



بسم الله الرحمن الرحيم

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**OCCURRENCE OF BULLYING AND ITS BEHAVIOURAL
SEQUELAE IN A SAMPLE OF OLDER ELEMENTARY
SCHOOL STUDENTS IN
ZAGAZIG CITY**

THESIS
**SUBMITTED FOR PARTIAL FULFILLMENT OF
MASTER DEGREE IN NEUROPSYCHIATRY**

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Contents

Title	Page
List of abbreviations	III
List of Tables	IV
List of Figures	VI
Introduction	1
Aim of the work	5
Review, Chapter (1): Stressors in primary school students	6
Review, Chapter (2): Bullying among primary school students	21
Review, Chapter (3):Types of bullying	33
Review, Chapter (4): Consequences of bullying	41
Review, Chapter (5): Prevention of bullying	58
Methodology	66
Results	78
Discussion	104
Summary	117
Conclusion & Recommendations.	124
References	128
Appendix	150
Arabic summary	1

List of abbreviations

ANS	autonomic nervous system
CBCL	Child Behavior Checklist
GHB	Gatehouse Bullying Scale
GR	glucocorticoid receptor
IQR	Interquartile range
KW	Kruskal Wallis test
MR	mineralocorticoid receptor
MCIT	Minstry of Communications and Information Technology
MPVS	Multidimensional Peer-Victimization Scale
MW	Mann Whitney test
NA	Noradrenaline
NS	Non significant
OBPP	Olweus Bullying Prevention Program
PBL	Positive Behavior for Learning
PFC	prefrontal cortex
PIPSQ	Peer Interaction in Primary School Questionnaire
SAVE	Seville Anti-Bullying in School

SD	Standard Deviation
SWPBS	School-Wide Positive Behavior Support
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organization

List of Tables

Table	Page
Table 1: Demographic Characteristics of the studied group	80
Table 2: Gate house bullying scale among the studied group	82
Table 3: Multidimensional peer victimization scale among the studied group	83
Table 4: Child behavior check list among the studied group	86
Table 5: Relation between Gate house bullying scale and demographic data of the studied group	88
Table 6: Relation between Gate house bullying scale and age and order among the studied group	89
Table 7: Relation between Gate house bullying scale and child behavior check list among the studied group	91
Table 8: Relation between Multidimensional peer victimization scale and school type of the studied group	94
Table 9: Relation between school type and child behavior check list among the studied group	96
Table 10: Relation between frequency of bullying and sociodemographic data	99
Table 11: Relation between bullying according to GHB scale and child behavior checklist among the studied groups	

List of Figures

Figure	Page
Figure 1: Type of school of the studied group.	81
Figure 2 : Frequency of bullying according to Gate house bullying scale among the studied group	83
Figure 3: Multidimensional Peer-Victimization Scale among the studied group.	85
Figure 4: Child Behavior Checklist (CBCL).	87
Figure 5: Relation between Gate house bullying scale and child behavior check list among the studied group	92-93
Figure 6: Relation between Multidimensional peer victimization scale and school type of the studied group.	95
Figure 7: Relation between school type and child behavior check list among the studied group .	98
Figure 8: Relation between bullying and demographic data of the studied group.	100
Figure 9: Relation between bullying and child behavior check list among the studied groups.	104-105

Introduction

School bullying is a harmful process in which kids are exposed to undesired, hostile actions by another student or a group of pupils. These actions not only include an actual or perceived power imbalance, but they are also either performed repeatedly or are very likely to be repeated (Yu et al., 2018).

According to the ecological systems theory (Bronfenbrenner, 1994), an individual's conduct is influenced by everything in his or her immediate surroundings. Previous research has found that certain influencing factors, such as deviant peers, a lack of family attachment, dangerous and violent neighbourhoods, negative school climates, poor relationships with teachers and classmates, teachers' neglect of school bullying, and a lack of school belonging, can lead to students becoming bullies or victims.

Bullying may range from one-on-one, individual bullying to collective bullying, known as mobbing. Bullying in school is often known as "peer abuse" (Anne et al., 1994).

Types of Bullying :

Individual bullying is divided into four types: physical, verbal, relational, and cyberbullying (Anna et al., 1999). Mobbing is a term used to describe collective bullying, which can encompass any of the distinct kinds of bullying.

Bullying in elementary school is most common in terms of physical, verbal, and relational aggression.

· Individual Bullying :

Individual bullying can be committed by a single individual against a target or targets such as:

· Physical:

This includes any form of bullying that causes bodily harm or destroys someone's property. Physical bullying includes stealing, beating, fighting, and damaging property (Sujung et al., 2018).

· Verbal:

This refers to any form of verbal bullying. Verbal bullying includes calling someone names, spreading stories, threatening them, and making fun of them.

The bully's major weapon in verbal abuse is their voice (Sekol, et al., 2016).

• **Relational or social:**

This includes any bullying done with the purpose of harming someone's reputation or social status (Cowie, 2000).

• **Cyber-bullying:**

The use of technology to harass, threaten, shame, or attack another person is known as cyberbullying.

• **Collective Bullying :**

Collective bullying is the use of more than one person against a target or targets.

• **Mobbing :**

Bullying of an individual by a group, such as a peer group, school, or community, is referred to as mobbing (Ertesvag et al., 2007).

Elementary school bullying has a severe impact on kids' social life as well as their health.

Students who have been subjected to school bullying may exhibit a variety of physical, mental, and psychosomatic symptoms. Among these symptoms are the following:

- (1) Physical problems such as chronic tiredness, gastrointestinal issues, abnormal weight gain or loss,

sleeplessness, and a variety of pain syndromes (Chen et al., 2008).

- (2) mental illnesses such as sadness, emotional emptiness, feelings of meaninglessness in life, anxiety, lack of motivation, and loss of excitement (Pnar et al., 2018).
- (3) Behavioral problems such as impatience, hazardous conduct, loss of focus, forgetfulness, emotional outbursts, hypersensitivity to external stimuli, and lack of feeling.

School bullying research has revealed that it is now more harmful than physical assault (Bond et al., 2007).

As a result, educators should pay greater attention to classroom bullying.

Aim of Work

- To determine the occurrence and types of bullying behaviour among the older elementary school students.
- To determine the Behavioural profile in victims of bullying.
- To determine the social and demographic correlates of bullying .

Chapter (1): **Stressors in primary school students**

Definition of stress:

Stress is a reaction that occurs against stressor agents. Response to the stressful events has three components: emotional and physical responses, coping strategies and defense mechanisms (**Leila et al., 2012**).

Incidence of stress in childhood:

Approximately 35 percent of American children experience stress-related health problems. According to many psychologists, pediatricians and health care providers, experiencing stress in children plays a major role in increasing physical, mental and social problems (**Leila et al., 2012**).

Pathophysiology:

The individual appraisal of the situation is critical as it determines the response that follows (**Vogel et al., 2016**).

If a situation is appraised as stressful, a well-described cascade of physiological and endocrine changes is set in motion in order to re-establish homeostasis and to promote

long-term well-being. Although this stress response is very complex with numerous mediators involved, two major stress systems appear to be critical for the modulation of learning and memory processes, the rapid autonomic nervous system (ANS) and the slower hypothalamus–pituitary–adrenal axis. Within seconds, the ANS is activated, leading to the release of catecholamines such as noradrenaline (NA), both from the adrenal medulla and the locus coeruleus in the brain **(Joëls et al., 2009)**.

Catecholamines prepare the body for ‘fight-or-flight’ responses and rapidly affect neural functioning in several brain regions critical for learning and memory, such as the hippocampus, amygdala and prefrontal cortex (PFC) **(Arnsten et al., 2009)**.

Somewhat slower, a second system is activated in response to stress, the hypothalamus–pituitary–adrenal axis, resulting in the release of corticosteroids (in humans mainly cortisol) from the adrenal cortex. Cortisol reaches peak level concentrations ~20–30 min after stressor onset, readily enters the brain and binds to two different receptors to induce its effects on cognition: The glucocorticoid receptor (GR) is expressed ubiquitously throughout the brain, whereas the mineralocorticoid receptor (MR) is mainly expressed in brain