school teachers from 22 randomly selected schools in the Northern areas of West Bank – Palestine. Teachers were asked to answer a self-administered questionnaire. The questionnaire was taken from previous studies. It was then modified and distributed online Data analysis was undertaken using SPSS, and ethical considerations were considered.

Results: Teachers had a median age of 42 years old, 60.8% were females, and 54.7% reported facing bullying issues with children before. Median (IQR) knowledge, attitude, and practice scores were 74.29 (5.71), 87.0 (4) and 73.33 (8), respectively, significantly higher among females, older teachers, with higher educational levels, and who faced bullying before with children. Also, more experienced teachers had more positive attitudes and practice, while teachers in boy's schools had less positive attitudes. Significant correlations were found between knowledge and attitude ($r = 0.361$, $p\text{-value} < 0.001$), knowledge and practice ($r = 0.282$, $p\text{-value} < 0.001$) and attitude and practice ($r = 0.290$, $p\text{-value} < 0.001$).

Conclusion: The phenomenon of school bullying among children is worth studying, and school teachers showed high levels of knowledge, positive attitudes, and accepted level of practices in the North West Bank of Palestine. It is recommended to establish more educational training for teachers and conduct further studies in this area in other settings of Palestine.

Keywords: Bullying, School teachers, children, knowledge, attitude, practice.

الملخص:

عنوان الدراسة: معرفة ومواقف وممارسات المعلمين تجاه التنمر في المدارس بين الأطفال في المناطق الشمالية من الضفة الغربية لفلسطين.

الباحثة: إيناس هاني عامر.

المشرفة: د. مها نحال.

المقدمة: يُعتبر التنمر بين طلاب المدارس قضية مقلقة، حيث يؤدي إلى عدة عواقب سلبية بين الأطفال وإنجازاتهم المدرسية. يحتاج معلمو المدارس إلى امتلاك المعرفة الكافية والمستوى المناسب من الاتجاهات الإيجابية والممارسات تجاه كيفية التعامل مع مثل هذه الظاهرة.

هدف الدراسة: تهدف هذه الدراسة الى تقييم مستوى معرفة واتجاهات وممارسة المعلمين الفلسطينيين تجاه التنمر بين أطفال المدارس. وربطها بالعوامل الديموغرافية التي قد تؤثر على مستوى المعرفة والتوجهات والتطبيق. **المنهجية:** استخدمت الدراسة التصميم الوصفي الكمي وكانت العينة ملائمة. بلغ عدد المشاركين من المعلمين والمعلمات 424 والمشاركة تضمنت 22 مدرسة تم اختيارها عشوائياً في شمال الضفة الغربية - فلسطين، وطلب من المعلمين الإجابة على الاستبيان الذي كان مستخدماً في دراسات سابقة. لقد جرى تعديل بسيط على الاستبيان وتمت برمجته على الانترنت لجمع المعلومات. وتم الالتزام بالمعايير الأخلاقية للبحث واخذ موافقة المشاركين. تم تحليل البيانات باستخدام SPSS .

النتائج: كان عمر المعلمين الوسيط 42 عاماً، 60.8% منهم من الإناث، وأبلغ 54.7% عن مواجهة مشكلة التنمر مع الطلاب من قبل. كانت درجات معرفة ومواقف وممارسات المعلمين تجاه التنمر في المدارس بين الأطفال في المناطق الشمالية من الضفة الغربية لفلسطين. الوسيطة (IQR) هي 74.29 (5.71)، 87.0 (4) و 73.33 (8)، على التوالي، وكانت أعلى بشكل ملحوظ بين الإناث، والمعلمين الأكبر سناً، ذوي المستويات التعليمية الأعلى، والذين واجهوا التنمر مع الطلاب من قبل. كما كان لدى المعلمين ذوي الخبرة الأكبر اتجاهات وممارسات أكثر إيجابية، بينما كان لدى المعلمين في مدارس البنين اتجاهات أقل إيجابية. تم العثور على ارتباطات مهمة بين المعرفة والاتجاه ($r = 0.361, p < 0.001$) وبين المعرفة والممارسة ($r = 0.282, p < 0.001$) وبين الاتجاه والممارسة ($r = 0.290, p < 0.001$)

الخلاصة: تعتبر ظاهرة التنمر بين الأطفال في المدارس موضوعاً يستحق الدراسة، وأظهر معلمو المدارس

في شمال الضفة الغربية - فلسطين مستويات عالية من المعرفة والاتجاهات والممارسات الإيجابية تجاه التنمر.

يُوصى بإنشاء المزيد من التدريب التعليمي للمعلمين وإجراء مزيد من الدراسات في هذا المجال في أماكن أخرى من فلسطين.

الكلمات المفتاحية: التنمر، معلمو المدارس، الأطفال، المعرفة، الاتجاه، الممارسة.

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List of Abbreviation

Abbreviation	Full term
WHO	World Health Organization
UNESCO	United Nations Educational, Scientific and Cultural
PGCE	Postgraduate Certificate in Education
BED	Bachelor of Education
UNRWA	The United Nations Relief and Works Agency
SPSS	Statistical Package for the Social Sciences
IQR	Interquartile Range
MOE	Ministry Of Education
KAP	Knowledge, Attitude and practices
SDO	social dominance orientation
PGCE	Postgraduate Certificate in Education
SCT	Social Cognitive theory
MOE	Ministry of education
SDO	Social Dominance Orientation

Chapter One

1.1 Introduction

The public concern about school bullying and children's safety has increased the school teacher's awareness, policy efforts, and research, to prevent and address bullying in schools (Ghada Shahrour, Latefa Ali Dardas, Amja, 2020). Bullying in school can be defined as systematic and repetitive hurtful actions that occasionally occur between peers in both children where imbalances of powers exist (Slattery, George, & Kern, 2019). This can impair school settings in general, and many schools have implemented certain programs, policies, and interventions to provide support and resources for children who are experiencing bullying. This might promote a safe and respectful school environment (Rawlings & Stoddard, 2019). However, understanding the nature and extent of bullying in a specific context is important for developing effective prevention and intervention strategies. Unfortunately, the situation of school bullying among children in Palestine is not well understood, therefore addressing the problem of school bullying and raising the school teachers' awareness is currently needed in Palestine for advocating policy changes toward this important issue.

Bullying can have a significant impact on the lives of bullied children (Majdi Jayousi, 2020). School bullying can cause the affected child to suffer from physical, psychological, social, or educational harm (Lydie A. Lebrun-Harris, Laura J. Sherman, 2020). In addition to the weakness of the bullied children, and the fearful and anxious feelings that they might experience after being bullied, their personality traits, characteristics, and behaviors might be affected. Some children might lose their sense of self-worth (Hana Khaled Al-Raqqad, Eman Saeed Al-Bou, 2017). The negative effects of school bullying on children can be significant and include a range of physical, emotional, and academic problems that impact their development and well-being (Moore et al., 2017; Yosep et al., 2022). Their personality traits, characteristics, self-esteem, and behaviors may also be affected (Jayousi, 2020; Källmén & Hallgren, 2021; Moore et al., 2017; Yosep et al., 2022). The immediate influence on the

bullied child includes poor academic performance, which showed a significant correlation in previous studies (Hana Khaled Al-Raqqad, Eman Saeed Al-Bou, 2017). School avoidance and social isolation were also reported as important consequences (Hall, 2017; Yosep et al., 2022). Moreover, the seriousness of school bullying on the child was conveyed in the previous studies including physical health problems such as headaches, stomachaches, and sleep disturbances, as well as mental health problems including anxiety and depression (Lydie A. Lebrun-Harris, Laura J. Sherman, 2020). Currently, School bullying is considered a complex and challenging problem that might cause physical, social, and academic harm to the bullied child (Lebrun-Harris, Sherman, & Miller, 2020). Therefore, continuous public awareness about the seriousness of school bullying should be emphasized. Creating safe and supportive schools and communities is the responsibility of educators, parents, policymakers, scientific researchers, legislators, nurses, counselors, and the involved children (Gaffney, Ttofi, & Farrington, 2019; Huang, Espelage, Polanin, & Hong, 2019; Shahrour, Dardas, Al-Khayat, & Al-Qasem, 2020). Successful antibullying preventive measures require efforts of educators with the collaboration of the stakeholders (Domínguez-Martínez & Robles, 2019; Yosep et al., 2022). Combating bullying in schools can be achieved by providing videos depicting bullying scenarios, disciplinary actions, parent training, and collaboration among professionals and health providers (Dale, Russell, & Wolke, 2014; Gaffney et al., 2019).

Several types of bullying behaviors have been reported in the Previous research which include physical, verbal, relational, social, and cyberbullying (Jadambaa et al., 2019; Rezapour, Khanjani, & Soori, 2019). Some examples of physical bullying are hitting, pushing, punishing, stealing snacks, and kicking. Verbal Bullying indicates calling bad names and making hurtful jokes. However, social and cyberbullying indicate behaviors such as social exclusion, and spreading rumors, through social media as online social networking (Jadambaa et al., 2019; Rezapour, Khanjani, & Soori, 2019).

The frequency of school bullying is often associated with some important factors as the enclosed school environment and the teacher's knowledge (Wittenberg Lidwina 2015). Teachers' knowledge is seen to

be crucial because it can have influences on how teachers approach and react to school bullying (Yzedin Hajdaraji,2017). Although school teachers cannot be solely responsible for preventing bullying, their knowledge attitudes, and practices can largely influence the impact of school bullying on the children and the consequences of school bullying. Therefore, studying the teacher's knowledge attitudes, and practices toward school bullying is largely needed particularly in low-income countries as Palestine where the situation of bullying might be much complicated.

1.2 Problem Statement

School bullying was shown to be associated with an increase in health-harming behaviors among bullied children which can subsequently affect their health and social development throughout their adult life (Albdour, Lewin, Kavanaugh, Hong, & Wilson, 2017). It has a significant detrimental effect on the mental, physical, and behavioral health of the affected child (Källmén & Hallgren, 2021). Bullying has become a common problem in almost all school systems around the world (Bjereld, Augustine, & Thornberg, 2020; Jadambaa et al., 2019). Currently, the health and development of children are considered an important issue that is often emphasized by governments, national strategies, policies, and healthcare providers (Doré et al., 2019). Therefore, the prevention of bullying among children was an important recommendation of the World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO), and other international organizations (Harvey, Treadway, Heames, & Duke, 2009; O'Higgins Norman, 2020).

However, school bullying might be a serious and complex problem when there is no witness from the school employees such as teachers. Addressing and preventing school bullying is becoming a challenge for school teachers (Gendron et al., 2011; Low et al.; 2010; Schoen & Schoen, 2010). Therefore, understanding the issues of school bullying and implementing a prevention program that works against school bullying requires the involvement of school teachers, legislators, policymakers, school nurses, counselors, children, and parents.

In Palestine, bullying was prevalent among school children and adolescents, and a high prevalence of bullying was linked to individual and environmental factors (Al Sabbah, Vereecken, Abdeen, Coats, & Maes, 2009; Itani, Jacobsen, & Kraemer, 2017; Jayousi, 2020). It is noteworthy to mention that the Palestinian sociopolitical context is unique due to the ongoing occupation and political instability. Additionally, a considerable proportion of the Palestinians are living in refugee camps. Living in unfavorable social, economic, and political conditions could further complicate the consequences of bullying. These economic and political situations in Palestine are expected to increase the likelihood of conditions around school bullying. Adverse effect was reported upon the bullied children in Palestine in which several children were attempting suicide (Abdeen et al., 2018).

Despite the critical role the school teachers play in creating a safe and supportive learning environment for students, the prevalence of school bullying continues to be a significant concern for students, educators, and parents. Global attention has been given to this persistent problem among the children in schools, and its negative outcomes on the physical, social-emotional health, and academic achievement, of these children. However, little is known about the current knowledge, attitudes, and practices of school teachers of bullying in Palestine. The purpose of this study is to examine the teachers' knowledge, attitudes, and practices of school bullying to address bullying in Palestinian schools, identify potential gaps, and inform the development of preventive interventions. This research might also contribute to a deeper understanding of the teachers' ability to deal with school bullying and to inform the development of evidence-based strategies for preventing and responding to bullying in schools. The recommendations of this study were tailored to similar needs and contexts of different schools in Palestine and were informed by best practices on adopting prevention and intervention strategies for school bullying.

1.3 Gap of knowledge

While many studies have investigated bullying among school children in different regions of the world, little is known about the knowledge, attitudes, and practices of teachers of school bullying in northern areas of the West Bank of Palestine.

This study aims to fill this gap, by giving a better understanding of the current state of teacher-led efforts to address bullying in this region. It is intended to assess the knowledge, attitudes, and practices of school teachers of bullying in northern areas of the West Bank of Palestine. Providing a comprehensive understanding of the attitudes and practices of teachers towards bullying is a valuable insight for educators, policymakers, and communities to emphasize their efforts in creating safe and supportive learning environments for children at school.

1.4 Significance of the study

Bullying is a serious issue that has far-reaching negative impacts on the development and well-being of school-aged children. The long-term consequences of bullying can include poor mental health, lower academic achievement, and a greater likelihood of engagement in harmful behaviors later in life. Therefore, developing effective strategies for addressing and preventing school bullying should be largely emphasized.

The crucial role that school teachers can play in dealing with school bullying situations should not be neglected. Despite the importance of this issue, little is known about the current state of teachers' knowledge, attitudes, and practices of bullying in many regions of the world, as well as in Palestine.

Conducting a study on the knowledge, attitudes, and practices of teachers of bullying in northern areas of the West Bank of Palestine is crucial for several reasons. It will provide a much-needed understanding of the current state of teacher-led efforts to address bullying in this region. This study might enable educators, policymakers, and communities to identify any gaps or barriers that may hinder the implementation of preventive measures and to develop culturally-sensitive and evidence-based programs and interventions to address bullying.

Further, the findings of this study will inform the professional development of school teachers to maintenance their knowledge, attitudes, and practices of bullying. Teachers in this study might be influenced to provide more supportive learning environments for children in northern areas of the West Bank of Palestine.

1.5 Aim and objectives of the study

The aim of this study is to examine the knowledge, attitudes, and practices of school teachers of bullying in northern areas of the West Bank of Palestine. In this study, situations in which Palestinian children were exposed to school bullying and how the teachers deal with the bullied, child was explored.

1.6 Objectives of the study

1. Assess the level of teacher's knowledge about some aspects of school bullying including causes, types, and management in northern areas of the West Bank of Palestine.
2. Assess the teacher's attitudes of school bullying in northern areas of the West Bank of Palestine.
3. To identify the teacher's practices of school bullying in northern areas of the West Bank of Palestine.
4. To examine whether the differences in socio-demographic characteristics of school teachers will reflect their overall knowledge, attitude and practice of school bullying in northern areas of the West Bank of Palestine.
5. To examine the relationship between teachers, knowledge, attitudes and practices Of school bullying in northern areas of the West Bank of Palestine.

1.7 Questions of the study

Q1 What's the level of knowledge of teachers about school bullying in term of causes, types, and

management in northern areas of the West Bank of Palestine?

Q2 What are the teachers attitudes of bullying and their perceptions of the extent of the problem in their schools in northern areas of the West Bank of Palestine?

Q3 What's the level of practice of teacher of bullying in northern areas of the West Bank of Palestine?

Q4 What's the relationship between the socio-demographic characteristics of teachers with their knowledge, attitude, and practice of school bullying?

Q5 What's the relationship between teachers, knowledge, attitudes and practices of school bullying in northern areas of the West Bank of Palestine?

1.8 Novelty

This study is novel for the following reasons:

- **Contextual Relevance:** The study provided important insights into the state of teacher-led efforts to address bullying in a specific cultural and geopolitical context, which is the northern areas of the West Bank of Palestine. This information is important for the development of culturally sensitive and effective prevention and intervention efforts.
- **Lack of Previous Research:** There is limited research on the knowledge, attitudes, and practices of teachers of bullying in northern areas of the West Bank of Palestine. By filling this gap in the literature, the study was providing important new information on this topic.
- **Multidisciplinary Approach:** This study combines elements of education, psychology, and sociology to provide a comprehensive understanding of the knowledge, attitudes, and practices of teachers of bullying.

By addressing these areas of novelty, this study was contributed to the existing literature on bullying and provide important insights for the development of effective prevention and intervention efforts in northern areas of the West Bank of Palestine.

1.10 Definition of terms

1.10.1 School bullying

Bullying in school can be defined as systematic and repetitive hurtful actions that occasionally occur between peers in both children where imbalances of power exist (Slattery et al., 2019). Indeed, the definition of bullying should contain the 5 elements (components) of this social phenomenon: 1) intentional, 2) aggressive, 3) unprovoked, 4) repetitive, and 5) involves a power imbalance in favor of the perpetrator.

1.10.2 Children

The term "child" has undergone multiple revisions and varies depending on the country. The Convention on the Rights of the Child, 1989, a United Nations convention, defined a child as "A human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier." This definition encompasses three developmental stages: early, lasting until the age of 6 or 7, middle, lasting until the age of 9 or 10, and late, also referred to as preadolescence, lasting until the age of 12 (Eccles, 1999).

1.10.3 Adolescence

Adolescence is a critical phase of life that lies between childhood and adulthood. This phase encompasses biological growth and maturation as well as significant social role transitions. This phase extends over the age of 10–19 years (Sawyer, Azzopardi, Wickremarathne, & Patton, 2018). It was also referred to the age between puberty and legal adulthood, mostly related to the age between 13 and 19 years old (O'Toole, 2013).

1.10.4 Teacher

A school teacher is defined as an individual who is employed in a primary or secondary school in northern areas of the West Bank of Palestine and has direct interaction with students in a classroom setting. This definition includes both full-time and part-time teachers and includes teachers who teach

subjects such as mathematics, science, English, social studies, and other subjects. The definition may also include school administrators who have regular interaction with students and who play a role in addressing bullying in their schools. This definition is based on the unique context of northern areas of the West Bank of Palestine and may differ from definitions used in other cultural or geopolitical contexts.

1.10.5 Knowledge

Knowledge can be defined as information that has been created inside a cognitive system or is a part of a person's cognitive heritage that is structured and organized. (Bolisani, Bratianu, Bolisani, & Bratianu, 2018; Saunders & Champawat, 1964). Is the ability for humans to comprehend, justify, and discuss ideas, deeds, and intentions. is data that the user has deemed appropriate. When information is sufficiently absorbed, it results in knowledge, alters the person's mental database, and advances both the individual's and the community's development.

1.10.6 Attitudes

An attitude or a tendency to behave a certain way due to a person's upbringing and disposition. They consist of an intricate combination of traits we prefer to refer to as motivations, behaviors, values, and personalities (Pickens, J. (2005)

1.10.6 Practice

The word "practice" as a noun comes from the Greek for "fit for or concerned with action, practical" and the verb "to achieve, bring about, effect, accomplish." As a result, it can be described as the act of continuously performing a behavior to finally learn and perfect a skill (Ericsson, Krampe, & Tesch-Römer, 1993).

Chapter Two

Literature Review

2.1 Introduction

Bullying is a prominent problem that puts safe and healthy learning environments at risk in many educational systems across the globe (Harvey et al., 2009). Several stakeholders, including parents, students, nurses, counselors, legislators, and educators, can be crucial in preventing and ending bullying among children in schools. The roles of nurses, counselors, and educators are to prevent illness, promote health, and assist pupils who have physical, mental, or social challenges. They hold crucial roles in devising strategies to deal with bullying and enhance school safety (Blakeslee, Eboh, Monsen, & Kvarme, 2016). Therefore, the first step in comprehending bullying and developing plans to counter these phenomena would be to evaluate the knowledge, attitudes, and practices of school instructors regarding bullying.

2.2 Definition of bullying

various definitions of bullying have been documented in scholarly works. It has been demonstrated that the various studies' conclusions are impacted by these varying definitions. To find the many definitions of bullying, a thorough search of empirical studies was carried out in significant databases, including Science Direct, Web of Science, Scopus, PubMed, and Wiley Online Library (Younan, 2019). According to the review, some definitions of bullying were created by researchers, while others were derived from the experiences of those who have been bullied. The research that made up the review indicated that variations in the definition of bullying contributed to variations in the prevalence and other outcomes that the studies reported. According to the study's findings, bullying should be defined as behavior that satisfies five criteria: it must be purposeful, aggressive, unprovoked, repetitive, and entails an imbalance of power that benefits the bully. The study suggested that researchers should always give study participants a workable definition of bullying.

The fundamental components of bullying as documented in the literature were examined in a different study (Slattery et al., 2019). Researchers, state and federal laws, school regulations, teachers and other personnel, parents, and students themselves were among the sources of definitions that were examined. Significant discrepancies were found in the definitions of bullying employed by researchers, state and federal laws, school regulations, teachers and other staff, parents, and students, according to the study. The examination also revealed that certain definitions of bullying were lacking or ambiguous. The analysis concluded that imprecise and contradictory terminology hindered our ability to comprehend and gauge the true scope of this significant issue. A common definition would have made it easier to evaluate the effectiveness of the programs designed to stop bullying in schools.

2.3 Perception of teachers about bullying

Before, the views of educators regarding bullying at school were investigated (Nicolaidis, Toda, & Smith, 2002). This study sought to understand how trainee teachers perceived bullying, what coping mechanisms they suggested for students, how confident they were in handling bullying, the need of specialized training, and whether or not sex and primary/secondary education affected these variables. 270 students, ages 18 to 51, who were enrolled in either a four-year degree program in education (BEd) or a one-year Postgraduate Certificate in Education (PGCE) comprised the sample. The participants were given a questionnaire, and within two weeks, the answers were gathered. The aspiring educators understood how critical it was to deal with bullying. Certain components of bullying were accurately known to them, but not all of them. They suggested that the best coping mechanisms for students were to inform their parents and teachers. Most people thought that lessons on bullying prevention should be included in teacher preparation programs. They did, however, seem less confident in their capacity to handle bullying, especially from bullies and their parents. According to the study's findings, teacher-training programs must cover school bullying and are customized to the knowledge and comfort levels of aspiring educators. By doing this, we can make sure that upcoming educators are more prepared to deal with bullying in the classroom. According to a different study, bullying occurs frequently in schools

and is regarded as a common kind of peer aggression (Menesini & Salmivalli, 2017). Three distinct factors—repeat, intentionality, and power imbalance—determine whether a group or individual engages in intentional and repetitive aggressive behavior directed towards a victim who is powerless to defend themselves. Research on bullying began more than 40 years ago. Peer abuse is recognized as a serious and complex global problem. This article was addressing the following topics: the frequency of bullying, the disparities in bullying according to age and gender, the many forms of bullying, the causes of bullying, the length of bullying, and the importance of big surveys carried out in western nations relative to the small number performed in low- and middle-income nations. The definition, time period, and frequency were needing special attention because the prevalence rates vary greatly amongst studies. We also looked at the risk factors, the immediate and long-term effects of bullying, and the most successful preventative measures. Many arguments have been made that there are several reasons why students bully their peers (O’Higgins Norman, 2020). Bullies frequently try to project an air of superiority over their colleagues (Gardella, Fisher, Teurbe-Tolon, Ketner, & Nation, 2020; O’Higgins Norman, 2020). Bullies likely feel that bullying is a good way to show off their physical strength because they want to show off their power and dominance. When they successfully intimidate someone, bullies experience achievement and a sense of power. Regretfully, some bullies mistake bullying for enjoyable combat games (O’Higgins Norman, 2020). In a prior study, 8,531 children provided open-ended answers regarding the reasons they were singled out for victimization and bullying at school (Gardella et al., 2020). The students gave their physical qualities, non-physical personal features, characteristics from outside of themselves, and relational dynamics as the main causes. To find out what secondary school instructors knew about child bullying, another study was carried out (Shamsi, Andrades, & Ashraf, 2019). In Jamshed Town, Karachi, Pakistan, five public and five private schools participated in the cross-sectional survey. Teachers were chosen for the study using stratified random sampling, and it ran from October 2012 to February 2013. Data were gathered using a well-designed survey. According to the survey, 82 (53.6%) of the 153 teachers did not have sufficient understanding regarding bullying in

schools. There was a statistically significant correlation found between teachers' understanding of bullying and their gender (P-value = 0.02), educational background (P-value = 0.05), number of years of experience in the classroom (P-value = 0.04), and educational training (P-value = 0.01). According to this study, over 50% of teachers lacked sufficient understanding regarding bullying in schools. This highlights how important it is for teacher preparation programs to increase their understanding of bullying and the best ways to deal with it in classrooms. Another study examined how a national random sample of teachers perceived and used school bullying prevention initiatives. 359 teachers, or 52.4 percent of the 700 total, took part in the survey (Dake, Price, Telljohann, & Funk, 2003). Less than one-third of teachers set aside time in the classroom to talk about bullying or included students in developing rules against it, even though the majority of teachers had serious interactions with both the bully and the victim.

2.4 Role of teachers in combating bullying

To reduce bullying and spread the norms against school bullying, teachers must be highly effective in combating bullying (Veenstra, Lindenberg, Huising, Sainio, & Salmivalli, 2014). This idea was put to the test by looking at data from the control schools in the Finnish study of the KiVa antibullying program. Multilevel analyses were used to examine data from 2,776 fourth- and sixth-graders. The results indicated a correlation between students' assessments of their instructors' effectiveness in preventing bullying and a decreased incidence of bullying reported by peers. However, over time, peer-reported bullying decreased as a result of students' assessments of their teachers' efforts to curb bullying, which had previously been linked to a higher degree of bullying. Students with pro-bullying views and no anti-bullying measures had the highest prevalence of bullying in classes where teachers were not seen as effective and had to work very hard to decrease bullying. The results highlight the critical role that instructors play in antibullying initiatives and the need for tailored intervention.

Another study looked at the possibility of predicting teachers' responses to student bullying occurrences over time-based on six distinct attitudes toward bullying: perceived seriousness, empathy, attitudes, self-efficacy, and attribution of the bullying (van Gils, Verschueren, Demol, Ten Bokkel, & Colpin, 2023). 59 teachers and 999 upper elementary school pupils participated in the study. Teachers were asked to report on their attitudes on bullying, while students were asked to report on how they thought their teachers handled bullying. The study's findings demonstrated that none of the instructors' opinions toward bullying significantly influenced how they would react in particular situations involving bullying. The purpose of the study was to learn more about how students view instructors' reactions to bullying occurrences.

An additional study examined bullying prevention and intervention initiatives that have been put in place in elementary schools across North America (Rawlings & Stoddard, 2019). Since bullying is more common among teenagers, the majority of anti-bullying programs target this age group; nonetheless, this evaluation concentrates on K–6 programs. The methodology, elements of the interventions, results, and outcomes of ten interventions are examined in this study. Strategies that work are community- and school-wide and employ a variety of methods. In addition to indirect results pertaining to bystanders, school safety, and knowledge or attitudes on bullying, the evaluation concentrates on direct outcomes associated with bullying. The assessment gives advice for helping school health professionals and teachers, as well as recommendations for promising practices in bullying intervention programming that works. Future study directions are suggested in the paper's conclusion. The majority of educators reported that there were no barriers to completing these tasks. It was believed that increased student monitoring, post-bullying measures, and environmental bullying prevention programs were the most effective approaches to reduce bullying difficulties. Preprofessional and ongoing education may be necessary, per the study, to improve instructors' comprehension of useful classroom-based bullying prevention techniques.

2.5 Bullying in the Palestinian schooling system

Although the Global School-based Students Health Survey conducted in 2010 revealed that bullying prevalence among Palestinian refugee students attending UNRWA schools was as high as 52.5%, not much attention is paid to it. The prevalence of bullying at UNRWA schools is high when compared to the global average, which ranges from 7.1% to 70.2%. (Beydoun et al., 2017). When compared to prevalence rates recorded globally, this frequency was thought to be extremely high. In three focus groups, teenagers at the UNRWA-run Haifa School in Lebanon were questioned using qualitative methodologies in order to investigate the factors that contribute to bullying of Palestinian school adolescents in Lebanon (Beydoun et al., 2017). According to the study, both individual and environmental factors influence bullying. The survey also revealed that the teenagers' definitions were not the same as those found in the literature. This study was done on Palestinian refugees in Lebanon that compared school bullying with global bullying. Bullying was not seen by the teenagers as a negative habit. Rather, the teenagers saw bullying as an enjoyable pastime and means of achieving a better self-image. Because the teenagers were exposed to bullying, including the use of guns and beating, the researchers connected these perceptions to the conditions in the refugee camps. These experiences most likely influenced the teenagers' belief that bullying was appropriate conduct. According to the teenagers, they were brought up to fight and defend themselves with knives and pistols. The teenagers thought it was okay to strike and kick someone as long as there were no injuries. The study found that the factors that contributed to bullying in school among teenagers who were refugees differed from those in schools attended by non-refugees. It also recommended that the UNRWA take these findings into account when developing suitable interventions to counteract and eradicate bullying in the schools it oversees.

Among Palestinian school children, the relationships between political violent exposure, suicidality, and bullying (Abdeen et al., 2018). Data from a large sample (5,713) of teenagers enrolled in 100 schools in Jerusalem and the West Bank were gathered for the study. According to the study, there is a

strong correlation between political violent exposure and suicidality. The study specifically demonstrated that, in comparison to bullying victims who were not exposed to political violence, adolescents who were bullied and exposed to political violence had a higher risk of suicidality. The results of a nationwide survey of Palestinian schoolchildren revealed a link between body image problems and risky behaviors like bullying in Palestinian adolescents who were unhappy with their weight (Al Sabbah et al., 2009). The collaborative health behavior in school-aged children questionnaire from the WHO was modified to create the Palestinian health behavior in school-aged children survey, which served as the basis for the study. Data were gathered from 405 schools and 17, 817 teenagers. According to the study's findings, bullying, health complaints, having a negative body image, and watching television are all higher risk activities that are positively correlated with weight dissatisfaction.

Suicidal ideation was linked to experiencing bullying, according to a study done to find out how common suicidal thoughts and plans were among Palestinian school-age adolescents (Itani et al., 2017). Based on the WHO's global school-based student health survey, 14,303 school-aged adolescents in the West Bank, Gaza Strip, and UNRWA camps provided data for the study. Males were more likely than females to have suicidal thoughts and plans, and these behaviors were closely linked to bullying, marijuana usage, tobacco use, lack of close friends, loneliness, sleeplessness, and food hardship. Perceptions of inadequate parental support, skipping school, and engaging in violent altercations and attacks have all been linked to suicidal thoughts. The study found that, in comparison to other nations that took part in the WHO's global school-based student health survey, such as Iraq, Lebanon, Jordan, Morocco, Kuwait, Tunisia, and the United Arab Emirates, Palestinian teenagers reported greater rates of suicide ideation and planning.

2.6 Reasons for Bullying

A recent study was carried out to gather the explanations given by school-aged adolescents as to why certain individuals were singled out for victimization and bullying (Gardella et al., 2020). School-

aged adolescents were invited to submit open-ended comments as part of a qualitative research methodology. A total of 8,531 school-aged teenagers provided replies for the survey. The teenagers at the school gave the following explanations: 1) Relational factors, such as past relationships with men or women, relationships with peers or bullies, belonging to a family, being new, being younger, and getting better or worse grades, 2) physical factors such as height, weight, dress, attractiveness, hair, general appearance, strength/athleticism, and other physical attributes; and 3) non-physical factors such as sexual orientation, demeanor, race/ethnicity, socioeconomic status, voice, religion, and political affiliation.

Another study found that school-aged adolescents supported bullying others for a variety of reasons, such as being irritated, receiving something for free, having fun, being inspired by other bullies, feeling strong, blackmailing, and obtaining goods or money (Rigby, 2012).

2.7 Theories of bullying

Several theories of bullying have been proposed in the literature and discussed the relationship with school bullying. The following psychological theories are discussed to link them to school bullying.

2.7.1 Social cognition theory (SCT)

This theory is considered a special theory for comprehending the focus on social influence and both internal and external social reinforcement. It takes into account the various ways that people learn and retain behavior in addition to the social context in which that behavior is displayed. The lifelong contributions of Albert Bandura to the field of Social Cognitive Theory (SCT) have helped in giving a deeper comprehension of school bullying. The Bandura triadic reciprocal model outlines the SCT principles that are pertinent to bullying in schools (Bussey, 2023). Reducing bullying is an important aim for schools, but managing problematic conduct in children and teenagers is a big task. However, the creation of a customized intervention for bullies has been guided by SCT. Bullying has been characterized as a problem involving social relationships, and this perspective is supported by the

interaction between the victim and their social surroundings. Children who harass their peers display a wide range of complicated psychological, cognitive, and social traits. Therefore, direct assessment of bullying by the teachers and the direct interaction with those who bully others can aid in connecting the teachers to the children (Swearer, Wang, Berry, & Myers, 2014). It can also aid in understanding the individual variance in bullying.

2.7.2 Social Dominance Theory (SDT)

Social dominance theory (SDT) studies how social hierarchies are formed within cultures depending on group membership. According to the social dominance hypothesis, processes ranging from cultural legitimizing ideology to prejudice at various but overlapping levels of social organization create and preserve hierarchical society structure (Sidanius & Pratto, 2012).

This is a multi-level theory that explains how societies uphold group-based dominance. Group-based dominance hierarchies are found in almost all stable societies. These hierarchical groups include one social group as ethnic, religious, national, or racial that holds disproportionate power and benefits from special privileges, while at least one other group has relatively little political clout or ease in its way of life (Felicia Pratto & Andrew L Stewart, 2011). This might hold that people and organizations are driven to bully others in order to acquire and protect social capital, or the advantages of having social connections. For some people, dominance is not an end in and of itself; rather, it is a means to an end (Rigby, 2022).

Social dominance theory (SDT) states that stable inequality among groups is maintained in part through the use of unequal force against subordinate groups (Pratto & Stewart, 2011). This might indicate that people and organizations are driven to bully others in order to acquire and protect social capital, or the advantages of having social connections. For some people, dominance is not an end in and of itself; rather, it is a means to an end (Rigby, 2022). Therefore, bullying can be seen as a form of dominance behavior, because bullies seek to declare their power over peers to establish a higher social

status. This perspective helps to understand the power dynamics that are involved in bullying, and highlights the importance of addressing them in the prevention and intervention strategies in all settings of bullying, including schools. Martin, and Rittenour (2016), suggested that individuals with a high social dominance orientation (SDO), which is the main focus in the dominance theory, are more likely to engage in bullying behaviors. It reflects the individual preferences for hierarchical social structures and inequality among groups. This correlation between SDO and bullying indicates that bullying can be an expression of an individual's own belief in social hierarchies and their desire to maintain a dominant position over others.

2.7.3 Justification Theory

According to justification theory, there is an overarching ideological drive to maintain the situation. This drive is, at least in part, to blame for members of marginalized groups internalizing feelings of inferiority. It is most easily noticed at an implicit, unconscious level of awareness, and, paradoxically, it is sometimes strongest among those who stand to lose the most (Jost, Banaji, & Nosek, 2004). It is possible to classify theoretical explanations of bullying into three basic categories: The first category, the concept of "beast nature" describes the essential, irreversible attribute or nature of something that has to be conceded. The second category of this idea is also known as "environment nature," which describes the assortment of external elements (physical, biological, social, and cultural) that impact an organism's capacity to survive. The third category is the connection between the first category and the second category.

While there are various ways to explain bullying in terms of the "nature of the beast" and/or the surroundings, The "nature of the beast" and/or the "nature of the environment" may be emphasized differently when attempting to explain bullying in schools, but it is generally accepted that a complete explanation of bullying necessitates a look at each of these factors individually as well as how they interact (Rigby, 2022).

2.7.4 Evolutionary theories

The core tenet of evolutionary theory is that environments change over time and across spatial locations. Natural processes are the cause of evolution or change over time. To secure our existence, we adjust both physically and psychologically to issues in our surroundings (Buss, 2019).

A basic explanation of bullying that highlights what is "given" in the nature of living things has been established by evolutionary psychology. Bullying is viewed as an evolved adaptive tactic used by humans and non-humans alike that benefits its practitioners by enabling them to fulfill somatic, sexual, and dominance needs. Bullying theories that focus on evolution recognize the important influence that surroundings can have on the emergence of bullying conduct. Nevertheless, bullying among students occurs in every nation, despite significant differences in the surrounding circumstances (Rigby, 2022).

According to evolutionary psychologists, there is proof that hereditary characteristics have an impact on children's propensity to bully others. Bullying behavior in children has been predicted more recently using genetic material obtained from examinations of blood and saliva samples.

In psychology, the traditional definition of frustration is any situation or stimulus that keeps a person from achieving a goal and the reward that comes with it (Rigby, 2022).

2.7.5 Reinforcement theory

According to the principle of reinforcement, actions are motivated by their results. Positive reinforcement for positive behavior is therefore necessary. Rewarding or punishing negative behavior is not appropriate. Reinforcement theory, a "process" account of motivation, is examined. The four main approaches of applying reinforcement theory—punishment, extinction, positive reinforcement, and negative reinforcement—are explained along with the theory's definition. Each strategy's benefits and drawbacks are described, along with scheduling options and a review of recent studies and the theory's applicability in real-world settings (Villere & Hartman, 1991). This theory rejects the idea that any internal states—like "desire"—are necessary to explain bullying conduct. All bullying, it is said, is best understood

as the result of specific behaviors that are considered bullying being engaged in and receiving positive reinforcement (Rigby, 2022).

2.7.6 Psychoanalytical theory

Sigmund Freud's theory of personality, known as psychoanalysis, links thoughts and behaviors to unconscious conflicts and motivations (Zhang, 2020). In this theory, Freud explained that scapegoating and, or projection are ways in which people tend to protect their egos, which can lead to bullying (Rigby, 2022). Bullying is still recognized as a social issue, making it a pertinent and significant subject in psychoanalytic psychology. The socio-psychological context of bullying as well as the interactions between bullies and victims underline the negative psychological impacts of bullying (Cour, Bonde, & Rosenbaum, 2022). Bullying exposure can have a negative impact on critical components of psychic functioning. For example, childhood bullying experiences are strongly correlated with the development of depression, anxiety, self-harm, and suicide thoughts that can be attempted later in life.

2.7.7 Humiliation theory

Humiliation is defined as “Self-conscious emotion of particularly high intensity that arises when a person is unjustly demeaned by others” (Fernández, 2020). In the concept of bullying among school children, bullying victimization is considered a form of humiliation, because it involves occurring publicly, the suppression of less powerful victim, and leading to the decreased cohesion inside the environment of the school (Bebbington, Dennis, Ford, Meltzer, & Vostanis, 2011). Klein (1991) states that humiliation includes three parties: the humiliator (who performs humiliation), the victim (who experiences humiliation) and the witness (who observes and verify humiliation), which is applied on the school environment.

2.7.8 Organizational Cultural Theory

The basis of this theory is that cultural effects on human acts apply on the organizational level, rather than the individual level, leading to the notion that every organization has its own culture, resulting in that norms and beliefs affect how the organization is functioning and how the problems are solved (Evans & Smokowski, 2016). As the theory when applied to the school environment leads to considering the school as an organization or a climate, Organizational cultural theory in the context of school bullying emphasizes the importance of the entire school community—students, teachers, staff, administrators, parents, and the wider community—committing to an anti-bullying culture. This approach involves a systemic change to the school's organizational culture to alter norms around bullying behavior, making it less likely to occur and less likely to be rewarded. It must establish conditions and processes that support the organization's ability to value, acquire, and use the views of the employees and stakeholders to plan, implement, and evaluate effective anti-bullying strategies (Bowen, Rose, & Ware, 2006; Limber, Olweus, Wang, Masiello, & Breivik, 2018).

2.7.9 Social Capital Theory

The social capital theory according to Hawe and Shiell (2000), is not a singular concept; it includes relational, material, and political aspects with potential positive or negative effects. It changes in form, relating either to tight-knit or loose networks, and its manifestation is depending on the focus—whether on individuals within their immediate social group or on the broader interplay between social institutions. In terms of bullying, the pressure that are involved in bullying produce influence among groups of friends, which is a type of social capital (Frutos, 2013). Enhancing the school's social capital, and encourage an environment where diversity is accepted and where all students feel supported and connected to their school community, might reduce school bullying (Carney, Liu, & Hazler, 2018).

2.7.10 Theoretical framework for development

Developmental theory in social sciences is defined as the study of the nature and sources of growth. It includes studying children's cognitive, language, and social skills, and explores how genetic factors and environmental experiences can affect the child's academic growth. In terms of school bullying, developmental theory can be used to understand how bullying behaviors and the ability to cope with or prevent bullying may develop at different stages of a child's growth. It also give thoughts about how early experiences or witnessing bullying can affect a child's later social development, including their interactions with peers and their overall social adjustment (Joaquim, 2014; Pepler et al., 2006).

2.7.11 Theory of Reaction to Social and Peer Influence

The theory of response to group and peer pressure is concerned with adolescent socialization, and focuses on the influential role of peer groups in forming the behavior and norms of the person, which also discovers how peers can impact one's decisions and actions, by encouraging agreement to group standards (Estrada & Vargas-Estrada, 2013). This theory can connect with school bullying in that specific behaviors among peers may become normalized based on the group's attitudes and actions. If bullying is accepted or even rewarded within the group, individuals may feel pressure to correspond to these norms. Conversely, if the group condemns and criticizes bullying and supports the victims, it can create an environment where bullying is less likely to occur, and therefore peer group dynamics significantly influence the occurrence and persistence of bullying and that effective bullying interventions must address these group-level processes (Salmivalli, 2010).

2.7.12 Theory of restorative justice

Restorative justice is an approach that emphasizes repairing the harm caused by crime and wrongdoing. It's a process that brings together victims, offenders, and community members to find ways to mend relationships and address the aftermath of offenses, which contrasts with traditional justice

systems that focus on punishment and retribution (McCold & Wachtel, 2012). In the context of school bullying, restorative justice can offer a framework for addressing harm by involving all stakeholders in a dialogue that aims to heal relationships and reintegrate offenders into the community in a constructive manner. This method can lead to greater accountability, and victim satisfaction, and potentially reduce repeat offenses by focusing on the needs and responsibilities of everyone involved (Morrison, 2006, 2013).

2.8 Impact of bullying on the mental health, physical health, behaviors, and school performance of the victims

2.8.1 Mental and psychological health issues

Recent research indicates that bullying significantly contributes to mental illness in a large number of teenagers and adults (Moore et al., 2017). It has been demonstrated that school bullying has an impact on mental health that lasts into late adolescence and adulthood. These mental health conditions can result in suicidality and self-harm (Källmén & Hallgren, 2021). Additionally, research revealed that being bullied at school raised the risk of melancholy, anxiety, drug misuse, and suicidality (Lebrun-Harris et al., 2020).

2.8.2 Physical and psychosomatic health issues

Bullying frequently entails physical aggression such as striking, kicking, beating, and the use of weapons like knives and other dangerous objects. As a result, bullying frequently causes bodily harm such fractures and injuries (Dussich & Maekoya, 2007; Peng et al., 2019). Furthermore, studies have linked bullying to psychosomatic health problems such as anxiety, tenseness, appetite loss, insomnia, irritability/bad temper, dizziness, and abdominal pain (Fekkes, Pijpers, & Verloove-Vanhorick, 2004).

2.8.3 Behavioral and social issues

Bullying victims have reportedly refused to attend conferences, workshops, and other school-related events (Ochi et al., 2020). It has been suggested that adolescent interactions with parents, siblings, classmates, and living conditions have a significant impact on the development of emotional, social, and cognitive skills. The family is arguably the most significant socialization context (Wachs et al., 2020). Additionally, prior research demonstrated that teenagers who experienced bullying at school were more likely to display criminal activity, partake in dangerous activities like drug usage, and perform poorly academically (Samara, Da Silva Nascimento, El-Asam, Hammuda, & Khattab, 2021).

2.8.4 Academic achievement

According to research, there is a strong link between being bullied at school and poorer academic performance because harassed adolescents may find it difficult to concentrate and study (Jayousi, 2020).

2.8.5 Cyberbullying problems

It is crucial for students and teachers working in an academic setting to be aware of how to handle these circumstances and to look for resources that can assist each student learn, as cyberbullying impacts a significant number of students and has been proved to be an issue over time in daily life (González Moreno, Laura Manuela, et al,2023). This study's main objective is to ascertain the level of expertise that professors at a prestigious university in Bogota have in handling cyberbullying situations. Ten teachers were selected for this study because they had little to no experience dealing with instances involving cyberbullying and hence shown little to no understanding of the issue.

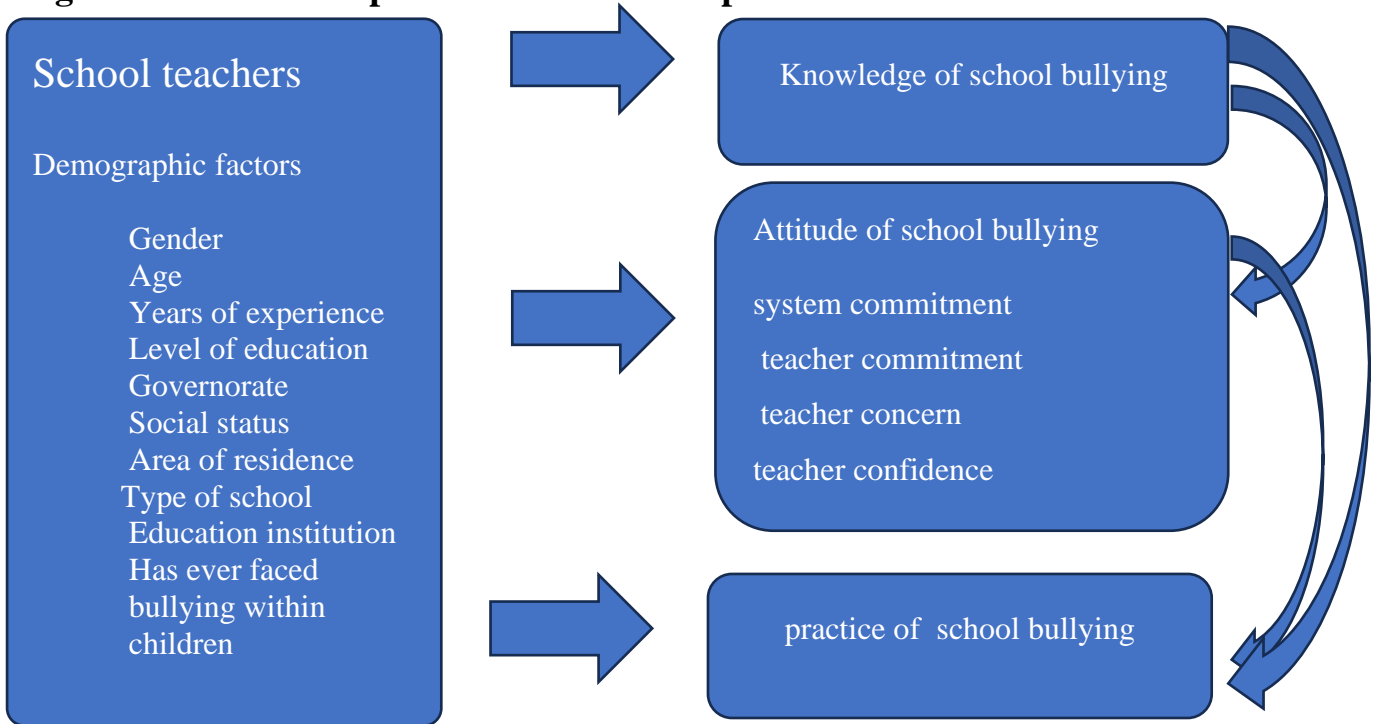
Chapter Three

Conceptual Framework

3.1 Introduction

This chapter contains the research variables' measurement techniques, as well as the conceptual and operational definitions of the dependent and independent variables. This framework would provide a comprehensive understanding of the knowledge, attitudes, and practices of teachers of bullying in northern areas of the West Bank of Palestine.

Figure 3.1 :The conceptual framework is depicted in



3.2 Independent factors:

The independent factors in this study include the Sociodemographic characteristics of school teachers as age, gender, years of experience, education level, social status, governorate, location of residence, kind of school, educational institution, and whether or not the teacher has ever had to deal with bullying issues involving his children.

3.4 operational definitions of the dependent variables:

- **Knowledge:** in this study, Teachers' knowledge about school bullying was assessed through a self-administered questionnaire that included 35 close-ended questions that had two options (Yes/No). Questions that examined the teacher's knowledge were taken from the previous studies and mainly focused on the teacher's knowledge about the definition of school bullying, causes of school bullying, characteristics of the bullied child, parents' reaction, the effect of bullying upon the child and the family and others.
- **Attitudes:** The second component examined the level of attitudes of teachers towards bullying and their perceptions of the extent of the problem in their schools and how to minimize the bullying in school. This variable would reflect the level of attitudes of teachers about bullying, effective prevention, and intervention strategies. Teachers' attitudes about school bullying were examined through a self-administered questionnaire using a 5-level Likert scale of agreement (from strongly agree to strongly disagree)—contains three domains: domain one—assessing system commitment; domain two—assessing teacher concern; and domain three—assessing teacher confidence toward school bullying.
- **Practices:** The third component would evaluate the practices of school teachers toward school bullying. It will assess how teachers in school can solve problems and the consequences of school bullying. Teachers' practices toward school bullying were assessed through a self-

administered questionnaire that includes the questions using a 5-level Likert scale of frequency (from never to always). Studying how the teachers will respond to the events of bullying at school and how they will communicate with the bullied child might help in identifying the most common practices. Further, it might identify the obstacles and challenges that faced school teachers in solving the issues of school bullying. Results might identify areas that need improvement and explore some strategies for the prevention and management of school bullying.

Chapter Four

Methodology

4.1 Introduction

This chapter includes the study design, target population, study setting, sample and sampling, instrument, ethical considerations, data collection procedure, pilot of study, and data analysis. This part defines well the research method applied for conducting this study. Also clearly explains the way necessary information and data are addressed. Justifications and rationalization for used selected research design, population, data collection instruments, sources of data, techniques of data collection and procedure, presentation of data, analysis method, and analytical techniques used are presented.

4.2 Design

This is a descriptive cross-sectional study design. This design is simple, easy, and quick to conduct, it allows the researcher to know the knowledge, attitude, and practice of teachers towered school bullying in children without affecting learning.

4.3 Setting

The Government Schools of the Northern regions of the West Bank of Palestine are included in this study. These schools are located in the following governorates (Nablus, Jenin, Qabatiya, Tubas, Tulkarm, Qalqilya). Government schools that serve boys, girls, and mixed schools are all included.

4.4 Instrument

A self-administered questionnaire was used to assess the teacher's knowledge, attitude, and practice of school bullying among children in the northern area of West Bank – Palestine. The questionnaire was taken from the previous studies of Ken Rigby (2017), and Tanya N Beran (2013). These studies focused on assessing teacher knowledge, attitude, and practice of school bullying. The questionnaire then went under the process of modification to some points in the questionnaire to suit the school situations in Palestine.

This questionnaire is composed of four parts: Part one is demographic data, including age, gender, experience, academic qualification, and others. Part two: measuring the school teachers' knowledge about school bullying, using close-ended questions that had two options (Yes/No), where true answers are pre-defined by the researcher. Part three—assessing the school teachers attitudes of school bullying, using a 5-level Likert scale of agreement (from strongly agree to strongly disagree)—contains four domains: domain one—assessing system commitment; domain two—assessing teacher commitment; domain three—assessing teacher concern; and domain four—assessing teacher confidence. Lastly, part four: questions to assess the school teacher's practices of school bullying, using a 5-level Likert scale of frequency (from never to always).

The scoring of knowledge was based on calculating the number of correct answers for each teacher, where the correct answer was coded as “1” and the incorrect answer as “0”, and then sum them to a total out of 35, then transformed to a score out of 100% to facilitate and unify comparisons with other domains. Similarly, the coding of attitude levels was “1” for strongly disagree to “5” for strongly agree, and then was summed for each of the teachers for each domain and the whole scale. The higher scores indicate more positive attitude levels. The direction of the statements was considered, a reverse coding was done for negative statements (that indicate negative attitudes), and then the scores were transformed to a score out of 100% to unify the scoring of all domains with the whole scale and facilitate comparison. Lastly, the scoring of the practice level was done in a similar way to the attitude level, with higher scores indicating more positive practices.

4.5 Validity and reliability of the instrument

The instrument of this study was derived from the previous studies of Ken Rigby 2017, and Tanya N Beran (2013). Modifications to the questionnaire were done by the researchers through conducting several meetings together to discuss and refine the modified questionnaire, and to address the items that need clarification or improvement. Further, to ensure that it is congruent with the aim and specific

objectives of the study. To confirm the suitability of this questionnaire and its relatedness to the study purpose the researchers in this study reviewed every item and made the modifications that make it clear and consistent with the culture and values of Palestine. Then the modified questionnaire was sent to an expert in the fields of school bullying and child health for validation. The face and content validity of the questionnaire were evaluated by these experts and they were asked to rate the items in the questionnaire for suitability of inclusion. Their comments were valuable and the final version of the questionnaire was built accordingly. Further modifications were done after getting the comments from the experts who provided feedback on some items as well as modifications to the Likert scale by asking to use a point instead of a three-point Likert scale. of the questionnaire. After incorporating the suggested modifications, the questionnaire was sent back to the expert for review to determine if any additional changes were necessary. Once the experts were satisfied with the questionnaire's content, they approved using the questionnaire after the professional translation into Arabic.

Then the questionnaire was sent to a professional translator to translate it into Arabic language to be used by the study participants. After translation, the questionnaire was reviewed by the researchers and the experts in the field to confirm the accuracy and clarity of the items. The final revision approved that the translated questionnaire was clear and maintained the intended meaning. It ensures linguistic accuracy and sensitivity to the Arabic culture. This rigorous approach of modifying and translating the questionnaire enhances the reliability and validity of the research instrument. Once the questionnaire was finalized and validated, it was submitted to the Ministry of Education for their permission to conduct the study. The Ministry of Education also reviewed the questionnaire to ensure its clarity and appropriateness for the teachers. Then the questionnaire was structured online upon their request.

A pilot study was conducted among about 10% of the sample size and they were excluded from the sample size. The internal consistency of the items in the questionnaire was tested using Cronbach's alpha. Cronbach's Alpha of attitude was 0,798, and for the practice was 0,775 its acceptable. A

Cronbach's alpha of > 0.70 would be considered acceptable. in this study.

4.6 Sampling Method

The study recruited a convenient sampling of teachers inside randomly selected schools. The list of the schools in Northern districts was obtained from the ministry of education (MOE), and includes 484 schools. Then, schools in this study were selected from each directorate by using a systematic random sampling. The name of the 484 schools was inserted into a randomization software, resulting in the selection of 22 schools out of 484 schools, which means that 1 of each 22 schools was selected randomly.

The teacher's participation in the study depended on the convenience sampling method, in which the researcher used the available questionnaires that were fulfilled and returned by the participated teachers. The researcher sent the questionnaire to the administrators of each school. They were given the on-line forms of the questionnaire and were asked to help in informing the teachers about the research study together with the researcher. Teachers were informed about the study and were asked to fulfill the questionnaire on line.

4.7 Sample size

The sample size was calculated according to the total number of teachers working at the given list of schools in the northern area of the west bank of Palestine which was 7555 teachers. The calculated sample size was 440 teachers. The questionnaire was sent out via the Internet to a random sample of the chosen schools. The questionnaire was distributed to 440 teachers, however, 16 teachers out of the 440 did not submit the questionnaire online. The response rate was 96.4%, which is considered very high, and helps in the representation of the overall population. The final sample number was 424 teachers distributed in different schools and from different districts in the northern area of West Bank Palestine. Teachers from the 22 schools, who participated in this study were convenient participants. No matter

where a sample is located, the researcher is not allowed to interact with it. The following table distributes the names and locations of the selected schools, and the number of teachers who participated in the study from each school.

Table 4.1: Distribution of the number of schools in each district and number of participating teachers from each school

	Name of schools from Tulkarm (4)	Number of teachers
1	Male martyrs of Beit Lid secondary school	20
2	Pharaon secondary boys	23
3	Beit Led Secondary Girls	22
4	Basic Girls of Jerusalem	21
	Name of schools from Qabatiya (6)	Number of teachers
1	Kufr-raei girls basic Masqat	24
2	Martyr Sami Taha Secondary School for Girls	26
3	Ceres High School for Boys	19
4	Alraama Mixed secondary	23
5	Azzun Atma Secondary Girls	18
6	Falamia Mixed Secondary School	17
	Name of schools from Tubas (2)	Number of teachers
1	Ain Al-Bayda Secondary Girls	18
2	Martyr Yasser Arafat Basic Girls	26
	Name of schools from Nablus (5)	Number of teachers
1	Salem - Deir Al-Hatab secondary school for boys	14
2	Rugib secondary school for girls	20

3	Sheriff Sobouh Elementary for Boys	24
4	Burhan Kamal Basic Boys	16
5	Abu Bakr Al-Siddiq Primary School for Boys	21
	Name of schools from Jenin (5)	Number of teachers
1	Males of Nazlat Sheikh Zaid Secondary School	10
2	Bilal Al-Awsat Elementary School for Boys	20
3	Al Hashemite secondary school for boys	16
4	Torah secondary girls	12
5	The basic alhaji of Hajj Ibrahim Al-Khalil	14
	Total number of schools in the all districts =22 school	Total number of teachers =424

Teachers from the 22 schools, who participated in this study were convenient participants. the questionnaire is sent out via the Internet to a random sample of the chosen schools. No matter where a sample is located, the researcher is not allowed to interact with it.

4.8 Population and Sampling

The target population of this study are teachers who are working at the selected governmental schools in North West Bank - Palestine. No specific age, gender, level of education or bulling knowledge is a condition for participation. The study was recruiting teachers based on convenience sampling. The representative sample size was calculated based on the needed sample for each group using a computerized formula. The sample size would be calculated based on the teacher in the governmental school in northern regions of the West Bank of Palestine.

The sample size was calculated at a 95% confidence interval based on Daniel's formula that is embedded in Raosoft sample size calculator. A margin of error of 5% was tolerated and response distribution 50. Total number of teachers who worked at selected schools are 7555 teachers, the sample

size calculated to be representative was at minimum 366+ 10% which need 424 teachers.

Statistician consultation was adopted to ensure sample size calculation for experimental research.

4.9 Eligibility Criteria

4.9.1 Inclusion criteria

The teacher would be included in the study when they meet the following criteria:

- A Palestinian nationality.
- Teaching in one of the governmental schools in the northern regions of the West Bank of Palestine
- Teachers who teach children at least in one class.
- Teachers who agreed to participate in the study.

4.9.2 Exclusion criteria

- Teachers who are absent on the day of data collection.
- Teachers in administrative role and not give any class.
- Volunteer to train teachers in schools.

4.10 Pilot study

Piloting was also done by distributing the questionnaire to 10% of teachers (44 teachers) from girls' and boys' schools and it was excluded from the sample size. The pilot study was conducted to confirm the tool's clarity and the data-gathering method's visibility. The feedback was positive in that questions were interconnected, clear, and comprehensive, and there was interaction. Also, the mean time spent answering the tool was between 15 and 20 minutes and was satisfactory to them.

4.11 Study period

The study was conducted in the period between October and February 2024.

4.12 Data Collection tools and process

The researcher sent a letter to the Ministry of Education asking for their permission to conduct the study in government schools. Interestingly, the questionnaire received approval from the Ministry of Education but they asked the researcher to structure the questionnaire online. The researcher then contacted the principals of each school and assigned a date for visiting the school and meeting the principals. The researcher met the principals of each school, explained to them the aim and objectives of the study, and gave them an official facilitation letter to get their permission to conduct the study online. The principals of the selected schools facilitate the process of data collection and ensure that each teacher will receive a copy of the questionnaire along with any necessary instructions. Teachers were informed about the timeframe to complete the questionnaire and submit it to the researcher.

Adherence of the study to the ethical considerations including the consent form, anonymity, and confidentiality was also ensured and explained to the principals of the selected schools. After structuring the questionnaire online, its link was submitted to each principal through email. Principals in the targeted schools were asked by phone to disseminate the questionnaire link to all the teachers who are currently working at these schools. Then through the period of collecting the data, the researcher phoned the principals of schools two to three times and asked them to remind the teachers about filling out the questionnaire.

The researcher received the filled questionnaires from the participants of different schools and saved them in a file until the whole process of collecting data was finished and no more questionnaires were received. The total number of the returned questionnaires was 424 out of the expected 440 questionnaires. The researcher faced some difficulties in collecting the data through the initial phase in terms of contacting the MOE asking for their permission to meet the principals of the selected schools to get their agreement to participate in the study and to help in asking the teachers to fill the questionnaire online.

4.13 Data analysis

The data were entered into MS Excel Spreadsheets from the online Google Form and then transferred into Statistical Package for Social Sciences (SPSS). Descriptive statistics were generated as appropriate, including frequencies and percentages of the categorical variables and responses to items of the KAP scales, which followed the normality test to determine the distribution of the data, and were found to be not normally distributed, as described in the results chapter. Therefore, medians with their interquartile ranges (IQR) were computed for the scale variables.

Depending on the normality of the distribution of the data, the appropriate non-parametric statistical tests were used, including Mann-Whitney U and Kruskal-Wallis tests for the differences in knowledge, attitude, and practice mean rank scores across teacher's demographic factors, and correlations were assessed either using Spearman's correlations.

Also, levels of KAP were transformed from scale to categorical forms and were classified into three classes (poor, acceptable, and good), where scores of less than 60% were rated as poor, 60 – 80% were rated as acceptable, and higher than 80% as good.

4.14 Ethical and Administrative Considerations

Before conducting this study, approval was obtained from the ethical scientific research committee of Al-Quds University. Permission to conduct the study was taken from MOE. Agreement of the principles at each school was taken and the participants signed the consent before filling the questionnaire. The teachers were informed through the attached informed consent inside the online questionnaire that their participation is voluntary and anonymous, which means that no names, contacts, or identification information was collected. Strict measures were taken to ensure the anonymity and confidentiality of the participants and the data collected, including the absence of access to data unless using the researcher's email that was made specifically for the study.

Chapter five

Results

5.1 Introduction

The following chapter presents the descriptive and analytical results of the current thesis, where descriptive results are concerned with the frequencies and percentages of the participants' responses to their demographic data and the items of knowledge, attitude and practice (KAP) scales of bullying. Moreover, the analytical results investigate the relationship between participants' demographic factors (as independent variables) and the scores of KAP of bullying (as dependent variables), as well as the correlations between KAP scales.

5.2 Normality test

First, the distribution of the data is investigated to be tested if it follows the normal curve or not. The following table (Table 5.2.1) shows that the significance level of both normality tests is < 0.001 , which indicates the rejection of the null hypothesis of the normal distribution, and therefore the data of the current thesis does not follow the normal distribution. This results in the use of non-parametric statistics, where median and interquartile range (IQR) is used instead of mean and standard deviation (SD), and non-parametric tests was used for the relationships and correlations.

Table 5.2.1: Results of normality tests

Normality test name	Test statistic	p-value	Interpretation
Kolmogorov-Smirnov	0.086	< 0.001	Not normal
Shapiro-Wilk	0.952	< 0.001	Not normal

5.3 Demographic data of the teachers

Table 5.3.1 presents the demographic distribution of teachers, and shows that the majority of the teachers are female (60.8%), and the age distribution is fairly even across the ranges of 20-40 years, with a slight decrease in those aged 41 and older (10.1%). Most teachers have significant experience,

with only 28.8% having 1-5 years, and the rest having more than 6 years. Educational levels are varied, with no representation from the high diploma category and a near-equal distribution among diploma (26.4%), bachelor (27.6%), master (23.6%), and PhD holders (22.4%). The teachers are spread across different governorates, with Nablus (21.9%), Tulkarem (20.3%), Jenin (19.8%) and Qabatiya (19.3%) being the most common. Over half are married (55.9%), and the residency is almost evenly split among city (35.4%), village/town (31.6%), and camp (33.0%). In terms of school type, there is a slight preference for girls' (37.5%) and mixed (34.2%) schools over boys' (28.3%) schools. Lastly, more than half of the teachers (54.7%) have faced bullying issues with their children.

Table 5.3.1: Distribution of teachers' demographic data

Variables	Values	Frequency	Percentage
Gender	Male	166	39.2%
	Female	258	60.8%
Age (in complete years)	20 - 25 years old	108	25.5%
	26 - 30 years old	90	21.2%
	31 - 35 years old	91	21.5%
	36 - 40 years old	92	21.7%
	41 years and older	43	10.1%
	Median (IQR), Min – Max)	42 (19), 22 – 58	
Experience	< 1 year	0	0.0%
	1 - 5 years	122	28.8%
	6 - 10 years	148	34.9%
	> 10 years	154	36.3%
Academic educational level	Diploma	112	26.4%
	Bachelor	117	27.6%
	Master	100	23.6%
	PhD	95	22.4%
Governorate you teach at	Tulkarem	86	20.3%
	Qabatiya	82	19.3%
	Qalqilya	35	8.3%
	Tubas	44	10.4%
	Nablus	93	21.9%
	Jenin	84	19.8%
Marital status	Single	187	44.1%
	Married	237	55.9%
	Other*	0	0.0%
Residency	City	150	35.4%
	Village/town	134	31.6%
	Camp	140	33.0%
School type	Boys	120	28.3%
	Girls	159	37.5%
	Mixed	145	34.2%
Did you face bullying issue before with your students?	Yes	232	54.7%
	No	192	45.3%

* = Other category includes divorced and widowed participants

5.4: Level of knowledge among teachers in Northern West Bank about bullying among children

The following table (Table 5.4.1) distributes the answers of the teachers towards sentences of their level of knowledge about bullying, with the correct answer identified for each sentence. For the most correct answers, teachers showed a high level of understanding in certain aspects of bullying. All teachers (100%) recognized that bullying is an abuse of power, showing a clear understanding of its primary definition. Almost all teachers (98.1%) correctly identified that resolving bullying issues should not be solely left to parents, reflecting awareness of the need for institutional intervention. Similarly, a majority (96.7%) disagreed with the belief that classroom management is unrelated to bullying, showing an understanding of the essential role of classroom in preventing bullying. Moreover, 94.8% correctly viewed unfair exclusion as a form of bullying, and 93.4% agreed that bullying stems from a desire to hurt, indicating a comprehensive understanding of the various forms and motivations of bullying behavior among children.

Moreover, 75.5% correctly understood the goal of restorative practices in inducing remorse in offenders, indicating a good familiarity with this approach to conflict resolution. In addition, 63.7% correctly disagreed that bullied children never act provocatively, while nearly half of the teachers (50.2%) accurately believed that bullying decreases upon transitioning from primary to secondary school, indicating a less understanding about the persistence of bullying across educational stages. Similarly, only 49.1% were aware of the Support Group Method's role in resolving bullying, and just over half (54.7%) understood the role of peer supporters in mediation, indicating areas where further training and education might be beneficial.

Table 5.4.1: Distribution of teachers' responses towards items of knowledge about bullying among children

Sentences	True		False		Correct answer
	Freq.	Percentage	Freq.	Percentage	
1. School Bullying occurs when children or a group of children repeatedly abuses their power over someone.	424	100.0%	0	0.0%	True
2. Unfair exclusion of a child is a form of bullying	402	94.8%	22	5.2%	True
3. My school has employed a social skills training to help children to avoid being bullied.	141	66.7%	283	33.3%	True
4. Bullying is the desire to hurt someone or put them under pressure.	396	93.4%	28	6.6%	True
5. Positive behavior support commonly makes use of a nonpunitive strategy for dealing with cases of schoolyard bullying.	383	90.3%	41	9.7%	True
6. Schools have no legal obligations in responding to cases of bullying.	245	57.8%	179	42.2%	False
7. Children identified as repeated victims of school bullying in primary schools have been reported as having much poorer mental health than others as adults	369	87.0%	55	13.0%	True
8. When children leave their primary school and enter a secondary school, bullying typically decreases.	211	50.2%	213	49.8%	False
9. Peer supporters are sometimes trained to be mediators to resolve children conflicts	232	54.7%	192	45.3%	True
10. Children who are bullied never act provocatively.	154	36.3%	270	63.7%	False
11. Some children quit bullying when they become aware of the hurt, they have caused.	266	37.3%	158	62.7%	True
12. The most effective way of stopping a case of bullying is to punish the offender.	278	34.4%	146	65.6%	False
13. The Support Group Method involves a meeting at which the perpetrators of the bullying are invited to meet with some supporters of the victim to help resolve the problem.	208	49.1%	216	50.9%	True
14. Parents of children who are being bullied should sort out the problem with the parents of the bully.	416	1.9%	8	98.1%	False
15. Classroom management is unrelated to bullying among schoolchildren.	410	3.3%	14	96.7%	False
16. Restorative practices seek to induce a state of remorse on the part of the offender.	104	75.5%	320	24.5%	True
17. Children who are cyberbullied are more often than not also being bullied at school using traditional means.	335	79.0%	89	21.0%	True
18. According to teachers, their interventions in cases of bullying are successful in about two cases out of three.	301	71.0%	123	29.0%	True
19. For mediation to occur those involved should be free to discontinue their involvement in the procedure if they so wish.	355	83.7%	69	16.3%	True
20. Children should be taught to delete every offensive message they receive on their computer.	320	24.5%	104	75.5%	False
21. Children are more likely to tell their teachers than their parents if they are being bullied at school.	353	16.7%	71	83.3%	False
22. The Method of Shared Concern is considered inappropriate for use in cases of group bullying when there has been some provocation.	293	30.9%	131	69.1%	False
23. Most bullying nowadays is through cyber technology.	314	25.9%	110	74.1%	False

24. The direct influence of teachers on bystander behavior is generally stronger than that of student peers.	266	37.3%	158	62.7%	False
25. prevalence of bullying in school is much the same in all countries.	61	14.4%	363	85.6%	False
26. Typically bullying occurs when no one is watching.	389	8.3%	35	91.7%	False
27. Insecure attachment to a caregiver in infancy is related to being involved in bully–victim problems later as schoolchildren	368	86.8%	56	13.2%	True
28. Bullying at school is predictive of a greater likelihood of children engaging in crime as adults.	387	91.3%	37	8.7%	True
29. Schoolchildren tend to bully more as they get older.	262	38.2%	162	61.8%	False
30. Bullying is a statutory offense punishable by law.	271	36.1%	153	63.9%	False
31. Bullying in school is victimization (being bullied) at school tends to increase with age becoming more and more prevalent throughout the world	384	9.4%	40	90.6%	False
32. Boys tend to bully more than girls, especially physically.	369	87.0%	55	13.0%	True
33. Strong parental protection does not increase the risk that a child will be bullied at school.	376	11.3%	48	88.7%	False
34. Children with high self-esteem are less likely to bully others	310	26.9%	114	73.1%	False
35. Genetic factors can influence whether a child will bully at school.	261	61.6%	163	38.4%	True

The knowledge score was calculated by summing up the number of correct answers to each sentence for each teacher, and the median number of correct answers was 26 (IQR = 2) out of 35, ranging from 17 to 33 correct answers, and then it was converted to a score out of 100%, which showed that the median scores were 74.29% (IQR = 5.71%), ranging from 48.57% to 94.29% (Table 5.4.1), giving an overall acceptable level of knowledge according to the classification that is shown in Table 5.5.3, which shows that 75.2% of the teachers have acceptable level of knowledge regarding bullying among children's, compared to 22.9% with good level and only 1.9% with poor level of knowledge.

Table 5.4.2: Descriptive statistics of the knowledge scores among teachers about bullying among children

Knowledge score	Median	IQR	Minimum	Maximum
Out of 35 sentences	26	2	17	33
Converted to 100%	74.29	5.71	48.57	94.29

IQR = Interquartile range

Table 5.4.3: Distribution of teachers' level of knowledge about bullying among children

Classification of knowledge	Frequency	Percentage
Poor level of knowledge (< 60% knowledge score)	8	1.9%
Acceptable level of knowledge (60% – 80% knowledge score)	319	75.2%
Good level of knowledge (> 80% knowledge score)	97	22.9%

5.5: Attitude among school teachers of Northern West Bank of bullying among children

The following table (Table 6.1.1) distributes the responses of the teachers to the sentences of their attitude towards bullying among children's, which are divided into three domains.

In the first domain, items focused on their commitment, where the commitment of teachers towards addressing bullying is apparent in their high support for positive measures. For example, a large 67.2% strongly agree with increasing group activities in the classroom, indicating a preference for engagement strategies that promote inclusivity. Additionally, 57.1% agree that bullying problems should be integrated into the curriculum, highlighting the recognition of bullying as a critical educational concern. The data reflects a strong teacher feeling towards creating a sharing and communicative environment, with 63.2% strongly agree on the development of participation spirit among children, and 51.2% supporting enhanced communication processes and activities between children's.

In the second domain, sentences focused on the concern of teachers, where they show a high level of concern for children affected by bullying, with 61.3% agreeing that paying attention to and meeting the needs of bullied children is essential. Furthermore, 54.5% agree that teaching children about the importance of bullying is necessary, indicating an approach to education that includes emotional intelligence and empathy. The responses also highlight the importance of systematic policies, with 54.7% agreeing on the establishment and following of systematic policies to handle bullying, indicating a structured approach to problem-solving.

The last domain was concerned with the teachers' confidence, where it is shown by 53.1% agreeing that they can identify bullying. Additionally, 56.4% agree that communicating positively with the child to gain trust is necessary, indicating that teachers value building strong, supportive relationships with children as a foundation for addressing bullying. More than half (55.0%) strongly agree that creating a safe and trusting atmosphere is vital, emphasizing the importance of a supportive educational environment in combating bullying.

Table 5.5.1: Distribution of teachers' responses to items about their attitude of bullying among children

Sentences	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Domain one: Assess teacher's commitment										
1. Increase group activities within the classroom.	0	0.0%	0	0.0%	9	2.1%	130	30.7%	285	67.2%
2. Focus on bullying problems in the curriculum.	0	0.0%	7	1.7%	21	5.0%	242	57.1%	154	36.3%
3. Increase the activities of children who are exposed to bullying at school.	0	0.0%	3	0.7%	26	6.1%	202	47.6%	193	45.5%
4. Focus on developing the spirit of participation among children.	0	0.0%	0	0.0%	0	0.0%	156	36.8%	268	63.2%
5. Increased focus on children's professional development.	0	0.0%	0	0.0%	0	0.0%	241	56.8%	183	43.2%
6. Focus on the communication process and communication activities between students inside and outside the classroom.	0	0.0%	0	0.0%	33	7.8%	174	41.0%	217	51.2%
7. Focus on teaching and educating students about school bullying.	0	0.0%	0	0.0%	11	2.6%	225	53.1%	188	44.3%
8. Intensifying community activities for children and gaining community support to reduce the phenomenon of bullying	0	0.0%	10	2.4%	0	0.0%	218	51.4%	196	46.2%
Domain two: Assess teacher's concern										
1. Paying attention and meeting the needs of children who have been bullied at school.	0	0.0%	0	0.0%	9	2.1%	260	61.3%	155	36.6%
2. Teach children that bullying is a real problem for both the bully and the bullied child.	0	0.0%	0	0.0%	0	0.0%	231	54.5%	193	45.5%
3. Following up on the behaviors of the children who were bullied and those who were bullied at school.	0	0.0%	0	0.0%	0	0.0%	220	51.9%	204	48.1%
4. Establish and follow systematic policies to deal with cases of bullying that occur among students at school	0	0.0%	0	0.0%	14	3.3%	232	54.7%	178	42.0%
Domain three: Assess teacher's confidence										
1. Teachers should have the ability to identify school bullying.	0	0.0%	21	5.0%	27	6.4%	225	53.1%	151	35.6%
2. Teachers need to be confident in managing school bullying	0	0.0%	19	4.5%	66	15.6%	218	51.4%	121	28.5%
3. Teachers must Communicate in a positive manner with the child to gain trust	0	0.0%	0	0.0%	3	0.7%	239	56.4%	182	42.9%
4. Teachers must create an atmosphere of safety and trust so that the bullied child can tell them what he or she is suffering or being exposed to.	0	0.0%	0	0.0%	0	0.0%	191	45.0%	233	55.0%

5. Teachers should not encourage the victim child to respond in a violent manner so as not to be exposed to further harm.	10	2.4%	35	8.3%	45	10.6%	201	47.4%	133	31.4%
6. Teachers should Keep the victim away from the bullies or seek help from others.	8	1.9%	50	11.8%	57	13.4%	264	62.3%	45	10.6%
7. Teachers should encourage the victim to form new friends and not to stay alone.	0	0.0%	0	0.0%	12	2.8%	204	48.1%	208	49.1%
8. Teachers should Present the case of the bullying child to the counselor and school principal to help in solving the problem.	0	0.0%	0	0.0%	0	0.0%	158	37.3%	266	62.7%

The attitude score for each domain and the total attitude score were calculated by converting the summation of the items to a score of 100%. The following table (Table 6.1.1) shows that the commitment and concern domains have higher median scores (90% each) than the domain of confidence (85%), with the overall median score is 87% for the whole attitude scale.

Table 5.5.2: Descriptive statistics of the attitude domains scores

Attitude scores	Median	IQR	Minimum	Maximum
Commitment	90.0	5.0	70.0	100.0
Concern	90.0	5.0	70.0	100.0
Confidence	85.0	5.0	70.0	100.0
Overall	87.0	4.0	76.0	100.0

Lastly, the attitude scores were classified into three levels (poor, acceptable and very good) according to their scores, as shown in Table 6.1.2, which shows that the majority of teachers have very good attitude towards commitment (95.0%), followed by concern (83.7%) and confidence (77.4%), while, in general, 97.9% of the teachers had a very good overall attitude.

Table 5.5.3: Distribution of attitude classifications

Attitude domains	Poor (< 60%)		Acceptable (60% - 80%)		Very good (> 80%)	
	No.	%	No.	%	No.	%
Attitude score for commitment	0	0.0%	21	5.0%	403	95.0%
Attitude score for concern	0	0.0%	69	16.3%	355	83.7%
Attitude score for confidence	0	0.0%	96	22.6%	328	77.4%
Total attitude	0	0.0%	9	2.1%	415	97.9%

5.6: Practice level among school teachers of Northern West Bank of bullying among children

The following table distributed the responses of the teachers towards sentences that are concerned with the frequencies of specific actions about bullying among school children's. The table (Table 7.1.1) shows that 54.7% of the teachers never do nothing about bullying, with 31.8% rarely bot noticing the school bullying, while they sometimes let the children solve the bullying alone (37.0%) and help them to be involved in solving bullying (38.2%).

Otherwise, the teachers are mostly or always performing good practices towards bullying in schools. For example, teacher mostly discuss suffering from bullying and it solving with the whole class (30.7%), try to console the bullying victim by other children in the class (38.7%), try to help the victim toward school bullying (43.9%) and take measures against the bullies toward school bullying (41.3%), while they always console the victim and make him/her feel safe in the school (46.5%) and say to the bullies that the behavior is unacceptable toward school bullying.

Table 5.6.1: Distribution of teachers' responses to items related to their practice of bullying among children

Items	Never		Rarely		Sometimes		Mostly		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. I do nothing about school bullying.	232	54.7%	124	29.2%	47	11.1%	11	2.6%	10	2.4%
2. I do not notice the school bullying.	110	25.9%	135	31.8%	117	27.6%	53	12.5%	9	2.1%
3. I let the children solve school bullying alone.	15	3.5%	80	18.9%	157	37.0%	112	26.4%	60	14.2%
4. I help the children involved to solve the school bullying.	34	8.0%	14	3.3%	162	38.2%	135	31.8%	79	18.6%
5. I discuss school bullying with the whole class.	19	4.5%	68	16.0%	84	19.8%	109	25.7%	144	34.0%
6. I discuss with the whole class how much the victim can suffer as a result of the school bullying.	29	6.8%	29	6.8%	132	31.1%	130	30.7%	104	24.5%
7. I try to get the children to make peace with school bullying	110	25.9%	41	9.7%	63	14.9%	117	27.6%	93	21.9%
8. I help the involved children find a solution for the school bullying episode.	32	7.5%	24	5.7%	163	38.4%	127	30.0%	78	18.4%

9. I try to have the victim consoled and helped by other children in the class toward school bullying.	31	7.3%	0	0.0%	118	27.8%	164	38.7%	111	26.2%
10. I try to help the victim toward school bullying.	30	7.1%	29	6.8%	110	25.9%	186	43.9%	69	16.3%
11. I console the bullied child (Victim) and make him feel safe at school.	10	2.4%	16	3.8%	57	13.4%	144	34.0%	197	46.5%
12. I say to the bully/bullies that his/her/their behavior is unacceptable toward school bullying.	18	4.2%	7	1.7%	61	14.4%	124	29.2%	214	50.5%
13. I take measures against the bully/bullies toward school bullying.	10	2.4%	27	6.4%	89	21.0%	175	41.3%	123	29.0%
14. I report the bullying episode to the principal or to the parents toward school bullying.	7	1.7%	33	7.8%	96	22.6%	171	40.3%	117	27.6%
15. I explain what bullying is and discusses it with the class toward school bullying.	8	1.9%	43	10.1%	139	32.8%	161	38.0%	73	17.2%

The practice level was calculated by summing up the scores of each sentence regarding practice towards bullying for each teacher and then convert it to a score out of 100%, and the total score of practice towards bullying had a median of 73.33% (IQR = 8.0), ranging from 37.33% to 98.67%. The following table (Table 7.1.2) distributes the practice classifications, and shows that most of the teachers have acceptable (83.7%) and very good (15.1%) practice levels.

Table 5.6.2: Distribution of practice classifications of bullying among school teachers

Practice classification	Frequency	Percentage
Poor practice (< 60% practice score)	5	1.2%
Acceptable practice (60% - 80% practice score)	355	83.7%
Very good practice (> 80% practice score)	64	15.1%

5.7: Analytical results

In this part, the relationship between teachers' demographic factors (as independent variables) and their scores of KAP towards bullying (as dependent variables) is investigated, which is based on the investigation of the mean KAP differences across categorical demographic variables, using Mann-Whitney U (for dichotomous variables) and Kruskal-Wallis (for non-dichotomous variables) tests, while Spearman Correlation test is used for the investigation of the correlation between teachers' scale variables (age) and the KAP scores, as well as between KAP scores themselves.

The findings of Table 5.6.1 reveal significant differences in knowledge scores among teachers about bullying based on gender, age, academic educational level, and previous experiences with bullying. Female teachers had significantly higher scores (Mean = 76.21) than males (Mean = 73.31, p-value < 0.001), and teachers with higher academic levels (Master and PhD) scored higher (Means = 75.69 and 77.89 respectively, p-value < 0.001) compared to those with a Diploma or Bachelor's degree. Age also influenced scores, with older age groups showing higher means, especially those 51 years and older (Mean = 78.62, p-value = 0.045), with teachers who had previously faced bullying issues with their children showed significantly higher scores (Mean = 79.34) compared to those who hadn't (Mean = 68.30, p-value < 0.001), indicating that experiences with bullying are a critical factor in understanding and addressing it.

Table 5.7.1: Mean differences of knowledge about bullying according to teachers'

demographic factors

Factors	Categories	Mean score	SD	p-value
Gender	Male	73.31	5.51	< 0.001
	Female	76.21	6.14	
Age	20 - 30 years old	71.64	6.50	0.045
	31 - 40 years old	73.61	6.19	
	41 - 50 years old	75.36	6.07	
	51 years and older	78.62	4.93	
Experience	< 1 year	.	.	0.304
	1 - 5 years	74.03	5.58	
	6 - 10 years	74.38	6.45	
	> 10 years	73.95	5.87	
Academic educational level	Diploma	72.31	5.71	< 0.001
	Bachelor	73.26	6.18	

	Master	75.69	6.51	
	PhD	77.89	5.07	
Governorate	Tulkarem	73.92	4.74	0.228
	Qabatiya	74.18	6.73	
	Qalqilya	74.53	7.70	
	Tubas	74.68	7.69	
	Nablus	73.82	6.61	
	Jenin	74.15	6.81	
Marital status	Single	73.87	6.66	0.431
	Married	74.32	6.15	
	Other	.	.	
Residency	City	73.98	6.39	0.548
	Village/town	73.54	6.78	
	Camp	74.84	5.96	
School type	Boys	73.98	5.62	0.174
	Girls	73.50	5.70	
	Mixed	74.94	6.28	
Did you face bullying issue before with your children's?	Yes	79.34	5.89	< 0.001
	No	68.30	5.94	

The findings of Table 5.8.1 reveal significant differences in attitude scores among teachers about bullying based on gender, age, experience, academic educational level, and previous experiences with bullying. Female teachers had significantly higher scores (Mean = 92.43) than males (Mean = 79.27, p-value < 0.001), and teachers with higher academic levels (Master and PhD) scored higher (Means = 89.49 and 90.35 respectively, p-value < 0.001) compared to those with a Diploma or Bachelor's degree. Age also influenced scores, with older age groups showing higher means, especially those 51 years and older (Mean = 89.79, p-value < 0.002), with teachers who had previously faced bullying issues with their children's showed significantly higher scores (Mean = 80.90) compared to those who hadn't (Mean = 92.55, p-value < 0.001), indicating that experiences with bullying are a critical factor in understanding and addressing it, as well as among married (Mean = 88.23) than single (87.50, p-value = 0.037) teachers.

Table 5.7.2: Mean differences of attitude of bullying according to teachers' demographic factors

Factors	Categories	Mean score	SD	p-value
Gender	Male	79.27	3.17	< 0.001
	Female	92.43	3.41	
Age	20 - 30 years old	88.05	3.32	0.046
	31 - 40 years old	88.40	3.67	
	41 - 50 years old	88.15	3.84	
	51 years and older	89.79	2.92	
Experience	< 1 year	.	.	< 0.001
	1 - 5 years	87.66	3.19	
	6 - 10 years	87.96	3.21	
	> 10 years	89.82	3.76	
Academic educational level	Diploma	86.04	2.80	< 0.001
	Bachelor	86.36	4.22	
	Master	89.49	2.99	
	PhD	90.35	2.82	
Governorate	Tulkarem	87.73	3.19	0.336
	Qabatiya	87.01	2.95	
	Qalqilya	86.09	3.28	
	Tubas	87.14	3.85	
	Nablus	87.65	3.46	
	Jenin	87.12	3.40	
Marital status	Single	87.50	3.78	0.037
	Married	88.23	3.76	
	Other	.	.	
Residency	City	87.81	88.25	0.483
	Village/town	87.68	4.21	
	Camp	88.25	3.30	
School type	Boys	86.75	3.28	0.048
	Girls	87.64	3.43	
	Mixed	87.25	3.25	
Did you face bullying issue before with your children's ?	Yes	92.55	3.59	< 0.001
	No	80.90	2.93	

The analysis of teacher practices towards bullying shows significant differences across demographic factors (Table 9.1). Gender shows a significant difference, with females (Mean = 78.62) scoring higher than males (Mean = 65.27, p-value < 0.001). Experience also matters; those with more than 10 years of experience have higher practice scores (Mean = 76.22, p-value = 0.040) compared to less experienced teachers. Academic level additionally affects responses, with teachers holding a Master or PhD (Means = 76.19 and 76.38 respectively) significantly have more positive practices those with lower qualifications (p-value < 0.001). Additionally, teachers who had previously faced bullying issues reported higher practice scores (Mean = 78.24) than those who had not (Mean = 67.54, p-value < 0.001).

Table 5.7.3: Mean differences of practice of bullying according to teachers' demographic factors

Factors	Categories	Mean score	SD	p-value
Gender	Male	65.27	5.69	< 0.001
	Female	78.62	7.01	
Age	20 - 30 years old	73.74	6.09	0.296
	31 - 40 years old	74.81	7.53	
	41 - 50 years old	74.51	6.57	
	51 years and older	75.75	6.43	
Experience	< 1 year	.	.	0.040
	1 - 5 years	74.06	5.72	
	6 - 10 years	73.56	6.82	
	> 10 years	76.22	6.96	
Academic educational level	Diploma	71.85	5.70	< 0.001
	Bachelor	72.36	8.47	
	Master	76.19	5.55	
	PhD	76.38	5.65	
Governorate	Tulkarem	74.54	6.95	0.226
	Qabatiya	73.85	5.67	
	Qalqilya	73.15	4.93	
	Tubas	76.74	7.62	
	Nablus	75.49	6.75	
	Jenin	74.25	7.11	
Marital status	Single	74.03	6.33	0.722
	Married	74.02	7.24	
	Other	.	.	
Residency	City	73.73	7.32	0.529
	Village/town	73.98	7.23	
	Camp	74.39	5.92	
School type	Boys	73.77	6.22	0.252
	Girls	75.00	6.72	
	Mixed	75.05	6.94	
Did you face bullying issue before with your children's?	Yes	78.24	7.25	< 0.001
	No	67.54	5.53	

Lastly, the correlation between age and the scores of the KAP measures in relation to bullying among school children was investigated using Spearman Correlation test, which is shown in Table 101.

Table 5.7.4: Correlation between age and KAP measures of teachers of bullying among children

Score	Knowledge		Attitude	
	Coefficient	p-value	Coefficient	p-value
Attitude	0.361	< 0.001		
Practice	0.282	< 0.001	0.290	< 0.001

5.8 Conclusion

The descriptive results of the current study showed that participants were mostly females (60.8%), with an experience of mostly 6 – 10 years (34.9%) or > 10 years (36.3%), married (55.9%) and more faced bullying in the school (54.7%). The median level of knowledge was 74.29% (IQR = 5.71), putting 75.2% in the acceptable level of knowledge classification, while the overall attitude level had a median of 87.0% (IQR = 4.0), putting 97.9% of them in the very good classification of attitude, compared to 83.7% in the acceptable practice classification.

The analytical results concluded a significantly higher knowledge among female teachers had better KAP scores (mean = 86.21%, 92.43% and 78.62%) than male teachers (73.31%, 79.27% and 65.27%), respectively (p-value < 0.001), with better knowledge (p-value = 0.045) and attitude (p-value = 0.046) among older teachers, while KAP scores were significantly better among teachers with higher educational levels (p-value < 0.001) and have faced bullying among the children (p-value < 0.001). Lastly, better knowledge was significantly associated with more positive attitude and practice, and the same applies to the positive correlation between attitude and practice (p-value < 0.001).

Chapter Six

Discussion

6.1 Introduction

This chapter is dedicated to discussing the results of the current study, which is based on the comparison of the current study results with the findings and conclusions of the previously published studies, as well as providing a comprehensive critique of the current study in terms of methodological approaches and statistical findings.

6.2 Discussion

The current study reviewed a critical phenomenon inside the schools, which bullying, and several studies were concerned with investigating the most common factors behind it, as well as the interventions that can be implemented in order to eliminate bullying and transform the school environment into a more supportive environment. The current study focused on the mature side of the people who are involved in bullying inside the schools, the teachers, who spend the most of time with the children, and therefore, their role is very crucial, and starts from assuring an adequate knowledge level, which was found in the current study to significantly improve the positive attitude and practice levels toward bullying. The study also found that more than half of the teachers have faced bullying by the children in the schools (54.7%), which is not a small percentage.

The current study recruited a total of 424 teachers, and this is a fairly large sample size, and commits to the calculated sample size taking into account the 10% attrition rate. Also, the study sample has several other advantages and notes in terms of the demographic and professional characteristics. First, the percentage of recruited female teachers is larger than male teachers (60.8% vs 39.2%, respectively), which can indicate a higher response rate among female teachers, as well as that the method of data collection is convenient, and therefore, less control can be made over the gender of the recruited teachers. It is worth noting that convenient sampling is a relatively weaker data collection

method, but it was chosen due to challenges related to reaching out the specific sites and cities that were included in the current study, mainly caused by the current conflicts and difficulties in transportations.

The study sample also successfully included teachers who are somehow evenly distributed across the age groups, and this gives the sample an extra strength in terms of representation. In addition, the teachers were more experienced than non-experienced, with no teacher having an experience in teaching less than 1 year, and most of them have an experience of more than 5 years, which can be related to the current situation of no new employment in the last year, as affected by the economic situation. The sample also succeeded in representing the overall population of teachers, with similar percentages according to the educational level, as well as the targeted cities, which decrease the bias of selection and increase the representation of the north part of West Bank – Palestine. Lastly, the representation of the sample is supported by similar percentages of teachers according to school types.

In terms of specific items in the part that investigated teachers' level of knowledge about bullying, it is worth noting that all of the teachers acquire the simple and comprehensive definition of bullying (100%), while the variations appear in the percentages of correct answers. The range of correct answers is between 24.5% to 98.1%, which indicates a high variation in the level of knowledge on the individual basis of the statements. The highest percentages of correct answers were related to that parents of the child who is bullied should not sort out the problem with the parents of the bullying child (98.1%), followed by that it is false to consider classroom management unrelated to bullying among the schoolchildren (96.7%), and that it is true to consider unfair exclusion of the child as a form of bullying, which also highlights a very important idea, which is related to that schoolchildren can face bullying from the schoolteachers themselves, rather than their peers only. In terms of involving the parents in resolving bullying issues, it is also worth noting that a previous study of Nicolaides (2002)

stated that children are more afraid of exposing their bullying issues to fathers, and this fear should be taken in consideration by the teachers when dealing with bullying issues, and that teachers should try to resolve them in the narrowest circle possible, while the role of parents in preventing

bullying is reserved, but this can be handled at home by upbringing the child properly to not offend other children's.

On the other hand, the sentences with the least correct answer percentages were about the induce of state of remorse among the offender when restorative practices are conducted (24.5%), followed by that bullying children may quit bullying if they become aware that what they are doing is hurting others (37.3%), and that schools have no clear legislations regarding dealing with bullying cases (42.2%). These sentences highlight that the least level of knowledge among the teacher's regarding bullying is mostly in areas of the quitting and preventing bullying, and therefore it is recommended to target schoolteachers in terms of effective actions to stop bullying, and not ignoring the psychological part of bullying management.

The teachers in the current study showed high levels of positive attitudes toward dealing with bullying among schoolchildren, where the median scores are very high, setting most of the teachers in a very good category of positive attitude, in terms of commitment (95.0%), concern (83.7%) and confidence (77.4%), as well as the whole attitude (97.9%). In the domain of teacher's commitment, the highest positive attitude was in terms of agreement on increasing activities in classrooms (30.7% agree and 67.2% strongly agree) and agreement on focusing on increasing the participation spirit among the children (36.8% agree and 63.2% strongly agree), which highlights the importance on engagement of children's in physical activities to increase the effectiveness of bullying management. Following this, the domain of concern also witnessed high attitudes, with the highest agreement is in terms of teaching the children that bullying is a problem that affects both the bullying child and the bullied child (54.5% agreement and 45.5% strongly agree), which emphasizes the role of the teachers in the preliminary steps of bullying management, which starts from the knowledge transfer to the children. Lastly, the domain of confidence among the teachers showed less overall agreement, with the highest is related to the agreement about presenting bullying issues to the principal to help in problem solving (37.3% agree and 62.7% strongly agree), followed by the agreement on building a trust environment so that bullied

children can freely express their suffer and needs (45.0% agree and 55.0% strongly agree), which highlights the crucial role of the teachers and the administration in the schools in controlling bullying, indicating the importance of multiple roles.

Moreover, the school teachers of the current study showed a high positive level of practice towards bullying among children, which was manifested by moderate to high levels of frequency towards the provided items. The practice items included three negative items, in which various responses appeared. In more details, 29.2% of the teachers rarely and 54.7% never do nothing about school bullying, with 31.8% rarely and 25.9% never do not noticing school bullying, while 37.0% sometimes and 26.4% mostly let the children solve bullying alone, which highlights the idea that school teachers are concerned about solving bullying problems, but need more attention about the idea that letting children do so is not the optimal method, and a supervision from adult people is needed, and schoolteachers may be the most suitable for this role, as they spend the most time with during school period. Moreover, high positive practice percentages appeared in other statements, where 34.0% of the teachers mostly and 46.5% always console the bullied child to make him/her feel safe, with 29.2% mostly and 50.5% always inform the two parties of the bullying act that their behavior is unacceptable, which indicate that the school teachers have a high practice level regarding the early engagement of children's in resolving bullying problems.

In the analytical part of the study, it was noticed that female teachers tend to significantly have higher level of knowledge and more positive attitude and practice scores, which can be interpreted by the fact that female teachers may treat bullying problem with a more emotional way, which is more suitable for female children, as the bullying acts tend to be more of non-physical forms. This part of the discussion may go parallel with the findings of O'Higgins Norman, (2020), who stated that different non-physical drivers set behind the bullying acts from the bullies, including the personal features, characteristics outside themselves, and relationship dynamics with peers and superior others. Moreover, body image shaming is an important form of bullying that should be focused on by the teachers to deal

with, as stated by Al Sabbah et al.,(2009). Also, schoolteachers who reported facing bullying issues before share the same finding, where they showed better knowledge level and more positive attitudes and practices, which can be related to higher experience in this issue, as well as that the teacher that face such phenomenon tend to seek problem solving methods for the bullying problems, in addition to counselling other teachers. This is also supported by the fact that teachers within the older age groups showed better KAP scores, and therefore younger teachers tend to acquire experience in dealing with bullying from them.

The definition of bullying in the current study's questionnaire was "when children of a group of children repeatedly abuses their power over someone, which consists of several components of what (Younan, 2019) has involved in the review of bullying definition, which stated that it has to include 5 major components: purposefulness, aggression, being unprovoked, repetition and imbalance in power. This comparison is important because the review highlighted the importance of providing participants of any study in a topic related to bullying the definition that they should consider when answering the study's questionnaire, which the current study has implemented. The provision of a clear definition of bullying helps in unifying the direction of thoughts among the schoolteachers who answered the current questionnaire, decreasing the information bias, which gives the current study an extra level of advantage.

The role of the teachers is important in preventing and managing bullying, and this is what the previous study of (Nicolaidis, Toda, & Smith, 2002) has insisted on, by stating that children's need bullying prevention and management to be involved in their curriculum. In the current study, though, the agreement level on the role of in-class management of bullying is high, where 96.7% of the teachers accurately answered with "false" that classroom management is unrelated to bullying among the children, which is consistent with a highly positive attitude in the domain of commitment, where 30.7% of the teachers agree and 67.2% strongly agree that they should increase classroom group activities to control bullying, with 41.0% agree and 51.2% strongly agree to focus on in-class effective

communications between the children's in order to build a healthy atmosphere between the children's. In addition, teachers had positive practices regarding the class role, where 35.7% of them mostly and 34.0% always discuss bullying with the whole class, and this might include informative discussions and reviewing bullying cases in the school in an anonymous way. This can also include how much the victim was affected and suffered (30.7% mostly and 31.1% sometimes), and the involvement of peers in the management of bullying for the victim (27.8% sometimes and 38.7% mostly).

An educational program is needed to be established by the Ministry of Education (MoE) in Palestine in order to unify the terms and efforts in the management of bullying among school children's, which includes the explanation of the many forms, timing, risk factors and short- and long-term consequences of bullying on both parties of it. These elements of the educational program is what (Menesini & Salmivalli, 2017) have included in their studying of the characteristics of bullying that frequently happens in the schools, taking into account that the mentioned study was undertaken in the Western part of the US, which also calls for the conduct of other studies in Palestine that include other parts of the West Bank, although the findings of the current study state that there were no different KAP scores across the teachers based on their residency, but the bullying acts may do.

The Pakistani study of (Shamsi, Andrades, & Ashraf, 2019) found poor level of knowledge about bullying and its management among 53.6% of the teachers, which is far less than in the current study, where only 1.9% of the teachers had poor level of knowledge, and 75.2% had an acceptable level of knowledge. The differences between the two studies may be mainly related to cultural variations, as well as differences in the educational systems between Palestine and Pakistan, in addition to the socioeconomic statuses of both countries. On the other hand, both studies shared similar findings, where gender, educational level and teaching experience significantly affected the knowledge level, while the educational training variable was not investigated in the current study. It is recommended to establish dedicated training sessions to the teachers in their workplaces in a recurrent way to support teachers' level of knowledge about bullying and its management. The practices of the Palestinian teachers in the

current study also seem to be more positive than other countries. For example, the previous study of (Dake, Price, Telljohann, & Funk, 2003) stated that less than one third of the teachers involve bullying topics in the discussions in their classrooms, while 34.0% of the teachers in the current study always do so, emphasizing the importance of in class discussions in such a critical topic.

Studies have also included the idea of the difficulties that teachers and stakeholders face when they want to control the phenomenon of bullying, starting from establishing to re-evaluating the dedicated programs, as mentioned in the studies of (van Gils, Verschueren, Demol, Ten Bokkel, & Colpin, 2023), and this level of difficulties can be related to significant differences in ages between children's and teachers, especially that the studies were conducted on upper elementary school children's, which calls for the importance of educating and training the teachers about the effective communication between them and the children's.

The study of bullying prevalence in the UNRWA-based schools revealed a relatively high percentage (52.5%), in which the study stated several factors. In addition, another factor can be added from the own perspective of the current study researcher, which is related to the density of children's in the schools, which is very high in UNRWA-based schools, and therefore it is recommended that further studies may be applied in the Palestinian setting to investigate the impact of school size and children's ' density on the prevalence of bullying, as well as the teachers' knowledge, attitude and practice towards bullying. It is also important to consider bullying a very hard issue to control in such a dense environment, especially within the teenage group of children's. The political situation and conflict in the Palestinian land should not also be ignored, in compliance with the findings of (Abdeen et al., 2018), who found a significant correlation between increased political violence that face children and bullying among them, both directly and indirectly through the effect of suicidality.

6.3 Highlights in the current study and their connection with theories of bullying

Teachers as role models and agents of change, which is highlighted by the Social Cognitive

Theory (SCT), that emphasizes the impact of observing and modeling behaviors within a social context, and therefore, well-informed teachers, who are aware of the context of bullying, can model positive behaviors and proactive strategies for children's. This theory supports the need for teacher training programs to enhance the development of these modeling skills to influence children behavior directly.

The Social Dominance Theory (SDT) addresses the power dynamics in bullying. By creating a supportive environment that promotes respect and safety, this theory can explain the necessity of breaking down unhealthy social hierarchies that support bullying in the schools, and by recognizing these dynamics, teachers can help create a more equitable environment where bullying is less likely to thrive. When compared with the Organizational Culture Theory, that supports a culture of empathy and respect, and is connected with the current study's findings in that it focuses on the importance of the school's organizational culture in shaping children's behavior, which calls for a systemic change towards a culture that values empathy and mutual respect to combat bullying, and that teachers and administrators play an important role in encouraging this culture, supported by policies and practices that reflect these values.

The Social Capital Theory is a theory that highlight's the collaborative efforts of teachers, administrators, parents, and children', which was found in the current study, and was focused on in several statements related to these roles, with high agreement levels among the teachers. This theory emphasizes the benefits of strong, positive relationships within a community, which is the school in this thesis, and can be enhanced to build a supportive network against bullying, where teacher can also act as connectors in enhancing the school's social capital to develop a collaborative and respectful environment. Lastly, the Theory of Reaction to Social and Peer Influence focuses on the role of peer influence in bullying behaviors, and could be linked to the conclusion by emphasizing how peer norms can be

shaped by proactive teacher interventions, who influence the social norms within classrooms, and therefore can encourage peer groups to reject bullying and support victims, resulting in promoting a safer school environment.

6.4 Conclusion

- Most of the school teachers in this study showed high levels of knowledge, positive attitude and practices of bullying in the North West Bank – Palestine.
- There was a significant deference of teacher knowledge related to their gender, their academic level, and if they previously faced bullying at school.
- There was strong positive correlation between knowledge, attitude and practices of bullying in the North West Bank – Palestine.
- These results can help administrators and stakeholders to emphasis the issue of school bullying and to develop preventive measures.

6.5 Recommendations

Based on the discussion of the current study results, it is recommended to:

1. Establish an educational program for the teachers and children to cover various forms of bullying, timing, risk factors, and both short- and long-term consequences of bullying.
2. Establishing dedicated training sessions on a recurrent basis to support teachers' level of knowledge.
3. Conduct further studies about teachers' knowledge, attitude, and practice of bullying in other areas of the West Bank.
4. Future studies should investigate the impact of certain factors on the incidence of school bullying as the size of the school, student density, and other factors.
5. Effective communication between teachers and children must be emphasized to address the specific needs and challenges of the children at school.

6. Development of Policies and protocols targeting school bullying in terms of prevention, early intervention and managing the consequences of school bullying.

6.6 Limitations

The current study was limited by the following points:

- 1- The method of data collection mainly involved convenient sampling, and the questionnaire was distributed on line which is considered a relatively weaker method due to challenges related to reaching specific sites and cities. This was mainly caused by current political conflicts that limited the researcher's transportation and control over the variety of the sampled population.
- 2- The study was conducted within a specific cultural and regional context (northern West Bank – Palestine), which may limit the generalizability of the findings to other contexts.
- 3- The study did not investigate the educational training variable in depth, which might have provided insights into the impact of formal training on teachers' knowledge, attitudes, and practices regarding bullying management.

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Appendix A

Questioners in English

Dear Participant:

Dear Participant:

I am a student at the faculty of higher studies, in the maternal child health master program at Al-Quds University/Jerusalem. I kindly invite you to participate in this research study which is considered an important part for my graduation and getting my master degree. This study aims to assess the school teacher's knowledge, attitudes, and practice about school bullying among children. Your participation is voluntary, and you will be appreciated for your cooperation. Filling out the questionnaire will not take more than 15 minutes of your time. your answers will be kept anonymous, confidential and you have the right to withdraw from the study without giving any reason.

Thanks.

If you have any further inquiries about the questionnaire, please call Mrs. Inas Amer at (0597874290)

Part I: Demographic Data

Please put a tick mark (√) next to your choice on the following items:

1-1 Gender

Male Female

1-2 Age

20-30 31-40 41-50 More 51 years

1-3 Experience

Less than 1 Years 1-5 Years 6-10years more 10 Years

1-4 Education Level

Diploma Bachelor Master PhD

1-5 Social Status

Single Engaged Married Divorced Widowed

1-6 Area of residence

City Village Camp

1-7 Governorate to which he belongs

Tulkarem Nablus Jenin Qalqilia Tubas

Qabatya

1-8 Educational institution

Males Females mixed

1-9 Has he ever faced this issue of bullying with his children

Yes No

Part II: measuring the school teacher's knowledge about school bullying

Please put True or False in the available place:

Number	Items of assessing the knowledge	True	False
1	School Bullying occurs when children or a group of children repeatedly abuses their power over someone.		
2	Unfair exclusion of a child is a form of bullying		
3	My school has employed a social skills training to help children to avoid being bullied.		
4	Bullying is the desire to hurt someone or put them under pressure.		
5	Positive behavior support commonly makes use of a nonpunitive strategy for dealing with cases of schoolyard bullying.		
6	Schools have no legal obligations in responding to cases of bullying.		
7	Children identified as repeated victims of school bullying in primary schools have been reported as having much poorer mental health than others as adults		
8	When children leave their primary school and enter a secondary school, bullying typically decreases.		
9	Peer supporters are sometimes trained to be mediators to resolve student conflicts		
10	Children who are bullied never act provocatively.		
11	Some children quit bullying when they become aware of the hurt, they have caused.		
12	The most effective way of stopping a case of bullying is to punish the offender.		
13	The Support Group Method involves a meeting at which the perpetrators of the bullying are invited to meet with some supporters of the victim to help resolve the problem.		
14	Parents of children who are being bullied should sort out the problem with the parents of the bully.		
15	Classroom management is unrelated to bullying among		

	schoolchildren.		
16	Restorative practices seek to induce a state of remorse on the part of the offender.		
17	Children who are cyberbullied are more often than not also being bullied at school using traditional means.		
18	According to teachers, their interventions in cases of bullying are successful in about two cases out of three.		
19	For mediation to occur those involved should be free to discontinue their involvement in the procedure if they so wish.		
20	Children should be taught to delete every offensive message they receive on their computer.		
21	Children are more likely to tell their teachers than their parents if they are being bullied at school.		
22	The Method of Shared Concern is considered inappropriate for use in cases of group bullying when there has been some provocation.		
23	Most bullying nowadays is through cyber technology.		
24	The direct influence of teachers on bystander behavior is generally stronger than that of student peers.		
25	prevalence of bullying in school is much the same in all countries.		
26	Typically bullying occurs when no one is watching.		
27	Insecure attachment to a caregiver in infancy is related to being involved in bully–victim problems later as schoolchildren		
28	Bullying at school is predictive of a greater likelihood of children engaging in crime as adults.		
29	Schoolchildren tend to bully more as they get older.		
30	Bullying is a statutory offense punishable by law.		
31	Bullying in school is victimization (being bullied) at school tends to increase with age becoming more and more prevalent throughout the world		
32	Boys tend to bully more than girls, especially physically.		
33	Strong parental protection does not increase the risk that a child will be bullied at school.		
34	Children with high self-esteem are less likely to bully others		
35	Genetic factors can influence whether a child will bully at school.		

Part III: Assessing the school teachers' attitudes of school bullying.

1. Domain one: Assess teacher commitment.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Increase group activities within the classroom.					
2	Focus on bullying problems in the curriculum.					
3	Increase the activities of children who are exposed to bullying at school.					
4	Focus on developing the spirit of participation among children.					
5	Increased focus on children's professional development.					
6	Focus on the communication process and communication activities between students inside and outside the classroom.					
7	Focus on teaching and educating students about school bullying.					
8	Intensifying community activities for children and gaining community support to reduce the phenomenon of bullying					

2. Domain two: Assess teacher concern

No	Items	Strongly	Agree	Neutral	Disagree	Strongly
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		agree				disagree
1	Paying attention and meeting the needs of children who have been bullied at school.					
2	Teach children that bullying is a real problem for both the bully and the bullied child.					
3	Following up on the behaviors of the children who were bullied and those who were bullied at school.					
4	Establish and follow systematic policies to deal with cases of bullying that occur among students at school					

2. Domain three: Assess teacher confidence.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Teachers should have the ability to identify school bullying.					
2	Teachers need to be confident in managing school bullying					
3	Teachers must Communicate in a positive manner with the child to gain trust					
4	Teachers must create an atmosphere of safety and trust so that the bullied child can tell them what he or she is suffering or being					

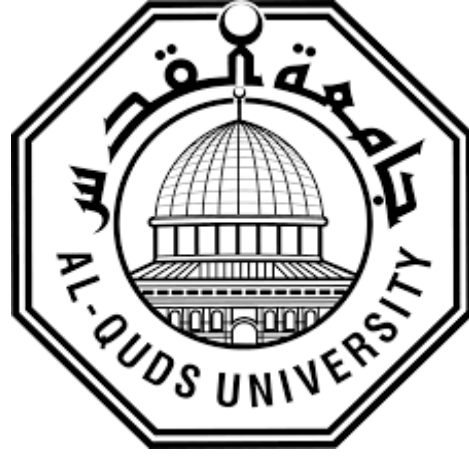
	exposed to.					
5	Teachers should not encourage the bullied child to respond in a neglect manner so as not to be exposed to further harm.					
6	Teachers should Keep the victim away from the bullies or seek help from others.					
7	Teachers should encourage the victim to form new friends and not to stay alone.					
8	Teachers should Present the case of the bullying child to the counselor and school principal to help in solving the problem.					

Part IV: Questions to assess the school teachers' practices of school

bullying

No	Items	never	Rarely	sometimes	often	always
1	I do nothing about school bullying.					
2	I do not notice the school bullying.					
3	I let the children solve school bullying alone.					
4	I help the children involved to solve the school bullying.					
5	I discuss school bullying with the whole class.					

6	I discuss with the whole class how much the victim can suffer as a result of the school bullying.					
7	I try to get the children to make peace with school bullying					
8	I help the involved children find a solution for the school bullying episode.					
9	I try to have the victim consoled and helped by other children in the class toward school bullying.					
10	I try to help the victim toward school bullying.					
11	I console the bullied child (Victim) and make him feel safe at school.					
12	I say to the bully/bullies that his/her/their behavior is unacceptable toward school bullying.					
13	I take measures against the bully/bullies toward school bullying.					
14	I report the bullying episode to the principal or to the parents toward school bullying.					
15	I explain what bullying is and discusses it with the class toward school bullying.					



استبانة

معرفة مواقف المعلمين وممارستهم، تجاه التتمر في المدارس بين الأطفال، في محافظات شمال الضفة الفلسطينية

عزيزتي المشارك/ه: -/عزيزي

تم إعداد هذه الاستبانة بطريقة علمية دقيقة، وهو عمل الباحثة " إيناس عامر " من أجل استكمال الدراسات العليا في برنامج ماجستير صحة الأم والطفل في جامعة القدس / القدس. أدعوكم للمشاركة في هذه الدراسة البحثية التي تعتبر جزءاً مهماً لتخرجي وحصولي على درجة الماجستير.

تهدف هذه الدراسة إلى تقييم معرفة المعلمين والمعلمات في المدارس في ظاهرة التتمر بين الأطفال في المدارس، وكذلك تتطرق الدراسة لمعرفة توجهات المعلمين والمعلمات وممارساتهم تجاه هذه الظاهرة. يرجى العلم أن المشاركة في هذه الدراسة طوعية، وستكون محل تقدير لتعاونك. لن يستغرق ملء الاستبانة أكثر من 15 دقيقة من وقتك. ستبقى إجاباتك مجهولة المصدر وسرية ولديك الحق في الانسحاب من الدراسة دون إبداء أي سبب.

شكرًا

(0597874290). إذا كان لديك أي استفسارات أخرى حول الاستبانة، يرجى الاتصال بالأنسة " إيناس عامر " على

الطالبة: إيناس عامر

المشرفة على الرسالة: الدكتورة مها نحال

الجزء الأول: البيانات الديموغرافية

الرجاء وضع علامة (√) بجانب اختيارك على العناصر الآتية:

1. الجنس

ذكر أنثى

2. العمر

30-20 40-31 50-41 أكثر من 51 سنة

3. الخبرة

أقل من سنة واحدة من سنة إلى خمس سنوات
من ست سنوات إلى عشر سنوات أكثر من عشر سنوات

4. المستوى التعليمي (الأكاديمي)

دبلوم بكالوريوس دبلوم ماجستير دكتوراة

5. المحافظات

طولكرم نابلس جنين طوباس

قباطية قلقيلية

6. الحالة الاجتماعية

عزبة متزوج/متزوجة أرمل / ارملة مطلق / مطلقة / عزب

7. مكان الإقامة

مدينة قرية مخيم

8. المؤسسة التعليمية:

ذكور إناث مختلطة

9. هل واجهت موضوع ظاهرة التنمر من قبل مع طلابك أو مع أطفالك:

نعم لا

الجزء الثاني: تقييم مدى معرفة معلمي المدارس بالتنمر الذي يحدث بين الأطفال في المدرسة

الرجاء وضع صح أو خطأ في المكان المناسب:

خطأ	صح	بنود تقييم المعرفة
		1. يحدث التنمر في المدرسة عندما يسيء طفل أو مجموعة من الأطفال استخدام سلطتهم ضد طفل بشكل متكرر. آخر
		2. الاستبعاد المجتمعي للطفل، وعدم مخالطته من الأطفال هو شكل من أشكال التنمر.
		3. يتلقى المدرسون تدريباً دورياً على المهارات الاجتماعية التي تساعد الأطفال على تجنب التعرض للتنمر.
		4. عند الأطفال هو الرغبة في إيذاء طفل آخر أو الضغط عليه للتنمر
		5. يعتبر دعم السلوك الإيجابي إستراتيجية غير عقابية، للتعامل مع حالات التنمر في ساحة المدرسة يجب تعزيزه.
		6. لا تستطيع المدارس إصدار قوانين صارمة للتعامل مع حالات العنف أو التصدي لها.
		7. تعرض الأطفال للعنف المتكرر والتنمر المدرسي في المدارس الابتدائية يؤدي إلى صحة نفسية أسوأ بكثير من غيرهم في سن البلوغ.
		8. من المعروف أن مستوى التنمر بين الأطفال يقل عند انتقال الأطفال من المرحلة الابتدائية إلى المرحلة الثانوية.
		9. يتم تدريب بعض الأطفال في المدرسة ليكونوا داعمين لأصدقائهم، في حل النزاعات بينهم، لتقليل من التنمر.
		10. الأطفال الذين يتعرضون للتنمر لا يتصرفون بشكل استقراري أبداً.
		11. يتوقف بعض الأطفال عن التنمر عندما يدركون تأثير الأذى الذي تسببوا فيه للآخرين.
		12. الطريقة الأكثر فعالية لإيقاف حالة التنمر بين الأطفال في المدارس هي معاقبة الطفل المتنمر.
		13. لضمان تقديم الدعم الاجتماعي للطفل الذي تعرض للتنمر، يمكن عمل اجتماع بينه وبين الطفل المتنمر، أو دعوة الأهل للاجتماع، للإسهام في حل النزاع بين الأطفال.
		14. يمكن أن يقوم آباء الأطفال الذين يتعرضون للتنمر بمناقشة المشكلة مع آباء الطفل المتنمر للإسهام في حل المشكلة.

15.	إدارة الفصول الدراسية ليست مسؤولة عن التنمر بين الأطفال في المدارس.
16.	تسعى الممارسات التصالحية التي تتخذها المدرسة إلى إثارة حالة من الندم لدى الطفل المتنمر.
17.	الأطفال الذين يتعرضون للتنمر عبر الإنترنت غالباً ما يتعرضون للتنمر في المدرسة باستخدام الوسائل التقليدية.
18.	تعتبر التدخلات التي يقدمها المعلمون في حالات التنمر ناجحة جداً إذ تشير الدراسات إلى أن نسبة النجاح فيها عالية.
19.	عند وجود طرف وسيط لحل النزاع بين الأطفال في حالة التنمر يجب إعطاؤه الحرية في التوقف عن المشاركة في الإجراء إذا رغب في ذلك.
20.	يجب تعريف الأطفال بضرورة حذف أية رسالة مهينة (فيها إساءة) قد تلقوها في وسائل التواصل الاجتماعي.
21.	يفضل الأطفال الذين تعرضوا للتنمر إخبار معلمهم عن حالة التنمر أكثر من إخبار الأهل.
22.	في حالات التنمر الجماعي والاستفزاز تكون طريقة الاهتمام المشترك والمعالجة الجماعية غير مناسبة.
23.	أكثر نسبة من التنمر هذه الأيام هي نسبة التنمر عبر الإنترنت.
24.	يتأثر سلوك الأطفال الذين يشهدون حدوث التنمر بسلوك المدرسين أكثر من تأثرهم بسلوك أقرانهم.
25.	إن نسبة انتشار التنمر في المدارس متساوية في جميع الدول.
26.	معظم حالات التنمر تحدث عندما لا يكون هناك مشاهدة أو مراقبه من الآخرين.
27.	عدم حصول الطفل على الشعور بالأمان في علاقته مع مقدمي الرعاية في السنة الأولى من العمر يرتبط ارتباطاً وثيقاً بتورطه في مشاكل التنمر والضحية لاحقاً عندما يصبح بالمدرسة.
28.	ممارسة التنمر في المدرسة تنبئ باحتمالية تورط الأطفال بارتكاب الجرائم مع تقدمهم بالعمر.
29.	أطفال المدارس يميلون إلى التنمر أكثر كلما تقدموا في العمر.
30.	التنمر جريمة قانونية يعاقب عليها القانون.
31.	عدد ضحايا التنمر في زيادة مستمرة، وتنتشر في جميع أنحاء العالم لتصبح أكثر انتشاراً في العمر الأكبر بسبب زيادة ممارسة التنمر عند الأطفال.
32.	الأولاد هم أكثر ميولاً من البنات إلى التنمر بخاصة في الأذى البدني.
33.	الحماية القوية التي يقدمها الآباء لأبنائهم تقلل من خطر تعرض الطفل للتنمر في المدرسة.
34.	الأطفال ذوو الثقة العالية بأنفسهم يمارسون التنمر على غيرهم بنسبة قليلة جداً.
35.	قد تتأثر ممارسة أطفال المدارس للتنمر بالعوامل الوراثية.

الجزء الثالث: تقييم اتجاهات معلمي المدارس نحو التنمر الذي يحدث بين الأطفال في المدرسة

القسم الأول: تقييم التزام المدرسين نحو التقليل من ظاهرة التنمر

لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة	النقاط التي تبحث في التزام المدرسين نحو التقليل من ظاهرة التنمر
					1. زيادة الأنشطة الجماعية داخل الصف.
					2. التركيز على مشاكل التنمر في المنهج الدراسي.
					3. زيادة أنشطة الأطفال الذين يتعرضون للتنمر في المدرسة.
					4. التركيز على تنمية روح المشاركة بين الأطفال في المدرسة.

					5. زيادة التركيز على التطوير المهني للأطفال في المدرسة.
					6. التركيز على أنشطة الاتصال والتواصل بين الأطفال داخل الصف وخارجه.
					7. التركيز على تعليم الأطفال وتنقيفهم حول التنمر المدرسي.
					8. تكثيف النشاطات المجتمعية للأطفال واكتساب الدعم المجتمعي، للتقليل من ظاهرة التنمر

القسم الثاني: تقييم مدى اهتمام المدرسين بظاهرة التنمر داخل المدرسة

لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة	النقاط التي تبحث في مدى اهتمام المدرسين
					1. الاهتمام بتلبية احتياجات الأطفال الذين تعرضوا للتنمر في المدرسة.
					2. تعريف الأطفال أن التنمر يعتبر مشكلة حقيقية للطرفين المتمتم والمتمتم عليه.
					3. متابعة تصرفات الأطفال المتمتمين والأطفال الذين تعرضوا للتنمر في المدرسة.
					4. وضع سياسات ممنهجة واتباعها للتعامل مع حالات التنمر التي تحدث بين الطلاب في المدرسة.

القسم الثالث: تقييم مدى ثقة المدرسين بالتعامل مع ظاهرة التنمر

لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة	النقاط التي تبحث في مدى ثقة المدرسين
					1. قدرة المعلمين على اكتشاف ظاهرة التنمر المدرسي.
					2. ثقة المعلمين بقدرتهم على إدارة التنمر المدرسي.
					3. تواصل المعلمين مع الأطفال بطريقة إيجابية لكسب ثقتهم.
					4. يجب على المعلمين إيجاد جو من الأمان والثقة حتى يتمكن الطفل الضحية من إخبارهم بما يعاناه أو يتعرض له.
					5. على المعلمين عدم تشجيع الطفل الضحية على الرد بطريقة عنيفة حتى لا يتعرض لمزيد من الأذى.
					6. ضرورة إبعاد المعلمين للطفل الضحية عن المتمتمين أو طلب المساعدة من الآخرين.
					7. تشجيع الضحية على تكوين صداقات

					جديدة وعدم البقاء وحيداً.
					8. من الأفضل أن يقوم المعلم بعرض حالة التتمر على المرشد ومدير المدرسة لمساعدة الطفل في حل المشكلة.

الجزء الرابع: أسئلة لتقييم ممارسات معلمي المدارس تجاه التتمر المدرسي

دائماً	غالباً	أحياناً	نادراً	أبداً	النقاط التي تبحث في ممارسة المدرسين اتجاه التتمر
					1. لا أفعل شيئاً تجاه التتمر في المدرسة.
					2. لا ألاحظ التتمر في المدرسة
					3. أعطي فرصة للأطفال لمحاولة حل مشكلة التتمر فيما بينهم في المدرسة.
					4. أساعد الأطفال المشتركين في التتمر في المدرسة. للوصول الى الحل المناسب للطرفين.
					5. أقوم بمناقشة ظاهرة التتمر في المدرسة مع جميع الأطفال في الفصل.
					6. أتناقش مع جميع الأطفال في الفصل عن مدى معاناة الطفل (ضحية التتمر) بعد تعرضه للتتمر في المدرسة.
					7. أحاول أن أجعل الأطفال يتقبلون ويتصالحون مع حالة التتمر المدرسي.
					8. أساعد الأطفال (المشتركين) في التتمر في إيجاد حل لحالات التتمر المتكررة في المدرسة.
					9. أحاول أن أواسي الطفل (ضحية التتمر)، وأطلب من الأطفال الآخرين في الفصل مساعدته تجاه التتمر الذي حصل في المدرسة.
					10. أساعد الطفل المتتمر عليه (ضحية التتمر) لفهم حالة التتمر في المدرسة.
					11. أقوم بمواساة الطفل المتتمر عليه، وإعطائه الشعور بالأمان في المدرسة.
					12. أقول للمتتمر / المتتمرة أن سلوكه/سلوكها غير مقبول تجاه التتمر المدرسي

					13. اتخذ إجراءات ضد المتتمرين / المتتمرات تجاه التنمر في المدرسة.
					14. أقوم بالإبلاغ عن حالات التنمر في المدرسة إلى المدير أو أولياء الأمور.
					15. أشرح ما هو التنمر الذي يحدث في المدرسة، وأناقشه مع الأطفال الآخرين في الفصل.

Appendix B

Figures

Figure 5.1: Distribution of teachers' gender



Figure 5.2: Distribution of teachers' age groups

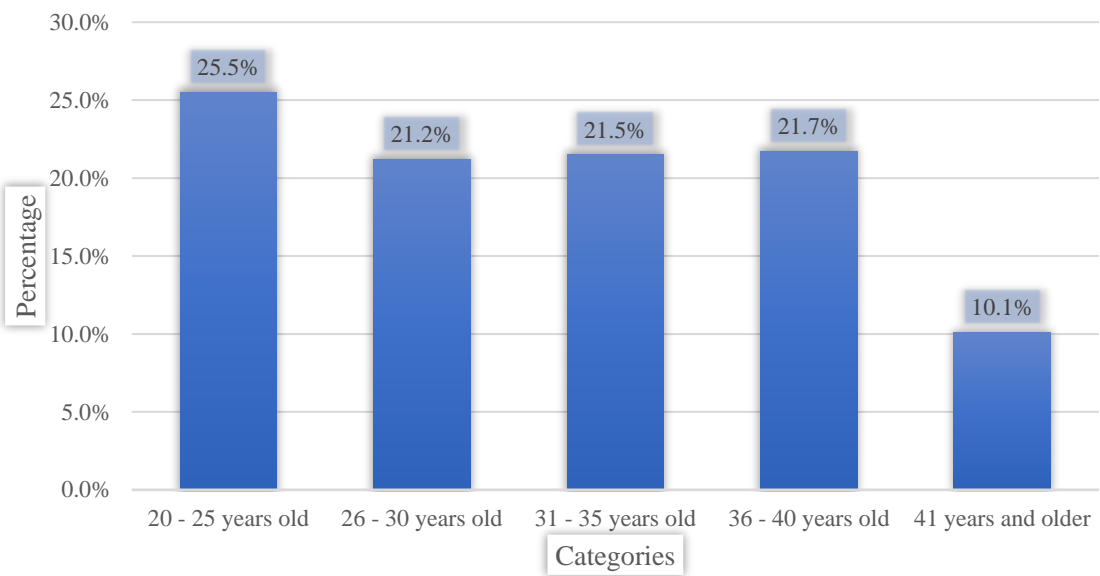


Figure 5.3: Distribution of teachers' Experience

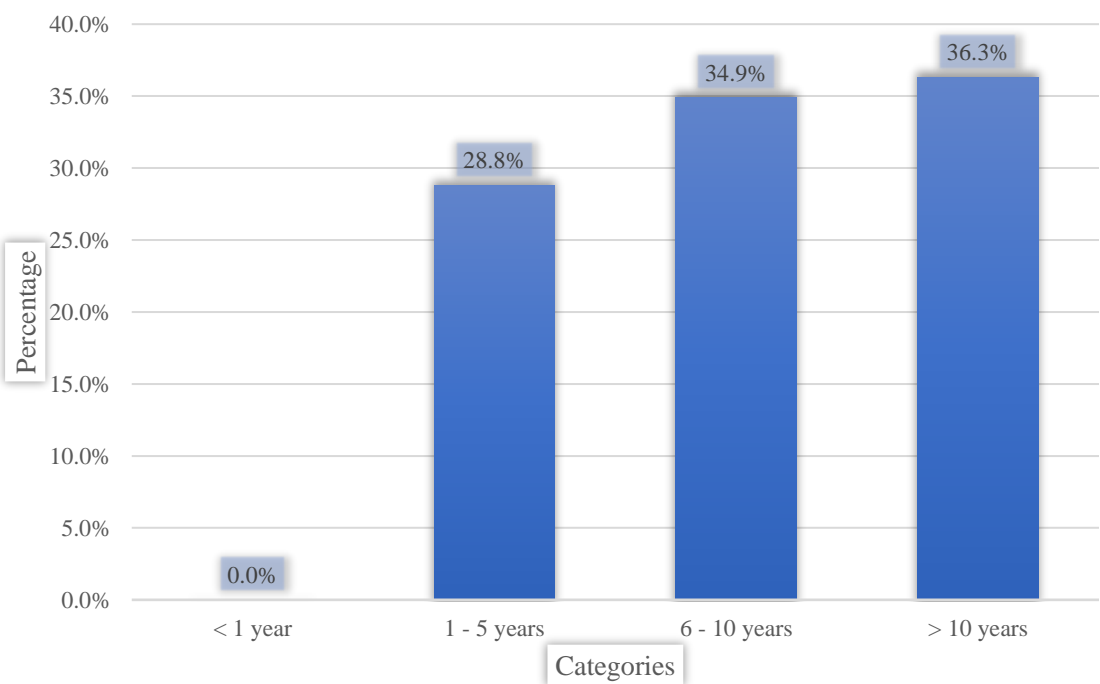


Figure 5.4: Distribution of teachers' Education

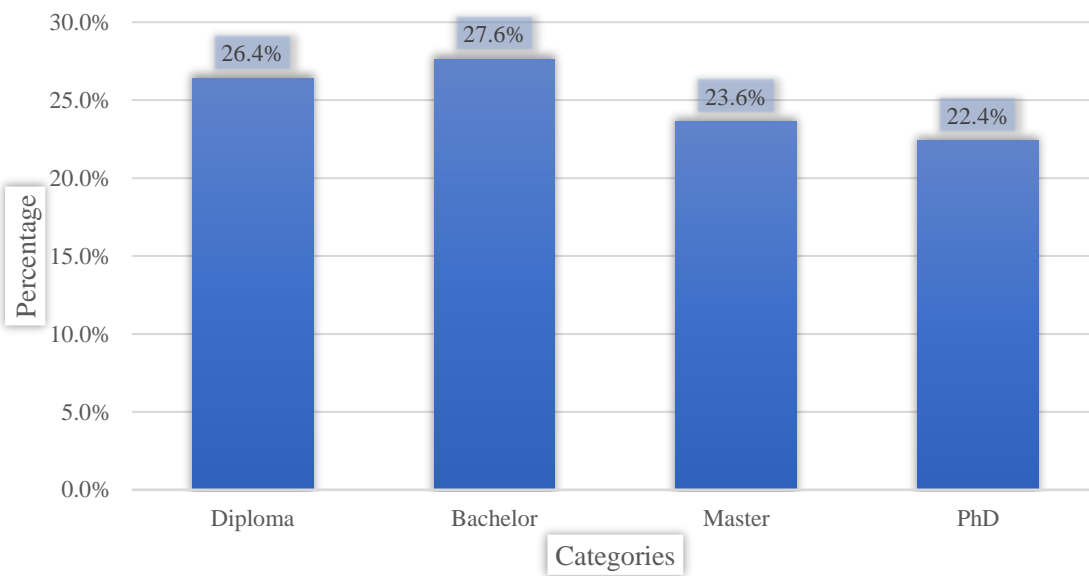


Figure 5.5: Distribution of teachers' governorate

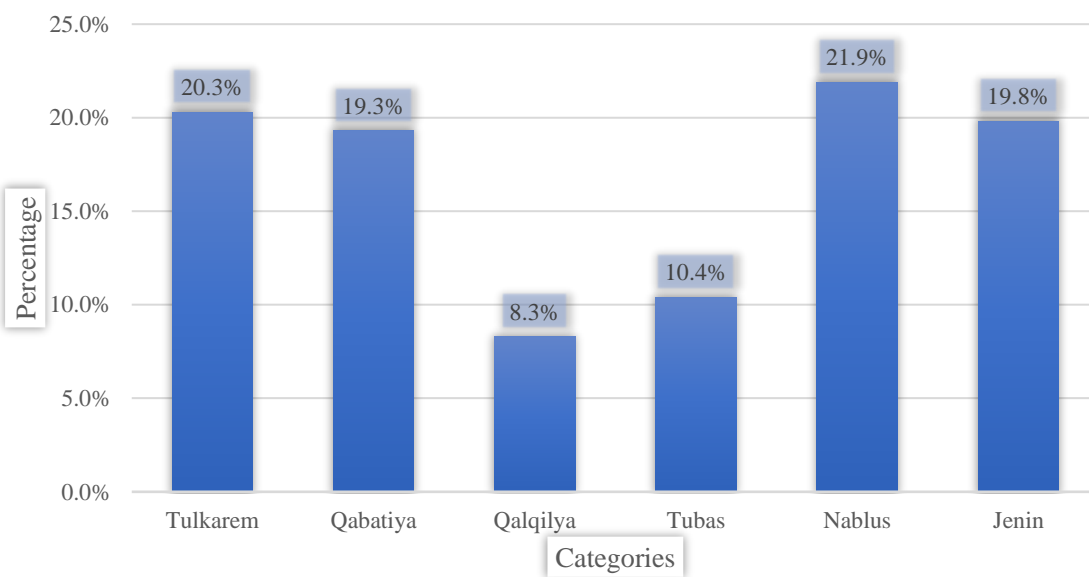


Figure 5.6: Distribution of teachers' marital status

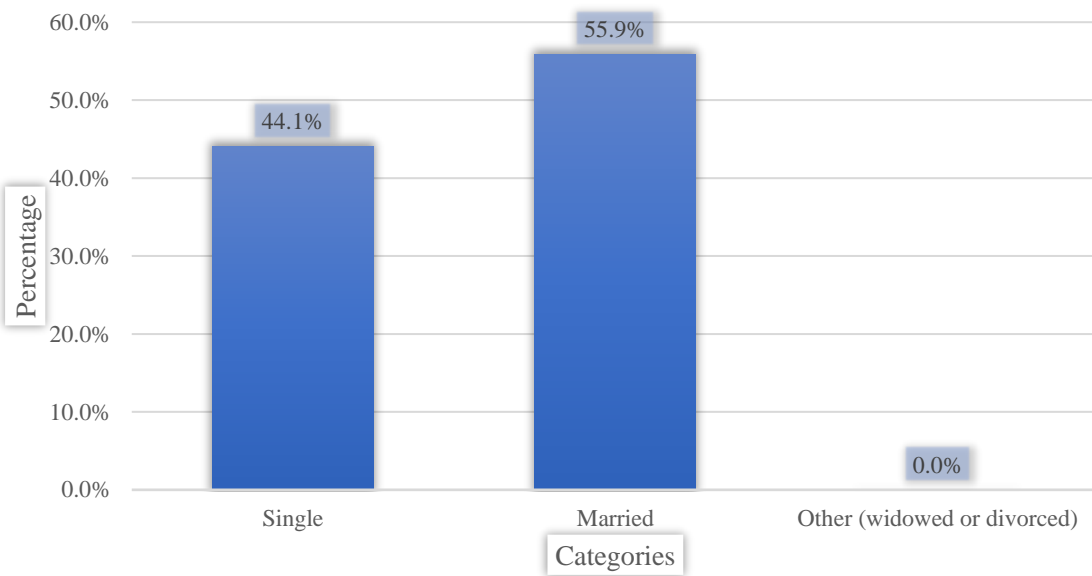


Figure 5.7: Distribution of teachers' residency

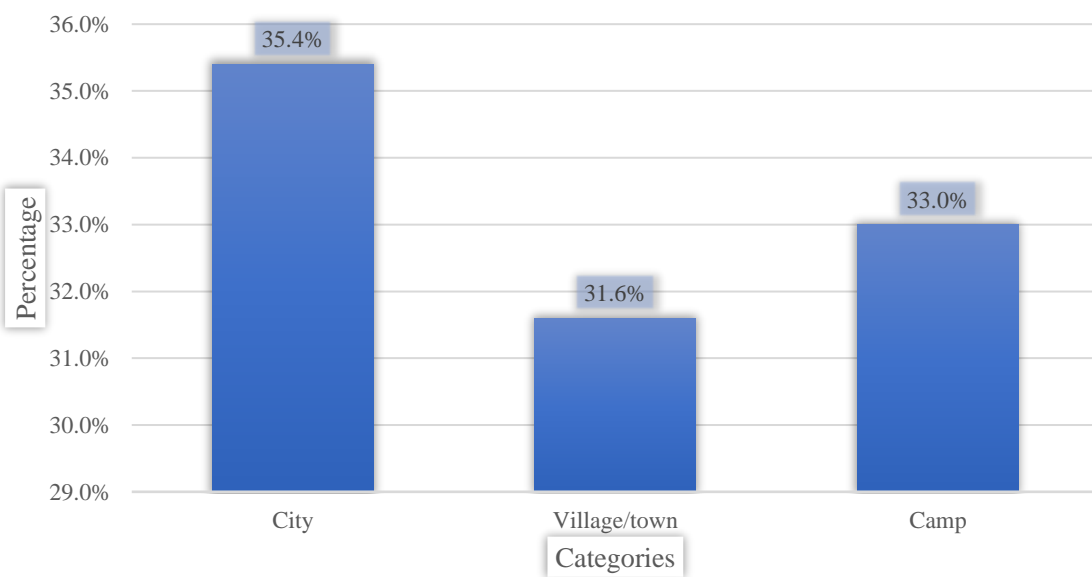


Figure 5.8: Distribution of school types

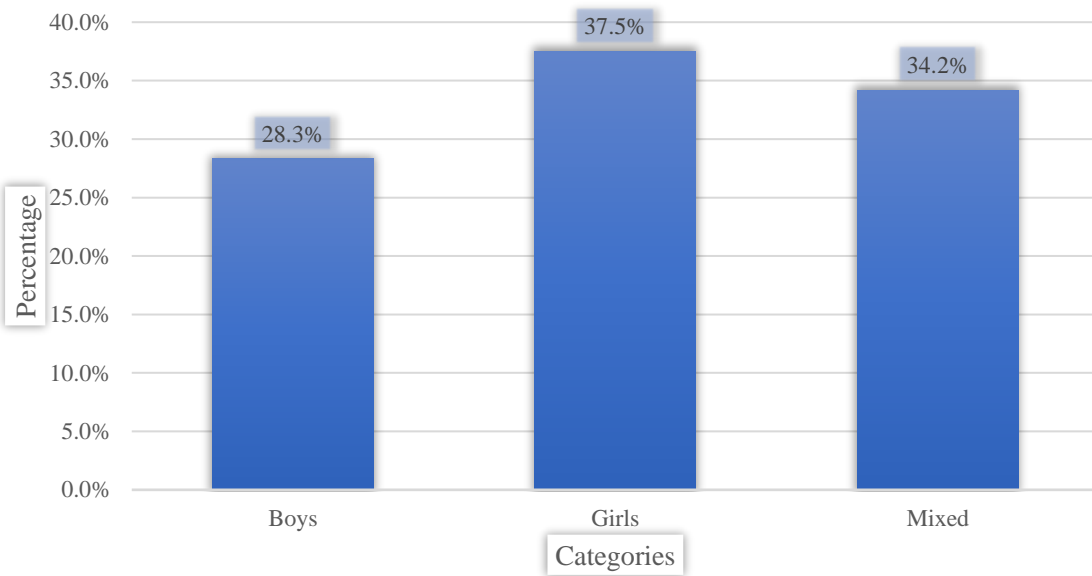


Figure 5.9: Distribution of facing bullying

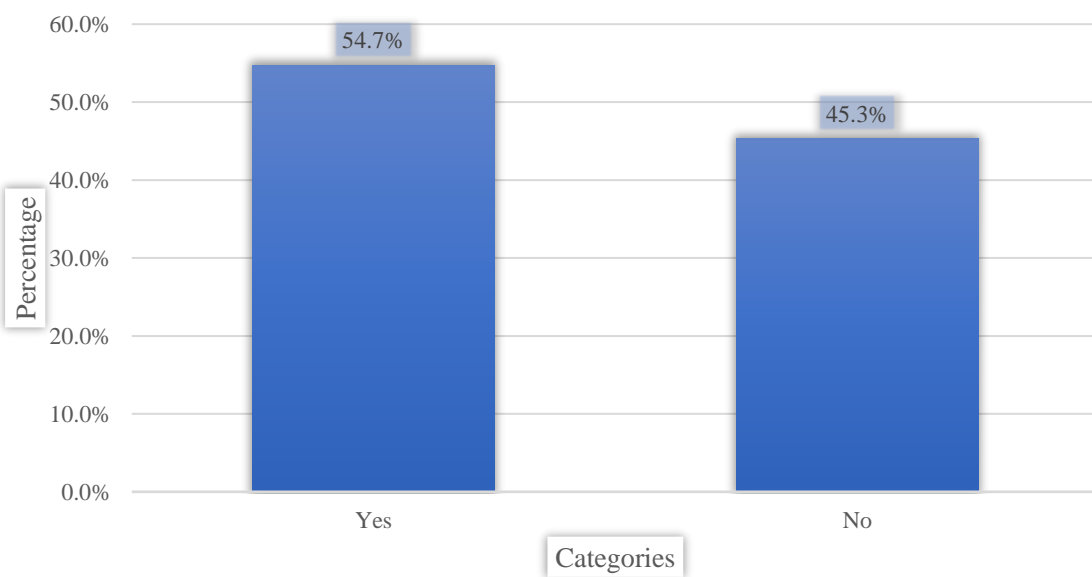


Figure 5.10: Distribution of knowledge categories among teachers regarding bullying among students

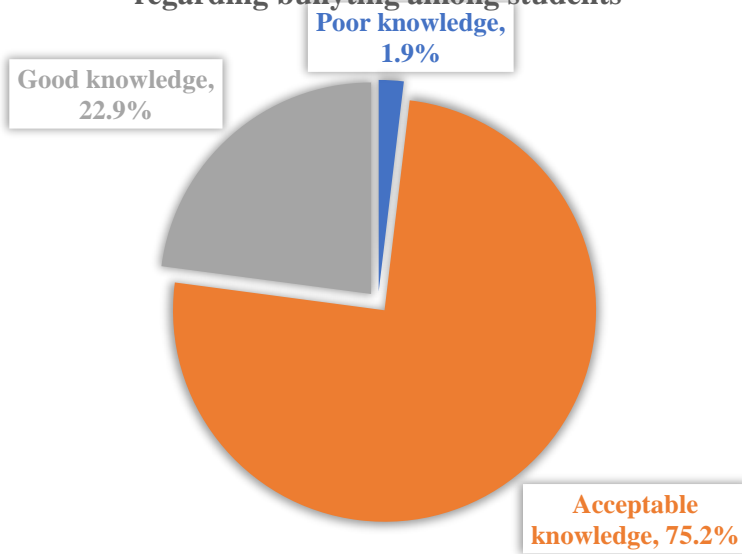
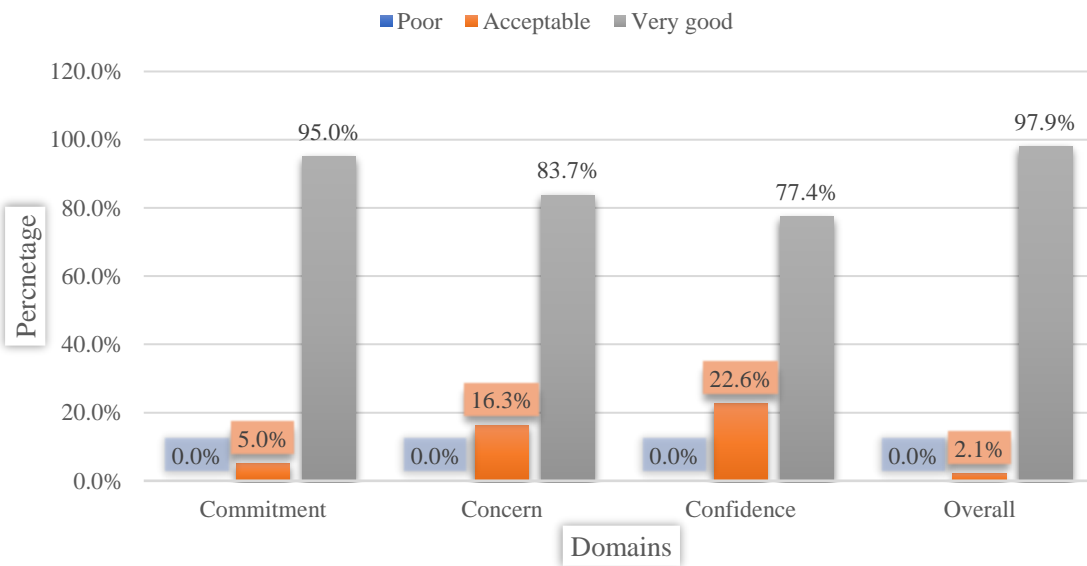


Figure 5.11: Distribution of attitude domains



Appendix C

Ethical committee approval

Appendix D

Formal letters facilitating the task



الرقم: و ت / ٥٥٧ / ١٩٩٩
التاريخ: ١٩ / ١١ / ٢٠٢٣ م

لمن بهمة الأمر

"تسهيل مهمة بحثية"

يهديكُم مركز البحث والتطوير التربوي أطيّب تحية، ويرجو منكم التكرم بتسهيل مهمة الباحثة:

"إيناس هاني عبد اللطيف عامر"

من جامعة القدس للحصول على المعلومات اللازمة لإعداد دراسة بعنوان:

"معرفة ومواقف وممارسات المعلمين تجاه التمر في المدارس بين الأطفال في المناطق الشمالية من الضفة

الغربية لفلسطين".

ملاحظات:

- تتضمن الدراسة تطبيق استبانة على عينة من معلمي المدارس الحكومية في مديريات التربية والتعليم الآتية: "طولكرم، جنين، قباطية، نابلس، قلقيلية، طوباس".
- الاستجابة على الأدوات البحثية من قبل عينة المبحوثين طوعية.
- يتم تطبيق أدوات البحث عبر النماذج المحوسبة دون تواصل وجاهي مع المبحوثين.
- ملاحظة: مركز البحث غير مسؤول عن جودة أدوات الدراسة.

مع الاحترام،

د. محمد مطر
/مدير عام مركز البحث والتطوير التربوي



نسخة: عطفة وكيل الوزارة المحترم.

عطفة الوكيل المساعد للشؤون التعليمية المحترم.

عطفة رئيس المركز الوطني للاختبارات والقياس والتقييم التربوي المحترم.

السادة المديرون العامون لمديريات التربية والتعليم في مديريات: "طولكرم، جنين، قباطية، نابلس، قلقيلية، طوباس" المحترمون.

د. مها نحال /المحترمة/المشرفة على الدراسة- بريد الكتروني mnahal@stuff.Al-Quds.edu

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القدس- أبو ديس

التاريخ : 2023/11/10

حضرة مدير التربية السيد _____ في محافظة نابلس المحترم

الموضوع: تسهيل مهمة الطالبة ايناس عامر في جمع المعلومات اللازمة لعمل البحث العلمي

تحية طيبة وبعد ،،

يرجى من حضرتكم مساعدة الطالبة ايناس ناصر في جمع المعلومات اللازمة للبحث العلمي من المدرسين والمدرسات في محافظة نابلس. عنوان البحث هو مواقف وممارسات معرفة المعلمين تجاه التثمر في المدارس بين الأطفال في المناطق الشمالية من الضفة الغربية لفلسطين. والبحث الذي تقوم به الطالبة ايناس عامر هو متطلب لرسالة الماجستير من اجل الحصول على درجة الماجستير في صحة الام والطفل من جامعة القدس.

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حضرة مدير التربية السيد _____ في محافظة قباطية المحترم

الموضوع: تسهيل مهمة الطالبة ايناس عامر في جمع المعلومات اللازمة لعمل البحث العلمي

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حضرة مدير التربية السيد _____ في محافظة قلقيلية المحترم

الموضوع: تسهيل مهمة الطالبة ايناس عامر في جمع المعلومات اللازمة لعمل البحث العلمي

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Research Ethics Subcommittee of Faculty of Health Professions
Letter of approval

Jun 21, 2023

Ref. No.: RESC/2023-44

Dear Applicants, (Dr. Maha Nahhal, Ms Enas Amer)

Program: **Msc Nursing Department**

The Research Ethics subcommittee of the Faculty of Health Professions has recently reviewed your proposal entitled (**Teachers' Knowledge Attitudes and Practices toward School Bullying among Children in Northern Areas of the West Bank of Palestine**) submitted by (**Dr. Maha Nahhal**). Your proposal is deemed to meet the requirements of research ethics at Al-Quds University, but further assessment is required by the Central Research Ethics Committee of Al-Quds University. We wish you all best for the conduct of the project.

Hussein ALMasri, PhD
Associate Professor of Medical Imaging
Research Ethics Subcommittee Chair
Faculty of Health Professions

Hussein ALMasri

CC: File

CC: Committee members