

Bullying Behavior Among Primary School Students in Islamic Private Schools in Pattani Province

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ABSTRACT

The purpose of this study was to investigate bullying behavior among students in Islamic private schools in Pattani Province. The qualitative study collected data through in-depth interviews with 15 teachers and school personnel, 15 bully students, 15 students being bullied by others, and 15 parents and guardians. Content analysis was carried out using logic, concepts, theories, and research reports along with the context and grounded theory methods.

The study found that in Islamic private schools in Pattani province, there were three types of bullying behavior: physical bullying, verbal bullying, and social bullying. Most of the bullying behavior happened in classrooms, restroom areas, canteens, playgrounds, and stadiums.

Keywords: bullying behavior, primary school students, Islamic school, Pattani province

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาพฤติกรรมการรังแกของนักเรียนโรงเรียนเอกชนสอนศาสนาอิสลามในจังหวัดปัตตานี ซึ่งเป็นการวิจัยเชิงคุณภาพที่เก็บข้อมูลโดยการสัมภาษณ์แบบเจาะลึกกับครูอาจารย์และบุคลากรในโรงเรียน จำนวน 15 คน นักเรียนที่รังแกผู้อื่น จำนวน 15 คน นักเรียนที่ถูกรังแก จำนวน 15 คน และพ่อแม่ผู้ปกครอง จำนวน 15 คน แล้วนำข้อมูลที่ได้มาวิเคราะห์เนื้อหาโดยใช้หลักตรรกะเทียบเคียงแนวความคิด ทฤษฎี และงานวิจัยควบคู่บริบท และยึดตามแนวทฤษฎีจากฐาน

ผลการวิจัยพบว่า นักเรียนในโรงเรียนเอกชนสอนศาสนาอิสลามในจังหวัดปัตตานีมีพฤติกรรมการรังแกกัน 3 รูปแบบคือ การรังแกทางร่างกาย การรังแกทางวาจา และการรังแกทางสังคม โดย

พฤติกรรมการรังแกกันส่วนใหญ่เกิดขึ้นในห้องเรียน ห้องน้ำ โรงอาหาร สนามเด็กเล็ก และสนามกีฬา

คำสำคัญ: พฤติกรรมการรังแก นักเรียนประถมศึกษา โรงเรียนอิสลาม จังหวัดปัตตานี

INTRODUCTION

Bullying behavior among students is considered a common problem in schools and is well known among all parties concerned such as students themselves, parents, teachers, and educators. It is still a worrying problem that affects both the bully students and the students who are bullied. This is to say, students who are bullied are often injured, suffer, and dislike going to school, and the experiences remain in their memory until they are grown up, while for those students who bully others repeatedly, this becomes a habit and may result in

their being rude, aggressive, and savage, and they may become criminals (Farrington, 1993) as seen in news presented by different media (Laeheem, & Baka, 2009, 2011) about students quarreling or gathering to fight with one another, and organizing cruel welcoming activities for first-year university students. Usually, the number of bully students is more than those who are bullied and bully students are usually big, strong, gangster-like individuals who hurt weaker and handicapped students. Even though bullying behavior is widespread and affects many students nowadays, it is overlooked and thought to be normal behavior or over-the-limit teasing and innocent, and, therefore, the problem has been neither given enough attention nor seriously addressed (Laeheem, Kuning, & McNeil, 2009).

Bullying is a form of behavior among misbehaving children who begin by controlling others unfairly by physical, mental, and emotional means. It is a form of behavior expressed with the intention to hurt others physically and mentally. As a result, those who are bullied are frightened, suffered, and are hurt. Bullying behavior is an unsuitable expression of a person with more power who exert force over another person with less power, and it happens consistently to the same child (Marano, 1995; Colorosa, 2003); it is a behavior that uses force to threaten emotionally with an intention of hurting another person who does not want the attention inflicted and does not like it (Baron, & Neuman, 1996; Astor, Meyer, Benbenishty, Marachi, & Rosemond, 2005).

Bullying among schoolchildren is a problem that has not been sufficiently solved by concerned people and organizations even in Islamic private schools in Pattani province, which is now a violent area. It was found that 22.3 percent of Thai Muslim youth in the three southern border provinces of Thailand had aggressive behavior (Laeheem & Baka, 2011) and 20.7 percent had violent behavior (Laeheem & Baka, 2009). They (Thai Muslim youth) had violent behavior because they were looked down upon and, thus, in one case were reported to

have taken revenge by using a thick, three-inch wide wooden board or a stick as a weapon resulting in serious injuries to those on the other side who had to be hospitalized, and they themselves had to flee to other provinces or to Malaysia (Laeheem & Baka, 2012). The reasons for most of the youths involved in the unrest were money (31.7%), followed by ignorance (22.2%), deception (21.9%), drug addiction (13.9%), and receiving false teaching (10.3%). Laeheem and Baka (2010) reported that youths were involved violent behavior categorized as killing government officials (25.7%), followed by burning government places (19.9%), bombing government places (14.9%), burning private places (13.8%), and killing innocent people (11.9%). More than 90 percent of insurgents who caused unrest in southern Thailand by ambushing and bombing government officials and innocent people were Muslim youths aged between 18 and 35 years (Southern Border Provinces Police Operations Center, 2006).

A search of the literature did not identify any study on bullying behavior by schoolchildren in Islamic private schools, especially a factual study, except for the study by Laeheem (2009) on bullying behavior in primary school students in Pattani province. The subjects of that study were 1,440 students from schools attached to the Office of the Basic Education Commission, municipal schools, Islamic private schools, and Chinese foundation private schools. The study found that 23.0 percent of the students had bullying behavior. When classified according to school types, it was found that more students in private schools exhibited bullying behavior than those of government schools (34.3 and 32.4%, respectively). The most common form of bullying behavior was found to be throwing things at others (34.9%), with the next three most common forms of bullying behavior being kicking others (24.9%), striking others with fists (23.4%), and slapping (12.2%). The study provided overall data but not specific data from Islamic private schools.

The purpose of the current study was to investigate bullying behavior among students of Islamic private schools in Pattani province, where the problem required special attention directly from related people and organizations. The emphasis of the study was placed on characteristics and forms of bullying behavior, places where bullying took place, and attitudes and feelings towards bullying behavior. The results of this study would be beneficial for forming policy related to solving bullying behavioral problems among school children in Islamic private schools in Pattani province and in other areas to reduce and prevent bullying behavior as well as for making changes, providing assistance and reducing the problem of bullying behavior before it becomes a social problem that is difficult to prevent and to solve in the future.

LITERATURE REVIEW

Definition of bullying

Bullying can be defined in many different ways. It is an act of repeated aggressive behavior in order to intentionally hurt another person, physically or mentally (Laeheem, 2011). Bullying is characterized by an individual behaving in a certain way to gain power over another person (Besag, 1989). Beane (2000) argues that bullies are people who have a need to feel powerful and they have learned that harassing, threatening, and applying physical abuse works in giving them the desired feeling. A bully distinguishes himself or herself from someone who teases because of the repeated pattern of physical or psychological intimidation. According to Olweus (1995), for it to be said that bullying has occurred, there also has to be an imbalance of strength, power, and dominance. Crothers and Levinson (2004) define bullying as the process of establishing and maintaining social dominance through overt aggression and doing so in many ways that victims are unable to deflect because of their lack of skills, their inability to effectively integrate with peers, or their inability to develop subgroups of

peers. Greenbaum (1989) and Whitted and Dupper (2008) considered that bullies were a subset of aggressive people who derive satisfaction from controlling others both physically and psychologically and who do not pick fair fights.

Furthermore, school bullying can be defined as any negative actions repeatedly inflicted by a stronger student or student gang toward another student (Olweus, 1995; Farrington, 1993). This negative action must be deliberate and carried out with the intent of causing harm to the victim (Farrington, 1993). These negative actions, which can be verbal (threatening, degrading, teasing) or non-verbal (hitting, kicking, vandalizing, making faces), are purposefully inflicted, or intended to be inflicted in order to cause injury or discomfort to another person (Olweus, 1999). Bullying behavior means that a person is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons (Olweus, 1995). Bullying behavior is special in this regard in that it is carried out repeatedly and intentionally and that it infers an imbalance of power which renders the victim, in a sense, defenseless (Rigby, 1993). It is different from self-defensive aggression in that bullying must be unprovoked by the victim (Smith & Thompson, 1991).

Types of bullying

Bullying might be classified in a variety of ways including physical assaults and psychological or emotional or verbal harassment. Beale (2001) and Woods and Wolke (2004) explained that physical bullying is action oriented and intended to intimidate or physically hurt the victim through pinching, pushing, kicking, and hitting, while verbal bullying uses words to humiliate or hurt someone's feelings through teasing, name-calling, insulting, or threatening behavior. Overt in nature, verbal bullying encompasses behavioral types such as name calling, taunting, threatening, or degrading while physical bullying comprises actions such as

punching, kicking, vandalizing, performing rude gestures, and making faces (Olweus, 1995). More recently, there has been an increase in the acknowledgement of a more covert type of bullying: relational bullying. Coinciding with indirect and social types of aggression, relational bullying focuses on gossiping, spreading rumors, social exclusion, and other acts intent on damaging relationships (Laeheem, 2009).

What are the effects?

The major reasons that children bully others are to enjoy exercising power and status over their victims, boredom, jealousy, attention seeking, showing off, anger, revenge, and self-protection (Besag, 1989, 2006). In this way, bullying eases the way for children to be drawn into a path of delinquency, vandalism, and criminality (Farrington, 1993; Junger, 1996). The targets or victims of school bullying are at risk of a variety of negative outcomes. They are more likely than non-victimized children to become anxious, insecure, lonely, depressed, to be rejected by their peers, drop out of school, feud, or decide to protect themselves by carrying guns or other weapons to school (Boulton & Underwood, 1992; Craig, 1998).

RESEARCH METHODOLOGY

Study area and target group

The study area covered 15 Islamic private schools at the primary education level in Pattani province because most bullying behavior began and was found among primary school students and tended to be more violent (Laeheem, 2009). The target group or key informants of this study consisted of school teachers and school personnel, bully students, bullied students, and parents. In selecting the key informants to participate in the in-depth interviews, the researcher contacted and coordinated with each schools' administration team to select representatives for this study.

Data collection

The study employed a qualitative approach emphasizing data collected from in-depth interviews with 15 school teachers and school personnel, 15 bully students, 15 bullied students, and 15 parents or guardians.

Data analysis

The data were categorized and analyzed using logic along with the context, concepts, theories, and research. The grounded theory method was employed in data analysis with the following steps:

1. Open coding of the data collected from the knowledge management stage, brainstorming, and the criticizing stage. The data were coded in as much detail as possible, which could be sentence by sentence or paragraph by paragraph. The coding was divided into two levels:

- 1.1 Coding of data collected from statements, arguments, supportive statements, and exchanged statements. The data were broken down or grouped according to their content and topics supplied by the key informants.

- 1.2 Coding according to theoretical indicators, whereby knowledge from related documents, concepts, and theories was connected to the content and topics obtained from the key informants.

2. Categorizing data. The data were grouped according to similar codes or shared attributes, whether in context, conditions, or consequences. The data were analyzed based on the clear process of phenomena, data, content, and topics obtained from key informants.

3. Axial coding. The relationships between the categories and context were analyzed to arrive at the categories and sub-categories as well as the central concept.

RESULTS

Characteristics and forms of bullying

Characteristics and forms of bullying taking place in Islamic private schools in Pattani province could be classified into three types: physical, verbal, and social bullying.

1. Physical bullying is a form of behavior that is obvious with evidence such as wounds, bruises, swellings, or bloodstains. It can be seen as a form of behavior that causes physical injuries through slapping, hitting, punching, kicking, biting, scratching, and throwing things at others. Physical bullying happens regularly regardless of gender, time, or place. After bullying takes place, evidence is shown by physical injuries, and by the emotional effects including crying by the bullied person who cannot strike back or avoid persecution as can be seen from the following excerpts:

"...I usually bully my classmate who is smaller or weaker than me by kicking him on his buttocks, slapping his head and pinching him and challenging him by saying "Do you want to punch me, you son of a bitch?" He is too scared to accept my challenge so I like bullying him more than anyone else."

(Hanis, the hoodlum of the classroom)

"...I like telling friends in my group to walk around and make trouble. Sometimes I challenge others to punch; throwing things at someone, walk into someone, pull a chair to make someone fall, pull someone's skirt up, hit someone on the shoulder or back, and nobody dares to strike back ..."

(Safii, the Raya Tani Gang leader)

"...There are quite a few students who like making trouble for others, especially male students. Most of them physically hurt other students in different ways such as by kicking, slapping, hitting, punching, squeezing the

neck, pushing, etc..."

(Bang Hussein, a janitor)

The interview excerpts above show that bully students have many ways of bullying others such as kicking the buttocks, slapping the head, pushing, pinching, punching the chest, squeezing the neck, kicking the leg, pushing someone down, standing in someone's way, throwing things at someone, walking into someone, moving a chair to make someone fall, pulling up someone's skirt, slapping someone on the shoulder or back, challenging verbally and ridiculing. The hurt students who are bullied physically and mentally feel embarrassed and cry. Bullied students dare not strike back; they are scared, frightened and have to use caution all the time, as students who have been bullied said:

"...when we're bullied, sometimes we cannot strike back at them because we have fewer people so we just cry and we're frightened all the time..."

(Tiramesiya, a victim who is bullied regularly)

"...I'm bullied regularly by many classmates. Most of the time, they push me down so that I fall, slap me on the head and pull my chair so that I fall down. I'm always worried when they're going to bully me again and I never tell anyone about it for fear of being bullied even more than before..."

(Lugman, a victim of pitying)

Physical bullying usually causes obvious damage to the person being bullied through wounds and bruises but what is more worrying is the mental state of the person who is bullied and who has been under stress emotionally. He or she is at risk of avoiding society or absorbing violent behavior that will be shown in the future.

Therefore, it can be said that in physical bullying, the bullies mostly focus on hurting the

victim physically without expecting or thinking of the mental effects and they usually choose to bully people who they are sure will not strike back or strike back to a degree they have expected. Where the person being bullied fights back, the bullying can become more intense and can be extended to a conscious, angry intent to cause death. Students who were victimized told about their feelings when they were bullied continuously and intensively and of accumulating emotional stress that awaits the time to be driven out in a form of striking back even more violently as in the following interview excerpts:

"...Every time I'm bullied, I feel very angry and want to take revenge; sometimes I cry, and I feel very sad. Sometimes, I want to take revenge and strike back but I dare not. The only thing I can do is curse him to death so that he can no longer bully me..."

(Salman, an angry victim)

"...I was angry, furious and wanted to physically hurt him so that he would be seriously wounded and crippled and could not bully any more people..."

(Salwani, a furious victim)

Physical bullying is a negative interaction often found when students gather for activities. Preventing bullying is not easy and cannot be done instantly with only rules or punishment measures. Training students to adhere to the teachings of Islam in the alquran and follow the role model of the Prophet is an outlet that is best in congruence with the way of life of Islamic private school students.

2. Verbal bullying is behavior that is most widespread in all societies expressed in spoken words that hurt others' feelings emotionally and mentally. Verbal bullying can take the form of threatening, scolding, being sarcastic, using impolite words, insulting, teasing about the facial features, skin color, inferior features, physical handicaps,

social status, study performance, accusing, and gossiping, etc.

Verbal bullying can happen among both female and male students but it happens more among female students because using force to bully others is too severe while verbal bullying is more satisfactory for female bully students. Nevertheless, that does not mean that verbal bullying does not happen among male students, as reflected in the following interview excerpts:

"...I'm always insulted with these phrases: a dark duck-billed girl, a charcoal mushroom girl, a fully dark girl, a darkest girl, a fat dark girl, a short dark girl..."

(Salma, a dark-complexioned victim)

"...I take some friends in the group along to pick on others by calling them by their parents' names, teasing about their shape and facial features like short, dark, fat, jumbo, and hanging, for example. I also call them names like a whining girl or boy, a born loser, a paternal orphan, a maternal orphan..."

(Abdul, a bully boy who bullies everyone)

Verbal bullying is done through spoken words and in this study it includes written words that are used to insult, scold, or despise in letters or on the surface of materials that the person being bullied can see and knows instantly who is being referred to by the bully or writer. Words that are used to scold someone may be written on the door of a toilet, a desk, or a chair. Some words written on such places can be names of someone's parents or physical handicaps, etc.

It can be said that verbal bullying is the use of words, statements, or both as the medium for bullying others. In verbal bullying, traces of evidence cannot be found like those in physical bullying that people involved in looking after students can notice when students do activities

together or from behavioral change like a bullied student isolating himself or herself from others, keeping silent, not wanting to express himself or herself, etc. The effects of verbal bullying are not any less than those from other forms of bullying.

3. Social bullying is behavior that shows an invasion of the relationships between people or groups of people. It causes injury to people emotionally and mentally like verbal bullying does; for example, showing dislike or hatred, ignoring, excluding the victim from the group, and preventing the victim from socializing with others, etc. Social bullying requires cooperation from a third person to be achieved; it can be said that the third person or third party determines the success of social bullying. However, if the target of the bullying does not have a negative feeling or is flexible emotionally and can cope with social bullying, then social bullying has almost no effect on the target person. On the contrary, if the target person is sensitive, social bullying can lead to unexpected results such as self-harm, social phobia, or even the accumulation of anger and the search for an opportunity to hurt the bully.

Social bullying can take place anywhere at any time. Some students who are socially bullied and cannot cope with it usually express their feeling in the form of emotional depression. The following excerpts are taken from interviews with students who had been excluded from a group.

“...I’ve been excluded from the group so that I have no friends. I have no one to play with and they don’t let me take part in group activities. This makes me feel lonely, depressed, and I cry alone thinking to myself why do they hate me...”

(Nadiyah, a disliked victim)

“...I have no friends, no one to play with, no group to work in and to do group activities because they are afraid that they will be injured if they don’t follow the orders of the

ringleader...”

(Nuriyah, an excluded victim)

“...I try in every possible way to block other people from playing with him, and block him from working in the group and from doing group activities because I hate him being a child of the rich and hate his boasting and being conceited...”

(Kholid, a boy who blocks others)

Social bullying results from a person who wants to bully another person but cannot do it by himself or herself or if he or she can do it, the effect does not reach the level that he or she wants. Therefore, he or she needs another person to help to make the bullying more effective. This type of bullying behavior is a problem that needs to be solved correctly. Teaching students to see the importance of living together with other people according to the Muslim way is necessary. Getting in the way of other people or social bullying is unfair to others; it is an act that must be investigated by Allah and it results in heavy punishment. Thus, if students feel dislike for someone or are being bullied, they should consult their teachers in order for the teachers to try to correct the bullying problem or the problem of such feelings.

Sites where bullying takes place

Bullying behavior that takes place in Islamic private schools has a support factor which is the place. Places that contribute to bullying behavior are those that are beyond the control of the teachers or the places where students participate in activities with others. From the interviews, it can be concluded that the **classroom** is one of the places where most bullying happens because it is where students spend most of their time. Even though there is a teacher in the classroom, sometimes the teacher cannot control the behavior of all the students all the time. So bullying can take place continuously such as stealing learning instruments, throwing things to

each other, tying someone's trousers to the chair, sticking a piece of paper with a sentence saying, for example, "Please kick me; it's free of charge." on the back of someone, or forcing someone to answer the teacher's question, or writing bad words in a note book or on the desk of the target student. Classroom bullying can take place when the teacher is not in the classroom (especially before the teacher comes in) or it can occur during the class. Students who like to bully others and students who have been bullied reflected as follows:

"...the place that I bully my classmates is in the classroom because there are 40 students in the room and the teacher cannot take care of everyone; and the classroom is where we spend most of our time when in school, so I can bully someone all the time when I have an opportunity..."

(Hanis, the hoodlum of the classroom)

"...Mostly, I pick on and bully my classmates in the classroom, especially when the teacher is not in the classroom, leaving students in there by themselves, and that is a chaotic time and sometimes the student who is being bullied does not know who is bullying him or her..."

(Ahlum, the school ringleader)

"...I've been bullied mostly in the classroom, especially when the teacher lets us work by ourselves, before school starts in the morning, in the afternoon, and after lunch ..."

(Salwani, a victim bullied in the classroom)

In addition to the classroom, the **restroom area** is another place where a lot of bullying takes place as its location is conducive to bullying behavior. School restrooms are usually located far away from the teachers' sight. Bullying in the restroom area includes locking someone in the toilet

room, stealing the water bowl from the toilet room, throwing water at each other, stealing pants, or even peeking into the toilet. These forms of bullying are often found, as reflected in the following interview excerpts:

"...When I was in the toilet, someone took my pants away and I had to come out without pants. I was so embarrassed and so angry that I was bullied that way..."

(Adeey, a victim with an embarrassing experience)

"...Someone threw water into the toilet and I got wet and sometimes I got locked in the toilet and could not come out and I had to shout for help for a long time. I was so angry and frustrated. Nobody told me who did it to me..."

(Affan, a wet victim)

"...I once helped a student who had water thrown at him and he got wet and was locked in the toilet. He shouted for help and complained that someone peeked into the toilet and his pants were stolen. Many people felt pity for him..."

(Bang Loh, a school security guard)

Most bullying in the restroom area took the form of bullying that used force but bullying with words or written words also existed. Students write words or phrases to scold, slander or tell about people's physical inferiors mostly on the door and walls of restrooms. Furthermore, the way students go to the restroom also indicates the level of acceptance among their peers. Students who have friends are usually accompanied by a group of friends and this situation is used as a tool to carry out social bullying by telling the student being bullied not to go to the restroom at the same time as can be seen in the following interview excerpts.

"...I've seen so many words and phrases

that I become accustomed to seeing them. Some of them are not polite; they're ugly and wicked. Even though the school wipes them out every semester, still there are new ones written all the time..."

(Niyach, a cleaner)

"...I've read words and phrases written in the restrooms. They're words used to scold, slander, let out emotion, and challenge. Some of them include the victim's name that allows other students to make fun of the victim, too..."

(A student who has read the writing in the restroom)

The **school canteen** is another place where students choose to bully others. The school canteen that provides a service to students and the school staff is crowded during the lunch time between 1130 and 1300 hours because everyone wants to buy something to eat during this period. Student gatherings in the canteen lead to bullying with more violence or talking back and forth that leads to bullying. Examples of bullying include a student being annoyed with someone who cuts in the line, takes the lunch table from him or her, obstructs him or her from the lunch table, snatches the dish washing bowl, sticks chewed gum on a chair, snatches rice from the plate, and snatches drinking water away, etc. These are reflected in the following excerpts:

"...I've bullied my classmates in the canteen by cutting in line to buy food, taking the lunch table, obstructing someone from sitting at the lunch table saying that the seats were taken. When he knew the truth later, he was very angry..."

(Furakon, a bully and obstructer)

"...My food and drinks are regularly snatched away from me and I don't want to go to eat in the canteen anymore. Sometimes

I decide to have lunch later toward the end of the lunch hour because there are fewer students there..."

(Romlah, a victim whose food is snatched away)

"...There is a group of students who talk loudly to threaten others and tease others in many ways like sticking chewed gum on the chairs, cutting in line at the food queue, snatching food from others who have bought it, etc. They also physically hurt others such as pushing someone on the chest while standing in line to buy food, slapping on someone's head, shoulder, or squeezing someone's wrist, etc. The students being hurt don't react because of fear..."

(Nisulaiman, a food seller)

Some groups of students spend their lunch time socializing and sometimes they challenge others and that leads to bullying behavior in order to show others that they are superior. Bullying behavior in the canteen can lead to retaliation after lunch time. Thus, teachers should warn the bully students and closely monitor their behavior, especially during that time and in the places that contribute to bullying behavior.

The school yard is where many student activities are organized such as sports and games; it is where students play together, gather in rows to pay respect to the national flag, and attend student meetings, etc. Students use the school yard as a recreation area during their free periods. Most activities are physical activities such as playing sports, running and catching games, and rubber rope jumping. There are many types of amusement that are popular during different periods of time. Hence, the **school yard** is another place that students' bullying behavior occurs because a lot of students gather there and most activities are physical activities and these sometimes lead to physical and verbal clashes. Some students try to find a chance to bully others that they don't like. Bullying in the

school yard can happen even though teachers are present. For example, making others stand in the sun while gathering to pay respect to the national flag in the morning, writing on others' shirt or blouse, putting garbage in others' trouser pockets, etc.

"...There's a group of students walking around the school yard to pick on other students by saying something bad or hurting them physically. People are fed up with this group's behavior that causes annoyance, troubles, worries, and fear to other students ..."

(Muhammad, a student who sees such behavior)

"...I enjoy bullying other students, especially in the school yard area because it is far from teachers' sight and monitoring; and sometimes, the students who are being bullied don't know who was bullying them because there are a lot of students playing in that area..."

(Solah, a bully)

As can be seen, most bullying takes place in areas that are far from teachers' monitoring. However, sometimes bullying can take place in places where teachers are present; this depends on the types and methods of bullying in addition to the relationship between the time and place where the bullying occurs.

Attitudes and feelings towards bullying

People involved in bullying express their feelings and attitudes towards bullying in the same direction, that is, bullying is behavior that should not take place in schools and there should be methods and measures of prevention as follows:

1. Teachers are closest to students. Therefore, continuous monitoring can help in finding solutions to bullying problems in schools. Teachers can allow students to do activities or learn to adjust themselves to living with others in society.

Teachers can also give good advice to students or solve the problem of students bullying other students which is a bad risk as reflected by the following excerpts.

"...I always try to explain to my students that if they bully their classmates, they will be punished as specified in the rules of the class and the school. The punishment can range from giving a warning, hitting with a rod, putting on probation, suspending from school, and dismissing. So they should not bully their fellow students at all..."

(Rakip, a religion teacher)

"...Teachers regularly warn students of bullying others and talk about regulations of the classroom and the school that they should follow strictly. Examples are also given to make students understand them..."

(Abdullah, an administrative teacher)

Thus, as can be seen, teachers use the school rules to control undesirable student behavior but in some cases, school rules alone are not sufficient and teachers need to use their close relationship with students as another way of correcting student misbehavior. Nevertheless, all teachers are concerned with student bullying situations, especially teachers working in the administrative office who oversee student discipline. If the situation is not severe and teachers can solve the problem, it will not be reported to school administrators. However, in cases that involve violence or repeat offenders, and where teachers cannot solve the problem, it is the responsibility of school administrators to solve the problem or find measures to deal with the problem depending on the case.

2. Most of the students who bully other students do not like it when they are bullied by others. Sometimes they don't want to bully others but they do it to defend themselves. Other times,

they begin to bully other students first in order to show that they are not to be bullied by others and they usually choose to bully victims that dare not bully them in return. One student revealed his behavior as follows:

“...Sometimes, I don’t want to bully other students but I am afraid that I may be bullied. So, I make others afraid of me by bullying someone and sometimes I do it in order for other students in the group to accept me...”

(Abdullah, a boy who thinks that he should bully others before being bullied)

3. Students who are bullied usually feel that it is not understandable or it is not superficially interpretable. However, students who bully others may feel happy or amused only at the beginning and later they may feel afraid of being punished when the students being bullied tell the teachers about the bullying. How students feel towards bullying others is related to their age. Older students usually are not afraid of being punished because they have experienced it before and can find a way to avoid being punished such as making an apology to the ones they have bullied or threatened.

Most students who are bullied do not feel positive about the students who bully them and do not want to be near the places and avoid going to the places where they have been victimized. They also usually do activities with a group of peers that has no bullies and spend their free time near teachers. Arnif told about his fear of being bullied and he avoided it by not going to the places he was bullied:

“...I don’t go to play in the areas where I’ve been bullied and if I have to go there, I ask several friends to accompany me to make sure that I will not be bullied again...”

(Arnif, a victim who chooses not to go to the places he has been bullied)

Even though most students who are bullied

feel negatively towards bullying, some of them feel that being bullied is socializing because they can use it to join a group of peers. Therefore, if they are not bullied by anyone, they look for trouble in order to be bullied even though they may end up crying.

4. Students who witness bullying also feel negatively towards bullying. Sometimes if they are brave enough and confident that they can stop the bullying, they intervene in the bullying. Some students choose a safer way by reporting it a teacher. However, there are a lot of students who don’t like bullying but do not do anything about it because they think that bullying is normal and some students fear getting hurt.

“...When I see someone being bullied, I dare not stop the bullying or help him because I’m afraid that I may get hurt by the one bullying, too...”

(Fadeelah, a student who witnessed bullying)

Nevertheless, bullying behavior will still exist as long as students have to do activities together. Correcting or eliminating bullying behavior is not easily done in a short period of time. Even though, deep inside, students involved in bullying may not like bullying behavior, bullying will still be around as long as bullying is retaliated with anger by the ones being bullied.

DISCUSSION AND CONCLUSION

The findings of this study revealed that bullying behavior among students of Islamic private schools in Pattani province takes place just like in any other school in general. Most of the students who bully others are roguish, like to control others, have a large and strong body, like to show off their power, have ill mental health, and have the intention to mentally and physically hurt others. They make others frightened, suffer, and hurt. A study showed that bullying is the behavior of roguish children who like to unfairly control other people physically,

mentally, and emotionally (Greenbaum, 1989). Bullying is hurting others physically and mentally with the intention to make others frightened, suffer and be injured (Farrington, 1993). It is the behavior of a minority of people who are not mentally normal and cause annoyance, difficulty, and trouble for people around them (Marano, 1995). It is also the behavior of people who try to show their power to rule, control, and threaten others (Colorosa, 2003). Moreover, bullying is usually the behavior of people who have a large and strong body, and academically are not very good; they bully people who are smaller, weaker, academically better, and cannot fight back or cannot protect themselves. However, some roguish students are successful in playing sports and make the school famous for sports (Preble, 2003).

Bullying behavior among students of Islamic private schools in Pattani province can be classified into three types: physical bullying, verbal bullying, and social bullying. Physical bullying is behavior that can be seen from evidence such as wounds, bruises, swellings, and blood stains which indicate that the physical injuries are the result of slapping, hitting, poking, punching, kicking, biting, scratching, and throwing things, etc. Physical bullying that results in physical evidence on the person being bullied reflects violent behavior as a reaction to the target from the internal drivers of the bullies as it is said that physical bullying is an obvious type of bullying with evidence such as wounds, swellings, bruises and blood stains such as slapping, hitting, poking, punching, kicking, biting, scratching, spitting on someone, and throwing things at others (Saxon, 2004; Bauman & Del Rio, 2005; Laeheem, Kuning, McNeil, & Besag, 2008; Laeheem et al., 2009). It is an action that causes damage or injuries to others; it is a response with an intention to give pain to others (Averill, 1983). It is an intention to hurt others who do not want it and it is dissatisfaction to them. Baron and Neuman (1996), Cohn and Canter (2003) and Astor et al. (2005) state that verbal bullying refers to behavior that mentally hurts others so that they have pain mentally, and are

unhappy and dissatisfied.

Verbal bullying is a type of bullying that is prevalent in every society. It is behavior that uses verbal expressions to hurt others emotionally; in other words they are mentally hurt. Verbal bullying can be done by threatening, scolding, being sarcastic, using impolite words, insulting, or teasing about race, nationality, facial features, skin color, religion, inferiority complex, handicaps, social status, economic status, and academic performance, and by sexual insults, fleecing or squeezing money, telephone insults, writing letters, accusatory email messages, spreading rumors, and gossiping.

Social bullying is behavior that results in the invasion of the relationship between people or groups of people. It can involve abusing one's emotions, feelings and mental condition in the same way as verbal bullying, for example by showing dislike, ignoring, preventing others from joining the group, and preventing others making friends. Moreover, social bullying requires help from people around the bully. People who bully others show that they lack personal ethics, and they inherit their behavior through social bullying. Social bullying cannot occur if there are less than three people because social bullying requires the use of the third person as an important component. In other words, social bullying is an indirect type of bullying. Therefore, the degree of severity of social bullying depends on preference or cooperation from the third person. In a truth-seeking society that opposes disharmony among people, social bullying cannot manifest its full power (Greenbaum, 1989; Cohn & Canter, 2003; Saxon, 2004; Bauman & Del Rio, 2005).

The results of this study can be beneficial directly to people and organizations involved in school education such as teachers, parents, guardians, religious leaders, local leaders, social workers, and government officers in many different organizations as they need to give importance, special attention, and care in order to assist, improve, and correct student misbehavior as well as prevent

students from misbehaving and using more violence. Firstly, a screening form should be used to measure the risk behavior for bullying. This is one way to learn about student bullying behavior, and a screening form is a tool that can be used to screen people at risk of being subjected to bullying behavior according to the screening criteria. Screening is carried out to assist, prevent, or solve the problems. Timely assistance can then be provided appropriately, and with clear targeting of the right people. Sometimes a problem needs to be solved urgently. Some examples of screening forms are: the screening form for risk assessment of bullying behavior for students in Islamic private schools in Songkhla province (Laeheem & Sungkharat, 2012) and the screening form for the risk assessment of quarreling teenagers (Suttayachai, 2006). Other examples of bullying prevention or bullying reduction programs that are appropriate, effective, and have been studied scientifically are the self-control program to reduce aggressive behavior of female youth offenders (Lhamlert, 2009) and giving advice to use the Buddhist way to reduce aggressive behavior among vocational students (Chantarawutikorn, 2006).

Future research could focus on any specific school and multi types of key informants, where the results may provide in-depth information to the teachers and administrators responsible for improving existing awareness programs and could help in the development of preventative strategies in primary schools.

ACKNOWLEDGEMENT

The authors are grateful to the Thailand Research Fund (TRF) for supporting this project.

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