
THE TEACHER'S ROLE IN THE PREVENTION OF BULLYING OF STUDENTS IN THE CLASSROOM

Shkurta Sylejmani

SHFMU 'Dardania', Kosovo, s.sylejmani12202032@unite.edu.mk

Buniamin Memedi

University of Tetovo, North Macedonia, buniamin.memedi@unite.edu.mk

Gresa Blakaj

IEAP 'Gëzimi ynë', Kosovo, g.blakaj12202035@unite.edu.mk

Abstract: The environment where they grow up and the time spent at school is very important for the future of children. Especially at school where their insecurity and power are too small to defend themselves in those forms that are called peaceful. Bullying is an old phenomenon that is growing more and more in our society. Bullying at school can affect the mental and physical health, as well as the academic performance of children and young people and the possibility of leaving school early. The teacher as an outstanding personality, with his professional skills, organizes the teaching work with the students, from the sensitivity of the children and their emotional breakdown, has an influential role in the management of the students, the relationships between them, and the prevention of offensive and unenviable words that can have during their critical age. **The purpose of the study** was to investigate the influence of teachers in preventing bullying in the classroom and children's awareness of "bullying" and its consequences. **The question** of the study is: What is the role of the teacher in preventing bullying inside and outside the classroom? In this study, **the methodology** used was quantitative. The sample is selected with participants from the Municipality of Pristina and Istog, 500 students of classes IV-VI and 150 teachers of these classes. As a technique, we used the survey and as an instrument the questionnaire for teachers and students. We collected and analyzed the data through the Microsoft Office Excel program. **The results** show that in terms of gender difference, there is this difference as bullying occurs more in males than in girls. The age most affected by bullying is sixth-grade children, especially cyberbullying because the use of technology is the biggest cause of bullying in children which then affects their relationships at school. Students are not sufficiently informed about bullying and the possible consequences of this phenomenon, because awareness initiatives about bullying have not been undertaken in schools.

Conclusion: Given that bullying is an ongoing issue, the results from the current analysis suggest that schools should consider implementing a bullying prevention program. Teachers practicing different strategies from an early age can have an impact on the prevention of bullying in the classroom, but without the functioning of the pedagogical triangle, the preventive effect is difficult to achieve because continuous cooperation is needed together with the parents of the children and psychologists as well. to make children aware of the consequences of bullying in others, which unfortunately can be fatal.

Keywords: bullying, consequences, impact, student, teacher

1. INTRODUCTION

Bullying creates memories that often last a lifetime. Simply hearing the name of a person who bullied them, even years or decades after the bullying occurred, may be enough to send chills up the backs of many people (Kowalski. et al., 2008). Bullying is a form of direct violence many of us witness from a young age. Any repeated negative action that makes a person feel diminished, inadequate, or unsafe is a type of bullying. Physical bullying includes pinching, spitting, hitting, kicking, pushing, punching, or otherwise physically hurting victims, as well as damaging or destroying personal property. Verbal bullying includes intense and repeated teasing, calling someone names, or threatening to hurt someone or his or her loved ones. Psychological bullying includes humiliation or social exclusion, such as denying someone an invitation to social events, keeping someone from sitting at a lunch table, or convincing others to ostracize someone. Two less visible categories of violence make this overtly destructive behavior possible: cultural and structural. Both of these invisible forms of violence influence the way we think and act, as well as the spaces that fill our daily lives, like hospitals, workplaces, and—most relevant for teens—schools. The patterns and ideas that emerge from cultural and structural violence are manifested as humiliation, teasing, exclusion, or even physical assault (Subramanian, 2014). Certainly, for many youngsters, the middle school years are characterized as a time of difficulty and confusion, and much of this is attributed to poor peer relationships. In fact, it is almost impossible to have a conversation with a middle schooler or with anyone about their middle school years in which the subject of bullying is not mentioned in some fashion. This unpleasant phenomenon of bullying does not just occur in U.S. middle schools; in fact, it occurs worldwide (Harris, S. & Petrie, G., 2003). Nowadays,

children and adolescents are enmeshed in an increasingly digitally connected global community. Many scarcely remember a time in which their lives were not in some way connected to information and communication technologies (ICTs). Their usage of ICTs has led to many conveniences in their lives, such as the ability to rapidly communicate with friends and families and having access to almost an infinite amount of information at their fingertips. A dark side to children's and adolescents' ICT usage is cyberbullying (Vestergaard, 2020). The introduction of electronic communication into classrooms, however, also brings problems that deserve our serious consideration. One such issue of concern is that cyberbullying has become a growing problem in schools, i.e. the use of electronic communication devices to bully others. The growing number and the level of severity of cyberbullying call for our educators, researchers, administrators and authorities to take action (Li, 2018). Even if cyberbullying is a recent phenomenon described for the first time 15 years ago, it is a widespread problem among students around the world and it constitutes a serious public health issue, since it has been associated with a decrease in wellbeing and an increase in symptoms of depression, anxiety and low self-esteem. Moreover, several episodes in the last 10 years have pointed out the extreme effects of victimization, such as suicide. In addition, cyberbullying has an impact on the learning environment at school, negatively affecting the school climate (Guarini, et al., 2019). While all cyberbullying uses digital technology, there are various actions than can be employed to hurt a target. Youth report that the distress they experience varies among the types. Some perpetrators find ways to obtain the passwords of the target, and then send or post messages or content that the target would never actually send, embarrassing the target and forcing them to convince those who received the message that they had not been the sender. Sending anonymous texts or posting anonymously on a website can generate considerable fear on the part of the recipient because they do not know who the source is. They can find themselves suspecting everyone, thus damaging relationships. Of course, sometimes cyberbullying is quite direct: mean, insulting, rude, or offensive content can be sent or posted directly to the target. A more indirect strategy is to spread rumors or slander the target, usually distributing the information widely. The target often learns what has happened only after many people have seen it, and someone alerts him or her (Campbell and Bauman, 2018). In summary, this collection represents diverse ways in which narrative methods are used to develop a qualitative understanding of what happens in cyberbullying and to create effective cyberbullying interventions. It focuses on young people because these are the core victims, bystanders and perpetrators of this digital behavior. Some of these case studies involve upper Primary (or Elementary) students who may be pre-adolescent, some relate to (early, middle or late) adolescents, and some to young adults. However, the principles behind the accounts of narrative research and interventions are applicable across the age range, even if they need some refinement to take into account the comparative developmental status of the research participants or the target group of the intervention. In the same way that a skilled storyteller will adapt their tale according to those who are listening, a researcher can also adapt the bare bones of a narrative approach to cyberbullying according to the specific age group or context to be investigated (Vandebosch and Green, 2019).

2. MATERIALS AND METHODS

The methodology of the study it's quantitative because our focus was to gather statistical data about bullying in school, which age is more touched by this negative phenomenon **The purpose of the research** is to determine if the teacher has an impact on the prevention of different forms of bullying in the classroom and to verify how aware the students are about bullying and how many informative lectures there are about it. **The research question** is: What is the teacher's influence on the prevention of bullying inside and outside the classroom?

Research hypotheses: Basic hypothesis: Teachers do not work hard enough on eliminating the negative phenomenon of bullying and do not pay attention to the consequences that occur outside the classroom. **Sub-hypotheses:** Students do not have enough knowledge about the term "bullying" and its consequences; The pedagogical triangle has a key role in preventing bullying in the classroom and everywhere.

Population and sample: The research was carried out in the primary schools of the Municipality of Pristina and Istog. The sample of the research was from the category of the selected sample, that is 500 students of classes IV-VI and 150 teachers of these classes were selected. From an empirical point of view, through **techniques (survey)** and research **instruments (questionnaires)**, we investigated the opinions of the subjects who made up the sample (teachers and students).

3. RESULTS AND DISCUSSIONS

School bullying appears in students in different ways. Table 1 illustrates the kinds of bullying behaviors that occur in the school including the estimated number of students and the percentage of the bullied. The study focused on children's awareness of bullying, while the surveyed students answered the questionnaire according to the statistics

given below. Out of a total of 500 students, 261 were male and 239 female. Class IV had 179 students, class V -165 and class VI- had 156 students.

Table 1. Kinds of bullying at school between students

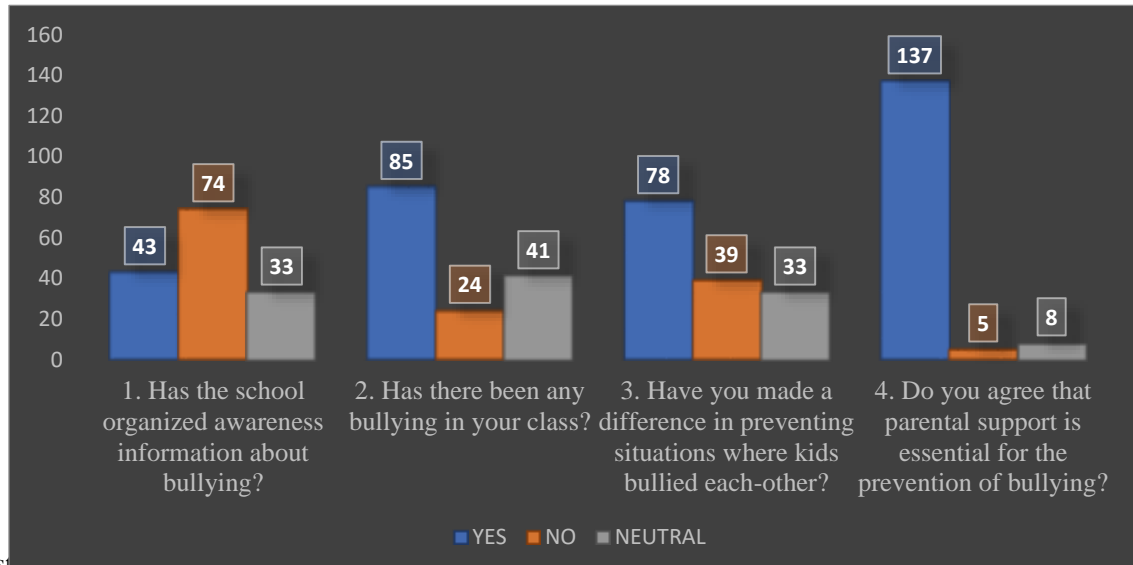
TYPES OF BULLYING	ESTIMATED NUMBER OF STUDENTS		BULLIED %
	Boys	Girls	
TOTAL B/NB	261	239	100
NOT BULLIED	103	138	48.19
TOTAL BULLIED	148	111	51.80
MADE FUN OF, CALLED NAMES, OR INSULTED	132	109	48.1
BECOME SUBJECT OR RUMORS	118	99	43.4
THREATENED WITH HARM	133	96	45.8
PUSHED, SHOVED, TRIPPED, OR SPIT ON	141	79	44
TRIED TO MAKE DO THINGS THEY DID NOT WANT TO DO	132	83	43
EXCLUDED FROM ACTIVITIES ON PURPOSE	124	97	44.2
BULLIED ON SOCIAL MEDIA (CYBERBULLYING)	134	102	47.19
INFORMED ABOUT BULLYING AND ITS CONSEQUENCES	57	61	45

The table is modified by source: Okagbue et al, 2022, Does school bullying show a lack of effective multicultural education in the school curriculum? <https://www.sciencedirect.com/science/article/pii/S2666374022000541#tbl0004>

According to our findings, 259 of the 500 kids who were chosen to participate in the study's research claimed to have been victims of bullying at school. Out of a total of 259 people who were reported as being bullied, 148 were males and 111 were women, indicating that men are more likely to be bullied. One of the topics that has received the most attention is bullying on the basis of gender. Various arguments have been made in support of the claim that male students are bullied more frequently than female students in various studies, which have established a number of conclusions (Rivers & Smith, 1994).

Table 1 provides examples of the various forms of bullying that take place in the classroom. Based on the data, 217 students—or 43.4% of the sample's total population—became the targets of rumors, followed by 241 students—or 48.1%—who were harmed as a result of being made fun of, called names, or insulted. As can be seen from the figures, 221 students (44.2%) have reported that their "friends" have purposefully kept them out of activities. These socially acceptable forms of therapy can undermine children's self-esteem and increase their introversion. We observe a significant difference in the rate of bullying that involves threatening violence, with boys using this tactic 133 times more frequently than girls, or 66, out of a total of 259 students. These behaviors can affect the cognitive ability of the victimized learners and also make them lose interest in going to school (Bacchini et al, 2021). Even seemingly insignificant acts of oppression can result in violent retaliation from both the oppressors and the oppressed. The study's findings, which show that just a tiny portion of kids are aware of this harmful trend that is occurring in schools, also support the premise that students are not appropriately taught about bullying and its effects. Our findings indicate that only 118 out of the questioned kids (or 45%) have any knowledge of bullying. This means that schools must act right away to educate kids about bullying from an early age through lectures and other types of information so they don't mature and build negative attitudes against their society both inside and outside of school. In addition to surveying the kids, the study's goal was to poll the teachers in order to come to a conclusion. There were 48 male and 102 female middle school students in total. The survey was created with the options YES, NO, and NEUTRAL.

Graph 1. The teacher's responses



Question 1. Has the school organized awareness information about bullying? 74 schools (49.3%) chose the alternative NO, meaning that no bullying education efforts had been made by the institutions, whereas just 43 respondents (28.6%) chose the alternative YES. Only 33 teachers (22%) responded in a neutral way. This leads us to the conclusion that schools do not organize educational talks on bullying and its effects on kids.

Question 2. Has there been any bullying in your class? According to the percentages, 85 (56.6%) of the teachers said that they had experienced bullying in the classroom. Bullying is more prevalent in that age range, as evidenced by the fact that the majority of this response came from class VI teachers. Then, there is a significant difference between the negative responses with NO; just 24 teachers (16%) report no instances of bullying in the classroom, compared to 41 (27.3%) who give neutral responses to the question of whether they experience bullying in the classroom. We infer from this that bullying in these courses always occurs when teachers are not present or that the teachers have not given this phenomenon the attention it deserves.

Question 3. Have you made a difference in preventing situations where kids bullied each-other?

Through the use of this question and the information gathered from the teachers' responses, the study's premise is confirmed. It is important to highlight that a higher percentage of teachers acknowledge to having a positive influence on the prevention of bullying among students in the classroom, with 78 (52%) of them admitting that they have used various tactics to do so. On the other hand, 39 (26%) of the teachers indicated that they had little influence on stopping or avoiding student bullying. Based on their responses, this was due to the parents of the children who did not cooperate. 33 teachers (22%) opted for a neutral response, though.

Question 4. Do you agree that parental support is essential for the prevention of bullying?

Undoubtedly, parents should act as mediators in resolving conflicts and collaborating with the educational system in any transformation, positive or negative, of children in school but also outside of it. Based on the experiences of the questioned teachers and their responses about parental collaboration, we can see that 137 teachers (91.3%) agree that parents must be active in educating and preventing child bullying, while just 5 teachers (3.3%) do not support this approval and respond with NO. And 8 teachers (5.3%) responded neutrally when asked if they agreed or disagreed that parents can stop bullying in schools.

According to the findings, it is first and foremost the responsibility of the instructors and parents to pay close attention to the behavior of the students in the classroom and to inform them of their level of participation, attendance frequency, etc. Additionally, parents need to pay close attention to how their kids act at home, how they appear when they want to go to school, and whether they feel fear or disgust when told to go. If they notice any odd behavior, they should stop what they are doing and talk to the kids to figure out what the issue is. Unfortunately, the majority of those who bully children feel defenseless and believe that suicide is their only option as a result of adults' indifference toward them.

4. CONCLUSIONS

Bullying comes in a range of additional and alternative forms in schools, but the most common are cyberbullying and being called names and made fun of. This study demonstrates how prevalent bullying is in our nation,

particularly the form of bullying that affects both children and adults. Several strategies are now being used to address bullying cases, with direct sanctions and restorative practices being the most popular ones. Schools should offer more ways to stop bullying. Their negligence may have a significant impact on many children's lives and may prevent some of them from experiencing self-doubt and self-awareness loss. Parents must pay closer attention to their children's behavior, as well as every action and step they take, and pay attention to their children's mental health when checking their phones and using social media. Bullying is a phenomenon that affects many kids today and is present practically everywhere-in schools, among friends, and in families. We need to raise awareness about bullying and teach our children to be kind and not bullies to attempt to stop these terrible events from happening to our children in the future. A healthy friendship is a step in the direction of our promising future. According to the study, every phrase and detail could have an impact on children's mental health. As a result, teachers should use a variety of approaches while speaking with their pupils so that they feel more comfortable discussing their issues and working to find solutions with them. They ought to have a system in place to support victims of bullying and guarantee that the best result is achievable for all parties concerned. Because every bit of assistance from teachers can improve children's mental health and stop bullying before it starts, everything could turn out well if the school and the teachers raise awareness of the need to eliminate bullying through various teaching methods.

If teachers notice any students at this age who are more reclusive, more reserved, or who have lower self-esteem, they should take the time to sit down with them personally and communicate to them in a very social way. They should reassure the children that they have support, that there are people who care about them and who they can depend on for anything, and other encouraging words to help them feel more secure in the school setting and classroom in particular. As a result, children are encouraged to be more open and willing to discuss their issues with teachers (or even parents), as well as to feel more psychologically liberated if they are being bullied or experiencing any other issues, as this increases self-confidence and self-esteem. Therefore, by implementing this tactic and operating out of this positive teacher-student (or parent-child) relationship, they can be prevented from taking detrimental actions against themselves when they are being bullied or otherwise threatened by society.

REFERENCES

- Bacchini, D., Esposito, C., Affuso, G., & Amodeo, A. L. (2021). The impact of personal values, gender stereotypes, and school climate on homophobic bullying: A multilevel analysis *Sexuality Research and Social Policy*, 18 (3) pp. 598-611, 10.1007/s13178-020-00484-4
- Campbell, M., & Bauman, Sh. (2018). *Reducing Cyberbullying in Schools*. London: Elsevier Inc.
- Guarini, A., Menin, D., Menabò, L. & Brighi, A. (2019). Interventions to Reduce Bullying and Cyberbullying. *RPC Teacher-Based Program for Improving Coping Strategies to Deal with Cyberbullying*, p. Pg. 18.
- Harris, S., & Petrie, G. (2003). *The Bullies, the Victims, the Bystanders*. United States of America: Scarecrow Press, Inc.
- Kowalski, R., Limber, P. S., & Agatston, W. P. (2008). *Cyber Bullying*. UK: BLACKWELL PUBLISHING.
- Li, Q. (2018). *Cyberbullying in Schools*. Retrieved from <https://esteemjourney.com/wp-content/uploads/2018/06/Cyberbullying-in-Schools.pdf>
- Rivers, P., & Smith, K. (1994). Types of bullying behavior and their correlates, 20 pp. 359-368
- Subramanian, M. (2014). *It happened to me bullying*. United Kingdom: Rowman & Littlefield.
- Vandebosch, H., & Green, L. (2019). *Narratives in Research and Interventions on Cyberbullying among Young People*. Cham: Springer.
- Vestergaard, S. C. (2020). *Encyclopedia of bullying*. New York: Nova Science Publishers, Inc.