Teachers' Perception Regarding Bullying Among Preparatory School Students in Port Said City

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ABSTRACT

Background: Most teachers have a misunderstanding of the criteria for bullying and how to define it, and this can be reduced by increasing knowledge of bullying and how to deal with bullying cases. **Aim of the study:** to assess the teachers' perception regarding bullying among preparatory school students in Port Said City. **Design**: A descriptive research design was utilized**. Setting:** This study was conducted at five preparatory schools located in Port Said City. One preparatory school was randomly selected from each district, (Gamal Abd El Nasser, Al Masjid Al Aqsa, El-Zahoor, El-Obour, and El-Canal school). **Sample: A** purposive sample and a multistage sampling technique were used in this study. **Subjects and methods:** 349 teachers from five schools **Tools of data collection:** two tools **were** used to collect the necessary data including teachers ' perception questions and teachers' bullying behavior **Results:** the total scores of studied teachers' perception levels for bullying (79.02%) for the bullying perception, teachers had a negative behavior about bullying with (24.81%) of the total mean scores, and there was a statistically significant correlation between teacher's perceptions and behavior regarding bullying. **Conclusion:** According to the study's findings more than half of teachers in schools do not know about bullying, teachers' behavior is negative towards bullying, and there is no relationship between the teacher's perception and their personality characteristics. **Recommendations:** Based on the results of this research, there must be a bullying prevention program that focuses on the bullying prevention process in schools.

Keywords: Behavior, Bullying, Perception, Teachers.

INTRODUCTION

Bullying is a complex behavior that has been identified in every country and setting where it has been investigated school bullying is a serious and pervasive problem that is defined as repeated, intentionally aggressive behavior that involves an actual or perceived imbalance of power between the perpetrator(s) and the victim(s). Bullying may inflict harm or distress on the targeted students including physical, psychological, social, or educational harm. School is a place for children to gain knowledge and trust. It will lead to wrong perceptions if school teachers don't promote a safer environment (Walsh, Wallace, Ayling, & Sondergeld, 2020).

Bullying has been identified internationally as a problem in schools, affecting and threatening the well-being of many students. Bullying takes place in three forms: verbally, physically, and emotionally. Physical bullying entails poking, pinching, biting, hitting, hair pulling, kicking, or beating. Physical bullying such as this takes place more often among - boys than school-age girls, threatening in well-being of many students. Additionally, bullying is recognized as a serious health issue, impacting not only a student's physical, mental, social, and emotional well-being but on the community and school climate (Mthembu, 2023).

Bullying involvement was evaluated as a bully, perpetrator, or both bully and victim. In each participating country, surveys were conducted at public and private schools. A total of 113,200 students aged 11.5, 13.5, and 15.5 years. Bullying involvement ranged widely across continents, ranging from 9% to 54% of young people (Colpin et al., 2021). In Egypt, 70 % of students with ages ranging between 13-15 years old are being bullied. According to the latest global data, slightly more than 1 in 3 students aged 13-15 around the world experience bullying. While females and males are equally at risk of being bullied (Moselhy, 2020).

Also categorized bullying into traditional (verbal, physical, and relational) and cyberbullying. Verbal bullying is a kind of intimidation through words, such as threatening, and taunting, which are intended to humiliate or destroy the victims. Verbal bullying is carried out in the form of dubbing, insulting, swearing, and mocking (Widaningtyas & Sugito, 2022).

Teachers play an influential role in a favorable school climate, promoting healthy relationships, and preventing bullying behavior among students. As socialization agents and key adults in the classroom, teachers have the potential to play a crucial role in bullying prevention and intervention, because they are usually the first adults that students contact when bullying behavior occurs (Demol et al.,2020). teachers will view bullying differently, and these differences in perception can lead to differences in the way teachers deal with bullying. A positive teacher-student relationship has been found to affect students' attitudes toward bullying, and in turn, their engagement in bullying behavior (Shahrour et al., 2023).

School nurses play an important role in helping students to deal with bullying situations. Create a safe space at school where students can verbalize concerns about all health issues including bullying and other incidents of violence. Since the school nurse is not in a disciplinary or academic role, students are more likely to confide in the nurse and tell their secrets more comfortably. As a result, nurses are often on the front lines of bullying being the first adult, the victim, and the bully go to for help (Dawes, Gariton, Starrett, Irdam, & Irvin, 2023).

Significance of the study

Bullying is a serious public health concern and is becoming a worldwide problem and can occur in every school. Bullying affects the mental and physical health of Students around the world (Baldry et al., 2019). There is a recent study in Egypt reported 35% bullying traits and 11.7% bullying behavior among preparatory school students. Another study conducted in Egypt found that 51% of boys and 20% of girls in preparatory schools had initiated bullying attacks at school (Galal et al, 2019). Additionally, Concerning the bullying problem in Egypt, a study was conducted on online bullying, and it was found that 27% of students aged 8-17 in Egypt had been subjected to online bullying compared with 25 countries that have an average of 37%, while 63% were bullied offline. However, bullying has been poorly researched in Egypt (Hassan, Abdella, Ibrahim, Mahmoud, 2020). Teachers play a central role in bullying prevention and intervention in schools We chose specifically to study the perceptions of teachers because they are often the most likely school staff to witness bullying and have extensive contact with students (Young, Sager, 2020) .Teachers' perceptions of student bullying are an important first step in minimizing this risk, bullying prevention, and intervention in schools. Teachers and school staff must be trained to recognize the signs of bullying and act effectively. Thus, if

and how they choose to respond to these incidents has a direct correlation to the overall effectiveness of bullying prevention programs and the promotion of a positive school climate. Once a teacher identifies peer aggression, they then rank the severity of the aggression to subsequently determine their willingness to intervene. Therefore, the study aimed to identify teachers' perceptions regarding bullying among preparatory school students in Port Said City.

AIM OF THE STUDY

This study aimed to assess teachers' perceptions regarding bullying among preparatory school students in Port Said City.

Research Questions

1. What is the perception of preparatory schools' teachers regarding bullying in Port Said City?
2. What are the behaviors of preparatory school teachers regarding bullying in Port Said City?
3. Is there a relationship between personality characteristics and teacher perception toward bullying?
4. Is there a relationship between personality characteristics and teacher behavior toward bullying?

SUBJECTS AND METHOD

Research Design

A descriptive research design was used in this study.

Setting

The present study was conducted in five preparatory schools in Port Said City. One preparatory school was randomly selected from each district in Port Said City, namely: Gamal Abd El Nasser (N=74)Preparatory Schools for Girls representing the EL Arab district, AL masjid Al-Aqsa (N=69)Preparatory School for Girls representing the El Dawahy district, El-Zahoor (N= 67)Preparatory School for Girls representing El Zahoor district, El-Obour (N=68) preparatory school for boys representing El Manakh district and Preparatory El-Canal school (N=71) for boys representing, El Shark district.

Study Subjects

The target population for this study was the teachers at the preparatory schools from previously mentioned settings in Port Said City, the total number of teachers in the sample was 349 fulfilled the following criteria, teachers are from both sexes, have at least one year in teaching and they agree to participate in the study.

Sampling technique

Purposive sampling and a multistage sampling technique were used in this study, as follows: Port Said city is divided into five sectors as mentioned above a sampling frame was developed and included a list of all preparatory schools in the five sectors, and then one preparatory school from each sector was chosen randomly. All teachers in the selected schools will be included in the study.

Sample size

The sample of the present study was all teachers from the five schools chosen randomly from each of the previously mentioned districts included in this study. The total number of preparatory school teachers at Port Said City was around 2260 teachers; each school had around 55 to 70 teachers. The total number of the sample was 349 male & female teachers.

Tools of data collection

Two tools were used to collect data. These tools were adopted from (Farahat, 2019) in the Arabic language.

Tool (I): teachers' perception of bullying

The tool consisted of 29 questions aimed at assessing the bullying perception of the teachers, It is composed of two parts as the following: **-**

Part 1: demographic and work-related data:

It is concerned with demographic data of studied teachers as the following age, sex and includes work-related data of studied teachers as the following, grades currently teaching, years of experience, and years of employment in current school.

Part 2: Teachers ' perception questions:

It was used to assess teacher's perceptions and was composed of (29) questions related to perceptions regarding bullying in preparatory school. Perception questionnaire in the form of a Likert scale, is composed of three categories, bullying identification, bullying intervention, and bullying prevention. Bullying identification includes (9) items, as teachers know much about bullying, have witnessed multiple incidents of bullying, bullying a problem, the bullying will stop when they grow up, and it is difficult to differentiate between bullying and joking.

Bullying intervention includes (11) items, feeling teachers when intervening in bullying, strategies to intervene in bullying, support when intervening in cases of bullying, letting students solve their problems, and intervention when the situation becomes more serious. bullying prevention includes (9) items, preventing bullying must be part of the curriculum, the school must provide professional training to prevent bullying, discuss bullying in the classroom, establish strict rules within the classroom that do not tolerate bullying, more emphasis is placed on students in bullying prevention programs than on teachers, steps to be followed in the classroom to prevent bullying from occurring.

Score system

The scale uses Likert format; responses are made from among four different response options, that range from 1 to 4, with the following criteria: ranges by (1 = (strongly disagree), 2 = (disagree), 3 = (agree), 4 = (strongly agree). Each respondent receives one score; The mean scores represented three categories as follows: The total scores ranged from 29-116, where the higher scores ranged from (89-116); moderate scores ranged from (59-87) and low scores ranged from (29-57).

Tool (II): teacher bullying behavior

It is used to assess teacher's behavior and was composed of (14) items. it includes items such as reporting bullying, avoiding dealing with bullying students, anger after dealing with bullying issues, staying away from places where harassment occurs at school, and responding as the solution to prevent bullying from occurring, the items in the form of 3 Likert scale (always, sometimes, never).

Score system

Teacher responses ranged from three different response options, (3 for Always, 2 for Sometimes, 1 for Never) and had reversed questions ranged from three different response options. Each respondent receives one score; higher scores represent attitudes more supportive of bullying. A score of items is summed up with the total score divided by some items giving a mean score for the behavior.

- It is considered positive if the behavior score is ≥70%
- It is considered negative if the behavior score is <70%.

Validity of study

Tools valid standardized, these tools were adopted from (Farahat,2019) in the Arabic language.

Reliability of the tools of study

The reliability was evaluated by using the Cornbrash α-coefficient test which revealed that the tools showed validity and high Internal consistency, with Cronbach's Alpha test r= 0.73, respectively.

Pilot study

The pilot study was carried out on 10 % (31 of teachers), who were selected randomly from the previously mentioned setting before starting the data collection phase for two continuous weeks. The purposes of the pilot study were to test applicability, evaluate the content and clarity of the questionnaire, reconstruct the questionnaire if necessary, and estimate the time needed to fill the questionnaire.

Fieldwork

To carry out the study, approval was obtained from the Directorate of Education and the director of the whole school to collect the needed data. A letter was issued to them from the Faculty of Nursing - Port Said University explaining the purpose of the study to obtain permission and cooperation to conduct the study. Then the researcher introduced herself to the teacher and explained the purpose of the study. Each teacher was interviewed individually after giving her oral consent to participate and fulfilled the

above-mentioned criteria in the study. And assured that studied teacher allowed to withdraw from the study at any time without giving a reason or without fear. And assure teachers about maintaining privacy and safety in the external environment. Data collection was started during the period from the beginning of October (2022) to December (2022); Data was collected from the previously mentioned settings by the researcher using the tool. The researcher visited the preparatory school in Port Said City two days weekly (Sunday and Wednesday) from 8 am to 1 pm to collect the data by using the previous tools time needed for fulfilling the questionnaire took about 15-20 minutes for each tool.

ADMINISTRATIVE DESIGN

A formal letter from the Dean of the Faculty of Nursing at Port Said University was sent to the Directorate of Education. The purpose of the study was outlined to seek their cooperation, and official permission for data collection was subsequently obtained from school directors in randomly selected schools after explaining the study's objectives.

Ethical Considerations:

Approval was taken from the research ethics committee of the faculty of nursing at Port Said University with the code number NUR (2/6/2024) (38). In addition, approval has been taken from the director of schools to conduct the study after an explanation of the study's aim. Oral consent was taken from the studied teachers to participate in the study after an explanation of the study's aim, the researcher informed the studied teachers that they have the right to withdraw from the study at any time they wish to do so without rationalized, the participants would be assured about confidentiality and Anonymity of information gathered and that used only for the study. Moreover, the process of data collection didn't disturb the harmony of the mentioned setting.

Statistical analysis of the data

The computer was fed data, and IBM SPSS software package version 20.0 was used for analysis. (IBM Corp., Armonk, NY) Numbers and percentages were used to describe the qualitative data. The distribution's normality was confirmed using the Kolmogorov-Smirnov test. The terms range (minimum and maximum), mean, and standard deviation were used to characterize quantitative data. At the 5% level, the results' significance was assessed. The chi-square test for categorical variables, Fisher's

exact or Monte Carlo adjustment for chi-square when more than 20% of the cells had an expected count less than 5, and Pearson coefficient were the tests they employed to compare various groups. the correlation between two quantitative variables with normal distribution.

RESULTS

Table (1) shows the distribution of the studied teachers according to their demographic data. It was revealed that 58.2% of the studied sample were females, 35.0% of the studied teachers' age ranged from 38 to less than 47 years old with the mean age being 38.90±10.98, 59.6% of them teaching the first year of preparatory.

Table (2): As is evident in this table, teachers according to bullying identification. It was noticed that more than of the studied teachers (66.5%) agree that it is hard to differentiate between bullying and playful teasing. Conserving the beliefs about bullying (55.0%) of the studied teachers disagree that when students get bullied, it is mostly their fault for getting themselves into trouble in addition, (24.6%) strongly disagree that bullying is a natural developmental process. On the other hand, regarding knowledge about bullying (31.2%) of the studied teachers strongly agree concerned about bullying has a serious impact on children's development and that students will gradually stop doing it as they get older.

Table (3): As regards prevention at the teacher level, it was noticed that (36.1%) of the studied teachers strongly agreed with the item of didn't think teachers should discuss bullying in the classroom. Concerning prevention at the school level, it can be seen that (53.9%) of the study sample agree that item of bullying prevention topics should be part of the elementary school curriculum. Finally, this table revealed that (63.9%) of the studied teachers reported that they agreed with the item of interest in receiving more professional training on bullying prevention and intervention.

Table (4): The distribution of the total scores of studied teachers' perception levels for bullying was moderate (92%), the present mean scores were (79.02±6.75) for the bullying perception.

Table (5): Distribution of the total mean scores of teachers regarding overall bullying behavior, it can be seen that 96.6 % of them had a negative behavior about bullying with 24.81±4.14 of the total mean scores.

Table (6): shows the Relation between total score levels of studied teachers' perception regarding bullying and their characteristics, it was noticed that there was no statistically significant relation between the total score of the teachers' perception and their characteristics regarding bullying.

Table (7): Shows that, in the relation between total score levels of studied teachers regarding bullying behavior and their characteristics, it was noticed that there were no statistically significant relations between a score of the teacher's behavior and their personal characteristics regarding bullying.

Table (1): Distribution of the studied teachers according to their demographic data (n=349)

Items	No.	%
Gender		
Male	146	41.8
Female	203	58.2
Age in Years		
22-27	53	15.2
28-37	100	28.7
38-47	122	35.0
48-57	54	15.5
58+	20	5.7
Mean ±SD	**38.90 ± 10.98**	
Grades do you currently teach #		
First preparatory	208	59.6
Second preparatory	181	51.9
Third preparatory	136	39.0
Years of experience in teaching		
>2yrs	33	9.5
3-6yrs	95	27.2
7-9yrs	107	30.7
10+ yrs.	114	32.6
Employed years in this school		
>2yrs	64	18.3
3-6yrs	121	34.7
7-9yrs	82	23.5
10+ yrs.	82	23.5

#: More than one answer

Table (2): Distribution of the studied teachers according to bullying identification (n=349).

Items	Strongly Disagree		Disagree		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%
Identification of Bullying								
In the past month, I have observed or been informed of several bullying incidents at the school.	28	8.0	111	31.8	176	50.4	34	9.7
I find it challenging to distinguish between bullying and playful teasing.	5	1.4	84	24.1	232	66.5	28	8.0
Beliefs about Bullying								
I believe that bullying is a natural part of development and that students will eventually outgrow this behavior as they get older.	86	24.6	147	42.1	96	27.5	20	5.7
Bullies are evil by nature.	48	13.8	138	39.5	134	38.4	29	8.3
When students are bullied, it is often perceived as their fault for getting into trouble.	40	11.5	192	55.0	99	28.4	18	5.2
Knowledge about Bullying								
I don't know much about bullying	29	8.3	124	35.5	166	47.6	30	8.6
The school plays a crucial role in decreasing the incidence of bullying.	7	2.0	77	22.1	190	54.4	75	21.5
I believe that bullying is not a significant issue in Egypt.	25	7.2	143	41.0	145	41.5	36	10.3
Bullying can significantly affect children's development.	14	4.0	69	19.8	157	45.0	109	31.2

Table (3): Distribution of the studied teachers according to bullying prevention (n=349)

Items	Strongly Disagree		Disagree		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%
Prevention at the Teacher Level								
I don't think it's necessary for teachers to discuss bullying in the classroom.	0	0.0	18	5.2	205	58.7	126	36.1
I believe that if teachers put strict rules in a classroom about not tolerating bullying, the students will follow the same attitude.	11	3.2	123	35.2	178	51.0	37	10.6
I have taken steps to prevent bullying from occurring in my classroom.	3	0.9	51	14.6	201	57.6	94	26.9
Prevention at the School Level								
Topics about bullying prevention should be part of the elementary school curriculum	23	6.6	107	30.7	188	53.9	31	8.9
My school does not have clear policies for preventing and dealing with bullying situations	31	8.9	125	35.8	168	48.1	25	7.2
I don't believe there is a need for a bullying prevention program at my school.	47	13.5	130	37.2	128	36.7	44	12.6
I don't believe it is essential to include teachers in the bullying prevention programs, focusing only on students should be enough.	9	2.6	66	18.9	185	53.0	89	25.5
Trainings on Bullying								
My school provides adequate professional training on bullying prevention.	63	18.1	149	42.7	107	30.7	30	8.6
I am interested in receiving more professional training on bullying prevention and intervention.	3	0.9	66	18.9	223	63.9	57	16.3

Table (4): Distribution of the total scores of studied teachers' perception levels for bullying (n=349)

Items	No.	%
Low (29-57)	0	0.0
Moderate (59-87)	321	92.0
Higher (89-116)	28	8.0
Total score (29 – 116)		
Min. – Max.	61.0 – 103.0	
Mean ± SD.	79.02 ± 6.75	
Median	79.0	
Average Score (1 – 4) (Mean ± SD.)	2.72 ± 0.23	

SD: **Standard deviation**

Table (5): Distribution of the total scores of studied teachers regarding to overall bullying behavior (n=349)

Bullying behavior	No.	%
Negative (<70 %.)	337	96.6
Positive (≥70%)	12	3.4
Total score (14 – 42)		
Min. – Max.	17.0 – 35.0	
Mean ± SD.	24.81 ± 4.14	
Median	24.0	
Average Score (1 – 3) (Mean ± SD.)	1.77 ± 0.30	

SD: **Standard deviation**

Table (6): Relation between total score levels of studied teachers' perception regarding bullying and their characteristics (n=349).

Personal Characteristics	Total score levels of bullying perception				χ^2	P
	Moderate (n = 321)		Higher (n = 28)			
	No.	%	No.	%		
Gender						
Male	130	89.0	16	11.0	2.932	0.087
Female	191	94.1	12	5.9		
Age						
22-27	47	88.7	6	11.3	8.381	Mcp= 0.063
28-37	87	87.0	13	13.0		
38-47	114	93.4	8	6.6		
48-57	53	98.1	1	1.9		
58+	20	100.0	0	0.0		
Grades do you currently teach #						
First preparatory	196	94.2	12	5.8	3.544	0.060
Second preparatory	168	92.8	13	7.2	0.360	0.548
Third preparatory	122	89.7	14	10.3	1.558	0.212
Years of experience						
>2yrs	31	93.9	2	6.1	8.648	Mcp= 0.071
3-6yrs	86	90.5	9	9.5		
7-9yrs	93	86.9	14	13.1		
10+ yrs.	112	97.4	2	2.6		
Employed years in this school?						
>2yrs	61	95.3	3	4.7	4.900	0.298
3-6yrs	107	88.4	14	11.6		
7-9yrs	75	91.5	7	8.5		
10+ yrs.	78	93.8	4	6.3		

χ^2: Chi-square test
p: p-value for comparison between the studied categories
#: More than one answer   Low (n =0)

Table (7): Relation between total score levels of studies teachers regarding bullying behavior and their characteristics (n=349).

Personal Characteristics	Level of overall Bullying behavior				χ^2	P
	Negative (n = 337)		Positive (n = 12)			
	No.	%	No.	%		
Gender						
Male	139	95.2	7	4.8	1.390	0.238
Female	198	97.5	5	2.5		
Age						
22-27	51	96.2	2	3.8	6.898	Mcp= 0.090
28-37	93	93.0	7	7.0		
38-47	121	99.2	1	0.8		
48-57	72	98.1	2	1.9		
Grades do you currently teach #						
First preparatory	203	97.6	5	2.4	1.660	Fep=0.237
Second preparatory	176	97.2	5	2.8	0.517	0.472
Third preparatory	130	95.6	6	4.4	0.636	Fep=0.549
Years of experience						
>2yrs	32	97.0	1	3.0	1.236	Mcp= 0.930
3-6yrs	93	97.9	2	2.1		
7-9yrs	102	95.3	5	4.7		
10+ yrs.	110	96.1	4	3.9		
Employed in this school						
>2yrs	63	98.4	1	1.6	1.627	Mcp= 0.806
3-6yrs	117	96.7	4	3.3		
7-9yrs	78	95.1	4	4.9		
10+ yrs.	79	95.3	3	4.7		

χ^2: **Chi-square test**   MC: **Monte Carlo**   FE**: Fisher Exact**
p: p-value for comparison between the studied categories
#: More than one answer

DISCUSSION

School bullying is a significant problem worldwide and a serious problem in both developed and developing countries. It can take multiple forms in school and is one of the most common antisocial behaviors among students. In more recent years, national and international concerns relating to the harmful effects of bullying have increased significantly (Hassan, Abdella, Ibrahim, & Mahmoud, 2020). So, this study aimed to assess the teachers' perception regarding bullying among preparatory school students in Port Said City.

The present study was based on 349 teachers. The females consisted of more than half of the total sample. Also, about one-half of those teachers had more than 10 years of experience and the number of years employed was 3 to 6 years.

The current study results revealed that the majority of teachers agree that it is hard to differentiate between bullying and playful teasing according to bullying identification.

This result was congruent with Dawes, Gariton, Starrett, Irdam, and Irvin's (2023) "Preservice teachers' knowledge and attitudes toward bullying" in the United States found that the majority of teachers need increased teacher awareness of bullying and training in anti-bullying efforts.

Moreover, the study elucidated poor knowledge about bullying more than two-thirds of the studied teachers strongly agree concerned about bullying has a serious impact on children's development and that students will gradually stop doing it as they get older. this result disagreed with Lester, Waters, Pearce, Spears, & Falconer, (2020) who studied "Pre-service teachers: Knowledge, attitudes and their perceived skills in addressing student bullying" in South Australia and reported stated that the majority of teachers have relatively high knowledge of bullying behaviors and have information about the types of bullying, the difference between them, and the danger of bullying to students.

From the researcher's point of view, it could be due to a lack of health education and programs provided to them about bullying and a lack deficient role of media such as television to awareness cause of bullying.

In the current study, the majority of the teachers showed that they are not satisfied that bullying is part of the natural growth process in their lives and that they will stop when they grow up, and they are evil by nature, this is similar to study by Clagon, (2020) "Teachers' perceptions of bullying and school policy enforcement in Walden city, found that about teachers said that bullying will not stop as one grows older, and the teacher should know that how to define and recognize many varieties of bullying appropriate actions when any form of bullying happens between students. In contrast, a study by Farahat (2019)" An assessment of teachers' perceptions of bullying in an Egyptian school" had misconceptions about bullying like believing that it is a natural developmental process or that bullies are evil by nature.

From the researcher's point of view, bullying is aggressive behavior and must be controlled before students grow up and it affects their personality. Also, teachers believe there are no evil kids, no kid is meant to be a bully except when he is an adult but if he is a kid then he makes an action, and you correct his behavior.

The results of the present study found that more than half of the teachers included in the study showed that they have witnessed bullying recently or received a report of

multiple incidents of bullying. This result was congruent with Rigby, (2020) "Teacher-targeted bullying and harassment in Australian schools: a challenge to teacher wellbeing" in South Australia, reported stated that more than half of the teachers report bullying in certain cases when a student is negatively affected by the bullying.

From the researcher's point of view, it could be teachers' communication emphasizes the importance of positive relationships between teachers and the students in preventing bullying with students observing them constantly and their present with them during break time.

Regarding intervention practices, the results of the present study showed that more than one-third do not feel comfortable intervening in bullying situations, These results along with the results of Fenny & Falola (2020), in their study "Bullying Behavior and Its Effect on Preparatory School Students", in Ain Shams in Egypt, their findings showed that more than half sample of the study teachers dealing with bullying has anxiety and uncomforted.

From the researcher's point of view, it could be teachers' disagreement that they usually identify cases of bullying depending on the students' reactions this is related to poor knowledge about bullying makes the students practice bullying without knowing its effects.

Regarding training on bullying, results of the present study showed that the majority of the teachers showed they are dissatisfied that their schools do not provide training programs on bullying prevention The results of the present study agree with the results of Leed, (2021) in their study about Teacher Perceptions of School Safety and Security" in the United States who found that more than half of teachers approved of a bullying prevention program, and found that the absence of training programs affects the teacher's behavior in dealing with students in solving their problems, and teachers are interested in programs to reduce bullying.

From the researcher's point of view, it could be teachers' most bullying problems among students are difficult for the teacher to deal with calmly and sometimes lead to punishment due to lack of training.

Concerning the total score of perception about bullying . The study revealed that almost all had Moderate in the total perception score. This agrees with Debby Ng et al.,

(2022) in a published study entitled "The Effectiveness of Educational Interventions on Traditional Bullying and Cyberbullying Among Adolescents: A Systematic Review and Meta-analysis" conducted in Germany who reported that Empathy, knowledge about bullying, internet risks and safety.

From the researcher's point of view, this is related to more teachers' need for more information, banners, and announcements about bullying in social and mass media.

The results of the current study indicated that the total mean score of teachers regarding overall bullying behavior, was (negative behavior present mean) this result was similar to Mobarki, Morsi, & Hamouda, (2020)" Teachers' Perception Regarding Bullying Behavior in Elementary Schools" in Jizan City who found that the total score of the mean of the standard deviation of perception of studied teachers about bullying was the negative behavior present mean.

The results indicated that there was a statistically significant correlation between teacher's perceptions and behavior regarding bullying. This is similar to Yoon, Sulkowski, & Bauman, (2020) "Teachers' Responses to Bullying Incidents: Effects of Teacher Characteristics and Contexts " which showed that teachers' gender, hostile school climate, and childhood experiences with bullying were associated with their responses to bullying. Teachers were generally less likely to discipline bullies of a different race than their own and more willing to discipline victims if their gender matched the victims' gender.

From the researcher's point of view, this is related to teachers' positive behavior for learning programs in Egypt focuses on improving the social skills of students and encouraging positive behaviors.

The result of the present study showed that there is no statistically significant relation between the total score of the teachers' perception and their characteristics regarding bullying. These findings are in disagreement with Li et al. (2020), study about "relationships between psychological problems and school bullying and non-suicidal Self-Injury among rural Primary and Middle Schools". Their results showed a highly statistically significant relation between bullying and demographic factors (age, gender, experience, and employment).

From the researcher's point of view, it could be attributed to the mature teachers' perceptions of those who engaged in open discussions about bullying effects. Their insights highlighted the necessity for teachers' support and relationships, as being closer to the students fosters better understanding and support. Finally, teachers suggested that schools should have strict rules against bullying that all teachers agreed on, with rewards and punishments.

CONCLUSION

The impression of bullying is moderate, more than half of teachers are ignorant of it, and the findings addressing teachers' awareness of bullying are inadequate. It was discovered that almost two thirds of educators act badly toward their students. Just as there is no statistical correlation between a teacher's actions and his personal traits, there is also no correlation between the perception of bullying and its demographic characteristics.

RECOMMENDATION

Develop a program to prevent bullying within the school to implement this program, it is necessary to start by offering a training course for teachers to address and correct their misconceptions about bullying and make them aware of all the gaps in their knowledge about identifying, intervening in and preventing bullying.

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إدراك المعلمين تجاه التنمر لدي طلاب المدارس الإعدادية بمدينة بورسعيد

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الخـلاصـة

معظم المعلمين لا يعرفوا الكثير عن التنمر ولابد من زيادة معلوماتهم و المعرفه عن التنمر وكيفية التعامل مع حالات التنمر. وكان الهدف من الدراسة التعرف على تصورات المعلمين تجاه التنمر لدى طلاب المرحلة الإعدادية بمدينة بورسعيد. وتم استخدام تصميم البحث الوصفي. مكان الدراسة تم اجراء هذه الدراسة في خمس مدارس إعدادية تقع في مدينة بورسعيد. مدرسة إعدادية واحدة يتم اختيارها عشوائياً من كل منطقة وتم جمع البيانات من خلال عينة هادفة من كل المدرسين بالمدارس المحدده للدراسه . وتم جمع البيانات خلال الفتره من (سبتمبر 2022 الي ديسمبر 2022) وقد تم استحدام أداتان لجمع البيانات اللازمة وهي: أسئلة تصور المعلمين وسلوك المعلم التنمري النتائج: مجموع درجات مستويات إدراك المعلمين المدروسين للتنمر (2. 79%) بالنسبة لتصورات التنمر كان لدى المعلمين سلوك سلبي حول التنمر بنسبة (24.81%) من متوسط درجاتهم. الخلاصة: تشير نتائج الدراسة إلى أن أكثر من نصف المعلمين في المدارس لا يعرفون الكثير عن التنمر، ولا توجد علاقة بين تصور المعلم وسمات شخصيته. التوصيات: بناء على نتائج هذا البحث يتضح أنه يجب أن يكون هناك برنامج للوقاية من التنمر. ولكي يتم تنفيذ هذا البرنامج لا بد من البدء بتقديم دورة تدريبية للمعلمين لتصحيح بعض المفاهيم الخاطئة لديهم حول التنمر .

الكلمات المرشدة : الإدراك، السلوك، المعلمون، التنمر