



Effect of Educational Program on Level of Self -Esteem of School Age Children and Adolescents Exposed to Bullying

Zeinab El Sayed Hafez El Sayed¹, Mai Hassan HassanEl-Sharkawy², Amina Ahmed Wahba El salamony³, Marwa Abdelfatah Ahmed Zewiel⁴.

1,2 . Lecturer of Pediatric Nursing, Faculty of Nursing / Tanta University, Egyp.

3. Lecturer of psychiatric Nursing and mental health Faculty of Nursing / KafrElsheikh University, Egypt.

4. Lecturer of psychiatric Nursing, Faculty of Nursing / Tanta University, Egypt.

Corresponding author: aminaahmed639@yahoo.com

ABSTRACT

Background: Bullying is the problem that many schools face all over the world and can be considered a complex problem in school children lives. It affects all students, either bullies or victims, and those who attend the interpersonal violence and negatively affects their self-esteem. **Aim of the study** was to evaluate the effect of educational program on level of self -esteem of school age children and adolescents exposed to bullying. **Design:** This study followed a quasi- experimental research design. **Setting:** It was conducted at two basic education schools and one secondary school in Kafr Elsheikh city affiliated to Ministry of education. It was an online study through using Google forms **Tools:** The data of this study was collected using the following two tools: **Tool I:**Rosenberg Self-Esteem Scale (RSES) , **Tool II:** The Child Adolescent Bullying Scale (CABS):It consist of two parts: **Part I:** Socio-demographic data Questionnaire , **Part II:** The Child Adolescent Bullying Scale (CABS).**Result:** The main results revealed that the level of self-esteem and bullying of the studied subject were improved after implementation of the educational program. Also, there were a statistically significant negative correlation between total score of self-esteem and bullying of studied subject. **Conclusion:** The present study concluded that the educational program sessions played an important role in improving self -esteem and reducing bullying among school-aged students. **Recommendations:** implementing further educational program for students concerning effective coping strategies with stressors result from bullying was recommended.

Key words: Educational program, Bullying, Self esteem, school age children.

Introduction

Bullying is a significant issue for both rich and developing countries' schoolchildren and youth. Similarly, bullying is not a culturally specific issue, but rather a worldwide issue. (*Chan H. & Wong D. 2015; Chen J.& Wei H. 2011*). Bullying is typically characterized as a sort of aggressive behavior with the aim to damage others, and it has four key characteristics: it is an intentional behavior, it may inflict injury, it involves a power imbalance, and it occurs over time. (*Gendron B. et.al 2011*)

The National Center for Educational Statistics illustrates that, bullying is reported by one out of every

five students (20.2 percent). Male students report being physically bullied at a higher rate than female students (6 percent vs. 4 percent), whereas female students report being subjected to rumors (18 percent vs. 9 percent) and being excluded from activities at a higher rate than male students (*National Center for Educational Statistics 2019*).

Bullying can take many forms, including physical (e.g. punching, kicking, or pushing someone), financial (e.g. stealing, hiding, or ruining someone's belongings), and verbal (e.g. threatening someone), forcing someone to do something he or she doesn't want to do), verbal (e.g. name calling, mocking, insulting), and relatedness bullying are all examples of bullying (e.g.

refusing to talk to someone, spreading lies and rumors about someone, making someone feel left out) (*Drennan, J. et.al 2011; Responding*) Bullying in schools can be caused by a diversification of factors, including personality attributes and reaction patterns, as well as physical strength or weakness. In addition to environmental influences, such as teacher attitudes, behaviors, and supervisory routines, teachers' attitudes, actions, and supervisory routines play a crucial role in discovering such problems in the classroom. Bullies or perpetrators, according to *Cook, Williams, and Guerra (2010)* have a wide range of internalizing and externalizing challenges, partly because to their failure to successfully connect with their surroundings (e.g., school, peers, etc.) and partly due to negative self-related cognitions (e.g., low-self-esteem). They've also grown up in an unwelcoming and unfriendly environment. (*Cook C. 2010*).

Bullying victims, on the other hand, suffer the bodily and/or psychological consequences of their hostile behavior. The children who have been victimized have uttermost levels of psychological issues such as despair, loneliness, and anxiety. Furthermore, victims of bullying perpetration have been linked to suicidal behavior or an increased risk of developing diversified psychiatric disorders, including agoraphobia, anxiety disorders, panic disorder, and depression, as well as sleep issues, bedwetting, sadness, and headaches and stomachaches (*Klomek A. et.al 2007; Copeland E. et.al 2013; Takizawa R. et.al 2014*)

Self-esteem is frequently cited as one of the most crucial characteristics of bullying. A positive or negative attitude toward oneself, as well as an overall assessment of one's worth or value, are all characteristics of self-esteem,.. According to *Rosenberg (1979)*, self-esteem provides as the foundation for self-attributions regarding one's level of

connection to others, self-esteem appears to play an important role in a child's growth. It also assesses children's success in adapting to their circumference, as well as the factors that has leverage or poor adaptation (*Rosenberg M. 1979*).

There is a huge amount of evidence that illustrates bullying is highly linked (either positively or negatively) to self-esteem. Evidence illustrates that there is a considerable negative bound between self-esteem and peer victimization when it comes to self-esteem and peer victimization (*Birkeland M. et.al 2014; Faris R. &Felmlee D. 2014; Fredstrom B. 2011*). People with low self-esteem are more likely to be victimized than those with strong self-esteem, according to research. In addition, those with poor self-esteem tend to be less capable of properly defending themselves, which encourages bullies to attack. Low self-esteem appears to trigger perpetrated behavior on the one hand, and victimization appears to lead to lower self-esteem on the other. As a result, bullying interactions may be both a cause and a result of low self-esteem. (*Bergagna E., and Stefano T. 2018*).

According to theory and previous research, It is easier to respond positively to unpleasant situations when one has a positive sense of self-esteem and a sense of control over one's situations. (*Lin-Siegler X. et. al 2016*). As a result, psychological interventions based on self-esteem exercises improve a person's ability to do better on any project while also assisting them in thriving in society. (*Rizwan M., and Riaz A. 2015*). Individual, group, self-administered, or professional-administered interventions to enhance self-esteem could take many various forms. There are numerous standardized and diverse interventions aimed at boosting self-esteem. These activities are great modulators, resulting in improved cognitive and behavioral performance in the pursuit of academic

success (*Adamson J. et.al 2019*) The current study uses an intervention design to assess and evaluate the efficacy of a self-esteem-related intervention in school-aged children and adolescents.

Aim of the study

The goal of this study was to see how an educational program affected the self-esteem of school-aged children and adolescents who had been bullied.

Research hypothesis:

- 1- **Directional hypothesis:** the educational program would improve level of self -esteem of children and adolescence exposed to bullying.
- 2- **Null hypothesis:** the educational program hasn't any effect on the level of self -esteem of children and adolescence exposed to bullying.

III. Subjects and Methods

Study Design: The current study utilized a quasi-experimental research design. **Setting:** The study was carried out at two basic education schools and one secondary school in Kafrelsheikh city affiliated to Ministry of education. It was an online study through using Google forms. The respondents fill in an online electronic questionnaire.

Subjects:

The study subject was composed of a convenience sample of fifty students from the previous setting calculated using Epi- Info software.

Tools of the study:

In this study two tools were used:

Tool I: Rosenberg Self-Esteem Scale (RSES)

It was created by M. Rosenberg, 1965. It was created to assess self-esteem by measuring both positive and negative feelings about oneself. It contains ten items, each of which is answered on a

four-point Likert scale ranging from strongly agree to strongly disagree "Strongly Disagree = 0, Disagree = 1, Agree = 2 and Strongly Agree = 3". To prevent mistakes during answering the scale, note the following items need to be reversed score: 2, 5, 6, 8, and 9

The scale has a total score ranging from 0 to 30 and is divided into the following categories:

1. Less than 15 indicate low self-esteem.
2. 15–25 indicates average self-esteem.
3. More than 25 indicate high self-esteem.

Tool II: The Child Adolescent Bullying Scale (CABS):

It consists of two parts:

Part I: The CABS (Child, Adolescent Bullying Scale) was created by **Strout T. et al. (2018)** to identify youth who are at risk of being bullied. The CABS is a multifaceted questionnaire that measures both bullying perpetration and victimization in a variety of contexts: online, offline, physical, emotional, and intent to bully (*Strout, T. et.al 2018*).

It consists of 20 items every item is scaled in a five-point Likert type from 1=strongly disagree to 5=strongly agree, with a total score ranging between '20' and '100.' A higher score indicates a higher level of bullying exposure and vice versa. The total score was analyzed and classified as follows:

- (1) Little = less than 50%.
- (2) Fair =50–75%.
- (3) Much= more than 75%.

This instrument had a Cronbach's alpha coefficient of 0.97, suggesting great reliability.

Part II: a Socio-demographic data Questionnaire. It was designed by the researchers to

elicit data about socio-demographic characteristics of the studied subjects such as sex, age, residence, level of education.

Methods:

- The appropriate authorities granted official approval to conduct the study.
- Ethical Considerations:
 - Online consent was obtained from students after being informed about the study's aim.
 - Privacy and confidentiality were assured. Students were reassured that the obtained information is confidential and used only for purpose of the study.
- The right of the student to withdraw from the study at any time was recognized
- A jury of five professionals in the field of pediatric and psychiatric nursing evaluated all instruments for content validity.
- Tools of the study were translated into Arabic language and designed by Google forms to be an online questionnaire.
- All tools were tested for reliability using Cornbrash's Alpha test and found to be ($r=0.885$, 0.75 respectively).
- Online pilot study was conducted on 10% of study subject to assess the tentative tools for clarity, feasibility, and the applicability and necessary modifications were done accordingly. Those students were excluded later from the actual study.
 - The actual study was divided into four phases:

A- Assessment phase:

In this phase, a WhatsApp groups and zoom meeting were introduced for all students and were

informed to explain the purpose of the study and to gain their cooperation. The researchers assign the study tools on the respondents and explain how to fill an online questioner.

B- Planning Phase:

This phase was formulated based on assessment phase and extensive literature review. Goals and expected outcome criteria were taking into consideration when planning the educational program.

The studied students were divided into subgroups; each subgroup encompassed 10 students. Each subgroup was attending a total of 6 sessions. These sessions were scheduled as 3 sessions per week for duration of 2 weeks. Each session was lasted for about an hour.

The researchers were used the following learning materials:

- Images.
- Videos.
- Voice recording
- Online meeting through zoom

C- Implementing Phase:

In this phase, the researchers were meeting the study subjects in online bases through WhatsApp group and zoom meeting

- *The content of the program was presented in the following sequences:*

1. The first session:

An introductory session that emphasized establishing rapport between the researchers and the respondents participating in the study and explanation of the purpose of the program.

2. The second session:

It involves definition of bullying, forms of bullying, consequence of bullying and its effect on self-esteem.

3. The third session:

Includes education about where does bullying happen, best practices in preventing bullying.

4. The fourth session:

It composed of concept of self-esteem, foundation of self-esteem, importance of health self-esteem,

5. The fifth session:

It consists of signs of low self-esteem, techniques to increase self-esteem.

6. The sixth session:

Summary of the program and the study questionnaires were given to the subjects to submit them as an immediate evaluation of the program.

Statistical analysis:

Using the mean, standard deviation, standard error, linear correlation coefficient, Analysis of variance [ANOVA] tests, Paired t-test, and chi-square, Using SPSS V19, the acquired data was processed, tabulated, coded, and statistically evaluated. (Statistical Package for Social Studies) created by IBM, Illinois, Chicago, USA. The level of significance was adopted at $p < 0.05$.

RESULTS:

Table (1): Distribution of the studied subject according to their sociodemographic data; the result showed that, more than two thirds (68%) of the studied subject were females and half (50%) of them their age ranged from 16-18 years old with Mean \pm SD (3.9200 \pm 1.36785). More than three quarters (76%) of the studied subject were from rural areas and more than two thirds (68%) of them were at their secondary level of education.

Table (2): Distribution of the studied children and adolescent regarding their level of self-esteem and bullying before and after implementation of the educational Program; the result illustrated that, no one had high self-esteem before implementation of the educational program but increased to (48%) of the studied subject had high self-esteem after implementation of the educational program and this difference were statistically significant while ($X^2=3.920$ & $P= .048$). Nearly three quarters (72%) of them reported that they had little exposure to bullying after implementation of the educational program with a statistically significant difference in bullying before and after implementation of the educational program while ($X^2=34.720$ & $P=000$).

Table (3): Distribution of the studied children and adolescent relative to their total mean score of self-esteem and bullying pre and post implementation of the educational program.

This table show that, the studied subject had total mean score of self-esteem before implementation of the educational program $1.3600 \pm .48487$, while this level became high after implementation of the educational program $2.3800 \pm .66670$. and this difference was statistically significant while $t= -8.302$ & $P=000$).

Regarding bullying; Before the educational program was implemented, the children in the study had a total mean score of $2.0000 \pm .80812$, but this level dropped to $1.3600 \pm .63116$ after the program was implemented. While $t= 5.172$ & $P=000$, this difference was statistically significant). **Table (4): Correlation between the total score of self-esteem and bullying;** the result reveals that there was a statistically significant negative association between total self-esteem and bullying with $P\text{-value} = (0.000)$. $r = .623$. This mean that children with little exposure to bullying had high self-esteem.

Table (5): Relation between the total self -esteem score and demographic data; the result demonstrated that, there was no statistically significant relation between total score of self- esteem and any demographic data of studied subject.

Table (6): Relation between the total bullying score and demographic data; the result proved that there was a relation between total bullying score and demographic data (sex, age, and educational level) but this relation wasn't statistically significant.

Table (1): Distribution of the studied children and adolescent according to their Socio-demographic characteristics

Socio-demographic characteristics N =50		N	%
Sex	Male	16	32
	Female	34	68
Age	8-10	5	10
	10-12	4	8
	12-14	6	12
	14-16	10	20
	16-18	25	50
Mean +SD:	3.9200+1.36785		
RESIDENCE	Rural	38	76
	Urban	12	24
Education level	Primary	8	16
	Preparatory	8	16
	Secondary	34	68

Table (2): Distribution of the studied children and adolescent in relation to their level of self-esteem and bullying pre and post implementation of the educational Program.

		Pre		Post		Chi-square	
		N	%	N	%	X2	P-value
Self-esteem	Low	32	64	5	10	3.920	.048*
	Average	18	36	21	42		
	High	0	0	24	48		
Bullying	Little	16	32	36	72	34.720	.000*
	Fair	18	36	10	20		
	Much	16	32	4	8		

Table (3): Distribution of the studied children and adolescent in relation to their total mean score of self-esteem and bullying pre and post implementation of the educational program.

	Pre		Post		Difference		Paired T-test	
	Mean	SD	Mean	SD	Mean	SD	T	P-lue
self-esteem	1.3600	.48487	2.3800	.66670	-1.0200	.86873	-8.302-	.000
Bullying	2.0000	.80812	1.3600	.63116	.64000	.87505	5.172	.000

Table (4): Correlation between the total score of self-esteem and bullying

Correlation between self-esteem and bullying		
	Pre	Post
R	.332*	.623**
P-value	.018	.000

Table (5): Relation between the total self -esteem score and demographic data

Items	N	self-esteem	ANOVA test		
		Mean ± SD	F	P-value	
Sex	Male	16	1.9375±.2500	1.992	.148
	Female	34	2.0882±.57036		
Age	8-10	5	1.800±.44721	2.116	.132
	10-12	4	1.500±.57735		
	12-14	6	2.3333±.51640		
	14-16	10	2.100±.31623		
	16-18	25	2.080±.49329		
RESIDENCE	Rural	38	2.0263±.49248	2.258	.116
	Urban	12	2.0833±.51493		
Education level	primary	8	1.6250±.51755	3.129	.053
	Preparatory	8	2.2500±.46291		
	Secondary	34	2.0882±.45177		

Table (6): Relation between the total bullying score and demographic data

Items	N	Bullying	ANOVA test		
		Mean ± SD	F	P-alue	
Sex	Male	16	1.4375±.51235	2.492	.094
	Female	34	1.2647±.47121		
Age	8-10	5	1.6000±.54772	2.012	.145
	10-12	4	1.0000±.00000		
	12-14	6	1.3333±.51640		
	14-16	10	1.4000±.51640		
	16-18	25	1.2800±.45826		
RESIDENCE	Rural	38	1.3158±.47107	1.190	.314
	Urban	12	1.3333±.49237		
Education level	Primary	8	1.3750±.51755	3.060	.057
	Preparatory	8	1.2500±.46291		
	Secondary	34	1.3235±.47486		

DISCUSSION

Bullying is defined as repeated, deliberate, and aggressive behavior directed towards a victim in which there is a real or perceived power imbalance, and the victims feel helpless and powerless to defend themselves. It manifests as repetitive verbal, physical, or social actions with the intention of causing bodily,

social, or psychic harm. (*Faris R. &Felmlee D. 2014*). Bullying also affects academic achievement and at the same time it affects child's personality and self-confidence. Self-esteem is one of the most risk factors that negatively affected by bullying behavior. In addition, the current study was done to assess the impact of an educational program on the level of self-esteem of school-aged children and adolescents who had been bullied. (*Dawson B and Trapp R. 2001*).

The current study's findings demonstrated that the program has a favorable impact on the self-esteem of school-aged children and adolescents exposed to bullying immediately and after implementation of the program. This could be attributed to effective developing of the program which consisted of six sessions about self-esteem and mainly based on the studied' children needs in addition to its clarity, simplicity, periodical repetition, motivating children to participate in sessions of the program and also as a result of the way of implementation of program in which researcher used online discussion through WhatsApp group and zoom as a method of teaching and implementing of program .This is congruent with *Erika &Pertiwi(2017)* in his study founded that bullying has crucial effect in reduce child's self-esteem and vice versa (*Siang C. &Chien P. 2018; Erik k, and Pertiwi D. 2017*)

Elevating child's self-esteem considers the main factor and helpful entrance to decrease child's bullying score, and on the other hand low level of self-esteem acts as a huge barrier to decrease child's bullying behaviors. Consistent with this point, the findings of this study indicates that, there is a statistically significant relationship between the child's total self-esteem score and bullying score. This mean that this that there is an enhancement of total score of self-esteem after implementing the educational program and

this is in agreement with *El-Daw and Hammoud(2015)* who stated that self-esteem program activities will give a share in improving self-esteem of students (*American Academy of Child and Adolescent Psychiatry 2018; Yubero S. and Navarro R.2017; El-Daw B, and Hammoud H.2015*)

Also, the study illustrated that there was negative correlation between the total score of self-esteem and bullying. This could be because children's involvement in bullying, whether as a victim or a bully, has a negative impact on their health. Bullying victims are more likely to develop low self-esteem, poor physical health, and psychological difficulties such as anxiety, psychotic symptoms, and depression in the future. In agreement with our study *O'Moore andKirkham (2001)* He stated that bullying behavior affects students' psychological adaptations such as self-perception, self-concept, and self-esteem, and that being a victim of bullying has a detrimental impact on student self-esteem. (*O'Moore M and Kirkham C.2001*).

Finally, it is worth to mention that there was non-significant relation between the total score of self-esteem, bullying and demographic data for studied sample, this result mean that there isn't any effect of demographic data on enhancement of children self-esteem this refer to high success rate of this program as researcher use simple language during implementation of program that was suitable to all thinking level, and cover huge range of knowledge

Conclusion

It may be concluded, based on the outcomes of this study, that educational program sessions contributed significantly to the improvement of self-esteem. and reducing bullying among school-aged students.

Recommendation

The following recommendation was made based on the findings of the current study:

- The role of the psychiatric nursing and mental health department should not be ignored, because they can have a valuable role in elevating self esteem
- Implementing further educational program for students concerning effective coping strategies with stressors result from bullying
- Increase social media channels to reduce danger of bullying
- Encourage school principals and counselors to adopt whole-school interventions that take a holistic approach to peer victimization and capture youth's experiences.
- Incorporating a qualitative research technique that broadens the students' theoretical and practical knowledge of how to boost self-esteem and defend themselves against bullying.

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