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The American University in Cairo
School of Humanities and Social Sciences

An Assessment of Teachers' Perceptions of Bullying in an Egyptian School

A Thesis Submitted to
Department of Psychology

in partial fulfillment of the requirements for
the degree of Master of Arts/Science

by Nada Shalabi Farahat

Under the supervision of Dr. Carie Forden
December/2018

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Dedication

I dedicate this thesis to my late father, Shalabi Farhat, whom I have lost at a very young age. I only got to spend five happy years with him, but I have always felt his presence that urged me to follow my passion and achieve my life goals. Every time people talk about how successful, generous, loving and selfless man he was, I get inspired to become the daughter I know he would be proud of. Thank you father for leaving me with such a good memory, I promise you to continue my journey with hard work, passion and most importantly, with always having you in my heart.

Acknowledgments

I would first like to express my sincere gratitude to my advisor Dr. Carie Forden, she was always available for me whenever I had a question in my research or simply needed reassurance. Thank you for the constant guidance and support you have given me since I started the program until I submitted my thesis. Thank you for motivating me to follow my passion and opening doors of opportunities for me whenever you could. I could not have imagined having a better advisor for my masters' study.

I would also like to thank my thesis readers, Dr. Heba El Deghaidy and Dr. Ithar Hassaballah for their valuable feedback and support, I am really grateful for your efforts throughout the thesis process. I would also like to acknowledge Dr. Naela Refaat for inspiring me, believing in me, and pushing me towards being a better person and a passionate community psychologist. I would like to extend my gratitude to Dr. Mona Amer, Dr. Kate Ellis, Dr. Hani Henry, Dr. Mohamed Taha, Dr. Hassan Zaki and Dr. Heba Kotb for their encouragements and insightful comments.

I would like to thank all my friends in the psychology department who shared with me this beautiful journey, and especially my dear friends who have helped me in my thesis; Noha Hassanin, Dina Al Bawab, Azza Osman, and Germeen Riad.

Last but not least, I am forever grateful to my mother, Samira Dahawy who has quit her job to support me throughout my master's study and to babysit my precious son Malek. She has always provided me with constant encouragements and motivations, this achievement would not have been possible without her. I also want to thank my husband, Mahmoud Labib for being my backbone and for providing me with unfailing support and encouragements throughout my journey. No words can express how grateful I am for having such a supportive and kind hearted

sister. Thank you Ola El Minshawy for always being there for me and for loving me in all my conditions. I want to thank my mother in law, Zainab Rabea and my Father in law, Labib El Leithy for believing in me, treating me like their daughter and always motivating me to succeed. Lastly, I would like to appreciate one of God's greatest gifts in my life, my son Malek, who showers me with unconditional love and inspires me every day to become a better person so he would be able one day to look up to me and tells me that he is proud of me.

Abstract

Egyptian children are no exception to their peers worldwide in facing bullying. However, bullying has been poorly researched in Egypt (Goryl, Neilsen & Sweller, 2013). Bullying is commonly defined as an aggressive behavior that is intentional, repeated for a long time and involves an imbalance of power. It can have negative effects on children's physical and psychological health and can even escalate to the tragedy of suicide. Teachers often serve as students' first line of defense against bullying. Therefore, the purpose of this research was to examine Egyptian teachers' perceptions of bullying in order to better understand how they deal with it, specifically how teachers view bullying, what kind of bullying interventions they employ at school, and how strongly are they committed to take an action towards bullying prevention in schools.

Elementary teachers in a private school in Cairo responded to a survey on knowledge and attitudes towards bullying ($n = 90$, return rate = 60%). The study used the Bullying Attitude Questionnaire Modified (BAQ-M) (Yoon & Kerber, 2003) to create five vignettes that assessed teachers' attitudes towards bullying. In addition, six female teachers and seven male teachers were interviewed to gain a deeper understanding of teachers' perceptions of bullying identification, intervention and prevention.

Findings showed that most teachers had misunderstandings about the criteria of bullying and how to define it, but they showed good awareness of the factors that influence bullying behaviors. Teachers implemented a variety of bullying intervention strategies with punishment being the most common strategy. They experienced many challenges, such as lack of support from parents, that made them hesitant to intervene in bullying situations. While the school did not have anti-bullying policies, teachers were eager to attend training workshops about bullying

Teachers' Perceptions of Bullying in an Egyptian School

and gave many suggestions for improving bullying prevention. Based on these findings, a bullying prevention program that involves a training was developed to create social change by providing education and promoting self-efficacy for teachers faced with the challenges dealing with school bullying. Further research is needed to gain deeper understanding of the perceptions of all entities involved in bullying from different backgrounds.

Key Words: bullying, bullying identification, bullying intervention, bullying prevention, perceptions, teachers' perceptions, elementary, school, Egypt.

An Assessment of Teachers' Perceptions of Bullying in an Egyptian School

What is Bullying?

Bullying can be described in many ways and includes many different aspects. For example, Dan Olweus defined bullying as “when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.” (Hazelden Foundation, 2007, p.1). Another definition of bullying was provided by Rigby (2002) who saw it as a desire to hurt another person, an involvement of power imbalance, a repetition of the undesired action, an unjust use of power, and finally a sense of enjoyment by the bully and a sense of oppression by the victim. Bullying in schools is an old phenomenon, but it only began to be studied by researchers in the 1970's. Since then it has been the focus of much international research (Olweus, 1973a and 1978 as cited in Olweus, 1993).

Both researchers agree that bullying is a repetitive violent behavior against someone who can't defend him/herself. This behavior can be in a form of physical contact like hitting or kicking, it can be done verbally like saying unpleasant things, and it can be through negative actions like locking someone in a room or excluding them from a group. Verbal and physical violence is called direct bullying, while negative actions like social isolation and rumors spreading is called an indirect or relational bullying, a less visible form of bullying (Olweus, 1993).

It is agreed by researchers that bullying occurs when three characteristics are present: 1) an aggressive behavior that is meant to hurt someone else physically or psychologically, 2) repeated behavior over a long period of time; and 3) a victim is not able to defend him/herself because there is an imbalance of power (Olweus, 1993). These characteristics are intended to clarify that bullying happens between two people of unequal power and strength, which means

that the person who is getting bullied is not able to defend him/herself. Moreover, these negative actions, either physically or psychologically, are repeated in case of serious bullying. Olweus (1999) argues that there is a connection between bullying and violence since they are both part of aggression. Hence, it is important to distinguish between reactive and proactive aggression. Dodge (1991) explains that reactive aggression is a negative behavior which occurs as a result of being angry or frustrated, while proactive aggression is a negative behavior that is directed towards someone in order to gain power over them or a desired outcome. Most cases of bullying are considered to be proactive aggression.

There are many other types of bullying, for example; bullying can be in a form of threats or forcing someone to do a certain act, as well as taking money or damaging other's property. Moreover, there is racial bullying where a person is being bullied because they are of a different race, nationality, or culture. Also, there is sexual bullying where someone gets bullied because of their sexual orientation. In addition, there is cyber bullying which has become increasingly common among teenagers, it is a form of bullying that takes place over digital devices or online in social media (Hazelden Foundation, 2007). All these different types of bullying can cause traumatic effects for the victims of bullying and need immediate interventions. Hence, it is extremely important to differentiate between bullying and playful teasing. Mostly, teasing happens between two children of equal power, and it is clear that these behaviors are only for fun as they should never include physical or emotional abuse (Khosropour & Walsh, 2001). Bullying happens worldwide; accordingly, it is essential to be able to identify and understand it in order to be able intervene correctly.

Bullying Statistics Worldwide

Statistics show that bullying is a worldwide problem that affects school climate and the ability of students to learn. Dan Olweus who was one of the first to research bullying, conducted studies in Norwegian and Swedish schools on more than 150,000 students aged between 8-16. Olweus found that approximately nine percent of all students were victims, while about seven percent bullied other students on a regular base or approximately one student out of seven are regularly engaged in bully/victim problems (1993, p. 13). Another survey annually across the United Kingdom in partnership with secondary schools and colleges, found that out of 10,020 people aged between 10-20, one in two have been bullied at some point in their lives and 63% have reported engaging in bullying, while 37% have never told anyone about being bullied (The Annual Bullying Survey, 2017). The World Health Organization (WHO) carried out a Global School-based Student Health Survey in North Africa on more than 13,000 middle school students between 2006 and 2008. The survey showed that one-third of students in Morocco, Tunisia and Libya reported being bullied in the past month, while the rate of bullying in Egypt was 60.3% which is about twice as high (Abdirahman, Fleming & Jacobsen, 2012). Concerning the bullying problem in Egypt, Microsoft conducted a study on online bullying and it was found that 27% of children aged 8-17 in Egypt had been subjected to online bullying compared with a 25 countries that have average of 37%, while 63% were bullied offline (Microsoft Corporation, 2012). Other studies of bullying have been conducted in different countries and showed similar or higher results, which confirms that school bullying is indeed a serious problem and it is becoming a rising global phenomenon that needs to be given more attention (Microsoft Corporation, 2012).

Factors Influencing Bullying Behaviors

Students are no longer categorized just as bullies and victims, there are also followers, bystanders, defenders and bully-victim who are involved in bullying as well. Bullying behaviors are influenced by many factors including the individual characteristics of the bully and the victim, gender, age, socioeconomic background, familial influences, and school influences (Placke, 2006). There are also other factors like race, religion, ethnicity, disability or sexual orientation that also impact bullying; however only the six factors above are going to be discussed briefly.

Characteristics of Bullies. Khosropour and Walsh (2001) conducted a study of forty students from four schools. Students were interviewed about the characteristics of people who hurt others. One third of the students used the word "mean" to describe bullies which was the most popular word used, while "shy/quiet" and "sad/frightened" were the most words used to describe victims. Also, thirty-five percent of all students described bullies in the form of their physical characteristics by mentioning that they are "tall" and "big" instead of "short" and "small". Studies have also shown that bullies usually target victims who do not have supporters and are more vulnerable than them (Veenstra, Lindenberg, Munniksmma, & Dijkstra, 2010). In addition, research suggests that bullies tend to blame victims as they believe that bullying happens because of the victims' own behavior or personality (Hara, 2002). Olweus (1993) described in his book the individual characteristics of bullies which are aggression, violence, little empathy, strong need to dominate, physically strong and are usually surrounded by a small group of supporters.

Characteristics of Victims. Olweus (1993) described two types of victims. The first and most common type is the passive or submissive victim who is insecure, sensitive, anxious, quiet,

has low self-esteem, physically weaker and their attitude shows to bullies that they will not react if attacked. Surprisingly, research found that this type of victims is likely to have overprotective mothers who buffer them from all negative experiences and do not give them the opportunity to stand up for themselves. Not standing up for one-self; is perceived by teachers as a factor that increases a child's risk to be a victim of bullying. The second type is the provocative victim who is hyperactive, has low concentration, is anxious, aggressive, and causes tension and irritation; all characteristics which provoke other students (Olweus, 1993).

Gender. Research found that girls and boys experience bullying in different ways. Darmawan (2010) used self-assessments and interviews in a study of 97 boys and 149 girls in grades 7 and 8. The results showed that boys were involved in physical bullying more than girls, while girls used call naming and teasing more than boys. Coie and Dodge (1998) argued that although boys have been considered to be the more aggressive sex for decades, studies show that they experience both higher levels of bullying and higher levels of victimization than girls. This argument has made many researchers question if in fact boys are more aggressive than girls or not, especially that aggression is mainly defined as verbal or physical, while the other subtle forms are rarely taken into consideration (Espelage & Napolitano, 2003). One type of aggression is indirect aggression which involves attacking others in a hidden way, and another type is relational aggression which includes behaviors such as spreading rumors and excluding others. Many studies have shown that relational aggression is more common among girls than boys because boys engage more in physical types of aggression (Espelage & Napolitano, 2003). According to this argument, boys might not be more aggressive than girls if relational and indirect types of aggression are taken into consideration. On the other hand, Olweus (2003) states that according to many studies, boys bully more than girls and that about 50% of girls reported

that they were bullied mainly by boys. Olweus agrees that physical and verbal bullying are more common among boys while indirect means of bullying are more common among girls. However, Olweus also argues that this does not mean that bullying problems among girls shouldn't be given attention or acknowledged, especially because the bullying used by girls can be equally damaging and is more hidden and might not be all detected by the surveys. A Peer Interaction in Primary School Questionnaire (PIPSQ) was developed by Tarshis and Huffman which includes 22 item scale used to gather information about direct and indirect bullying and victimization across school age children. The scale was administered to a sample of 361 Egyptians, 350 Saudi Arabians and 270 American children in order to see how non- US populations responded to it, and also because the problems with bullying had been identified in Egypt and Saudi Arabia but not formally examined as a major issue (Hussein, 2010). The results showed that boys had a higher level of bullying in all three of the cultures, and the victimization level was similar among boys and girls. These results support the view that boys bully more than girls (Hussein, 2010). However, this might be because boys in the Arab world are raised to be tougher and more aggressive than girls, so it should not necessarily be generalized to other parts of the world.

Age. Milsom and Gallo (2006) found that most bullying occurs in middle school and in the early adolescent years. However, Sampson (2002) argues that elementary schools witness the highest levels of bullying incidents, followed by middle schools and the lowest levels is in high schools. Both agree that bullying is more frequent in younger age children who are in elementary and middle school rather than in high school. Another study in Spain conducted by Ortega and Merchan (1999) found that the number of victims tended to decrease among older students while staying stable among younger students. In addition, the percentage of bullies decreased gradually as students got older from 47.8% to 4.4%. On the other hand, the percentage of observers

increased progressively and reached the peak at age of 16 with 91.1%. According to the Global School-based Student Health Survey (GSHS) which was done in Egypt, Libya, Morocco and Tunisia with a sample of 13,000 students, victimization increased with age in Egypt until 16 years old but it did not increase in the other three countries. These findings do not match the results found in other research from around the world which mostly confirms that bullying decreases with age. Yet, the GSHS findings from Egypt confirms the results of an Egyptian government report which stated that bullying and aggression in Egypt increased with age (Abdirahman, Fleming & Jacobsen, 2012). This interesting finding definitely needs more research in order to understand why there is an increase in the rate of victimization and aggression as students in Egypt grow older.

Regardless of whether bullying increases or decreases by age, research has shown that bullying behaviors in children starts to show at a very young age, starting at 4 years' old when they first begin to threaten or intimidate other children ("How Does Early Bullying Develop?", n.d). However, Elementary school bullying has been widely overlooked. The most common types of bullying in elementary school are physical, verbal and relational bullying. However, physical bullying is found to be more common than other types of bullying during the younger ages (Gillies-Rezo and Bosacki 2003). Children at a young age might become involved in precursory or early bullying which can be destructive as it has implications that these behaviors will increase in the future (Levine & Tamburrino, 2014). Not focusing on bullying at young age and considering these acts as only childish, might explain why bullying in Egypt keeps increasing with age. Accordingly, bullying in elementary school needs to be identified and prevented in order to avoid more aggressive behaviors in middle and high school.

Socioeconomic Background. There are different views regarding the relationship between the socioeconomic background of students and bullying behaviors. For instance, Olweus (1993) in his studies in Scandinavian countries, found that the housing standards, and the parents' income and education were not related to aggression in children, and that bullies and victims existed in all social classes. On the other hand, Egypt's National Center for Social and Criminal Research conducted a study about violence in schools and its relation to the students' socioeconomic status (Abdirahman, Fleming & Jacobsen, 2012). The results showed that sixty-nine percent of primary and secondary school students reported being bullied by other students, and that schools which contained students of different socioeconomic backgrounds and diverse home environments experienced higher levels of aggression (Abdirahman, Fleming & Jacobsen, 2012). Moreover, a study by Espelage, Bosworth, and Simon (2000) showed that bullying was strongly related to concerns about neighborhood safety, which can be an indication that bullying occurs more in poor neighborhoods as they are more likely to be unsafe. However, there is not enough evidence confirming that students with low socioeconomic background engage more in bullying behaviors.

Familial Influences. Several studies have shown a considerable association between family influences and aggressive behaviors. Bowers, Smith, & Binney (1994) found that the families of bullies tend to have a strong need for power, while families of victims usually include an over controlling mother. According to Cohn and Canter (2003), two of the family influences that affect children's bullying behavior are seeing family members showing bullying behaviors and the amount of supervision the children receive from their care givers. A study by Espelage et al. in 2000 found that about thirty-four percent of school students spend at least one hour at home

without an adult supervision, and that these students were more likely to bully than those who were not home alone.

There are also other family factors that influence the bullying behavior such as the general family environment and parenting styles. Regarding the family environment, the role of siblings and its relation to bullying in school have been studied. For example, a survey was given to 375 rural school children and results showed that thirty percent of the children were bullied by their siblings and forty-two percent of the sample often bullied their siblings, which indicated that sibling victimization was most common between children who were involved in bully/victim problems at school (Duncan, 1999). Regarding parenting styles, this factor has been used to predict if children will get involved in the bully/victim problem. According to Baumrind (1971), there are four main parenting styles. First, the authoritarian style where the parents are demanding and unresponsive. These parents have low empathy, are more violent, monitor less and are conflict oriented, and this is associated in both male and female children, engaging in victimization and mostly physical bullying (Figula, Margitics, Pauwlik, & Szatmari, 2011). It has been argued that most Egyptian parents are controlling and use authoritarian parenting style with their children (Dwairy & Menshar, 2006). This might be the reason why bullying in Egypt continues as children grow older. Second is the permissive style where parents are undemanding and responsive, and this style is associated with children who are victims of bullying (Georgiou, 2008). Third is, the dismissive style where parents are undemanding and unresponsive. These parents are neglecting and do not monitor their children. This style is correlated with mostly cyber bullying in males, but not in females (Vieno, Gini, Santinello, & Mirandola, 2007). Finally, there is the authoritative style where parents are both demanding and responsive which create a good relationship with their children (Bowlby, 1969). Children with authoritative parents

are the least likely to be engaged in bully/victim problems; as Olweus (1993) says "love and involvement from the person(s) who rears the child, well defined limits on which behaviors are permitted and which are not, and use of non-physical methods of child-rearing create harmonious and independent children" (p.40).

School Influences. Many studies show that the school climate plays an important role in the occurrence of bullying in schools. A study of bullying among school children found that more bullying occurs in schools where teachers ignore the bullying behaviors (Cohn & Canter, 2003), while less bullying occurs in schools that encourage strong parental involvement, promote positive discipline where respect for others and trust is valued, and have high academic standards (Ma., 2002). Moreover, students' perceptions of their school can also have an effect on their behaviors and attitudes. For example, a study conducted by Kuperminc, Leadbeater, Emmons and Blatt (1997) showed that students who have positive perceptions of their schools are less likely to engage in aggressive behaviors. On the other hand, negative factors like having weak relationships with other students and teachers are related to being a victim and sometimes a bully (Nansel, Overpeck, Pilla, & Ruan, 2001). The school climate does not only affect the students while in school, it can have a long term effect on their behaviors and life achievements. An investigation by Kasen, Cohen, and Brook (1998) showed that a school setting which helps students to have goals and achieve academically can help preventing students from dropping out and having abnormal behaviors up to seven years later in their lives. Overall, the literature shows that the school environment has a critical influence in promoting or inhibiting bullying behaviors (Smith, Pepler & Rigby, 2004).

The Consequences of School Bullying for Students

Psychological and Social Consequences

Bullying has negative effects on bullies, victims, bully-victims, and bystanders (Placke, 2006). According to Banks (1997), there is a strong relationship between bullying behaviors during school and engaging in criminal acts during adulthood. A study by Olweus (1993), found that sixty percent of students who were bullies in grades six to nine had at least one criminal incident by age of 24. Moreover, longitudinal studies in the United Kingdom showed that students who bully at school are the ones most likely to experience high levels of depression and are more likely to have children who behave aggressively (Farrington, 1993). This shows that bullying behaviors in schools can negatively affect the students' chance of having a healthy life in the future. However, there is no clear evidence on whether these consequences are due to negative feelings like guilt or shame, poor parenting styles, genetic transmission, or all of these (Rigby, 1994).

Victims are also highly affected by bullying as it increases their fear of going to school and creating friendships. Banks (1997) found that about seven percent of eighth grade students stay at least once a month at home to avoid bullying in school. Espelage and Swearer (2003) also found that victims suffer from depression, anxiety, and low self-esteem and these can lead them to avoid going to school. Additionally, victims tend to experience feelings of insecurity, loneliness, and isolation especially because their peers try to avoid them in order not to be at risk of being bullied themselves (Banks, 1997).

Espelage and Swearer (2003) found that students who are victims of bullying and are bullies themselves have the highest risk of depression, higher levels of anxiety than bullies or victims, are the most in danger of suicide attempts, and have the lowest self-esteem than

everyone on the bullying scale (Seals & Young, 2003). According to Rigby (2003), students who are engaged in bully/victim problems can suffer from mental and physical problems. These problems are divided into four categories: 1) Low psychological well-being which include general negative feelings like unhappiness, anger and sadness, 2) Poor social adjustment such as expressing their dislike to school or work and sense of loneliness, 3) Psychological distress, a more serious condition that includes suicidal thoughts and high level of depression, and finally 4) Physical disabilities that could lead to negative feelings and poor mental status (Rigby, 2003).

There is not enough research on the negative consequences of being a bystander. However, the NEA's National Bullying Awareness Campaign concluded that most of the consequences are negative emotions like fear of going to school or fear of being bullied by others, guilt for not helping their peers and anger as well as helplessness for not knowing what to do (National Education Association, 2002).

Effects of Bullying on Academic Achievement

Students always need a safe environment in order to be able to learn. Accordingly, bullying in schools can have negative effects on the students' academic achievements. A study in the US of 15,000 students in grades six to ten found a strong association between engaging in bullying and low grades in school (Nasel, Overpeck, Pilla & Ruan, 2011). Another survey by Skrzypiec (2008) in Australia that involved about a 1,400 students in grades eight and nine found that about third of students who had been bullied were suffering from difficulty in concentrating in classes because of their fear of bullying. Another study by Konishi (2010) in Canadian schools looked at the relationship between bullying in schools, academic achievement, and the student-teacher relationship. The study included about 28,000 15-year-old students who participated in an international student assessment program. The results showed that the students' academic

achievement decreased when bullying occurred and increased when there were strong relationships between the students and their teachers (Konishi, 2010). Thus, school administrators and teachers need to work on preventing bullying behaviors, providing a safe environment for learning, and strengthening the relationships between students and teachers in order to increase students' academic achievement.

Bullying and Suicide

Unfortunately, bullying can cause serious emotional and mental health problems, and sometimes it can even escalate to the tragedy of suicide. A study by Peart (2008) in the US showed that the victims of bullying are about two to nine times more likely to think about committing suicide. Another study in Britain found that 10 to 14 years old girls are more at risk of committing suicide and that at least half of the suicide attempts among teenage students are related to bullying ("Bullying and Suicide", n.d.). Many people in Arab countries wrongly believe that bullying only happens in the Western part of the world. However, the truth is that bullying is a global phenomenon and many cases of suicide have been witnessed in Egypt and other parts of the Arab world. For example, an Egyptian 16-year-old student in 2014 launched an anti-bullying campaign called "Advice Seekers" after he lost his friend in 2008 to suicide as a result of being a victim of bullying ("This Egyptian Teenager", 2017). Another case of suicide due to bullying in schools took place in Abu Dhabi in 2012 when a girl went into a coma after a suicide attempt and when she woke up two years later, she discovered that she would be permanently disabled (Farah, 2012). A more recent case was for a 22 years old Egyptian girl from Alexandria who committed suicide by throwing herself from the fourth floor because three supervisors in the institution she was studying in used to make fun of her skin color and appearance, treat her harshly and abuse her verbally.

Cyber bullying is also one of the most dangerous types of bullying that can lead to suicide. A study showed that more than 40% of children in grades four to eight have been bullied online (“i-SAFE Home Content | iSAFE Ventures,” n.d.). A game called "Blue Whale" which was created by a 21-year-old Russian man who is now in custody, has led to many cases of suicide. This game is a true representation of cyberbullying as it has 50 day challenges where children have to harm themselves in order to pass the challenge. On the last day of challenge, children are forced to commit suicide or they will be threatened that their families will get hurt if they don't, since the game has all their personal information. Hundreds of suicide cases have been reported as a result of this game in Russia, Bangladesh, Brazil, Bulgaria, China, India, Iran, Italy, United States, Tunisia, and finally in Egypt. There are countless other stories about victims who suffered and committed suicide because of different types of bullying. Unfortunately, not all cases of suicide that are related to bullying are reported in Egypt because of the stigma about suicide and the lack of knowledge about bullying. Therefore, it is important to realize that bullying exists everywhere around the world and it is indeed a critical problem that needs to be addressed.

Theories about the Causes of Bullying Behavior

Many studies have been conducted in order to develop theories that explain the causes of bullying. However, it is very challenging to find a theory than can fully explain bullying because there are many different factors that affect this behavior. Some of the most common theories of bullying are social identity, general strain, dominance, attraction, and homophily.

Social Identity Theory. According to Tajfel and Turner (1979), the social identity process helps us understand why children bully in groups. Social identity theory states that children have a basic need to have a positive view of themselves and their group through

comparing themselves with other groups (Tajfel & Turner, 1979). Therefore, according to this theory, students who bully are not evil by nature, but they have a need to enhance their social identity by belonging to a group and this affects their behavior as they have to act according to the norms of this group. According to Ojala and Nesdale (2004), the children's perception of the out-group threats also affects their behaviors as well as the norms of the in-group. The in-group is a social group that the students identify with, while the outgroup is a social group that they don't identify with. The classification of these groups can be built on race, religion, gender, age, sex orientation or other. Accordingly, this creates an "Us" vs "Them" mentality which can lead to discrimination, bias and bullying because their fear of the out-groups and considering them to be a threat to their in-group.

General Strain Theory. General Strain Theory was developed by the sociologist Robert Agnew (2001) and it proposes that strain or stress can cause negative emotions like anger, depression or anxiety which might lead to aggressive behaviors. According to general strain theory, these negative emotions are a result of being treated unfairly, and people who are exposed to strain have a higher probability of behaving in a deviant way and engaging in bullying acts (Agnew, 2001). The relationship between general strain theory and bullying behaviors has been studied by many researchers. For example, Browne and Falshaw (1996) studied a sample of youth at a youth treatment service and they found that according to the child protection officer at the service, bullies were the ones who were treated badly and suffered from emotional and physical abuse as they grew up. Olweus (1993) also found that youth who were mistreated, abused and rejected by their parents, peers, and teachers were at the most risk of becoming bullies. The general strain theory also explains the negative long term consequences on the victims of bullying. Agnew (1992) argues that victims who suffered from strain or

bullying can suffer from depression, anxiety and anger which can lead to self-harm and suicide. Unfortunately, most teachers in Egyptian schools are loaded with work, which can lead them to unfairly treat children. Also, studying in Egyptian schools usually depend on memorizing and having to state exactly what the book says as there is no much space for creativity, which put them under great stress and tension (Awad & Dziadosz, 2010). Therefore, according to this theory, exposing students to stress or mistreatment leads to negative emotions which creates an ongoing cycle of bullying with negative consequences for both the bully and the victim.

Dominance Theory. Dominance theory explains bullying behavior in young adolescence when bullying acts increase. Students create a hierarchy based on power or the best access to resources (Espelage & Swearer, 2003). Moving from elementary to middle school is a stage where students need to establish dominance in relationships and bullying can be considered one of the methods they use to feel dominant over others (Pellegrini, 2002). A study was done by Pellegrini and Long (2002) about dominance theory and its relation to aggression and bullying. The results showed that at least in one sample bullying was done more frequently by boys who targeted other boys to prove their dominance. Due to gender roles, Egyptian men are usually expected to teach their sons masculinity, so these children grow up with a need to feel dominant over others (Harney, 2014). Unfortunately, this leads to many cases of bullying especially in the transition stage and early adolescence as explained by the theory.

Attraction Theory. This theory suggests that people are attracted to others who have personalities they like. Young adolescents are at the age where they feel the need to start separating from their parents and feeling like grownups. Therefore, they are attracted to peers who have independent, rebellious and aggressive personalities, and are less attracted to the peers who are obedient and compliant as these characteristics are more related to childhood

(Bukowski, Sippola & Newcomb, 2000). A study by Bukowski et al (2000) of 217 boys and girls during the transition period from elementary to secondary provided support for the claim that boys' and girls' attraction to aggressive peers' increased during middle school.

Homophily Theory. The behavior of students is shaped to a great extent by the type of relationships they make with others in school. According to Espelage and Swearer (2003), homophily occurs when students form peer groups and spend time with others who have similar behavior, from the same sex, race or has similar academic achievement. Social network analysis to detect peer networks and hierarchical linear modeling to detect the extent of peers influencing each other in bullying were used in a study of school students (Espelage & Swearer, 2003). The results suggested that peer influence has a great effect on bullying, and that students, whether boys or girls, get close with others who bully at similar frequencies (Espelage & Swearer, 2003).

It may be that the most relevant theories to the Egyptian context are the general strain theory because of the stress the Egyptian educational system puts on both students and teachers, and dominance theory because of Egyptian masculine gender roles. However, it is difficult to assess whether these theories or other ones best explain bullying in the Egyptian context due to the lack of research on bullying in Egypt. Hopefully the present research will help provide some insight into which theories may be the most relevant to explaining bullying in Egypt.

Bullying Interventions across Cultures

Although bullying is still an ongoing problem, many researchers have found ways to decrease bullying in schools through different interventions. Research shows that the whole-school approach is the most effective type of intervention where the students, teachers, staff and sometimes parents are involved in the process ("Anti-Bullying Intervention", 2017). Meta-analyses of evaluations of bullying interventions from different countries and for different school

grades show that anti bullying interventions can indeed be effective in reducing bullying behaviors ("Anti-Bullying Intervention", 2017). However, some of these findings show mixed results. For example, Evans, Fraser, and Cotter (2014) who assessed some anti-bullying interventions found that 50% of these programs had high effects on reducing bullying behaviors and 67% had significant effect on decreasing victimization. On the other hand, Smith, Schneider, Smith, and Ananiadou (2004) found that only a small number of the interventions they assessed had positive effects on victimization and bullying. Moreover, Merrell, Gueldner, Ross, and Isava (2008) found unstable and mixed results in regards to rates of bullying and victimization.

International Bullying Interventions

It is important to clarify that many of the school-based bullying interventions around the world are not evidence based because they are not evaluated ("Anti-Bullying Intervention", 2017). Therefore, the programs briefly described below are chosen because they are evaluated, evidence based and have features of effective anti-bullying interventions. The programs are from Norway, Spain, England, Finland, and Australia.

OBPP – Olweus Bullying Prevention Program – Norway. This program is considered to be the most successful anti-bullying program currently available. The OBPP was developed by Dr. Dan Olweus who is a Norwegian psychologist and is considered to be the Godfather of bullying research. In early 1981, Dr. Olweus proposed implementing a law against bullying in schools to protect children's rights and his suggestion was accepted by the Sweden and Norwegian parliaments in the mid 1990's ("Olweus History | Violence Prevention Works," n.d.). Before the legislation against bullying in 1983, three Norwegian elementary school students ended their lives because of bullying which led the Norwegian Ministry of education to launch OBPP in schools (Vega, 2012). OBPP is designed for students aged 5 to 15 years old and is used

at the school level, classroom level, and individual level, in addition to the involvement of students, teachers, staff and parents (Hazelden Foundation, 2007) (See Figure 1).

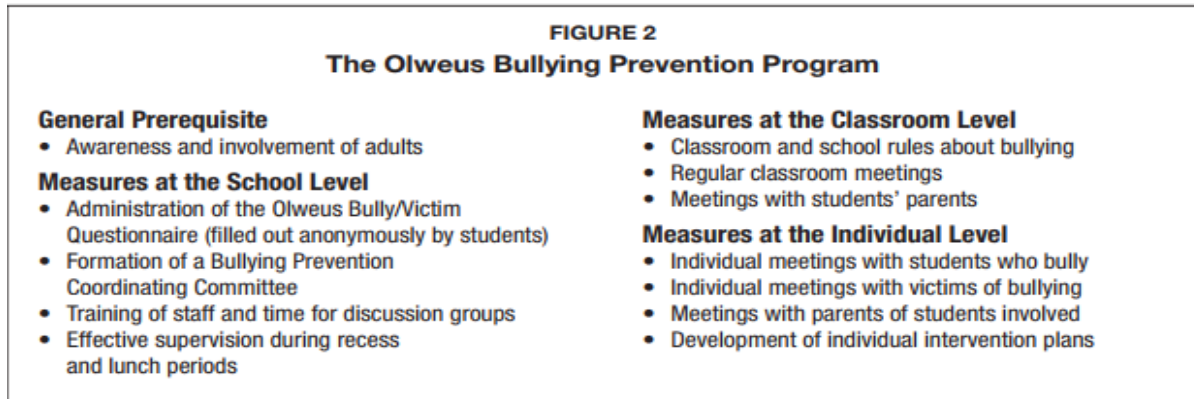


Figure 1. The Olweus Bullying Prevention Program. Adapted from "A Profile of Bullying at School" by Dan Olweus, 2003, *Educational Leadership*, p.51.

Involving different entities in bullying intervention is based on an ecological systems approach which sees that bullying behavior is affected by multiple levels including peers, school, community and parents. The program is built on four principles which are, 1) creating a school like the home environment which is characterized by warmth, 2) involving adults who represent positive role models, 3) limiting unacceptable behaviors, and 4) not using physical punishments in case of rules violation (Olweus, 2003). The OBPP has been researched for over 35 years and implemented in Norway and throughout the world in countries like Canada, Germany, Sweden, Croatia, England, Iceland, and United States (Hazelden Foundation, 2007). The largest evaluation included 2,500 students from forty-two schools and it lasted for a period of two and half years ("Olweus History | Violence Prevention Works," n.d.). The data showed a 50% reduction in bullying problems, significant reduction in cases of antisocial behavior, and clear improvements in discipline, attitudes and classroom climate; providing strong support for the efficacy of the OBPP's four principles and its whole-school approach. ("Olweus History | Violence Prevention Works," n.d.).

Sheffield Anti-Bullying Project – England. This project was developed by Peter K. Smith who is a Professor of Psychology at the University of Sheffield and works in the field of children's social development and play (Cleary, 2001). He was interested in the work of Dan Olweus and replicated some of his work including the whole- school focus where he engages the students, teachers, staff and parents in bullying interventions. However, Smith modified the program in order for it to be used in English schools and English culture (Smith & Ananiadou, 2003). Moreover, the program added bullying awareness material in the curriculum, direct contact with students, training the staff, emphasizing peer support, focusing on social and emotional learning, and making changes to playground and lunch breaks (Ansary, Elias, Greene, & Green, 2015; Smith, Sharp, Eslea, & Thompson, 2004). The Sheffield project was implemented in 23 schools from 1991 to 1993 in Sheffield, England (Smith & Ananiadou, 2003). An evaluation of the Sheffield project was conducted after four terms in schools where primary schools witnessed a 17% reduction in victimization and seven percent reduction in bullying, and secondary schools achieved three to five percent reduction in bullying (Smith & Ananiadou, 2003). However, there was a slight increase in bullying in some schools where the Sheffield program was not implemented with fidelity (Eslea & Smith, 1998).

SAVE Project – Sevilla Anti-Violencia Escolar (Seville Anti-Bullying in School Project) – Spain. The SAVE project was first implemented at 1995 in Seville, Spain as a preventive program which aimed to reduce violence and bullying in primary and secondary schools ("Anti-Bullying Intervention", 2017). The SAVE project uses the whole school approach like OBPP and the Sheffield program, in addition to having a strong focus on the ecological model where schools are seen as microsystems that include students, teachers, parents and communities (Ortega & Lera 2000). The SAVE program targeted 13 schools in poor areas and

focused on children who had special needs, had been exposed to risk or were involved in bullying (Ortega & Lera, 2000). The program is based on social and emotional learning which aims to improve interpersonal relationships, enhance direct contact with students, encourage group work and educate students about the correct values and behaviors (Ortega & Lera, 2000). Furthermore, SAVE also trains teachers on specific methods they can use to develop their yearly anti-bullying program (Ortega, del Rey & Mora-Merchán, 2004). An evaluation for the SAVE project was conducted to see if there were any changes in the level of bullying and victimization. It was found that victimization was significantly decreased from 9.1% to 3.8% which is more than half, bullying rates were decreased from 4.5% to 3.8%, and there was a reduction in the rates of students who were both bullies and victims from 0.7% to 0.3% (Ortega, del Rey & Mora-Merchán, 2004).

KiVa Anti-Bullying Program – Finland. KiVa is an anti-bullying program that originated in Finland, developed at the University of Turku and funded by the Finnish Ministry of Education and Culture (Kärnä et al., 2011). The program started in 2007-2008 with small number of interventions in some schools and is focused on only grades four to six, then in 2011 it was implemented widely across Finish schools with about 90% participation (Salmivalli, Poskiparta, Ahtola & Haataja, 2013). The KiVa program is divided into indicated actions and universal actions which have been developed to be suitable for grades 1-3, 4-6, and 7-9 (Kärnä et al., 2013). The indicated actions focus on intervening in individual bullying cases by preparing teachers and school staff to handle such cases through an already agreed on process, school meetings and trainings for teachers. On the other hand, the universal actions focus on preventing the bullying problem from occurring in the first place and this is done through developing computer games which teach children to deal with bullying, putting up posters and signs to show

that there will be consequences for bullying behaviors, and Including bullying in the curriculum to be introduced in classes (Kärnä et al., 2011). A sample of 8,237 students aged 10 – 12 years was studied by Kärnä et al. (2011) using randomized control trial design. It was found that there was a significant reduction in victimization levels after nine months of the intervention.

PBL – Positive Behavior for Learning – Australia. Another name for this program is School-Wide Positive Behavior Support (SWPBS) and it was first introduced in Australian schools (SSSC, 2015). PBL is a whole-school approach which aims to improve the positive behaviors of students and research supports the claim that this program can actually have positive effect on reducing the bullying and aggressive behaviors in schools ("Anti-Bullying Intervention", 2017). Since PBL is not originally an anti-bullying program, it does not focus on teaching students how to deal with bullying but rather focuses on improving the social skills of students and encourages positive behaviors (OSEP Technical Assistance Center, 2017). The program is developed to focus on the needs of each student through a three tiered intervention. The first tier focuses on the whole school where the intervention is for every student, the second tier focuses on about 15% of students who have moderate and ongoing behavioral problems, and the third tier focuses on about 5% of students who have intensive or chronic behavior problems and require an individualized intervention (See Figure 2) ("How to adopt a school-wide approach with PBL," 2014). A small evaluation was conducted and found that reports about incidents of bullying behaviors were reduced by 72% (Ross & Horner, 2014). Furthermore, a large evaluation was conducted in United States using randomized control trial design and the results showed that there was a significant decrease in bullying incidents reported to teachers by students who were in PBL schools (Waasdorp, Bradshaw & Leaf, 2012). (See Figure 2)

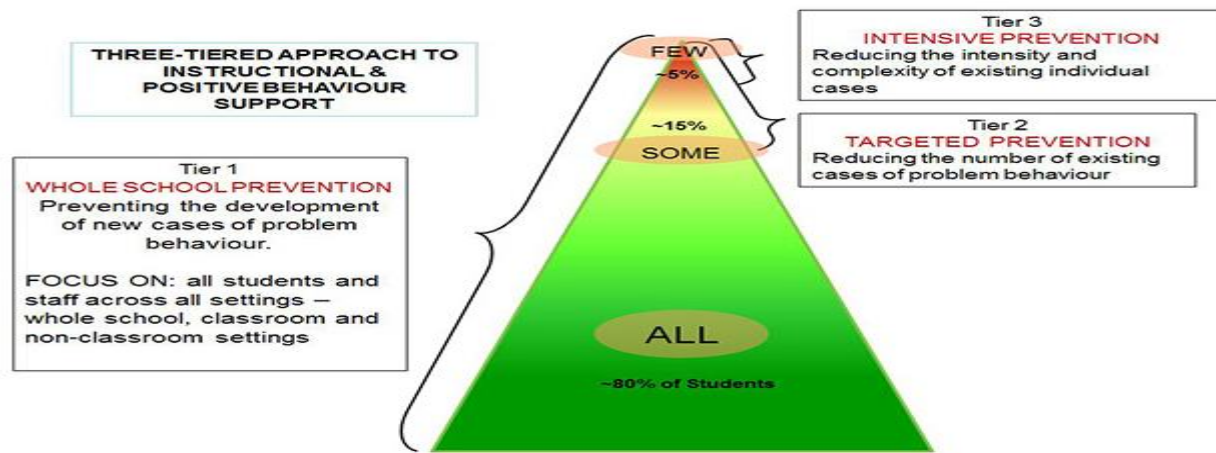


Figure 2. The Three Tiers of Intervention. Adapted from "How to adopt a school-wide approach with PBL" by The State of Queensland, 2014, Department of Education.

Laws and Interventions in Egypt

The term 'bullying' or 'تنمر' is not widely known in Egypt as most of the bullying behaviors are identified as 'violence' or 'عنف'. Bullying is different than violence mainly because violence is almost always physical, while bullying can be physical as well as verbal, social and emotional. Moreover, although violence is seen as unacceptable behavior, more people believe that bullying is part of growing up. Unfortunately, there are no clear laws in Egypt that are directed towards prohibiting bullying behaviors, neither in the Egyptian child law or the educational law. On the other hand, certain laws focus on enforcing punishments against child violence in general since many studies have showed that Egyptian children are highly exposed to violence. The national data on child abuse prepared by the United Nations International Children's Emergency Fund (UNICEF, 2010) revealed that an average of 85.5% of Egyptian children face high levels of physical punishments and verbal abuse at home and an average of 80.5% face the same in school. To address this problem of violence against children, the Egyptian Constitution of 2014, the Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child and the Egyptian Child Law all proposed that children be able to live free from violence in their homes, their schools and among their peers (NCCM & UNICEF, 2015). Moreover, a law that prohibit cybercrimes against Egyptian children was

established by the Ministry of Communication and Information Technology, and a national committee for child online protection was launched in 2013 to protect and empower children from cybercrimes as they believe that empowerment is essential for online protection (“MCIT | Digital Citizenship - The National Committee for Child Online Protection,” n.d.).

Regarding interventions, a campaign called "Learn without Fear" was established in 2010 which aimed to create a safe environment for students in schools and communities, increase awareness about violence against children, and contribute to changes in legislation (UNESCO, 2017). The anti-violence campaign operated in 44 countries including Egypt, it reached 94 million children and adults in two years through media, trainings and workshop and it managed to train more than 19,000 teachers in non-violent teaching methods (UNESCO, 2017). As a result of this campaign, 33 countries reported decrease in violent activities, 27 countries reported an increase in the number of children who reported violence, 36 countries provided access to medical support for violence incidents, and 28 countries started providing counseling sessions for children who are affected by violence (UNESCO, 2017). In Egypt, a student started a campaign called "Advice Seekers" which aimed to raise awareness about bullying in schools after his friend lost her life as a result of bullying. Also, Egypt's first national campaign against bullying was recently launched under the umbrella of a joint program by UNICEF and NCCM with funding by the European Union. Many private sectors have shown their support to the campaign by spreading its messages through their platforms, and number of national celebrities showed their stance on social media against bullying using the hashtag named “I Am Against Bullying” (UNICEF, 2018). This campaign urged children, parents and caregivers to stand up against bullying in educational and non-educational settings and to seek guidance from trained

professionals through the national child helpline (UNICEF, 2018). Evaluations of these efforts are not yet available.

Best Practices in Bullying Prevention and Response

Best Preventative Anti-Bullying Practices

Best practices are techniques that are known to be superior to others as they are supported by evaluations that produce positive results and have been tried multiple times. A number of best practices have been identified for prevention of bullying.

Whole School Approach. This approach aims to involve the whole school and community in the process of prevention since behaviors related to bullying are part of the values and norms of the society ("Anti-Bullying Intervention", 2017). This practice can be very useful when it is focused on four areas: 1) Applying an anti-bullying policy through the whole school. A study by Ttofi and Farrington (2011) showed that schools which include anti-bullying policy in their programs have lower levels of bullying than other schools. However, a research by Hirsch, Lowen and Santorelli (2012) indicated that these policies need to be implemented correctly and that the students should be aware of these policies in order for them to be successful. 2) Targeting the environments where most bullying happens mostly, in the classroom and playground. Ttofi and Farrington (2011) found that classrooms that are managed appropriately and enforce no bullying rules have fewer number of bullying behaviors. A survey of 351 schools that implemented playground improvement programs showed that 64% had a significantly lower level of bullying (Learning through Landscapes 2003). 3) Encouraging a culture that reports bullying. Although this approach helps keeping track of bullying incidents, it is very challenging to apply. According to a study by Rigby and Johnson (2016) in schools that used this approach, only a few students reported bullying incidents to their teachers. Thompson

and Smith (2011) suggested having reporting systems that ensure confidentiality and track students behaviors for better results. Finally, 4) Involving care-givers in the anti-bullying programs. Thompson and Smith (2011) found that most schools that engage parents in their programs are in England and they indeed have a reduced number of bullying incidents compared to other countries.

Embedding Anti-Bullying Content in the Curriculum and Classroom. This approach includes implementing social and emotional learning (SEL) and promoting up-stander behavior, and can be done through activities that are age-appropriate ("Anti-Bullying Intervention", 2017). Teachers and students evaluated these classroom-based anti-bullying strategies and the results were extremely positive as it was shown that half the students believed that the strategies helped in stopping bullying (Rigby & Johnson, 2016). Social and emotional learning focuses on improving self-awareness, relationship skills, decision making, social awareness, and self-management (Collaborative for Academic, Social and Emotional Learning, 2015). A large analysis of schools that use the SEL showed 11% increase in behaviors, attitudes, academic achievements, and social and emotional skills (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Promoting up-stander behavior is about teaching students to defend victims and intervene to reduce bullying behaviors ("Anti-Bullying Intervention", 2017). A study by Thompson and Smith (2011) showed that although only 53 out of 1,378 schools used the up-stander training, it had a great effect in reducing bullying for both the primary and high schools.

Professional Development for School Staff. Supporting teachers and creating development programs for staff to be able to deal with bullying effectively is an essential component for the fight against bullying in schools. A study by Ttofi and Farrington (2011) of 136 high schools in Finland showed that teacher's response to bullying behaviors depended to a

great extent on teacher anti-bullying training programs. However, research on over 400 staff in primary and secondary Australian schools showed that 70% of the participants agreed that school staff need more training to be able to respond to bullying behaviors, and 50% felt that they are not skilled enough to deal with online bullying (Barnes et al., 2012). These results show that teachers and staff are in need of developmental programs that can improve their intervention skills and understanding of the bullying problem.

Systematic Implementation and Evaluation. Most anti-bullying programs in schools are incomplete or do not match the schools' culture, resources or priorities, which is extremely challenging as it leads to less successful results ("Anti-Bullying Intervention", 2017). Durlak et al. (2011) were studying the effectiveness of the social and emotional learning programs when they found that the program outcomes were negatively influenced by incomplete program implementation. This finding shows the importance of conducting monitoring and evaluation of anti-bullying programs, and is supported by a meta-analysis of bullying interventions that showed that the most effective programs are the ones which are monitored and evaluated on a regular basis (Smith et al., 2004).

Best Responsive Anti-Bullying Practices

After bullying has occurred, an effective response to it can serve to prevent future incidents. There are number of best practices that have been shown to help prevent the escalation or reoccurrence of bullying.

Direct Sanctions. In this practice, actions such as detentions, suspensions, letters to parents, blocking privileges and removing from class are imposed upon students as a negative consequence for their bullying behaviors (Thompson & Smith, 2011). Although this method was found to be the most used in schools, many researchers believe that it is not the preferred answer

to bullying because it forces students to behave in a certain way instead of coming up with positive solutions to problems ("Anti-Bullying Intervention", 2017). On the other hand, Smith and Thompson (2014) argue that direct sanctions should be used in the form of clear rules as a part of the anti-bullying policy in order for the policy to be effective.

Restorative Practice. In this approach, students are helped to repair the relationships they have ruined instead of blaming and punishing them (Wong et al. 2011). The bully and bullied student are required to meet in a room where the bullied student describe what happened and how the situation has affected them, while the bully explain what they were thinking and how they are planning to apologize and restore the relationship (Rigby, 2014). According to Thompson & Smith (2011), school reports show that restorative practice has been successful in preventing further bullying in 73% of cases and is 86% effective in secondary schools but only 24% effective in primary schools.

Support Group Method. Robinson and Maines (2008) have developed the Support Group Method that aims to reduce bullying in a less stressful way, and is used mostly when a student is being bullied by a group of students. An interview is conducted with the student who was bullied asking both for the bullies' names and what happened, while assuring them that no one is going to be punished. Another meeting is held with the bullies and supporters of the victim to inform them about what has been shared and ask for their solutions to improve the situation and help the victim (Rigby, 2014). Rigby and Johnson (2016) found that 60% of Australian schools use this method and they rate it 3.92 out of 5 for its effectiveness, while Thompson and Smith (2011) found that only ten percent of English schools used it and they gave it a higher rating of 4.20 out of 5.

Method of Shared Concern / Pikas Method. The psychologist Antol Pikas developed the Method of Shared Concern / Pikas Method and has used it in many countries including England, Sweden, Australia, Spain, and Scotland (Rigby, 2014). It almost follows the same steps as the support group method, but ends with a meeting with all the students involved in the bullying situation to discuss the solutions they provided to the bullied student. Rigby and Griffiths (2011) conducted a small scale evaluation in Australia and found that 15 out of 17 cases were resolved as most students were willing to improve their relationships with the victims.

Bullying Practices and Interventions in Different Cultures

Interventions and best practice can be successful in some countries but not in others due to many factors including different cultures, norms, and values. For example, the KiVa intervention program was very successful in Finland but studies show that it does not work in the United States (CNN, n.d.). This is because students in Finland have a similar culture, socioeconomic status and ethnicity, while the students in the USA have extremely diverse background and the program was not developed for such an audience (CNN, n.d.). Another example is the different societal concepts of manliness and popularity in North America and Scandinavia (Newman-Carlson & Horne, 2004). Manliness in North America is achieved through being aggressive, less empathetic and powerful which leads males to use bullying in order to become more popular and manly (Safran, 2008). These differences show that there is no "one size fits all" approach for bullying prevention programs as every country has its own needs and resources. However, transferring best practices and interventions through cultures is definitely possible after studying the context and adapting the programs accordingly (Community Tool Box, n.d)

Teachers and Bullying in Schools

Teachers' Perceptions of Bullying

Teachers play a central role in bullying prevention and intervention in schools, so it is important to understand how teachers view bullying. Teachers may gain knowledge about bullying through a variety of sources, including hearing news, reading articles, training, and personal experience (Bukhari & Authar, 2017). This can mean that different teachers will view bullying in differently, and these differences in perception can lead to differences in the ways teachers deal with bullying. Some teachers see bullying behaviors as a natural developmental process and believe students will gradually stop doing it as they get older (Antonopoulos, 2015). Some teachers have perceptions that it's the victim's fault and they blame them for getting themselves in trouble (Antonopoulos, 2015). Some may believe that bullies are evil by nature. Also, bullying behaviors are perceived differently according to gender and type of bullying. In a study by Sherman (2009), a group of teachers were asked to rate severity of 16 different vignettes according to bullying type and gender of bully and victim. Results showed that teachers perceived physical bullying to be more serious than verbal or relational bullying, that same gender bullying is more serious than other gender interactions, they perceived boys as more likely to be physically violent and girls more likely to spread rumors, and that physical bullying was given more attention when it was done by males than by females (Sherman, 2009).

In Turkey, a group of high school teachers felt that bullies use bullying to get what they want, a lesson the teachers believed, was taught through watching violent content on television, movies and internet (Sahin, 2010). In the USA, some fifth grade teachers expressed the concern that children become bullies because of what they are exposed to at home (Migliaccio, 2015). There are also misconceptions that bullying will help students toughen up, so interventions are

not needed as students who are being bullied should learn to solve their own problems and stand up for themselves (Gordon, 2018). Also, many teachers find it hard to differentiate between playful teasing and bullying, which can affect the teachers' response regarding whether to interfere or not (Bauman & Del Rio, 2006), especially when everyone has their own definition of what bullying behavior looks like. These conflicting perceptions of bullying can make students hesitant to report bullying to their teachers because of the inappropriate response they receive. Research has shown that only about half of students reported that teachers positively interfered in bullying situations, and only about half of victims tell their teacher when they get bullied (Fekkes, Piipers, & Verloove-Vanhorick, 2005). Therefore, more research needs to be done on perceptions of bullying among teachers, since their views can affect how bullying is dealt with in schools and have a significant impact on the occurrence of bullying.

The Role of Teachers in Tackling Bullying

Teachers are viewed by parents as protectors, a source of help and the first line of defense in bullying identification and intervention; however, some teachers react passively to the bullying problem in the classroom and school (Veenstra, Lindenberg, Huitsing, Sainio, & Salmivalli, 2014). Teachers nowadays are overwhelmed with stress which can make them unintentionally contribute to bullying behaviors (DeOrnellas & Spurgin, 2017). Furthermore, because bullying occurs in places across the school other than the classroom like the cafeteria, playground, hallways and restrooms, this can lead to a more passive reaction from bystanders and less reporting of bullying incidents when the teacher is not observing the situation (Espelage, Polanin, & Low, 2014). A study of 351 schools showed that improvements of playground monitoring system such as using cameras and increasing the numbers of supervisors in the playground led to 64% decrease in bullying incidents (Learning through Landscapes, 2003).

Teachers' Perceptions of Bullying in an Egyptian School

Teachers are also role models for their students and play an important role in their social and emotional wellbeing. This adds another responsibility onto teachers because if they are strict about not tolerating bullying in classrooms, then there is a greater possibility that students will copy their attitude (Carrera, DePalma, & Lameiras, 2011). Although many teachers might believe that they intervene when bullying behaviors occur, observational research showed that teachers intervene in only about 15 to 18 percent of bullying incidents (Craig, Pepler, & Atlas, 2000). This can discourage students from reporting bullying as they are likely to feel their concerns will not be addressed.

Unfortunately, some teachers become bullies when they physically assault, manipulate or discriminate against their students. In addition, bullying by teachers can be done unintentionally when they make humiliating comments or use a sarcastic tone, which can cause students to develop psychological problems or make them more aggressive (Sylvester, 2011). Accordingly, research has shown that training sessions are needed for teachers in order to increase their awareness and change their wrong perceptions about bullying since it can affect the likelihood of their intervention in bullying cases and increase the success of school-based bullying programs (Kallestad & Olweus, 2003). The effect of 45 minutes' psychoeducational presentation regarding the influence of bullying on teachers' perceptions was studied and the results showed an increased understanding of effects of bullying and an improvement in their perceptions, which remained even after a follow-up seven weeks later (Dedousis-Wallace & Shute, 2009). Accordingly, more training and professional workshops about bullying are needed in order to increase the teachers' knowledge about the topic and develop the capacity of schools to implement the bullying prevention and intervention programs.

Factors Affecting Teachers' Response to Bullying

There are many factors that can affect the response given by teachers when they face a bullying situation. These factors depend mostly on the teacher's knowledge and perceptions of bullying, as well as their personal characteristics. Research on a sample of 98 teachers studied the effect of their response to bullying situations and it was found that the teachers' attitude had a huge influence on the future behaviors of students (Yoon & Kerber, 2003). Accordingly, it is important to study some of these factors like the teachers' perceived identification and seriousness of bullying, the gender of the teacher, the teachers' empathy, the teachers' self-efficacy, and the teachers' understanding of group dynamics.

Teachers' Ability to Identify Bullying and to Judge its Seriousness. Unfortunately, there is not enough research about teachers' perceptions of bullying, which is important as it directly affects the teachers' willingness to intervene. A study by Kahn, Jones and Wieland (2012) showed that teachers' intervention styles depend greatly on their perceived seriousness of the bullying situation and the type of aggression that has occurred. Accordingly, teachers should be able to accurately assess the seriousness of bullying incidents because if their intervention does not match the bullying situation, then more harm can happen to students. Moreover, studies show that the perceived seriousness changes depending on the type of bullying. For example, Boulton (1997) argues that although most teachers might take serious actions against physical and verbal bullying, his studies show that 25% of teachers would not consider relational bullying such as rumor spreading and social exclusion as serious. Hence, teachers should be aware of the seriousness of all types of bullying and have enough knowledge to identify them in order to be able to intervene correctly.

Teachers' Gender. Research shows that one of the main factors that affects the teachers' response to bullying is whether they are males or females. The gender of teachers can affect how they manage the classroom, their method of intervention and their attitude towards the situation. According to Green, Shriberg, and Farber's (2008), female teachers have less tolerance to bullying behaviors, they take it more seriously and they also tend to provide help and show more empathy to the bullied students than the male teachers. Regarding male teachers, they may be tougher and less responsive to bullying behaviors mainly because of the cultural norms and gender roles that have an effect on their attitude. For example, men maybe are brought up to believe that boys should toughen up and stand up for themselves without asking for help. Therefore, these beliefs are likely to affect their likelihood of intervention in a bullying situation.

Teachers' Empathy. Empathy is the ability to understand, share feelings and relate to the experiences of victims who have been bullied. A study was done on 98 teachers showing that the teachers' ability to empathize, the type of bullying, and the teachers' perceptions of bullying, guides the teachers' decision to intervene when bullying happens (Yoon & Kerber, 2003). A study by Craig, Henderson and Murphy (2000) supports this finding as it showed that teachers who are less empathetic tend to ignore bullying behaviors and hardly intervene in indirect or relational bullying. A survey conducted by Byers et.al (2011) showing that students were hesitant to inform their teachers about bullying incidents because they were scared that their teachers might make the situation worse, might not listen and might be reluctant to intervene. Consequently, teachers should be empathetic because it will encourage students to disclose their feelings about bullying.

Teachers' Self-efficacy. Self-efficacy refers to the teachers' belief of their ability to effectively intervene in a bullying situation (Skinner, Babinski, & Gifford, 2014). Teachers' self-

efficacy is often related to their attitude regarding the classroom management. A study by Bauman and Del Rio (2006) revealed that most teachers believe that there should be consequences for bullying behaviors in the classroom; however, they did not have enough knowledge or experience about best practices for intervening. As a result, more training is needed to increase and improve the self-efficacy of teachers in order for them to be confident when preventing and intervening in bullying incidents.

Teachers' Understanding of Group Dynamics. Teachers should be aware about the group dynamics and peer culture in order to be able to apply the correct method of intervention. For example, if teachers recognize that peers play an important role in contributing to bullying behaviors, then they might consider implementing the intervention on a classroom level instead of on an individual level (Gkougkoudi, 2016). Social Identity Theory shows that belonging is essential for every person. Bullies are often the most popular students in their classroom, while victims are mostly marginalized. Therefore, some students are inclined to act in a certain way according to the group norms of the bullies in order to belong to the popular group and enhance their social identity. Hence, teachers need to be aware of these group dynamics in order to create a better environment in the classroom.

Problem Statement

Bullying in schools is a problem that begins as early as preschool and worsens as students get older. According to Goryl et al. (2013), only few research has been conducted on teachers' perceptions of bullying in elementary school. Therefore, more insights are needed on this topic to allow for early interventions. Prior to developing such interventions, particularly in Egypt where little is known about bullying in schools (Abdirahman, Fleming & Jacobsen, 2012), it is

important to understand how Egyptian elementary school teachers view bullying and what they are doing in response to it. Therefore, this study examined the following research questions:

- 1) How do elementary school teachers understand bullying?
- 2) What kind of bullying interventions do elementary teachers employ at school?
- 3) How strongly are elementary teachers committed to take an action towards bullying prevention at school?

Methods

To address the research questions, a mixed method approach was employed. The advantage of the mixed method approach is that it helps with gaining a wider picture, as well as an in-depth understanding of the topic which can enhance the validity of findings through triangulation (Johnson, Onwuegbuzie, & Turner, 2007). Sequential transformative design was used, which is a type of mixed method design strategy that allows the researcher to determine the order for data collection and the results from both methods are integrated together during the interpretation phase (Creswell & Plano Clark, 2007). In-depth data was gathered through a qualitative semi-structured interviews and larger-sample quantitative data was gathered through a survey. Both measures were used to assess elementary school teachers' perceptions, behaviors, and motivations regarding bullying.

Pilot Test

After receiving an approval from IRB for this study (See Appendix A), a pilot test was conducted with ten teachers to fill the survey and two teachers to do the interview. The teachers chosen for the pilot test were not from the same school where the actual study took place. This was done in order to avoid affecting the perceptions of the other teachers in the school if they initiated discussions about the topic. The ten teachers who filled the survey reported not finding

any problems with it and they thought it was easy to understand. For the interview, one teacher made a comment about two follow up questions that they were similar. Accordingly, one of these follow up questions was removed after revising and taking approval from the thesis supervisor. The purpose of the pilot test was to make sure that the questions of the survey and interview were easy to understand and written clearly.

Survey

Quantitative research has an important advantage of providing validity and credibility to study and is suitable for testing theories (Creswell, 2008). Moreover, qualitative research tends to focus on small number of participants who are not always representative of the population. Inclusion of a quantitative method enabled the exploration of broad questions, and provided a general overview of the views and experiences of a larger sample of teachers (Creswell, 2008). The quantitative method of a survey was chosen for the present study. Surveys help in giving a numeric description of perceptions, trends and attitudes of the population (Jordan, 2012). Furthermore, surveys have many strengths as stated by Fink (2006) which are: 1) immediate gathering of information, 2) respondents can ask questions about the survey, 3) surveys can be done with large population, 4) data is easily available, and 5) surveys are convenient.

Participants. The chosen school was a large private school in Cairo, one of a network of schools affiliated with Al Azhar University, which means that all the population in the school were Muslim. The school has departments for all grades: elementary, middle and high school. Also, males and females are taught in separate buildings. This school was selected because access to public schools in Egypt is not easy, so a private school was chosen. This particular school was identified through a contact who has good relationship with the administration of the school and thought the school would be interested in supporting research on bullying.

Teachers' Perceptions of Bullying in an Egyptian School

An invitation was sent to all 150 elementary teachers in the school to take the survey.

There was a return rate of 60% with 90 teachers completing the survey, which is higher than the average return rate for survey research (Nardi, 2003). Seventy percent ($n = 65$) were females and thirty percent ($n = 25$) were males.

Age. The largest age group was in the 28-37 range (46%, $n = 43$), followed by the 18-27 age range (21%, $n = 19$), then 38-47 (17%, $n = 16$), and finally, 48-57 range (2%, $n = 2$). There was no one in the age range of 58 and above.

Teaching grades. Taking into consideration that teachers can teach several grades, results showed that most teachers taught the fourth primary (25%, $n = 23$), followed by fifth primary (20%, $n = 18$), then third primary and sixth primary with the same percentage (18%, $n = 17$), and first primary (15%, $n = 14$), and finally the least grade taught by teachers was the second primary (13%, $n = 12$).

Years of Experience. The majority of teachers were in the 3-6 years of experience bracket (24%, $n = 22$), followed by the 7-9 bracket (23%, $n = 21$), then the 10-20 bracket (22%, $n = 20$). Finally, the least are the 0-2 bracket (15%, $n = 14$) and the 21 years and above experience bracket (2%, $n = 2$).

Years of employment. The majority of teachers have been employed in the school for 3 to 6 years (37%, $n = 34$), followed by the 0-2 years of employment range (27%, $n = 15$), and the same percentage of teachers were in the 7-9 and 10-20 years of employment bracket (11%, $n = 10$), and finally one teacher was in the employment range of over 21 years (1%, $n = 1$). (See Table 1)

Table 1: Summary of the Survey Participants

N = 90	Females	Males	Average Age	Average Years of Experience	Average Years of Employment
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Teachers' Perceptions of Bullying in an Egyptian School

Survey	70%	30%	[28-37]	[3-6]	[3-6]
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Instruments. There were a total of 39 survey questions which were divided into five sections. The first section included five demographic questions asking about gender, age, grades currently teaching, years of experience, and years of employment in this school. The second section included nine questions about bullying identification, which measured teachers' perceptions and general knowledge about bullying. The third section included 11 questions about bullying intervention, which measures teachers' behaviors and their willingness to intervene in bullying situations. The fourth section included nine questions about bullying prevention, which measured teachers' motivation to prevent bullying from occurring in their school. The last three sections were scored according to a four-point Likert scale (Strongly agree, agree, disagree, strongly disagree) (See Appendix D). The last and fifth section included five vignettes about different types of bullying situations. These vignettes aimed to measure teachers' perception about the seriousness of the situation, identification of bullying, likelihood of intervention, and their method of responding to the bullying situation.

The survey was originally designed in English and was translated to Arabic prior to Institutional Review Board (IRB) approval. A few of the Likert scale questions were adapted from the survey designed by the researcher Melissa Gerend (2007) who studied elementary school teachers' perceptions of bullying and the need for bullying prevention programs. The rest of the questions were created by the researcher because a full convenient and culturally appropriate survey that specifically studied teachers' perceptions about bullying and answered the presented research questions was not found, due to the lack of research on bullying in Egypt (Hussein, 2010).

The vignettes were based on the Bullying Attitudes Questionnaire –Modified (BAQ-M) which was developed by Yoon and Kerber (2003) to assess teacher' attitudes towards bullying (Guillory, 2013). The original Bullying Attitudes Questionnaire (BAQ) was developed by Craig, Henderson and Murphy (2000) and it consisted of eighteen vignettes that included elements from Olweus bullying criteria such as intentional aggression, repeated actions, and power imbalance (Guillory, 2013). There were three questions that followed each vignette which asked about the seriousness of the conflict, the likelihood of intervention, and if they could identify this act as bullying (Guillory, 2013). The modified version (BAQ-M) simplified and changed some scenarios as it cut them down to only six vignettes, two physical, two verbal, two relational, and assessed the perceived seriousness, likelihood of intervention, empathy toward victims, and types of intervention strategy (Guillory, 2013). For this research, it was modified to five vignettes that included one physical, one verbal, two relational (since research argued that it is the least noticed), and added a scenario where there was no bullying in order to assess if teachers would be able to differentiate between bullying and playful teasing. The same questions were asked, but the empathy question was replaced with the types of bullying, as assessing empathy was already included in the Likert scale questions and it was important to learn if teachers would be able to identify the type of bullying or not. Moreover, the names of the students were changed in the scenarios to Arabic names instead of Western names to be more suitable for the Egyptian culture. Also, indications to some locations like locker rooms, detention rooms, and writing centers that are not available in Egyptian schools were replaced with classrooms, break time, and activities time to match the Egyptian context. (See Appendix D).

Reliability. To assess reliability of the survey questions, Cronbach alpha was used. Reliability refers to the degree to which measurements remain consistent over repetitive use of

the same measurement (Schnell, 2017). Cronbach alpha is an estimate of reliability that ranges between 0 and 1. The alpha score was calculated using SPSS through reliability analysis and the score for the Likert scale was 0.718 and the score for the vignettes was 0.800. According to Gall, Gall & Borg (2007), the scale is assumed to be reliable if the score is greater than 0.7.

Procedures. The survey was self-administered, which gave the teachers a chance to complete the survey at their own free time since they have a lot of commitments during the day. Several meetings were held by the school deputy, where the survey was handed directly to teachers. The teachers were asked to read the consent form and sign it before starting the survey (See Appendix B). A brief definition of bullying was included at the beginning of the survey for the teachers to read, so they could all have the same information about bullying without affecting their perceptions too much. The definition used was: "A student is being bullied or victimized when he or she is exposed repeatedly and over time, to negative actions on the part of one or more other students". Teachers took three days to fill the survey and then the surveys were collected from teachers through the help of the researcher's point of contact in the school.

Data Analysis. Descriptive statistics was used to analyze the responses of the quantitative questions. Descriptive analysis answers the what, when, how, and why questions as well as attempts to identify how the dependent variable affects the independent variables (Williams, 2007). Means were used as a measure of central tendency in order to get the average of the data set, and standard deviation was used as a measure of variability to show how much variation there is from the mean (Staff, 2007). Moreover, frequency and percentage statistics were used with the vignettes to represent the data.

Semi-Structured In-depth Interviews

The qualitative approach provided in-depth analysis and detailed descriptions for a better understanding of the topic. According to Hennink, Hunter, and Bailey (2011), using qualitative approach can help in understanding peoples' behaviors, beliefs, experiences, and how they make decisions. Hence, assessing teachers' perceptions using qualitative approach enabled them to share experiences and thoughts about bullying situations that could only be detected using this approach (Marshall, Varjas, Meyers, Graybill, & Skoczylas, 2009). Moreover, this approach allowed teachers to tell the stories behind their experiences, which was effective in understanding more about their perceptions. Interviews are also beneficial when it is hard to observe feelings or thoughts about how people perceive the topic (Merriam, 2009). Therefore, interviews gave the teachers a chance to explain and verify their experiences about bullying situations.

Participants. Purposive sampling was used to provide proper utilization of resources by having equal numbers of males and females who have different years of working experience. Recruiting teachers was done through a point of contact in the school who recommended the teachers. The female teachers were contacted directly by the point of contact, while the male teachers were contacted through the school deputy to schedule a time for conducting the interviews.

A total of thirteen in-depth interviews were conducted with seven male teachers and six female teachers. Interview participants were Egyptian elementary school teachers who were working at the same private school where the surveys were distributed. Teachers' age ranged between 26 to 45 years old, and their average age was 32 years old. Their years of experience in teaching ranged between 1 to 12 years, with average of 6 years of experience. Moreover, the

teachers' years of employment in the school ranged between 1 to 12 years, with average of 5 years of employment. The most grade taught by the teachers was the fifth primary, followed by the sixth and the first grade, then the fourth grade, and the least grades taught were the third grade and the second grade respectively. (See Table 2)

Table 2: Summary of the Interview Participants

N = 13	Females	Males	Average Age	Average Years of Experience	Average Years of Employment
Interview	6	7	32	6	5

Instruments. Eight open-ended questions were asked to assess the perceptions of elementary teachers about bullying. The interview was conducted in colloquial Arabic. Most of the questions were adapted from a research by Tiffany Thomas (2017) who did an analysis of teachers' perceptions of bullying at an elementary school level. The questions were then divided into three sections, and each section had follow up questions (See Appendix E). The first section focused on bullying identification, with questions assessing teachers' perceptions and understanding of bullying. The second section focused on bullying intervention, where questions assessed teachers' behaviors towards bullying situations. The third and last section focused on bullying prevention, where questions assessed teachers' motivation to take action towards preventing bullying from occurring in their school. During the interview, the same brief definition about bullying that was introduced in the survey was given to the teachers before starting the interview.

Procedures. The interviews were conducted face-to-face by the researcher. Preliminary questions and some follow up questions were set; more questions have emerged during the interview when needed to clarify understanding. Also, prompts to probe were used to ensure

covering the broad areas regarding the issue of bullying. The consent form, interview, and survey questions were shared with the point of contact and school deputy and asked if they had any concerns or questions about the study. After receiving the approval, a schedule was suggested for conducting the interviews with the teachers available during this time. Consent forms were given to the teachers before the interview in order for them to read it ask any questions and sign it (See Appendix C). In addition to using notes, the interviews were audio recorded in order to guarantee accuracy in transcribing the interviews and to allow the inclusion of direct quotations from teachers. Pseudonyms were used during transcription and reporting of interviews to protect confidentiality of participants. The interviews lasted between 35 to 60 minutes, and were conducted in a comfortable, quiet and private room.

Data Analysis. Thematic analysis was used as the analytic strategy for this study since it is the most widely used qualitative approach to analyze interviews and to study bullying (Judger, 2016). Moreover, it has many advantages such as flexibility, allowing for social and psychological interpretation of data, and pointing out differences and similarities across data (Braun & Clarke, 2006). Thematic analysis was conducted using Braun and Clarke (2006) six-step model (Appendix F). The first step was getting familiarized with the data and doing a transcription from Arabic to English language. Then, initial codes were generated across the data set, which allowed for the third step of gathering all relevant codes under different themes. This step was done using inductive analysis, which is the process of coding the data without fitting it in an already existent coding frame (Braun & Clarke, 2006). After that, the themes were reviewed and refined by checking them against each other and making sure that the codes were under the correct themes.

To assess inter-rater reliability, two colleagues who had previous experience in qualitative research sorted a sample of codes into themes. There was 93% agreement between the coders.

Results

Survey

Bullying Identification. Under the Bullying Identification section, three groups of questions were explored. The first group asked about identification of bullying, and it included two questions. Most teachers disagreed that they had received or witnessed reports about bullying incidents during the last month in school ($M=2.57, SD=0.984$). Teachers disagreed with the statement asking if they found it hard to differentiate between bullying and playful teasing ($M=2.98, SD=0.826$).

The second group asked about teachers' beliefs regarding bullying, and it included three questions. Teachers disagreed that bullying is a natural developmental process and that it will gradually stop as students get older ($M=2.75, SD=0.992$). They disagreed that bullies are evil by nature ($M=3.22, SD=0.734$) and that when students' get bullied, it is their fault for getting themselves into troubles ($M=2.95, SD=0.830$).

The third group of items asked about teachers' knowledge about bullying, and it included four questions. Analysis showed that teachers disagreed that they do not know much about bullying ($M=2.73, SD=0.789$). The results showed that teachers agreed that school plays an important role in reducing the occurrence of bullying ($M=1.53, SD=0.696$). Furthermore, teachers disagreed when asked if bullying was not a problem in Egypt ($M=3.33, SD=0.896$). Lastly, teachers strongly agreed that bullying can have a serious impact on children's development ($M=1.47, SD=0.726$). (See Table 3)

Table 3: Results of the Survey about Bullying Identification

Bullying Identification		N = 90	
Identification of Bullying		Mean	SD
1.	I have witnessed or received a report of multiple incidents of bullying at the school during the last month	2.57	0.984
2.	I find it hard to differentiate between bullying and playful teasing.	2.98	0.826
Beliefs about Bullying			
3.	I believe that bullying is a natural developmental process and students will gradually stop doing it as they get older.	2.75	0.992
4.	Bullies are evil by nature.	3.22	0.734
5.	When students get bullied, it is mostly their own fault for getting themselves into troubles.	2.95	0.830
Knowledge about Bullying			
6.	I don't know much about bullying	2.73	0.789
7.	The school plays an important role in reducing the occurrence of bullying.	1.53	0.696
8.	I believe that bullying is not a problem in Egypt.	3.33	0.896
9.	Bullying can have a serious impact on children's development	1.47	0.726

Bullying Intervention. Three groups of questions were explored under the Bullying Intervention section. The first group was about beliefs about teachers' roles in bullying and it included five questions. Teachers strongly agreed that teachers' ability to empathize can encourage students to disclose their feelings about bullying ($M=1.43$, $SD=0.678$), and they agreed that students feel hesitant to report bullying because they are afraid that teachers will make the situation worse, not listen and be reluctant to intervene ($M=2.18$, $SD=0.856$). Teachers also agreed that other teachers' actions like making humiliating comments, using a sarcastic tone or discriminating can contribute to bullying ($M=2.00$, $SD=1.006$). And finally, they agreed that

most teachers do not have enough knowledge or experience about best practices for intervening in bullying ($M=2.03$, $SD=0.780$), and that female teachers are more responsive to bullying than male teachers ($M=2.08$, $SD=1.048$).

The second group of questions asked about teachers' intervention practices, and it included three questions. Teachers disagreed with the question asking if they don't feel comfortable in intervening in bullying situations ($M=3.03$, $SD=0.827$). Teachers seemed to agree that other teachers support their response to bullying ($M=2.01$, $SD=0.724$), and that they have effective strategies in intervening in bullying situations ($M=2.14$, $SD=0.758$).

The third group of questions asked about teachers' perceptions about intervening, and it included three questions. Results showed that teachers strongly disagreed with the statement saying that teachers do not need to intervene in bullying situations because students need to toughen up and solve their own problems ($M=3.53$, $SD=0.605$). Teachers seemed to agree that their intervention style towards bullying depends greatly on their perception about the seriousness of the situation ($M=1.81$, $SD=0.717$). Finally, teachers disagreed that it is primarily the counselor's responsibility to discuss and intervene in bullying incidents, not the teacher ($M=2.75$, $SD=0.857$). (See Table 4).

Table 4: Results of the Survey about Bullying Intervention

Bullying Intervention	N = 90	
	Mean	SD
Beliefs about Teachers' Roles in Bullying		
1. Teachers' ability to empathize helps in encouraging students to disclose their feelings about bullying.	1.43	0.678
2. I believe that some students are hesitant to report bullying because they are afraid that teachers may make the situation worse, may not listen and may be reluctant to intervene.	2.18	0.856
3. Teachers contribute to bullying by making humiliating comments, using sarcastic tone or discriminating against their students.	2.00	1.006
4. Most teachers do not have enough knowledge or experience about best practices for intervening in bullying	2.03	0.780

Teachers' Perceptions of Bullying in an Egyptian School

5. I believe that female teachers are more responsive to bullying than male teachers	2.08	1.048
Intervention Practices		
6. I do not feel comfortable intervening in a bullying situation	3.03	0.827
7. When responding to bullying, other teachers support my response.	2.01	0.724
8. I have effective strategies for intervening in bullying situations	2.14	0.758
Teachers Perceptions about Intervening		
9. I do not need to intervene in bullying situations because students need to toughen up and solve their own problems.	3.53	0.605
10. My intervention style towards bullying depends greatly on my perception about the seriousness of the situation.	1.81	0.717
11. I believe it is primarily the counselors' responsibility to discuss and intervene in bullying incidents, not the teachers	2.75	0.857

Bullying Prevention. There were three groups of questions in the bullying prevention section. The first group of questions asked about prevention at teacher level and it included three questions. Teachers disagreed that teachers believe that it is unnecessary to discuss bullying in the classroom ($M=3.16$, $SD=0.856$). They agreed that if teachers put a strict rule in the classroom about not tolerating bullying, then students will follow the same attitude ($M=1.86$, $SD=0.838$), and agreed that they have taken steps to prevent bullying from occurring in their classroom ($M=1.90$, $SD=0.588$).

The second group of questions asked about prevention at school level, and it included four questions. Teachers agreed that topics about bullying prevention should be part of the elementary school curriculum ($M=1.71$, $SD=0.797$), and they disagreed when asked if their school does not have clear policies for preventing and dealing with bullying situations ($M=2.94$, $SD=0.850$). Teachers also disagreed when they were asked if they believe that there is no need for a bullying prevention program at their school ($M=3.19$, $SD=0.759$), and when they were

asked if they believe that it is not essential to include teachers in the bullying prevention programs, and that focusing only on students should be enough ($M=3.37$, $SD=0.626$).

The third and last group of questions in the bullying prevention section asked about the trainings on bullying and it included two questions. Teachers agreed that their school provides adequate professional trainings on bullying prevention ($M=2.44$, $SD=0.849$), and they also agreed that they are interested in receiving more professional trainings on bullying prevention and intervention ($M=1.89$, $SD=0.873$) (See Table 5).

Table 5: Results of the Survey about Bullying Prevention

Bullying Prevention		N = 90	
Prevention at Teacher Level		Mean	SD
1.	I don't think it's necessary for teachers to discuss bullying in the classroom.	3.16	0.856
2.	I believe that if teachers put a strict rule in classroom about not tolerating bullying, the students will follow the same attitude.	1.86	0.838
3.	I have taken steps to prevent bullying from occurring in my classroom.	1.90	0.588
Prevention at School Level			
4.	Topics about bullying prevention should be part of the elementary school curriculum	1.71	0.797
5.	My school does not have clear policies for preventing and dealing with bullying situations	2.94	0.850
6.	I don't believe there is a need for a bullying prevention program at my school.	3.19	0.759
7.	I don't believe it is essential to include teachers in the bullying prevention programs, focusing only on students should be enough.	3.37	0.626
Trainings on Bullying			
8.	My school provides adequate professional trainings on bullying prevention.	2.44	0.849
9.	I am interested in receiving more professional trainings on bullying prevention and intervention.	1.89	0.873

Bullying Attitude Questionnaire Modified (BAQ_M). This section discusses teachers' responses to the BAQ-M (See Appendix D). The results on the five vignettes offered insight into teachers' perceptions of bullying. Vignette one addressed physical bullying, vignette two and four addressed relational bullying, vignette three addressed verbal bullying, and vignette five addressed a non-bullying scenario to see if teachers would be able to differentiate between bullying and playful teasing. Each vignette included four questions that asked about the seriousness of the scenario, the type of bullying, likelihood to intervene, and type of intervention needed.

Vignette one reads "Omar brings a giraffe shaped eraser to school. He boasts that it was a prize from winning a game. Khaled goes over and smacks his head, demanding the eraser. Omar refuses at first, but eventually gives in." Results showed that 81% of teachers agreed that this is a serious or very serious scenario ($n = 75$), while only 9% of teachers believed that this scenario is not serious or not serious at all ($n = 8$). The vast majority of teachers correctly identified this case to be physical bullying (75%, $n = 70$). Results showed that 90% of teachers believed that they would likely or very likely intervene in this scenario ($n = 84$), while only 2% believed that they would not likely or not at all likely to intervene ($n = 2$). Teachers varied in their intervention responses, where 71% ($n = 66$) would discuss the behavior with the perpetrator, 67% ($n = 62$) would repair relations between students through listening to both sides, 28% ($n = 26$) would discipline the perpetrator through preventing from participating in fun activities, 23% ($n = 21$) would inform parents, 15% ($n = 14$) would report to higher authority, and lastly only 3% ($n = 3$) would refer the perpetrator to counseling services as they wouldn't feel comfortable handling this case.

Vignette two reads “During table time you overhear Farida saying to Salma, “If you don’t let me have the purple marker, I won’t invite you to my birthday party.” This is not the first time you have heard Farida say this type of thing.” The majority of teachers believed that this is a serious or a very serious scenario (67%, $n = 62$), while 19% of teachers believed that this is a not serious or not serious at all scenario ($n = 18$). Half of teachers correctly identified this case to be relational bullying (50%, $n = 47$). The vast majority of teachers believed that they would likely or very likely intervene in this scenario (82%, $n = 76$), while only 11% said they would not likely or not at all likely to intervene ($n = 10$). Teachers varied in their intervention responses to perpetrators. Specifically, 71% ($n = 66$) would discuss the behavior with the perpetrator, 65% ($n = 60$) would repair relations between students, and 12% ($n = 11$) would inform parents. Ten percent of teachers would discipline the perpetrator either through preventing their participation in fun activities and/or reporting it to a higher authority ($n = 9$). Lastly, 3% would refer the perpetrator to counseling services as they wouldn’t feel comfortable dealing with the case ($n = 3$), and 3% chose none of the options.

Vignette three reads “At the classroom you hear Mostafa call Hagar “fatty”. Hagar tried to ignore the remarks but sulk at her desk. It is not the first time this has happened.” The majority of teachers agreed that this is a serious or very serious scenario (84%, $n = 78$), while only 6% of teachers believed that this scenario is not serious or not serious at all ($n = 6$). Slightly more than half of teachers correctly identified this case to be verbal bullying (54%, $n = 50$). The vast majority of teachers believed that they would likely or very likely to intervene in this scenario (90%, $n = 84$), while only 3% believed that they would not likely or not likely at all to intervene ($n = 3$). Teachers varied in their intervention responses, where 77% ($n = 72$) would discuss the behavior with perpetrator, 48% ($n = 45$) would repair relations between students, 40% ($n = 37$)

would discipline the perpetrator through preventing from fun activities, 20% ($n = 19$) would inform parents, 12% ($n = 11$) would report to higher authority, 9% ($n = 8$) would refer the perpetrator to the counseling services as they wouldn't feel comfortable dealing with this case, and 1% chose none of the options.

Vignette four reads "Adam is sitting quietly during the break while Zainab comes and with ironic polite voice says that immigrants should not have a place in her country and among her friends. Her friends agree". The majority of teachers believed that this is a serious or very serious scenario (85%, $n = 79$), while only 6% believed that this is not serious or not serious at all scenario ($n = 6$). About 45% of teachers incorrectly identified the type of bullying to be verbal instead of relational ($n = 42$). The vast majority of teachers would likely or very likely intervene in this case (93%, $n = 86$), while only 2% believed that they would not likely to intervene ($n = 2$). Teachers varied in their responses to this scenario, where the majority of teachers 74% ($n = 69$) would discuss the behavior with the perpetrator, 44% ($n = 41$) would discipline students through preventing them from fun activities, 37% ($n = 34$) would repair relations between students, 30% ($n = 28$) would inform parents about the incident, 23% ($n = 21$) would report to higher authority. Lastly 12% ($n = 11$) would refer the perpetrator to the counseling services because they wouldn't feel comfortable dealing with this case, and 2% chose none of the options.

Vignette five reads "Youssef was sitting with his friends drinking milk and catching up. His friend Ahmed said something funny, so Youssef laughed and snorted milk out of his nose. His friends started laughing and making jokes about him. However, Youssef seemed to feel embarrassed so he asked them to stop with the jokes, so they did." Slightly over half of the teachers believed that this is not serious or not serious at all scenario (53%, $n = 49$), and 37% of teachers believed that this is a serious or very serious scenario ($n = 34$). Over half of the teachers

correctly identified this scenario to be not bullying and a part of normal playful teasing (57%, $n = 53$). The percentages were very close when they were asked about the likelihood of intervention, where 45% believed that they would likely or very likely to intervene ($n = 42$), while 44% believed that they would not likely or not at all likely to intervene ($n = 41$). Teachers varied in their responses to this scenario, where the majority of teachers would discuss the behavior with the students (44%, $n = 41$), about 26% ($n=24$) would repair the relation between students, and 24% ($n=22$) choose the “other” option and their responses varied between dealing positively with students, explain the matter, giving advices, laughing with them, warning that there is no need for such behavior, and not intervening at all. However, about 10% would discipline students through preventing them from fun activities, 5% would inform their parents, and only 3% would report the incident to higher authority.

Interview

The qualitative analysis using inductive coding revealed six main themes: “bullying identification and awareness”; “causes of bullying”; “bullying intervention and punishment”; “teachers’ hesitations, challenges and consequences”; “bullying prevention in school and the needed trainings”; and finally “teachers’ suggestions for bullying prevention”.

Theme 1: Bullying Identification and Awareness. The analysis showed that the majority of teachers ($n = 11$) believed that it is a case of bullying when a student is rejected, ignored, or excluded from a group by other students who usually refuse to play with the victim or engage him/her in any activity. Nine teachers explained that they can identify a bullying situation when a victim is name called based on his/her appearance, especially if he/she is fat, tall, thin, bad looking, has a bad hair or different skin color. Eight teachers believed that the most bullying

situations include one victim and a group of students who are all against him/her. Mr. Ramy¹ explained a bullying situation by saying,

There was a boy who always feels that he is being excluded by his friends, they don't want him to play or participate in anything they do. They don't allow him to say his opinion and always look down at him. There were about 5-15 students doing this against him, all of them on him. He always feels left alone and he doesn't want to come again to school because of this.

Most of the teachers agreed that they usually identify cases of bullying depending on the victims' reactions ($n = 9$). For example, if they saw that the victim is annoyed, pressured or came directly and complained to them, then this is a case of bullying. However, four teachers believe that deciding if the situation is bullying or not depend greatly on the teachers' perceptions of the seriousness of the situation and if the justifications given by the students were convincing or not. Moreover, three teachers stated that bullying is when strong kids torture weak kids, four teachers mentioned that bullying is when students choose a specific child to intentionally harm, and seven teachers explained that a situation is bullying when it is repeated over a long time, but not when it is infrequent. As Mr. Zaher said, "It is bullying if this behavior is being done frequently, but if a kid does that every once in a while, then it is not called bullying in that case".

Regarding the teachers' general awareness about bullying, two teachers believed that bullies have evil inside them, while three teachers believe that bullying is a part of childhood development and that bullies are only being immature. Ms. Thoraya explained her opinion by saying,

¹ The names used are pseudonyms and not real in order to protect the confidentiality of teachers

There are no evil kids, no kid means to be a bully except when he is an adult and responsible so you can hold him accountable, but as long as he is a kid then he makes an action and you either correct his behavior or make the situation get worse.

The most commonly identified type of bullying was psychological and racial bullying ($n = 4$), followed by physical bullying ($n = 3$). Six teachers stated that they had never heard, or slightly heard about bullying. However, they were able to identify the act when the definition of bullying was introduced to them.

Theme 2: Causes of Bullying. The teachers mentioned several causes of bullying, one of them was the characteristics of bullies, victims and bystanders. They believed that the students' appearances, personalities, and abilities had a significant effect in the occurrence of bullying. The majority of teachers ($n = 10$) described bullies according to their personalities, some of the descriptions mentioned were (violent, controlling, strong personality, trouble maker, selfish, and show offs). Five teachers described bullies according to their abilities by saying that they are usually very good academically, have low social intelligence and high socioeconomic standards. Only four teachers described them according to their physical appearance and the most common description was that they are physically strong. Regarding victims, all teachers described them based on their personality. Some descriptions included passive traits like being passive, weak, naïve, introvert, and sensitive. While other descriptions included provocative traits like being annoying, irritating, hyper, disgusting, boring and violent ($n = 6$). Seven teachers described victims based on their abilities (low social standard, low academic level, low abilities), and five described them based on appearance (thin, short, fat, physically weak). Mr. Ziad summarized how teachers' described victims by saying,

Either the kid has mental illness issues or congenital flaw, or has lower social standards than his colleagues. Or the child has family issues, they don't care about him enough and oppress him, or has low academic standards, he doesn't understand the information easily. Or he is an introvert and has low social skills, so he can't defend himself, he can't deal with others, he can't make friends, so he is avoided and rejected by others.

Ten teachers mentioned that bullies and victims were suffering from familial problems and wrong parenting styles. They believed that victims suffered from unresponsive parents, who don't give them much attention or care about their hygiene. Bullies were seen as having aggressive parents, and as having siblings who were bullies ($n = 4$). Regarding the bystanders, two teachers said that they usually cause problems with the administration because of their conflicting opinions about the bullying situation, so they irritate the teachers and make the situation worse. Six teachers stated that bystanders follow the bully and attack the victim because they either fear the bully or love him/her.

Other reasons for bullying included that students like to focus on others' belongings and to do comparisons in order to feel better about themselves ($n = 6$). Some teachers believed that students at this age like to have an in-depended personality and prove that they have a voice, so they tend to impose their personality over others in order to feel superior and powerful ($n = 6$). Another reason for bullying was that children were influenced by bad role models that they saw in their community, in media, in the streets, at home and at the school ($n = 5$). Lastly, teachers stated that some students suffer from stress because of the unfair treatment they witness from their teachers, parents or peers, so they displace their negative feelings on others ($n = 7$). Ms. Basma emphasized the importance of positive relationships between the teachers and the students in preventing bullying by stating the below,

Good treatment is very important, imagine if I am treating a student in a bad way, so even if their friends love him but they see that I deal with him badly, then they will do the same as you, especially in primary. You are their role model; they see what you see.

Theme 3: Bullying Intervention and Punishment. Four teachers stated that the main reason they intervened in bullying was in order to be able to continue the class, and five teachers believed that the role of teachers in intervening was more important than the role of parents and social workers. Ms. Basma stated the following about the role of teachers in bullying intervention, “Teachers have an even bigger responsibility because they can see at school what parents can't see at home, and also more responsibility than social workers because teachers see them the most, but social workers deal with them as a case.” On the other hand, the majority of teachers agreed that it is better for social workers to intervene in bullying when the problem is psychological, because they know better than teachers and have background about child psychology ($n = 10$). As Ms. Hayat said, “A social worker should know better as I am an English teacher and have no background about the child psychology, she studied this and should know what to do.”

Teachers mentioned several methods of intervention that they used when they witnessed or got a report on a bullying situation. More than half of teachers stated that they intervened in bullying by trying to solve the problem by bringing both students together at the break time, to know the reason, build communication and make the bully apologize ($n = 7$). They also said that they tried to praise good behaviors in class and gave advice to students ($n = 7$). Five teachers explained that their strategy was to first separate the students from each other and distract them because it is not always easy to reach the social worker. Mr. Dawood commented on his method of intervention by stating the below,

First thing is to separate them, I can try to call the supervisor to handle one kid while I am handling the other. Intervention has to happen or I will not be able to continue doing my work. Second thing is to sit with them in the break time and the three of us talk to know the reason behind their disagreement.

Regarding the teachers' interventions with bullies specifically, eight teachers said that they tried to talk and confront the bully away from the victim to avoid any more conflicts. Moreover, four teachers stated that they usually put the bullies in the victims' shoes and relate the bullying situation to their life in order to make them more empathetic. As Ms. Hayat explained, "If the bully discovered things he didn't know about the other child, then he might get embarrassed about treating him this way." Regarding the teachers' interventions with victims, five teachers explained that they start by calming the victims down through talking to them and trying to understand what happened from them. Other teachers stated that they focus on raising the victims' self-confidence, show off their talents, teach them values, encourage them, and make them feel special through the character building program in the school called "Life Skills". Mr. Ziad commented on how the character building program can focus on the students' strength points by saying, "Let's say that the boy has a certain flaw in how he looks but he can recite, or has mental illness but he can fix things, so they can be good at things that are done with hands not mind."

Punishments were mentioned frequently by teachers as part of their intervention strategy, as Mr. Khaled explained, "kids will always be afraid of punishments. If there is a strong punishment, then kids will be afraid to do anything wrong." Five teachers mentioned that they usually give punishments when bullying behaviors are repeated after the teachers have given them warnings and examples. The majority of teachers stated that they start by discussing the

behavior with the student, but if situation repeated, can't solve the problem, can't control the situation, or don't have time, then they usually escalate to social worker to handle the situation ($n = 9$). Mr. Ramy said, "There is a list that is made for punishment in case of bad behaviors, it is the responsibility of social workers here in school. We escalate the case to them because we don't have time in class."

Different forms of punishments were reported by the teachers. Seven teachers mentioned that they punish students through taking them outside class if they can't control them. Six teachers mentioned that they punish students through preventing them from attending the break or any fun activity. Five teachers mentioned that they punish through escalating to the students' parents, although social workers and the character building department are the ones responsible for contacting the parents. As Mr. Shehab said, "We always contact home through social workers as they are the experts, they talk with them." Lastly, four teachers mentioned that they punish students through expelling them from school for 3 days more or less depending on the case. Some methods of punishments were explained by Mr. Dawood when he said, "The teachers usually follow the list, they start by warning the students, then prohibiting them from going to the break, then they can prevent them from attending the activities classes. After that they can contact the parents of the student and if the problem still exists then the situation can lead to expelling from the school." However, seven teachers believed that these intervention approaches are not effective because of several factors like some students' personalities that don't respond to punishments, the limitations on teachers which are set by the school, and unresponsive parents.

Theme 4: Teachers' Hesitations, Challenges, and Consequences. Intervening in bullying is not usually easy, and it comes with many challenges and hesitations which can lead to negative consequences. Teachers explained some of the challenges which made them hesitant to

intervene. Almost all teachers agreed that not having enough knowledge about intervention strategies and child psychology, not having enough experiences, not being able to identify bullying, being afraid to go into troubles with the school or parents, or being disrespected were all challenges that made them hesitant to intervene ($n = 11$). Ms. Thoraya explained more about the challenge of having low self-efficacy by saying, "Teachers don't have the enough experience to know how to act. They can over-react in small situations and not react enough in big situations. They don't know what is playful teasing and what is bullying, and the type of bullying." Ms. Basma talked about the fear of being embarrassed in front of the class and not knowing what to do, she said,

If this bully attacked you in class, you will embarrass yourself so it's better to ignore him.

One day he threw himself on the floor while screaming and we didn't understand the problem, his clothes were ruined. I called the social worker and asked her to deal with him because I can't.

Another challenge that teachers faced was related to the communication they had with students' parents. Eight teachers explained that they often hesitated to interfere in bullying situations because of being afraid of the parents' reactions. Teachers were worried that parents would not cooperate, or would complain to the school and make them lose their job. Six teachers said that most parents do not accept that their child has behavioral problems, they blame the teachers for not doing their job and believe they should focus only on teaching the curriculum. Some teachers believed that this was one of the reasons why students disrespected teachers, as students feel that teachers don't have the authority to do anything to them because their parents are paying money to school and they can easily complain ($n = 4$). As Ms. Basma stated,

Teachers' Perceptions of Bullying in an Egyptian School

The biggest problem is that parents refuse to let teachers interfere in raising the child or telling them that he has behavioral problems. They refuse to hear you; in Egypt we have this mentality especially in private schools where they say that I am paying money so how come you tell me that my child has a problem. It is like you are offending them.

The load of work, tight timing and teachers feeling stressed out, were other challenges that teachers faced. Nine teachers said that the load of work and the tight time does not give them the chance to follow up with students or meet them individually because they have classes, visitations, planning, corrections and a lot of things to do, so dealing with bullying was not a priority. Mr. Ziad commented on this issue, "I give 5 to 6 classes and in some schools it can reach 10 to 12 classes, so should I focus on the teaching material or should I check the cases? It is not my problem." Seven teachers added that talking to bullies about their actions would not pay off from the first time and that bad behaviors will be repeated next year unless there was patience and commitment from teachers, which is difficult because teachers don't have time for this. Ms. Thoraya shared her opinion that, "I don't have time to leave my work and the corrections I have to do to sit with the kid and talk to him. There is no time for personal discussions, my time as a teacher is very tight."

Teachers reacting passively to bullying because of their personalities was one of the challenges presented by teachers as well. Five teachers stated that the reasons why some teachers reacted passively to bullying was because of their weak personality, being raised to be passive, wanting to stay on the safe side, and that they didn't see that dealing with bullying was their responsibility. Mr. Zaher said, "It is about how the teacher was raised, his lack of experience in dealing with bullying, his young age, not having an internal willingness to solve problems and wanting only to stay away and do his own work then leave".

Some teachers explained that their hesitation to intervene came from not having good or strong relationships with students, as they didn't know much about the students' background and didn't know how to build relations with them ($n = 4$). Other teachers explained that their perceptions about the seriousness of the bullying situation have affected their decision to intervene ($n = 2$). Moreover, two teachers mentioned the factor of gender and said that they were usually hesitant to intervene when they were dealing with boys' cases of bullying as girls are much easier to handle. Ms. Thoraya said, "Honestly I can interfere with girls somehow, but with boys, I feel that it is hard. They are somehow violent, their arguments can turn out into hitting, so I get afraid a little from the violent cases like this." Finally, three teachers mentioned that they were hesitant because they feared that the school or the other teachers would not support their decision and would blame them for intervening.

Regarding the consequences of bullying, four teachers believed that ignoring bullying or feeling hesitant about intervening because of the challenges, can encourage students to do more bullying and can make the victims feel worse. Three teachers mentioned that bullying can lead victims to commit suicide. Some teachers also mentioned that victims' academic level get lowered ($n = 3$). Mr. Khaled explained how a victim felt by saying, "It affects him greatly, every time he talks to me he cries and he is not accepting to stay in class and wants to move to another class, his academic level got lowered." Lastly, three teachers stated that victims can become sad, depressed and introverts when they are exposed to bullying for a long time, and they refuse to go to school. Ms. Thoraya tried to explain more about the consequences of bullying on victims by saying,

You can find the student crying in the corner, and he won't even complain to the teacher.

You will find him to be very depressed and all people are against him because he is weak.

From inside, he is feeling sad that he can't take his right.

Theme 5: Bullying Prevention in School and the Needed Trainings. The teachers mentioned that their school mainly prevents bullying through the character building department which focuses on enhancing students' talents, building their personality and helping them solve their problems ($n = 5$). Eight teachers stated that their school has list of punishments that teachers should follow when students bully others or do any bad behaviors. Ms. Thoraya stated, "There is a list of rules in the school that includes steps to direct teachers on what to do with students who behave badly." However, more teachers said that the school doesn't have rules specifically made for dealing with bullying ($n = 10$). Four teachers mentioned that the rules against bullying depend on the teachers, supervisors and social workers' judgment. Ms. Areej stated, "I didn't see rules against bullying in school, it all depends on the teacher and the supervisor of the school. It hasn't reached far enough to have rules in school against bullying."

Two teachers mentioned that there were no trainings about bullying in school, although it would help a lot in preventing bullying from occurring. When teachers were asked what kind of information and skills they would like to have training in, almost all the teachers mentioned that they wanted to know how to intervene and how to react in bullying situations ($n = 12$). Six teachers mentioned that they would like to learn how to differentiate between bullying and playful teasing. Teachers were also interested to know the full and exact definition of bullying, instead of the brief definition presented to them for the interview ($n = 6$). Five teachers wanted to know the different types of bullying so they would be able to identify them. Moreover, teachers mentioned that they would like to know the causes and reasons of bullying ($n = 5$). Three

teachers stated that the training would be very beneficial if it showed more examples of bullying scenarios, so teachers would have a full picture about the different cases of bullying. Ms. Gamila tried to summarize all the information she wanted to learn by saying,

I want to know what is bullying, how to differentiate between bullying and playful teasing, types of bullying, how to deal with bullying as someone who has minimum information about child psychology, is it better to deal with them directly or send them to social workers so they can deal with them. What to say if I had to deal with a bullying situation, what to advise, I want to know how to protect the victim, should I tell him to fight back or do a complaint only.

Regarding the skills, four teachers mentioned that they want to learn the skill of knowing how to form relationships with students, and to have the ability to repair the relationship between bullies and victims. The other skills mentioned were negotiation skills, listening skills, communication skills, convincing skills, and how to build trust with students. Five teachers agreed that learning these information and skills would help them to be more confident in intervening, be more calm, be more accurate in choosing their method of intervention, and would make them depend less on social workers by intervening directly in the situation.

Theme 6: Teachers' Suggestions for Bullying Prevention. Throughout the interviews, many suggestions about bullying prevention were presented by the teachers. They had a number of ideas and suggestions that teachers, social workers, victims, parents and school could do to prevent or decrease bullying from occurring. Regarding the suggestions for teachers, the majority believed that teachers should work on building strong relationships with students, listen to their problems, try to understand their personalities, communicate and open discussions with them ($n = 9$). Teachers claimed that getting close to students and making them feel safe would reduce

bullying, make them love school and increase their academic level. Ms. Tayseer elaborated more on this matter by saying, “When students like the teacher, this relationship affects them positively so they can get better academically or accept what the teacher is saying just because they like the teacher and want to prove to her that they are good.” Moreover, seven teachers suggested that other teachers should educate themselves more about bullying. They should also learn about child psychology and know how to intervene in bullying correctly. Another suggestion was to talk to students about bullying in class and to focus on improving their skills, building their self-confidence, and teaching them values and morals ($n = 7$). Some teachers suggested that this could be done through watching cartoons or reading stories that promote love and respect. Five teachers suggested that they should be role models for students through dealing with others in a respectful way, as well as giving constructive feedback and continuously following up with them. Finally, four teachers mentioned that rules against bullying should be hung in the classroom for every student to see after they all have agreed on them.

Regarding the suggestions for social workers, four teachers mentioned that social workers should be handling cases of bullying on their own without teachers' involvement so they would be able to focus on finishing the curriculum and doing their job. However, three teachers mentioned that it would be better if social workers only supported the teachers in cases of bullying. Ms. Gamila explained, “Social workers should sit with us and talk about the bullying cases, they should be more involved with us.” Teachers also had suggestions for how victims should react when they face a bullying situation. Two teachers agreed that victims should either ignore bullying or complain to the teachers. On the other hand, two teachers believed that victims should fight back on the spot instead of waiting to tell the teacher. Ms. Hayat elaborated by saying, “Bullies will keep doing what they are doing as long as there is no reaction from

victim. So victims need to be empowered by telling them that they should fight back, and to hit back if they are hit, unfortunately.”

Teachers also had suggestions for parents about bullying prevention, four teachers stated that it was very important for parents to cooperate with teachers and to give them notes about the child's personality and how to deal with him/her. Ms. Basma commented on this suggestion by saying,

Sometimes parents say some good ideas about how to make a child enjoy the class. There was a very violent student and the teachers called his parents who gave advice about what to do with him and how to treat him. The kid really started to change and love the teacher, and he even gave her gifts.

Other teachers suggested that parents should focus on supporting their children instead of complaining to the school all the time. They believed that parents should try to understand their children's' needs, encourage them, make them proud of themselves and be engaged more in their interests ($n = 4$). Regarding the suggestions given by teachers about the school, most teachers suggested that the school should arrange for regular meetings between the teachers and the parents where they could have enough time to communicate, discuss problems, and support each other instead of blaming each other ($n = 8$). They believed that these meetings would have an indirect effect in reducing bullying in both the short and long term. Five teachers suggested that the school should work on raising awareness about bullying through doing trainings and sessions for the teachers, parents and students. Mr. Samer commented, “The school should raise awareness about bullying, I am one of the teachers who is hearing about bullying for the first time, although I see a lot of cases of bullying but I didn't know that these cases are called bullying.” Furthermore, two teachers suggested that the school should value and support the

teachers in front of the parents and the students by respecting their decisions and giving them the enough space to deal with the bullying cases. Finally, two teachers suggested that school should have strict rules against bullying that all teachers agreed on, with rewards and punishments.

Discussion

Analysis of both the quantitative and qualitative data showed that some teachers had misconceptions about bullying like believing that it is a natural developmental process or that bullies are evil by nature. Also, most teachers were not fully aware of all three criteria of bullying that differentiates it from playful teasing. However, they had good awareness about the causes of bullying. Teachers used a variety of strategies to deal with bullying, and punishment was the most commonly used. Teachers also had many challenges which made them hesitant to deal with most of the bullying cases, like having low self-efficacy, lack of communication with parents, workload, and not having strong relationship with students. Teachers felt that these challenges led to negative consequences, especially with victims. Most teachers stated that their school did not have bullying prevention strategies, but a department in school called “Life Skills” which is not a common department in Egyptian schools, was responsible for improving students’ skills and raising their self-confidence and this helped indirectly with bullying prevention. Moreover, teachers talked about the information and skills they would like to learn if they had trainings about bullying. They wanted to learn about methods of bullying interventions, the difference between bullying and playful teasing, the correct definition of bullying, causes of bullying, and examples on bullying situations. They also wanted to gain several skills like listening, persuasion, negotiating, and communication skills as well as building trust with students. Finally, many suggestions were made by the teachers for other teachers to prevent bullying, like suggesting to build strong relationship with students, being their role model,

discussing bullying in class and educating themselves about child psychology. Suggestions for social workers was about the importance of them being involved with teachers to handle the bullying problems. Teachers also suggested that parents should be more involved, cooperate with teachers and communicate better with their children. For victims, some teachers suggested that they should complain to teachers when they face bullying, while others suggested that they should fight back instantly. Lastly, teachers suggested that the school should arrange for regular meetings with teachers and parents, make training sessions for teachers, parents and students to raise awareness on how to deal with bullying, and have strict policies for bullying prevention.

Bullying Identification and Awareness

This theme answered the first research question about how teachers understand bullying. The findings revealed that every teacher had witnessed at least one or more types of bullying including relational/psychological, verbal, racial and physical, which were the main types of bullying described by Olweus (1993). Direct bullying is form of more obvious verbal and physical violence, while indirect bullying is based on subtler actions such as social isolation, psychological manipulation and rumor spreading. (Olweus, 1993). Interestingly, most teachers in the interview were able to identify the relational bullying, which is the least visible type. However, they described the relational bullying to be only in the form of rejection and exclusion. Moreover, most teachers were able to correctly identify four types of bullying out of five in the vignettes. Vignette two and vignette four were both types of relational bullying, but teachers were able to correctly identify the second vignette as relational bullying and confused the fourth vignette with verbal bullying. The second vignette was maybe a clearer scenario of exclusion that teachers often witness in class, and the fourth vignette was a mix of a psychological manipulation and exclusion that teachers might not see a lot as it was between a girl and an

immigrant. This supports Olweus (1993) finding that relational bullying is the hardest to notice, and that teachers are aware of only one type of relational bullying which is exclusion. Teachers' answers in the survey were close between knowing about bullying and not knowing about bullying. Also, although about 50% of the teachers reported that they had never heard of bullying before, the majority of them were still able to give an explanation of bullying cases once a brief definition was presented to them. This maybe because the term for "bullying" in Arabic is not much used in Egypt, although many cases of bullying do occur.

According to Olweus (1993), bullying occurs when three criteria are present: intentional aggressive behavior; repeated behavior for a long period of time; and imbalance of power. The three criteria were mentioned separately by some teachers when they were asked about the criteria they used to decide if an incident was bullying or not. However, no teacher mentioned the three criteria together to describe a case of bullying. For example, the first and fourth scenarios in the vignettes did not include the criteria of repetition, and still the majority of teachers believed that the bullying was very serious and said they were very likely to intervene. This also means that teachers might be prone to confuse playful teasing with bullying when they don't take all three criteria into account, and this confusion was apparent in most of the stories they shared about bullying.

Khosropour and Walsh (2011) emphasize the importance of differentiating between bullying and playful teasing, and explain that teasing occurs between two children of equal power and that it is clear that these behaviors are only for fun with no physical or emotional abuse. While slightly more than half of teachers were able to correctly identify fifth vignette as playful teasing, many others did not. Interestingly, most teachers responded on the survey that they did not find it hard to differentiate between bullying and playful teasing. It may be that

teachers believe that it is easy to differentiate between bullying and playful teasing because they are not fully aware of the criteria of identifying bullying. This phenomenon is an example of the Dunning-Kruger effect, where people who lack knowledge and skills in particular areas fail to realize that they have a problem. On the other hand, the more knowledge people have, the more they doubt themselves (Lopez, 2017).

The majority of teachers in the interview and survey mentioned that their criteria and likelihood of intervention depended on their own perception of the seriousness of the situation. Also, their answers to the vignettes indicated that they were 'very likely' to intervene in the situations which they perceived as 'very serious' and less likely to intervene if they saw the situation as less serious. Their suggested interventions also generally matched the perceived seriousness of the bullying. This finding supports a study by Kahn, Jones and Wieland (2012) which found that teachers' intervention styles depend greatly on their perceived seriousness of the bullying situation. An accurate view of the seriousness of a bullying situation is important to ensuring that teachers intervene appropriately.

The minority of teachers had misconceptions about bullying, some believed that it was part of natural development in childhood, and others believed that bullying happened because bullies are evil by nature. These two perceptions were also found by Antonopoulos (2015) in a study about teachers' perceptions of bullying. While it is true that some children because of their developmental stage might act in a way that seems aggressive to adults, the act of bullying should never be normalized or ignored (Collins, 2012). Also as mentioned in the social identity theory, bullies are not evil by nature; they generally have a need to enhance their social identity by belonging to a group and acting according to its norms (Tajfel & Turner, 1979). Teachers in the present study stated that bullying is mostly done by a group of children against one child and

that one of the most common bullying types they witnessed was racial bullying. These two findings support social identity theory as an explanation for bullying because in this theory bullying happens when a group of children are afraid of the outgroup threats from those who are different from their group.

Causes of Bullying

Understanding the causes of bullying is part of understanding bullying in general, which continues to answer the first research question. According to Placke (2006), the individual characteristics of students, socioeconomic background and familial influences are all factors that influence bullying behavior. Almost all teachers mentioned that the bullies and victims' personalities, abilities or physical appearances are reasons for bullying to occur. Most teachers described bullies to be violent, controlling and physically strong, which were some of the characteristics mentioned by Olweus (1993). Some teachers related bullying behaviors in school to students having higher social status than others. This finding is supported by the research conducted by Egypt's National Center for Social and Criminal Research (Abdirahman, Fleming & Jacobsen, 2012), which found that bullying is more likely to occur in schools that have diverse socioeconomic background.

Teachers described victims in two ways, some described them as passive, weak and sensitive, while others described them as irritating, hyperactive and violent. These descriptions match those given by Olweus (1993) who argued that there are two types of victims, the passive/submissive type and the provocative type. The majority of teachers in the survey disagreed with the concept that bullying is the victims' fault, and only two teachers mentioned in the interview that bullying is the fault of passive victims because they never defend themselves and never complain. According to research by Melvin Lerner (1980), victim-blaming such as this

occurs when people have a need to believe that life is fair, and that bad things happen only to those who have done wrong or weren't careful. It may be that some teachers might not want to feel responsible for what happens to victims or might not have the enough knowledge on how to protect them, so they blame bullying on the victims. Only two teachers talked about the role of bystanders and they mainly mentioned that they are annoying, cause problems and make the situation worse. It is clear that teachers are not aware that bystanders have a very important role in bullying prevention (Padgett & Notar, 2013). Accordingly, teachers need to be educated about bystanders in order to deal with them as students who can help in preventing bullying instead of thinking of them as students who make the situation worse.

Regarding the familial influences, the majority of teachers believed that victims suffer from lack of attention from their parents. Conversely, a study by Bowers, Smith and Binney (1994) showed that victims usually have over controlling mothers, and a study by Espelage, Bosworth and Simon (2000) showed that bullies are the ones who suffer from lack of attention. Teachers also believed that bullies have aggressive parents and are bullied by their siblings. It seems that teachers have a perception that bullies are displacing their negative feelings which they experience at home on other students at school. This perception is supported by a survey that was given to 375 rural school children, and the results showed that sibling victimization was most common between children who were engaged in bully/victim problems at school (Duncan, 1999a).

Some of the explanations teachers gave for bullying match theories of bullying. For instance, teachers mentioned that one reason for bullying is because students like to focus on status symbols and compare themselves to others. This is similar to social identity theory, which states that children have a basic need to obtain a positive view of themselves through comparing

themselves with others (Tajfel & Turner, 1979). Moreover, teachers believed that students at this age like to impose their personality over others in order to feel superior. This explanation is similar to dominance theory, which states that bullying can be considered one of the methods which young adolescents use to feel dominant over others (Pellegrini, 2002). Young adolescence can start early at the pre-teen or “tween years” at the age from nine through twelve (*Psychology Today*, 2018), which is the age of children in the fifth and sixth elementary stage in Egypt.

Furthermore, similar to general strain theory, teachers in both the interview and survey felt that students bully others as a reaction to the stress they experience from unfair treatment by their colleagues, parents, or teachers. General strain theory states that the negative emotions students feel are a result of being treated unfairly, which lead them to behave in a deviant way and engage in bullying acts (Agnew, 2001). Finally, teachers believed that bullies are affected by bad role models around them which encourages them to behave in an aggressive way. This explanation is related to homophily theory which is about the effect of peer influence (Espelage & Swearer, 2003). It also could be related to the concept of familial influences which focuses on the effect of parents who model bullying for their children (Cohn & Canter, 2003). However, teachers also felt that the largest model in Egypt was the media, which supports a social learning theory perspective which indicates that children learn through observing others' behaviors (Bandura, 1977).

Bullying Intervention and Punishment

The second research question asked about the kinds of bullying interventions that teachers employ in school. Teachers had opposing opinions regarding their role in intervening in bullying situations. Some teachers believed that their role in intervening is bigger than the role of school and home. On the other hand, the majority of teachers during the interview believed that it

is better for social workers to intervene as they know more about child psychology. This indicates that teachers might be confused about their role in bullying intervention or do not have the enough knowledge to intervene. Also, just because some teachers believe that they have the biggest role in bullying intervention, it does not necessary mean that they act upon this responsibility

More than half of the teachers reported that they intervene in bullying situations by bringing the bully and victim together at the break time to resolve the problem and for the bully to apologize. This is similar to the approach of restorative practice which helps the bully and victim repair their relationship by meeting in a room so they can both explain what happened and the bully can apologize to the victim (Rigby, 2014). Diamanti, Duffey, & Fisher (2018) however, argue that similar strategies such as group treatment, peer mediation and conflict resolution, are all ineffective because group members may serve as negative role models for each other. They also point out that these type of strategies deal with bullying as a conflict between peers of equal power and control, which is often not the case and may further victimize the student who has been bullied.

Other teachers preferred to separate the students and meet with the bully and victim individually to avoid any more conflicts. This approach is close to one of the responsive anti-bullying practices called the support group method (Robinson & Maines, 2008). In this method, the teacher meets individually with the victim first to ask about what happened and then with the bullies and bystanders to ask them for solutions to improve the situation and help the victim. However, this approach is mostly used when a case of an individual victim being bullied by a group.

Teachers mentioned that they usually try to put bullies in the victims' shoes and relate the bullying situation to their life. This method could teach students empathy which helps in reducing the cases of bullying (Weissbourd, 2014). Female teachers seemed to understand the importance of empathy slightly more than male teachers, and this was shown in the survey when female teachers strongly agreed ($M = 1.37$) and male teachers agreed ($M = 1.62$) that a teacher's ability to empathize helps in encouraging students to disclose their feelings about bullying. In addition, most teachers who talked about empathy in the interview were females, and also the results of the survey showed that teachers believed that female teachers are more responsive to bullying than males. According to Green, Shriberg, & Farber's (2008), female teachers have less tolerance of bullying behaviors, they take it more seriously and they also tend to provide help and show more empathy to the bullied students than the male teachers. A study by Craig, Henderson & Murphy (2000) showed that teachers who are less empathetic tend to ignore bullying, so these findings indicate that bullying in the school might be ignored more by male teachers than by female teachers, especially the indirect form of bullying.

Teachers reported that there was a department in the school called "Life Skills" that was responsible for character building, improving social skills of students, encouraging positive behaviors, and showing off their talents. The ideology of this department can be considered the closest approach to a bullying intervention program, since it partially focuses on social and emotional learning. The SAVE bullying prevention program in Spain is based on social and emotional learning and aims to improve interpersonal relationships, enhance direct contact with students, encourage group work and educate students about correct values and behaviors (Ortega & Lera, 2000). Also, an important aspect of the Sheffield anti-bullying program in England is about focusing on social and emotional learning (Ansary et al., 2015; Smith et al., 2004).

Moreover, the positive behavior for learning program in Australia focuses on improving the social skills of students and encourages positive behaviors (OSEP Technical Assistance Center, 2017).

Overall, punishment or direct sanctions, including preventing participation in activities, informing parents, removal from class and suspension, was reported to be the most commonly used method for dealing with bullying. As in the present study, research has shown that the method of direct sanctions is the most commonly used in schools although it is not preferred because it forces students to behave in certain ways instead coming up with positive solutions to problems ("Anti-Bullying Intervention", 2017). However, Smith and Thompson (2014) argue that direct sanctions can be effective if they are used as a part of a clear anti-bullying policy. Since corporal punishment is being practiced widely in Egyptian schools (Wasef, 2018), it is surprising that teachers in this school never mentioned physically punishing students. In fact, it could be argued that using direct sanctions represents a step forward. Yet, it is still essential for Egyptian teachers to get training on alternative approaches to dealing with bullying, while keeping in mind what is most likely to work in the Egyptian context.

Most teachers mentioned that the common approaches to bullying intervention were not effective. Interestingly, teachers agreed in the survey that they have effective strategies for intervening in bullying situations, while also agreeing in the survey that most teachers do not have enough knowledge or experience about best practices for intervening in bullying. This shows that teachers see themselves as capable of handling bullying situations, but they believe that other teachers do not have the enough knowledge or experience about bullying interventions. This could be due to the self-serving bias which can cause people to overestimate their abilities in an effort to protect self-esteem (Cherry & Gans, 2018).

Hesitations, Challenges and Consequences

This theme is related to the second research question as it is about the challenges teachers' face while intervening in bullying, which cause them hesitations and can finally lead to negative consequences for the students. Teachers said in the survey that they felt comfortable intervening in bullying situations, but they mentioned different factors in the interview that made them hesitant to intervene. For example, almost all of the teachers in the interview agreed that they were afraid to get into trouble, make situation worse, be disrespected or embarrassed, and that they don't have enough knowledge to intervene. This shows that teachers might feel that they are not be able to intervene correctly, which indicates a low sense of self-efficacy in this area. Teachers' self-efficacy is one of the factors affecting their ability to respond effectively to bullying (Skinner, Babinski, & Gifford, 2014).

Another factor that makes it a challenge for teachers to intervene in bullying situations is the communication between them and the parents. They stated that teachers are usually afraid from parents' reaction and that they might complain if they didn't like how the teacher has intervened. They also believe that the parents don't cooperate and they don't accept that their children have problems, instead they blame the teachers for these problems. Teachers felt that this makes them lose face in front of the students, because when parents disrespect the teachers then the students will act the same. Research shows that there is indeed a gap regarding the cooperation between teachers and parents, and that it is the teachers' responsibility to develop effective parental cooperation, but this requires professional and personal competencies (Deslandes, Fournier & Rousseau, 2005). It would therefore be helpful to have training for teachers on these skills as well as offering parents training on bullying so they can be more engaged and less defensive.

Teachers agreed on the survey that when they respond to bullying, other teachers support their response. However, three teachers reported in the interview that they were concerned about the school and other teachers' reactions when they intervened in bullying. According to Diamanti et al (2018), when teachers report high levels of connectedness with other teachers and feel valued by their school, they become more willing to intervene in bullying situations. Although teachers in the survey strongly believed that it was their job to intervene in bullying, few of those who were interviewed felt that many teachers react passively to bullying. They believed that teachers' passivity could be due to a weak personality, a lack of communication or a need to stay on the safe side.

Work load, lack of time and stress were also some of the challenges that teachers talked about. They mentioned that they have no time to sit individually with the students or to follow up with them and their parents. This supports findings by DeOrnellas and Spurgin (2017) who found that teachers nowadays are overwhelmed with stress and this makes them hesitant to intervene in bullying, and can even contribute to unintentional bullying behaviors.

Finally, teachers felt that it was challenging to intervene in bullying situations without having good relationships with students or knowing details about them. They felt that their intervention might make the situation worse, so most of them chose to ignore bullying incidents. Studies have shown that students who have weak relationships with their teachers are more likely to engage in bullying (Nansel et al, 2001). Moreover, Diamanti et al (2018) argue that what teachers model in their relationships with students can help to build positive relationship between students, which can have direct impact in reducing bullying behaviors. While teachers in the present study were aware of the importance of this relationship, they may need support in learning how to build this rapport instead of walking away from bullying situations.

Teachers in both the survey and interviews saw bullying as a problem that could have serious impact on children's development. Teachers mentioned in the interview that bullying negatively affects the academic achievements of students. A survey in Australia on 1,400 students showed that about third of students who had been bullying were suffering from difficulty in concentrating in classes because their fear of bullying (Skrzypiec, 2008). Also, teachers in the present study believed that being exposed to bullying for long time without intervention can make students feel sad, depressed, become introverts, or refuse to go to school as well. A research by Espelage and Swearer (2003) showed that victims of bullying can suffer from depression, anxiety, and low self-esteem which makes them avoid going to school. Interestingly, teachers mentioned in the interview that bullying can lead students to commit suicide, although suicide is considered to be a taboo in the Egyptian culture specifically and in the Arab world. This indicates that teachers believe that bullying is not a light issue, which was confirmed in the survey as well.

Bullying Prevention in School and the Needed Trainings.

The third research question asked about how strongly elementary teachers were committed to take an action towards bullying prevention at school. Teachers agreed in the survey that the school plays an important role in reducing the occurrence of bullying, which shows that teachers understand the critical role that school plays in bullying prevention (Smith, Pepler & Rigby, 2004). Teachers in both the survey and the interviews said that the school has rules to deal with bullying. However, when the teachers who were interviewed were asked if these rules were specifically created for bullying, they stated that these rules were general to deal with any bad behaviors, and that dealing with bullying depend on the teachers' and social workers' judgement. Having a clear bullying prevention policy is important because schools that include

anti-bullying policy in their programs have lower levels of bullying than other schools (Ttofi & Farrington, 2011). It is also important that these policies be implemented correctly, students are aware of them, and the policies are regularly evaluated (Hirsch et al., 2012).

It is unclear whether or not the teachers had received training for specifically directed at bullying. On the survey, teachers were somehow split as to whether or not the school provided adequate training on bullying, and during the interviews, some teachers mentioned that the school did not provide such training. Again, it may be that teachers who agreed that the school provided training on bullying might not know that there is difference between training that might include how to deal with bad behaviors, and training specifically designed for bullying prevention. It was clear from both the interview and the survey that teachers wanted to learn more about bullying, and also more about skills that would be helpful in dealing with and preventing bullying such as how to build relationship with students and improve relationships between students, persuasion skills, negotiation skills, listening skills, communication skills and how to build trust. Professional development for school staff is considered one of the best practices on bullying prevention. A study of 136 teachers in Finland showed that teachers' response to bullying behaviors depended to a great extent on the anti-bullying training programs that they receive (Ttofi & Farrington, 2011).

Teachers' Suggestions for Bullying Prevention

Teachers' suggestions for bullying prevention continues to answer the third research question about their commitment and willingness to take an action towards bullying prevention in school. It was suggested by teachers that it was necessary to build relationships with students, listen to them, understand their personalities, and open discussions with them in order to prevent bullying. Enhancing the direct contact between teachers and students is an important part of the

successful Sheffield and SAVE anti-bullying programs (Ansary et al., 2004; Ortega & Lera, 2000). Teachers also suggested that they should educate themselves about child psychology. According to Vercillo (2012), teachers who understand child development can more easily prevent problem behaviors that result from normal developmental stages. Moreover, the teachers' suggestion about being a role model to students is actually one of the four principles of the Olweus bullying prevention program (Olweus, 2003). These suggestions indicate that teachers understand the skills needed for effective intervention and are ready to make individual steps towards preventing bullying, regardless of what is being provided to them by the school. Teachers also confirmed this when they agreed in the survey that they had taken steps to prevent bullying from occurring in their classrooms.

Teachers' also suggested talking to students in class about bullying and engaging them in the discussions, and agreed in the survey as well that bullying prevention should be part of elementary classroom. For example, it was suggested in the interviews they could discuss bullying in classroom through story-telling and watching cartoons. One of the best preventative anti-bullying practices is about embedding the anti-bullying content in the curriculum and in the classroom (Rigby & Johnson, 2016). However, this might somehow conflict with the challenge they mentioned about having load of work and tight time, so they might not always be ready to discuss bullying in the classroom. It was also suggested that teachers should hang rules against bullying in class that everyone can see and follow. It was found that classrooms that enforces anti-bullying rules and are managed appropriately have less number of bullying cases (Ttofi & Farrington, 2011). However, these suggestions maybe challenging to implement given the teachers' work load and time constraints.

It was discussed earlier that teachers had opposing opinions on whether it's the teacher's or the counselor's responsibility to intervene in bullying. This issue appeared again when teachers gave suggestions about the social workers. Some believed that it was the social worker's responsibility to intervene so they can have time to finish their curriculum and do their job. This opinion could be due to many factors that were discussed previously such as workload, low self-efficacy and passivity. However, others teachers believed that it was mainly the teacher's responsibility but social workers still need to be more involved in cases of bullying. As a matter of fact, both teachers and counselors have critical roles in bullying intervention and prevention, and if one group decided to abandon this responsibility then there would be a huge gap in handling bullying cases. For example, teachers are the ones who see students most of the time and most probably witness most of the bullying cases. Accordingly, they should have enough knowledge about bullying and child psychology in order to be able to intervene immediately instead of waiting for the counselor. In addition, counselors should be knowledgeable as well and responsible for connecting and communicating with different groups including the teachers, students, parents and administration (ASCA National Model, 2005). Therefore, teachers need to understand that the role of teachers and counselors are both equally important in dealing with bullying.

Teachers had suggestions for victims as well, some believed that victims should complain to teachers about being bullied or ignore the bully, while others believed that students should fight back on the spot if they are hit. This indicates that not all teachers are aware of the difference between fighting back and self-defense. Victims could face negative consequences if they hit back because the bully is most likely bigger and stronger, the bully could have a group of supporters who could do more harm to the victim, and hitting back might get the victim into

trouble with school (Gordon, 2018). Therefore, victims should be able to defend themselves by learning to block hits and being firm with bullies about not accepting their behaviors. Regarding the teachers' suggestions about parents, they believed that parents should be more involved, cooperate with teachers, and communicate better with their children. Involving parents is an important aspect of the whole school approach that is used as a best practice to prevent bullying. A study by Thompson and Smith (2011) showed that the English schools have the least number of bullying incidents because they are the schools that are most likely to engage parents in their programs.

Teacher also had suggestions regarding the school; they mentioned that the school should arrange for regular meetings that include teachers, parents, and social workers in order to discuss, cooperate, and share knowledge. They also believed that the school should make training sessions to raise awareness of students, parents and teachers. These suggestions are similar to the whole school approach which is used by Olweus bullying prevention program, Sheffield program and SAVE program (Ortega & Lera 2000). Furthermore, teachers suggested that the school should give more trust and respect to teachers and should have strict policies for bullying prevention.

Recommendations

Based on the results of this research, it is clear that there is a need for a bullying prevention program that focuses on involving all different group in the bullying prevention process. In order for this program to be implemented, it is a must to start by providing training workshops for teachers to correct some misconceptions they have about bullying and fill the gaps in their knowledge about bullying identification, intervention and prevention. The design of the educational modules in this workshop are mainly based on the challenges that the teachers

mentioned, in addition to the suggestions they provided. Paying attention to the teachers' needs and taking their opinions into consideration was an important aspect of this assessment. Using participatory methods and respecting local knowledge and experience can result in interventions that better reflect local needs and support sustainable social change (Institute of Development Studies, 2018). The school administration has already agreed with me to create and deliver this training workshop. The workshop will include the following educational modules:

- *Increasing awareness of bullying identification:* this module would provide information about the correct definition of bullying and the three criteria for bullying in order to be able to differentiate between bullying and playful teasing, which is clearly needed according to the results of the research. It will also explain the different types of bullying and provide examples on each type to eliminate any confusion they might have and relate the types to the real cases they face in school. The module will also include information about where bullying usually happen in order to clarify that bullying is not only limited to classrooms and playground. A brief about social identity theory and group dynamics and their relation to bullying can also be introduced since many of its aspects were discussed by teachers and it's included in the factors that affect teachers' response to bullying.
- *Understanding bullying behaviors:* This module would familiarize teachers with the factors that influence bullying behaviors such as individual characteristics of bullies and victims, familial influences, gender, age, social standards and school influence. Knowing about these factors will help teachers identify the root causes of the problem and work on it with students. This module will include as well the possible indicators of students who are being bullied, so teachers will be able to identify victims easily and intervene quickly. Learning about some common bullying myths would also be very beneficial to correct

the misconceptions they have and enable them to intervene in a correct way. Lastly, teachers would learn about the consequences of bullying so they would realize the seriousness of the bullying problem so they would be more motivated to prevent it from happening.

- *Intervening in bullying behaviors:* this module would include discussion of some of the less successful bullying intervention strategies and explain why short term solutions like punishments might cause the problem to be repeated again and that long term solutions are needed to create a safe school climate (Diamanti et al, 2018). This module would also provide teachers with the correct steps for bullying intervention since all teachers in the present study agreed that they want to learn effective and correct strategies for bullying interventions. Also the current study research showed that the most common intervention strategy used by the teachers was punishments, so it would help not only to explain why punishment is not the best method, but also to provide evidence based and culturally appropriate alternatives. The module will also familiarize teachers with the correct intervention techniques to support and empower victims and understand their different reactions to bullying. In addition, the module will cover general conflict resolution techniques.
- *Preventing bullying behaviors:* this module will explain to teachers the importance of creating a safe environment for students inside the classroom to prevent bullying. Teachers in this study stated that there were no rules for bullying, some they had hesitation about dealing with bullying, they were confused about their role as teachers in intervening and preventing bullying and that they wanted to learn how to create positive relationships with students. Therefore, this module will help teachers to understand the

importance of enforcing classroom rules to prevent bullying, it will include examples on how to engage students to create clear classroom rules, how to promote mutual respect and the benefits of communication and discussion in the classroom. It will also describe the role of teachers, what factors affect teacher response to bullying, what makes them willing to intervene in bullying situations, how to create positive relationships with students, and specific developmental assets that can help bullies change their norms from being aggressive to cooperative, in addition to learning about social emotional learning to empower victims. Moreover, the module will explain to teachers what bystanders can do when they witness a case of bullying so they can change their negative perceptions about the role of bystanders, and also be able to advise students about their role in preventing bullying from occurring.

- *Self-efficacy and stress management skills:* According to literature and results of this research, teachers' low self-efficacy and being stressed out from the load of work are factors that affect their response to bullying. Therefore, this module will teach them about the behavioral, cognitive and emotional self-efficacy. Teachers will be familiarized with the different factors that can affect the self-efficacy skills. Moreover, the module will raise awareness of stress management skills in order for them to be able to handle both tasks related to delivering the curriculum and bullying prevention without being burnt out.

This research is the first in Egypt that assessed teachers' perceptions of bullying and no bullying prevention program was found in Egypt that involved bringing different group together to tackle the bullying problem. Most programs consist of several workshops that aims to raise awareness about bullying and focus mainly on students and rarely on parents and teachers, which

cannot completely prevent bullying as each group a role to play. For example, if students are aware that they should report bullying, but teachers or parents are not aware of the correct intervention strategies, then bullying will continue to occur and students' frustrations will increase. Therefore, an intervention program should aim to focus on the whole school approach which involves the whole school and community in the process of prevention since the bullying behaviors are parts of the norms and values of the society ("Anti-Bullying Intervention", 2017). Research shows that the whole-school approach is the most effective type of intervention where the students, teachers, staff and sometimes parents are involved in the process ("Anti-Bullying Intervention", 2017). This approach is used in almost all international interventions and originally created by Olweus to be used in the Olweus Bullying Prevention Program (OBPP) which is considered the most successful anti-bullying program available. The program addresses the individual level, classroom level, school level, in addition to the involvement of students, teachers, staff including social workers and parents (Hazelden Foundation, 2007). Conducting this assessment and then raising awareness about bullying through the training workshop with teachers should act as a starting point to facilitate the process of implementing the rest of this prevention program in the school. The program needs to be contextually relevant, culturally appropriate and addresses bullying on different ecological levels. It can be adapted from the whole school approach, taking into account the needs and resources available in the school.

The individual and classroom level were tackled in the training workshop with teachers. Regarding students, the school already has a department called "Life Skills" where they work on improving skills of students, showing off their talents and encouraging positive behaviors. Since teachers are already loaded with work and to avoid wasting of resources or time in creating new programs, it might be most effective to use the strengths based approach to build on the already

available program. The “Life Skills” department which focuses on character building can present a successful opportunity for improvement (Knibbs et al., 2012). This department could include the social and emotional learning strategies (SEL) which is close to what they are already doing, and it can also aim to improve interpersonal relationships, enhance direct contact with students, encourage group work and educate students about the correct values and behaviors (Ortega & Lera, 2000). SEL is considered to be one of the most successful methods in preventing bullying and empowering victims as it is being used in many successful international bullying programs. This department could also be an opportunity to educate students about bullying and the role of bystanders in preventing and reporting bullying cases. Encouraging a culture that reports bullying is one of the principles of the whole school approach, therefore; the role of bystanders shouldn't be taken lightly. Also victims should be encouraged to report bullying and being assured that their confidentiality will be protected. Teachers who attended the training could help in the implementation.

Regarding the staff (including administration) and social workers, it is recommended that they attend the training with teachers or other training that focuses more on their role in preventing bullying outside the classroom. Bullying can happen in the cafeteria, on the bus, or in the bathrooms, so all staff has to be aware of how to deal with bullying. Also, social workers have an important role in handling bullying, they should be knowledgeable about bullying prevention and responsible for connecting and communicating with different entities including the teachers, parents and school (ASCA National Model, 2005). Accordingly, the training session should take these factors into consideration so they would be able to work side by side with teachers and to not load teachers with all the responsibility.

Regarding parents, teachers mentioned that the main reason why they hesitate to intervene in bullying situations is because they are afraid of parents' reactions and that there is no strong communication with them. Therefore, there should be training sessions for parents that can be provided by social workers to teach them about bullying and how to deal with it. This would save resources instead of getting an outsourced professional and will increase involvement of social workers. One of the principles of the whole school approach is to involve caregivers in the bullying prevention process as they are role models to their children. Therefore, parents should be involved in bullying prevention and have regular meetings with teachers and social workers to discuss students' problems as suggested by teachers in the research.

Regarding the school, it was clear in the research that there were no clear policies in school that focused specifically on preventing bullying. Therefore, the school should make sure to implement clear anti-bullying policies and then make students aware of these policies (Hirsch et al, 2012). This step can come later after school has raised enough awareness about bullying through trainings, meetings and the "Life Skills" department. The school should also be committed to facilitate and initiate regular meetings between teachers, parents and social workers to discuss bullying cases, and to invest in the training sessions in order to raise awareness about bullying. According to the teachers' suggestions, the school should show respect to teachers at all times and try to not load the teachers with more tasks and responsibilities. This could be done by recruiting more staff or setting priorities for the tasks to be done.

As mentioned in the section about bullying practices and interventions in different cultures, it was argued that implementing bullying prevention programs in an Egyptian school might be challenging because of lack of awareness about bullying and limited resources. Also according to Smith et al (2004), the most effective programs are the ones which are monitored

and evaluated on a regular basis, which would need resources as well. Therefore, raising awareness through training workshops could be the first step towards a bullying prevention program that matches the whole school approach.

Finally, this bullying prevention program includes some of the values of community psychology mentioned by Issac Prilleltensky (2001). First is the value of health, this program promotes the physical and emotional well-being of teachers, staff, parents and students through helping them to acquire the skills needed to deal with bullying and to encourage positive behavioral change. Second is promoting the personal growth of all groups involved in the ecological system in order for them to advance by understanding more about themselves and others through training. Third is the value of collaboration and democratic participation as this program promotes for peaceful, respectful and equitable discussions between all the groups involved in the program. These discussions can be in the classrooms or through the regular meetings held by school. It also gives them the chance to be responsible for the decisions they make which affect their lives.

Limitations

There are several limitations to this research. First, this was the first attempt in Egypt to study teachers' perceptions of bullying, also there has not been a lot of research in Egypt that focused on the topic of bullying. Therefore, it was challenging to adapt international survey questions and vignettes to the Egyptian context. The second limitation was that many teachers were not aware of the term 'bullying', therefore it was challenging to come up with suitable definition and explanation to the term that would clarify it for them but would not change their initial perceptions about bullying. The third limitation was related to generalizing this study to other populations. This research focused only on elementary school teachers and was conducted

in only one school, which means it cannot be generalized to different grades and different schools. The school where the research was conducted was a private school which means that the findings may not be generalizable to populations from public schools. Teachers in public schools might have less awareness about bullying, and their methods of interventions might differ as they could be using corporal punishments since it is the most used in Egyptian schools (Wasef, 2018). Teachers in public schools also deal with large number of students in classrooms so they are already more overwhelmed with workload than teachers in private schools and might not consider bullying prevention as a priority. The fourth limitation was that the school was Azhari which means that there was lack of diversity as all teachers surveyed were from the same religion, and also the sample was not gender balanced as it was hard to reach male teachers since they are in different building than the female teachers. Finally, the fifth limitation was using a self-administrated survey, which may mean that only teachers who were interested in the topic participated and this might have caused biases.

Future Research.

Bullying is an under-researched area in Egypt, and since this is the first study of the perceptions of teachers in an Egyptian school, then many gaps need to be filled in order to develop a comprehensive picture about bullying and the perceptions about it in Egypt. To enhance generalizability, it would be useful to study perceptions of teachers in different schools, private and public and in different geographical areas of Egypt. Moreover, it would also be helpful in future research to not only focus on teachers' perceptions, but also on the student (bullies, victims and bystanders), parent and staff perceptions since they are all part of the ecological system and whole school approach. Also comparisons between their perceptions could be informative and provide guidance for future trainings.

Furthermore, since some researchers' state that bullying occurs most in middle school (Milson & Gallo, 2006), while other researchers argue that bullying happens most in elementary school (Sampson, 2003), it would be interesting to study the perceptions about bullying in different grades. Due to limited access to male teachers in the present study, it would be beneficial for future research to have an equal representation of both genders, especially given that there was some evidence that female teachers were more empathetic and the literature has shown that teachers' gender is one of the factors that affect teachers' response to bullying. Also, awareness about bullying has increased in Egypt, especially after UNICEF has launched their awareness campaign. Accordingly, it would be interesting to study if fresh teachers' perceptions of bullying would differ than teachers with long years of experience who already had preconceived perceptions of bullying.

Additionally, this study could serve as baseline for other studies as they could implement the training workshop or the bullying prevention program recommended, then do an evaluation and compare if teachers' perceptions about bullying have improved or not. Also assessing and comparing between teachers and students' perceptions in schools that have clear anti-bullying policies and schools that only use punishments to handle bullying could show interesting results to build on.

Conclusion

Bullying in schools is a serious worldwide problem among school children that can lead to physical and psychological problems on the long and short term. Unfortunately, bullying is an under-researched area in Egypt although it can occur at a very young age among school children and develop throughout the years. Accordingly, it was essential to start by studying how elementary school teachers in Egypt perceive bullying and what they are doing in response to it

since they have an essential role in bullying intervention and prevention. Most teachers in this study had misconceptions about bullying identification and its criteria. Moreover, their perception about the seriousness of the bullying situation had a huge effect on their likelihood of intervention and their intervention style. Teachers had a good awareness about the factors that influence bullying behaviors and most of their answers matched the theories about the causes of bullying behavior.

Teachers showed some confusion about their role in bullying intervention. They had different approaches in intervening in bullying situations and punishment was the most common method; however, most of them agreed that these interventions are not effective. Teachers had many challenges and hesitations regarding their interventions in bullying. Some showed low self-efficacy, lacked competencies that would allow them to have better communication with parents, were worried that the school and other teachers wouldn't support their reaction, and didn't know how to form strong relationships with students. Teachers were aware that these challenges caused them to hesitate in intervening in bullying situations, leading to negative consequences for victims.

Teachers mentioned that the school does not provide trainings that focus specifically on bullying, but they were eager to receive trainings about bullying and even mentioned the information and skills they would like to learn. According to the findings and teachers' suggestions, it is recommended to improve teachers' knowledge about bullying through a training workshop that focuses on increasing awareness of bullying identification, understanding bullying behavior, intervening in bullying, preventing bullying, enhancing self-efficacy and learning stress management skills. As a further step, it is suggested to create a bullying prevention program similar to the whole school approach that addresses bullying on different

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ecological levels by involving not only teachers, but also staff/administration, social workers, parents and the school. Further research is needed to gain deeper understanding of bullying through studying perceptions of all entities involved in bullying to facilitate the creation of effective bullying prevention programs that can be adapted in the Egyptian culture.

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Appendix A. IRB Approval

CASE #2017-2018-170



To: Nada Shalaby
Cc: Safaa Sedky
From: Atta Gebril, Chair of the IRB
Date: July 10, 2018
Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled "An Assessment of Teachers' Perceptions of Bullying in an Egyptian School" and determined that it required consultation with the IRB under the "expedited" category. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Ashraf Hatem. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

A handwritten signature in black ink, appearing to read 'Atta Gebril'.

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu

A logo consisting of a yellow square on the left and a dark blue rectangle on the right.

Institutional Review Board
The American University in Cairo
AUC Avenue, P.O. Box 74
New Cairo 11835, Egypt.
tel 20.2.2615.1000
fax 20.2.27957565
Email: aucirb@aucegypt.edu

Appendix B. Consent Form for Survey



THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Documentation of Informed Consent for Participation in Research Study

Project Title: An Assessment of Teachers' Perceptions of Bullying in an Egyptian School

Principal Investigator: Nada Shalabi Farhat, nada_shalabi@aucegypt.edu, 01011431401.

You are being asked to participate in a masters' thesis research about teachers' perceptions of bullying. The purpose of the research is to assess the perceptions of elementary school teachers of bullying and to understand your views about bullying identification, intervention, and prevention. The findings may be published and presented. The expected duration of your participation in the survey is about 5 - 15 minutes.

The procedures of the research will be as follows: You will be given a brief and general definition about bullying before answering the questions about your perceptions of bullying.

There are no risks or discomforts associated with this research. The research may benefit you by giving you an opportunity to reflect on your experiences about bullying as a teacher. Your participation will benefit other teachers and schools by understanding how differences in perceptions can lead to differences in the ways teachers deal with bullying, which can greatly affect how bullying is dealt with in schools and have a significant impact on the occurrence of bullying.

The information you provide for purposes of this research is confidential. The interview transcript will not include your name and I might consult my thesis advisor about some notes without revealing your identity. The only person who will be able to identify your responses is the researcher and she will not reveal your name to anyone else. You will not be identified in any description or publication of this research. Only the researcher will have access to your transcript and it will be kept in a locked file.

For questions or concerns about the research, please contact the principal investigator: Nada Shalabi Farhat, nada_shalabi@aucegypt.edu, 01011431401.

Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Participant Signature _____
Researcher Signature _____

Printed Name _____
Date _____

Consent Form for Survey – Arabic Version

الجامعة الأمريكية بالقاهرة



استمارة موافقة مسبقة للمشاركة في دراسة بحثية

عنوان البحث : تقييم تصورات المدرسين عن التنمر في مدرسه مصريه.

الباحث الرئيسي: ندي شلبي فرحات، طالبة ماجستير في علم النفس المجتمعي في الجامعة الأمريكية بالقاهرة.

البريد الإلكتروني: Nada_shalabi@aucegypt.edu

الهاتف: 01011431401

انت مدعو للمشاركة في دراسة بحثية عن تصورات المدرسين عن التنمر.

هدف الدراسة هو تقييم تصورات مدرسين المرحلة الابتدائية عن التنمر و فهم وجهات نظرهم عن تحديد التنمر، التدخل في حالات التنمر، و منعه من الحدوث.

نتائج البحث ستنتشر في دوريه متخصصه و مؤتمر علمي.

المدة المتوقعة للمشاركة في هذا البحث هي حوالي 5 إلي 15 دقيقة.

اجراءات الدراسة تشتمل على الأتي: سوف يتم منحك تعريف مختصر و عام عن التنمر قبل الإجابة علي الأسئلة حول تصوراتك عن التنمر.

لا يوجد مخاطر او مضايقات من المشاركة في هذا البحث.

الاستفادة المتوقعة من المشاركة في البحث: البحث قد يفيدك عبر منحك فرصه للتفكير مليا بشأن تجربتك حول التنمر كمدرس. مشاركاتكم ستفيد المعلمين و المدارس في فهم كيف يمكن أن تؤدي الاختلافات في التصورات الي الاختلافات في طريقة تعامل المدرسين مع التنمر، التي يمكن أن تؤثر تأثيرا كبيرا علي طريقة التعامل مع التنمر في المدارس و التي لها أثر كبير في حدوث التنمر.

السرية واحترام الخصوصية: المعلومات التي ستدلي بها في هذا البحث سوف تكون سرية. نص المقابلة لن يشمل إسمك و قد أتناور مع الدكتور المشرفه علي رساله في بعض الملاحظات دون الكشف عن هويتك. الشخص الوحيد الذي يستطيع ان يحدد ردودكم هي الباحثة، و هي لن تكشف عن هويتكم الي أي شخص آخر. لا أحد سوف يستطيع التعرف عليكم في أي تعريف او نشر لهذا البحث. فقط سينسني للباحثة بالوصول الي إجاباتكم و سوف تحافظ عليها في ملف مغلق.

أي أسئلة متعلقة بهذه الدراسة أو حقوق المشاركين فيها يجب ان توجه الي الباحثة: ندي شلبي فرحات،
01011431401 , nada_shalabi@aucegypt.edu

ان المشاركة في هذه الدراسة ماهي الا عمل تطوعي، حيث أن الامتناع عن المشاركة لايتضمن أي عقوبات أو فقدان أي مزايا تحق لك. ويمكنك أيضا التوقف عن المشاركة في أي وقت من دون عقوبة أو فقدان لهذه المزايا.

إمضاء المشارك: إسم المشارك:

التاريخ:/...../..... إمضاء الباحثة:

Appendix C. Consent Form for Interview



THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Documentation of Informed Consent for Participation in Research Study

Project Title: An Assessment of Teachers' Perceptions of Bullying in an Egyptian School

Principal Investigator: Nada Shalabi Farhat, nada_shalabi@aucegypt.edu, 01011431401.

You are being asked to participate in a masters' thesis research about teachers' perceptions of bullying. The purpose of the research is to assess the perceptions of elementary school teachers of bullying and to understand your views about bullying identification, intervention, and prevention. The findings may be published and presented. The expected duration of your participation in the interview is about 45 - 60 minutes.

The procedures of the research will be as follows: You will be given a brief and general definition about bullying before answering the questions about your perceptions of bullying. Documentation will be made through note taking and audio recording in order to guarantee accuracy in transcription.

There are no risks or discomforts associated with this research. The research may benefit you by giving you an opportunity to reflect on your experiences about bullying as a teacher. Your participation will benefit other teachers and schools by understanding how differences in perceptions can lead to differences in the ways teachers deal with bullying, which can greatly affect how bullying is dealt with in schools and have a significant impact on the occurrence of bullying.

The information you provide for purposes of this research is confidential. The interview transcript will not include your name and I might consult my thesis advisor about some notes without revealing your identity. The only person who will be able to identify your responses is the researcher and she will not reveal your name to anyone else. You will not be identified in any description or publication of this research. Only the researcher will have access to your transcript and it will be kept in a locked file.

For questions or concerns about the research, please contact the principal investigator: Nada Shalabi Farhat, nada_shalabi@aucegypt.edu, 01011431401.

Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Participant Signature _____
Researcher Signature _____

Printed Name _____
Date _____

Consent Form for Interview – Arabic Version
الجامعة الأمريكية بالقاهرة

استمارة موافقة مسبقة للمشاركة في دراسة بحثية

عنوان البحث : تقييم تصورات المدرسين عن التنمر في مدرسه مصريه.

الباحث الرئيسي: ندي شلبي فرحات، طالبة ماجستير في علم النفس المجتمعي في الجامعة الأمريكية بالقاهرة.
البريد الإلكتروني: Nada_shalabi@aucegypt.edu
الهاتف: 01011431401

انت مدعو للمشاركة في دراسة بحثية عن تصورات المدرسين عن التنمر.

هدف الدراسة هو تقييم تصورات مدرسين المرحله الابتدائية عن التنمر و فهم وجهات نظرهم عن تحديد التنمر، التدخل في حالات التنمر، و منعه من الحدوث.

نتائج البحث ستنشر في دوريه متخصصه و مؤتمر علمي.

المدة المتوقعة للمشاركة في هذا البحث هي حوالي 45 إلي 60 دقيقه.

اجراءات الدراسة تشتمل على الأتي: سوف يتم منحك تعريف مختصر و عام عن التنمر قبل الإجابة علي الأسئلة حول تصوراتك عن التنمر. التوثيق سيتم عن طريق أخذ ملاحظات و تسجيلات صوتيه لضمان الدقه في التدوين.

لا يوجد مخاطر او مضايقات من المشاركة في هذا البحث.

الاستفادة المتوقعة من المشاركة في البحث: البحث قد يفيدك عبر منحك فرصه للتفكير مليا بشأن تجربتك حول التنمر كمدرس. مشاركاتكم ستفيد المعلمين و المدارس في فهم كيف يمكن أن تؤدي الاختلافات في التصورات الي الاختلافات في طريقة تعامل المدرسين مع التنمر، التي يمكن أن تؤثر تأثيرا كبيرا علي طريقة التعامل مع التنمر في المدارس و التي لها أثر كبير في حدوث التنمر.

السرية واحترام الخصوصية: المعلومات التي ستدلي بها في هذا البحث سوف تكون سرية. نص المقابلة لن يشمل إسمك و قد أتشاور مع الدكتور المشرفه علي رساله في بعض الملاحظات دون الكشف عن هويتك. الشخص الوحيد الذي يستطيع ان يحدد ردودكم هي الباحثة، و هي لن تكشف عن هويتكم الي أي شخص آخر. لا أحد سوف يستطيع التعرف عليكم في أي تعريف او نشر لهذا البحث. فقط سيتسني للباحثه بالوصول الي إجاباتكم و سوف تحافظ عليها في ملف مغلق.

أي أسئلة متعلقة بهذه الدراسة أو حقوق المشاركين فيها يجب ان توجه الي الباحثة: ندي شلبي فرحات،
01011431401 ، nada_shalabi@aucegypt.edu

ان المشاركة في هذه الدراسة ماهي الا عمل تطوعي، حيث أن الامتناع عن المشاركة لا يتضمن أي عقوبات أو فقدان أي مزايا تحق لك. ويمكنك أيضا التوقف عن المشاركة في أي وقت من دون عقوبة أو فقدان لهذه المزايا.

إمضاء المشارك:

إسم المشارك :

إمضاء الباحثة:

التاريخ :

Appendix D. Survey Questions

Thank you for agreeing to complete this survey. Your participation is greatly appreciated and will provide useful information about elementary grade teachers' perceptions of bullying. The survey includes 39 questions and are divided into 5 sections: Demographic data, Bullying Identification, Bullying Intervention, Bullying Prevention, and Vignettes. The survey will take approximately 15- 30 minutes to complete.

Demographic Survey:

- 1) What is your gender?
Male – Female
- 2) What is your age range?
[18-27] [28-37] [38-47] [48-57] [58+]
- 3) What grades do you currently teach? (You may choose more than one)
First Primary - Second Primary - Third Primary - Fourth Primary – Fifth Primary – Sixth Primary
- 4) How many years of experience do you have in teaching?
[0-2yrs] [3-6yrs] [7-9yrs] [10-20yrs] [21+ yrs]
- 5) How many years have you been employed in this school?
[0-2yrs] [3-6yrs] [7-9yrs] [10-20yrs] [21+ yrs]

Rating scale: Please rate your level of agreement with the following statements regarding bullying perceptions ranging from 1 (Strongly disagree) to 4 (Strongly agree) by drawing a circle on the number of your choice.

1= Strongly Agree | 2 = Agree | 3 = Disagree | 4 = Strongly Disagree

Please read the following definition for bullying before starting the survey:

"A student is being bullied or victimized when he or she is exposed repeatedly and over time, to negative actions on the part of one or more other students".

Bullying Identification:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree				
10. I don't know much about bullying	1	2	3	4
11. I have witnessed or received a report of multiple incidents of bullying at the school during the last month	1	2	3	4

Teachers' Perceptions of Bullying in an Egyptian School

12. I believe that bullying is not a problem in Egypt.	1	2	3	4
13. I believe that bullying is a natural developmental process and students will gradually stop doing it as they get older.	1	2	3	4
14. Bullies are evil by nature.	1	2	3	4
15. I find it hard to differentiate between bullying and playful teasing.	1	2	3	4
16. The school plays an important role in reducing the occurrence of bullying.	1	2	3	4
17. When students get bullied, it is mostly their own fault for getting themselves into troubles.	1	2	3	4
18. Bullying can have a serious impact on children's development	1	2	3	4

Bullying Intervention:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree				
19. I do not feel comfortable intervening in a bullying situation	1	2	3	4
20. I have effective strategies for intervening in bullying situations	1	2	3	4
21. When responding to bullying, other teachers support my response.	1	2	3	4
22. I do not need to intervene in bullying situations because students need to toughen up and solve their own problems.	1	2	3	4
23. I believe that some students are hesitant to report bullying because they are afraid that teachers may make the situation worse, may not listen and may be reluctant to intervene.	1	2	3	4
24. Teachers contribute to bullying by making humiliating comments, using sarcastic tone or discriminating against their students.	1	2	3	4
25. My intervention style towards bullying depends greatly on my perception about the seriousness of the situation.	1	2	3	4
26. I believe that female teachers are more responsive to bullying than male teachers.	1	2	3	4
27. Teachers' ability to empathize helps in encouraging students to disclose their feelings about bullying.	1	2	3	4

Teachers' Perceptions of Bullying in an Egyptian School

28. Most teachers do not have enough knowledge or experience about best practices for intervening in bullying	1	2	3	4
29. I believe it is primarily the counselors' responsibility to discuss and intervene in bullying incidents, not the teachers	1	2	3	4

Bullying Prevention:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree				
30. Topics about bullying prevention should be part of the elementary school curriculum	1	2	3	4
31. My school provides adequate professional trainings on bullying prevention.	1	2	3	4
32. I am interested in receiving more professional trainings on bullying prevention and intervention.	1	2	3	4
33. My school does not have clear policies for preventing and dealing with bullying situations	1	2	3	4
34. I don't believe there is a need for a bullying prevention program at my school.	1	2	3	4
35. I don't think it's necessary for teachers to discuss bullying in the classroom.	1	2	3	4
36. I believe that if teachers put a strict rule in classroom about not tolerating bullying, the students will follow the same attitude.	1	2	3	4
37. I don't believe it is essential to include teachers in the bullying prevention programs, focusing only on students should be enough.	1	2	3	4
38. I have taken steps to prevent bullying from occurring in my classroom.	1	2	3	4

Bullying Vignettes (These Questions Are for Every Case)

Read the below vignettes and answer the following questions on each one.

- How serious do you rate this conflict? (1 Not serious at all | 2 Not serious | 3 Serious | 4 Very serious)
 { 1 - 2 - 3 - 4 }
- I believe this conflict is:
 - Verbal Bullying

Teachers' Perceptions of Bullying in an Egyptian School

- Physical Bullying
 - Relational Bullying
 - Not bullying, it is a normal playful teasing.
 - Verbal and Relational
- How likely are you to intervene in this situation? (1 Not at All Likely | 2 Not likely | 3 Likely | 4 Very Likely)
{ 1 – 2 – 3 – 4 }
 - If you would respond to this situation, how would you respond to the perpetrator? (You may choose more than one)
 - Report to higher authority
 - Inform parents
 - Discipline students' bullying behavior through preventing them from participating in fun activities.
 - Discussion of intolerable behaviors with the student
 - Help repair the students' relation through listening to both sides
 - Refer bully to the counseling services, I don't feel comfortable handling this case.
 - None of these (other:)
1. Omar brings a giraffe shaped eraser to school. He boasts that it was a prize from winning a game. Khaled goes over and smacks his head, demanding the eraser. Omar refuses at first, but eventually gives in.
 2. During the activities time you overhear Farida saying to Salma, "If you don't let me have the purple marker, I won't invite you to my birthday party." This is not the first time you have heard Farida say this type of thing.
 3. At the classroom you hear Mostafa call Hagar "fatty". Hagar tried to ignore the remarks but sulks at her desk. It is not the first time this has happened.
 4. Adnan is sitting quietly during the break while Zainab comes and with ironic polite voice says that immigrants should not have a place in her country and among her friends. Her friends agree.
 5. Youssef was sitting with his friends drinking milk and catching up. His friend Ahmed said something funny, so Youssef laughed and snorted milk out of his nose. His friends started laughing and making jokes about him. However, Youssef seemed to feel embarrassed so he asked them to stop with the jokes, so they did.

THANK YOU for taking the time to complete this survey. Your assistance in providing this information is very much appreciated. If there is anything else you would like to say about this survey or bullying, please do so in the space provided below

Survey Questions – Arabic Version

استبيان

شكرا علي الموافقه لإكمال هذا الإستبيان. مشاركتكم محل تقدير و سوف تقدم معلومات مفيده عن تصورات مدرسين المرحلة الإبتدائيه عن التنمر. يتضمن الإستبيان 39 أسئلة مقسمة الى 5 اقسام: البيانات الديمغرافية، تحديد التنمر، التدخل في حالات التنمر، منع التنمر، و قصص قصيره. الإستبيان سوف يستغرق حوالي 5- 15 دقيقة لإنهائه.

البيانات الديمغرافية:

(1) ما هو جنسك؟ ذكر – أنثي

(2) ما هي فنتك العمرية؟ [27-18] [37-28] [47-38] [57 - 48] [+58]

(3) ما هي الصفوف التي تقوم بتدريسها حاليا؟ (يمكنك اختيار اكثر من إجابة)
الأول الإبتدائي – الثاني الإبتدائي - الثالث الإبتدائي - الرابع الإبتدائي - الخامس الإبتدائي - السادس الإبتدائي

(4) ما هي عدد سنوات خبرتك في التدريس؟ [2-0] [6-3] [9-7] [20-10] [+21]

(5) كم عدد سنين عملك في هذه المدرسة؟ [2-0] [6-3] [9-7] [20-10] [+21]

مقياس التصنيف: الرجاء تصنيف مستوى الإتفاق على العبارات التالية بشأن تصوراتك عن التنمر التي تتراوح من 1 (موافق بشدة) الى 4 (غير موافق بشدة) برسم دائرة حول الرقم الذي اخترته.

1 = موافق بشده 2 = موافق 3 = غير موافق 4 = غير موافق بشده

من فضلك اقرا ما يلي عن تعريف التنمر قبل بدء الإستبيان:
"الطالب يكون ضحيه للتنمر عندما يتعرض مرارا وتكرارا و لوقت طويل لأفعال سلبية من جانب طالب واحد او مجموعه من الطلاب"

تعريف التنمر:

1 = موافق بشده 2 = موافق 3 = غير موافق 4 = غير موافق بشده				
4	3	2	1	1. لا اعرف الكثير عن التنمر
4	3	2	1	2. لقد شهدت او تلقيت عدة حوادث عن التنمر في المدرسه خلال الشهر الماضي
4	3	2	1	3. اعتقد ان التنمر ليست مشكلة في مصر.
4	3	2	1	4. اعتقد ان التنمر هو ضمن عملية النمو الطبيعيه و الطلاب سوف يتوقفون عنها تدريجيا مع تقدمهم في العمر
4	3	2	1	5. المتنمرون هم اشرار بطبيعتهم

Teachers' Perceptions of Bullying in an Egyptian School

4	3	2	1	6. اجد من الصعب التفرقة بين التنمر و الهزار الودّي عند اللعب
4	3	2	1	7. المدرسه تلعب دورا هاما في تقليل حدوث التنمر
4	3	2	1	8. عندما يتعرض الطلاب للتنمر، معظمها يكون سببها غلظتهم لإدخال أنفسهم في المتاعب
4	3	2	1	9. التنمر يمكن ان يكون له تأثير خطير علي نمو الأطفال

التدخل في حالات التنمر:

1 = موافق بشده 2 = موافق 3 = غير موافق 4 = غير موافق بشده				
4	3	2	1	1. لا أشعر بالراحة عند التدخل في مواقف لها علاقة بالتنمر
4	3	2	1	2. أملك إستراتيجيات فعّالة للتدخل في حالات التنمر
4	3	2	1	3. عند التدخل في حالة تنمر، المدرسون الآخرون يدعمون تصرفي
4	3	2	1	4. لست بحاجة الي التدخل في حالات التنمر لأن الطلاب يحتاجون ان يشتد عضدهم و يحلون مشاكلهم بأنفسهم
4	3	2	1	5. اعتقد ان بعض الطلاب يترددون في الإبلاغ عن التنمر لأنهم يخافون أن المدرسين من الممكن أن يجعلوا الوضع أكثر سوءا، ممكن ان يرفضوا الإستماع، أو يتخاذلوا عن التدخل.
4	3	2	1	6. المدرسون يساهمون في التنمر خلال قول تعليقات مهينه، استخدام لهجه ساخره، أو التفرقة بين الطلاب
4	3	2	1	7. طريقة تدخلي في حالة التنمر يعتمد بنسبه كبيره علي تصوري لخطورة الوضع
4	3	2	1	8. اعتقد أن المدرسات الإناث أكثر إستجابته لحالات التنمر من المدرسين الرجال
4	3	2	1	9. قدرة المدرسين علي التعاطف تساعد في تشجيع الطلاب علي الإفصاح بمشاعرهم إتجاه التنمر
4	3	2	1	10. معظم المدرسين لا يتمتعون بالقدر الكافي من المعرفة او الخبرة عن افضل الممارسات المتبعه للتدخل في حالات التنمر
4	3	2	1	11. اعتقد ان المسؤولية تقع في المقام الاول على المستشارين النفسيين لمناقشة والتدخل في التنمر، و ليس المدرسين

منع التنمر

1 = موافق بشده 2 = موافق 3 = غير موافق 4 = غير موافق بشده				
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4	3	2	1	1. الموضوعات حول منع التنمر ينبغي أن تكون جزءا من مناهج المرحلة الإبتدائية
4	3	2	1	2. مدرستي توفر تدريبات احترافيه كافيه عن منع التنمر
4	3	2	1	3. أنا مهتم بالحصول على مزيد من التدريبات الاحترافيه عن التدخل في حالات التنمر و منعه
4	3	2	1	4. مدرستي ليس عندها قوانين واضحه من اجل منع و التعامل مع حالات التنمر
4	3	2	1	5. لا اعتقد ان مدرستي بحاجة الي برنامج لمنع التنمر
4	3	2	1	6. لا اعتقد انه من الضروري للمدرسين ان يناقشوا التنمر في الفصل
4	3	2	1	7. أعتقد إذا المدرسين وضعوا قاعده صارمة في الفصول حول عدم التهاون في التنمر، الطلاب سوف تتبع نفس الموقف
4	3	2	1	8. لا اعتقد انه من الضروري ان يشترك المدرسين في برامج لمنع التنمر، التركيز فقط على الطلاب يجب ان يكون كافيا.
4	3	2	1	9. لقد اتخذت خطوات لمنع التنمر من الحدوث في فصلي

قصص قصيره عن التنمر:

أقرأ القصص القصيره ادناه و جاوب علي الاسئله التاليه علي كل واحد (هذه الاسئله وضعت لكل قصه في

الاستبيان الذي تم توزيعه)

- ما مدي خطورة هذا الصراع؟ (1 غير جاد علي الإطلاق | 2 غير جاد | 3 جاد | 4 جاد جدا)
{ 4 - 3 - 2 - 1 }

- اعتقد أن هذا الصراع:
 - تنمر لفظي
 - تنمر جسدي
 - تنمر عاطفي
 - ليس تنمر، إنه هزاز ودي

- ما هو احتمال أن تتدخل في هذه الحاله؟ (1 غير محتمل علي الإطلاق | 2 غير محتمل | 3 من المحتمل | 4 من المحتمل جدا)
{ 4 - 3 - 2 - 1 }

- لو استجبت لهذه الحاله، كيف سوف تتصرف مع المتنمر؟ (يمكنك إختيار أكثر من إجابته)
 - إبلاغ سلطه أعلي

- إعلام الأباء
 - ضبط سلوك الطالب من خلال منعه من الإشتراك في الأنشطة الممتعه
 - مناقشة التصرفات الغير مقبوله مع الطالب
 - المساعدة في إصلاح العلاقة بين الطلاب من خلال الإستماع لكلا الطرفين
 - إحالة المتنمر الي الإستشاره النفسيه، لا اشعر بالإرتياح للتعامل مع هذه الحاله
 - لا شيء من هذا (أخري:
6. عمر يجلب معه ممحاه علي شكل زرافه الي المدرسه. هو يفتخر بإنها كانت جائزه من الفوز في لعبه. خالد يأتي عنده ويضربه علي رأسه، مطالباً بالممحاه. عمر يرفض في البدايه، و لكن في النهايه يستسلم.
7. خلال فترة الأنشطة تسمع فريده تقول لسلمي، "إذا لم تتركيني أحصل علي القلم الموف، لن ادعوك الي حفلة عيد ميلادي." هذه ليست المره الأولى التي تسمع فيها فريده تقول هذا النوع من الأشياء.
8. في الفصل تسمع مصطفى يقول علي هاجر "تخينه". هاجر حاولت أن تتغاضي عن التعليقات و استاءت علي مكتبها. هذه ليست المره الأولى التي يحدث فيها هذا الأمر.
9. عدنان يجلس بهدوء خلال فترة الراحة بينما تأتي زينب بصوت فيه هدوء و سخرية و تقول ان المهاجرين ليس لهم مكان في بلدها و وسط اصدقائها. اصدقائها يوافقون علي ما تقوله.
10. يوسف كان جالسا مع اصدقائه يشرب الحليب و يتكلم معهم. صديقه احمد قال شيئاً مضحكا، يوسف ضحك و خرج الحليب من انفه. اصدقائه بدأوا ان يضحكو و يقولون نكت عليه. يوسف ظهر عليه الإحراج و طلب منهم أن يتوقفوا عن قول النكت، فا استجاب له اصدقائه.

شكرا جزيلاً لك لتخصيص بعض من وقتك لاستكمال هذا الإستبيان. مساعدتكم في توفير هذه المعلومات محل تقدير

كبير. و اذا كان هناك اي شئ اخر تود التحدث عنه بخصوص هذه الدراسة او التمر، يرجى القيام بذلك في المساحة المتوفرة

ادناه

Appendix E. Semi-Structured Interview Questions

Demographic Survey:

- 1) What is your gender?
Male – Female
- 2) What is your age range?
[18-27] [28-37] [38-47] [48-57] [58+]
- 3) What grades do you currently teach? (You may choose more than one)
First Primary - Second Primary - Third Primary - Fourth Primary – Fifth Primary – Sixth Primary

- 4) How many years of experience do you have in teaching?
[0-2yrs] [3-6yrs] [7-9yrs] [10-20yrs] [21+ yrs]
- 5) How many years have you been employed in this school?
[0-2yrs] [3-6yrs] [7-9yrs] [10-20yrs] [21+ yrs]

Bullying Identification:

- 1) What is your definition of bullying in schools?

Bullying can be very briefly defined as the following: "A student is being bullied or victimized when he or she is exposed repeatedly and over time, to negative actions on the part of one or more other students".

- 2) Tell me about a time when you saw a case of bullying. Why did you see it as bullying?

Follow up Question: What criteria did you use in this situation to decide if this is bullying or not?

- 3) In your experience, why do you believe kids bully each other in elementary school?
- 4) In your experience, what are the characteristics of kids that usually get bullied in school?

Bullying Intervention

- 5) What do teachers in your school typically do when they witness or receive a report about bullying?
Follow up Question: Do you think this approach is usually effective in ending bullying?

Why do you believe so?

Follow up Question: What do you think is the best strategy to intervene in a bullying situation?

- 6) Is there anything that makes it difficult for teachers to address bullying?
Follow up Question: Tell me about a time when you were hesitant to intervene in a bullying situation.

Bullying Prevention

- 7) What does your school currently do to prevent bullying from occurring?
Follow up question: Is there anything more you think your school should be doing for bullying prevention?
- 8) If your school provided training sessions about bullying, what information and skills would you like to have training in?
Follow up question: In your opinion, how would you be able to use this information and skills to help preventing bullying from occurring?

Semi-Structured Interview Questions – Arabic Version

أسئلة مقابله شبه منظمه

تحديد التنمر:

- (1) إيه هو تعريفك للتنمر المدرسي؟
التنمر ممكن انه يتعرف بإختصار شديد علي إنه: "الطالب يكون ضحيه للتنمر عندما يتعرض مرارا وتكرارا و لوقت طويل لأفعال سلبيه من جانب طالب واحد او مجموعه من الطلاب"
(2) قولي علي وقت شوقت فيه حالة تنمر. و ليه شوقته علي إنه تنمر؟
سؤال للمتابعه: إيه هي المعايير اللي استخدمتها في الموقف ده عشان تعرف تقرر اذا كان ده تنمر ولا لا؟
(3) من مجال خبرتك، ليه تعتقد الأطفال بتتنمر على بعض في المرحلة الابتدائية؟
(4) من مجال خبرتك، ايه هي مواصفات الأطفال اللي بتتعرض للتنمر في المدرسه؟

التدخل في حالات التنمر:

- (5) بيعملو ايه المدرسين في مدرستك عادة لما بيشفو او بيجهلهم بلاغ عن التنمر؟
سؤال للمتابعه: هل تعتقد إن الطريقه دي عادة فعالة في انها تنهي التنمر؟
سؤال للمتابعه: ليه بتعتقد ده؟
(6) هل في صعوبات بتواجه المدرسين عند التدخل في حالات التنمر؟

سؤال للمتابعة: قولي علي وقت كنت فيه متردد من التدخل في حالة تنمر؟

منع التنمر:

(7) إيه اللي بتعملوا مدرستك حاليا عشان تمنع التنمر من إنه يحصل؟

سؤال للمتابعة: في أي حاجه زياده تعتقد مدرستك مفروض تعملها لمنع التنمر؟

(8) لو مدرستك قدمت دورات تدريبيه عن التنمر، تعتقد ايه اكثر الحاجات المفيده اللي تحب تتعلمها؟

سؤال للمتابعة: إزاي تقدر تستخدم المعلومات دي في انك تمنع التنمر من إنه يحصل؟

Appendix F: Phases of Thematic Analysis

Phase	Description of the process
1. Familiarising yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

(Braun & Clarke, 2006 p. 35)