

The Perception among Secondary School Students towards Bully and Bully-Victim in Kuala Terengganu, Malaysia

M.N.Naimie¹, R. Normala², C.Azlini³, M.Y. Kamal⁴, Z.M. Lukman⁵

^{1,2,3,4,5}Faculty of Applied Social Sciences, Universiti Sultan Zainal Abidin (UniSZA), Kuala Nerus, Terengganu, Malaysia

Abstract—This research is an overview of the perception among secondary school students in Kuala Terengganu on bullying issues, covering the characteristic of bullies and victims. The research was involved in descriptive statistics and exploratory analysis. A total of 405 participants from secondary school students around the Kuala Terengganu area responded to the questionnaire. The research found that more male students were involved in bullying cases than female students. The research found that the characteristic of bullies included having problems in academic, family problems, smoking, and indiscipline, especially among senior students. The researchers also found that bullies wanted to show that they are powerful and domineering while emotionally torturing their victims. The characteristic of bully victims such shy, lonely and from a lower socio-economic background. It is hoped that these results can assist the authorities in improving the existing laws and more effective.

Keywords—Bully, Bully-Victims, Bullying Behaviour, Secondary School Malaysia

I. INTRODUCTION

The phenomenon of bullying in Malaysia among secondary schools is increasingly disturbing [34,37]. According to [27] & [7] bullying cases have still occurred in schools and difficult to solve it. Today, bullying among secondary school students is an indication of them experiencing media changes that can influence personality and behavior leading to uncontrolled violence [10]. The previous researcher from [41] who conducted research in Malaysia had found that 480 respondents were partially bullied, which is 22.7% are them were bullied. While 2.5% of respondents said they were bullied twice a week, another 5.6% said they were bullied once or twice a month, and 11.9% said they were rarely bullied. The results of this research indicated that students were often bullied because the bully wanted to show that they were the strong and powerful person. Furthermore, when this happens the victim feels afraid to attend school because they are traumatized [9].

In Malaysia, there are some examples which show that bullying in schools needs to be focus more seriously. For example, one of the cases had happened when misunderstanding between the students which resulted in a disgruntled form four student because he was ridiculed by the victim. As a result, the victim was beaten all over the body,

slapped and kicked by a group of senior students on the third floor of the boys' dormitory. Based on the police statement, more than 15 other students were involved in this case [30]. Other than that, according to [11] almost 160,000 students are afraid of being bullied in front of the school or at the bicycle park. So, this problem may indeed affect student life in the future [9].

Then, many students reported that teachers were unaware of the bullying problem or maybe had a stereotyped among students [5,18]. A study by [25] found that bullying in schools is a common feature and a problem for every school involved with these cases. Other than that, the researcher from [14] said that bully victim from secondary school students hope others individuals can help and work together to prevent and address this problem at school. Additionally, studies by [38] found that the highest incidence of bullying occurred when students started their secondary school. This is because, there has been a change in the older students who have begun to study the culture of the secondary school and the recipient process through what is being seen and learned [26].

In addition, [28] state "Bullying will often involve people who cannot defend themselves and finally attack and bullied". This statement is also supported by [26] in which the bully is more aggressive and threatens the victim. When bullying occurs at school, students will report this case to the teacher. Then the teachers and management will discuss together how to address this problem. However, the results have been found that when it comes to intervention, it is often ineffective in stopping bullying. Even the perceptions of students when they go to see their teachers, the results are negative [26]. The senior students also stated that they were not convinced of the capacity or motivation of teachers to stop this bullying [27]. So, it shows that bully-victims are more likely to tell their friends first then their parents and lastly, the teacher [35].

In this reality, we know that the most successful academic schools and fewer discipline problems are the schools that care and working well between the parents and the schools. But why does bullying still happen? So, the aim of this study is to know the perceptions of secondary school students for characteristics of bullies and bully-victims around Kuala Terengganu. To our knowledge, this is the first study to systematically examine this association by using an online

survey targeted at secondary school students in Kuala Terengganu.

II. LITERATURE REVIEW

There are two types of the bully, which is the aggressive and the passive bully. [31]states that an aggressive bully is a fierce person, forceful person, upright and desperate, physically demanding when unfulfilling what he or she wants. In comparison, the passive bully according to [1]are individuals who tend to feel uncomfortable and have a bad personality. He added that these passive bullies love to live alone and often cause problems among their friends. Then, according to [32],the category of the aggressive bully is typically a male.[1]said too, that the bullies did not have empathy. They did not feel sorry or have any sympathy when they see others miserable. So, these features have led to some bullies becoming popular in their school.

In other cases, those who bully are disliked and neglected by other friends [40]. [4] said too, they found that the most bullies preferred smoking and did not care when reprimanded. Additionally, according to [19]most of these bullies have more physical strength than bullying victims and these bullies are capable of mastering others and are proactive intruders. Then, there are some bullies who do this just because their friends bully the victims and they just want to try and feel it. They do this as they are afraid that, if they do not do this, they will be bullied instead and the situation will become more aggressive and critical [16]. If these things continue to occur in the short term, it may affect them learning how to socialize normally and deal with others in the right way [22].

Next, according to [23],bullying victims can be classified into two types, which is a provocative and passive victim. According to him, provocative victims are the victims that sometimes bully other friends even though they are a bully victim too. Base on his study found that 6% of bullying victims were included in this category. Additionally, these provocative victims are the most unpopular individuals amongst students in school. Therefore, they are the most vulnerable individuals to negative development such as disciplinary problems in school or uncontrolled themselves [17]. Whereas passive victims are not firm and resist when bullied[15]. They are individuals who are always anxious, unsafe and too cautious all the time[2,33].

Based on the category, typically male students who are physically small were often bully victims from primary school to secondary school [31]. This statement is also supported by [23]who states that students who are victims of primary school bullying are still victims at the secondary school. A study by [12]which involved 119 respondents, between the ages of 15 and 20 years old. They found that 40% of bullying victims in their study had the characteristics of a fat, thin, poor or fearful person. On average, the victims were more willing to give up because they were not able to resist or stop this bullying. Those, who are victims of this bullying, will try to

escape from their bullies and in extreme cases, suicide attempts also can happen. [3].

III. RESEARCH PROCEDURES

The respondents are between the ages of 13 to 19 years old. They are from 15 secondary schools around Kuala Terengganu and from a mixture of backgrounds. The responses were also collected at random and respondents volunteered their answers and were all anonymous. No individual school results were tabulated or disseminated, nor were they used to make comparisons between the school and the school districts in Kuala Terengganu. Respondents took 5 to 10 minutes to complete this questionnaire.

3.1 Research Instrumentation

The exploratory statistics were used to determine the characteristics of the subject and to obtain evidence of the researches capabilities. While the descriptive statistics refer to the respondents of this research which consisted of all subjects in the population. Since all subjects are respondents, the level of validity will not be tested [8]. For the questionnaire, section A is the respondents' background variables including gender and age. Then, for section B are the 49 statements were evaluated by the researcher. These statements were included who is bullying, who is bullied, why bullying, the behavior of a bully and bully victim. Each item was selected from previous researchers of the [12]which identified themes commonly used for secondary school students. Respondents answered this questionnaire using two scales which were "Yes" and "No". This is a common format for bullying attitude questions that have been used by previous researchers [27, 36]. Additionally, this research will involve the percentage and frequency calculation of the respondents' answers for significant values.

IV. RESULTS

Table 1 present the results for the highest respondents were female with 64.6%, compared to male respondents 35.6%. It can be interpreted that female respondents are more likely to engage in surveys than male students.

Table 1. Gender of Respondents

Type	Frequency	Percentages (%)
Boy	144	35.6%
Girl	261	64.4%
Total	405	100.0%

According to Table 2, the largest age groups to respond to this questioner were 16-year-olds, with 43.5% of all respondents. Then 17 years old, at 16.8%, followed by 19-year-old respondents at 13.5% and 14-year-old respondents at 9.9%. The lowest number of respondents was 13-year-old respondents with a frequency of 2.5%.

Table 2. Age of Respondents (13 years to 19 years old)

Categories	Frequency	Percentages (%)
13	10	2.50
14	40	9.90
15	36	8.90
16	176	43.5
17	68	16.8
18	20	4.90
19	55	13.5
Total	405	100.0

From Table 3 there are six categories of respondents that have been obtained. Somewhat surprisingly, when the researcher found that the totals of 405 respondents, actually some's of them are the victims and bullies with a frequency of 3.20%. Thus, in this suggests it is a source of anxiety for the school and parents to deal with this problem. Other than, victims of bullying were very high too, with a frequency of 17% and followed by respondents who are also bullied with 10.9%, then the respondents are also close friends with the victim of a bully with the frequency of 20.8% and close friends with bullies with 8.10%. While the rest are respondents are from the others of categories with 40%. This indicates the problem of bullying in schools is still critical.

Table 3. Categories of Respondents

Categories	Frequency	Percentages (%)
Victim of bullies	69	17.00
Bullies	44	10.90
Victim and Bullies	13	3.20
Friends with bullies	33	8.10
Friends with the victim of bullies	84	20.80
Others from the above	162	40.00
Total	405	100.00

Through the results in table 4, perceptions of respondents for bullying cases are still ongoing in secondary schools around Kuala Terengganu. This can be seen by the number of frequencies which is 29.95% saying that bullying cases are still happening at school. However, it is a surprising and unexpected that the bullying problem is declining in secondary schools around Kuala Terengganu with a frequency of 74.01%. It also exceeds half of the original number of respondents is 405 people.

Table 4. Perceptions of respondents for bullying cases in secondary schools

Detail	Frequency	Percentages (%)
Bullying still happens at school	121	29.95
Bullying problem is declining	299	74.01

Through from this research at table 5, respondents had decided that the characteristics of the bully victims are quiet and shy students with 75.99%, a male student with frequency 59.90% and poor students with the frequency 58.17%. So, based on this result it can be seen that all off bully victim are a weak person and just do what had told.

Table 5. Characteristics of Bully Victims

Detail	Frequency	Percentages (%)
Female students	139	34.41
Male students	242	59.90
Quiet and shy students	307	75.99
Poor students	235	58.17
Female students	139	34.41
Thin students	176	43.56
Fat students	191	47.28
Disable students	169	41.83
Brilliance student in academic	113	27.97

In the table, 6 respondents also decide the characteristic of bullies at the school around Kuala Terengganu are male students with 83.17%, students that smoked cigarettes with 74.26%, bullies were among senior students with 76.73% and have a discipline trouble at the school with 86.63%. Additionally, researchers also define the bullies have a low achievement academic at the school with 76.24 and they always believe that they are stronger students with 86.88%. Thus, most of them are from a family problem or broken with 69.80% and they will bully in a group setting with 82.92%. The researcher also believes that when bullying in a group setting it will make difficult for the victim to defend himself and ask for help from the others

Table 6. Characteristics of Bullies

Detail	Frequency	Percentages (%)
Male Students	336	83.17
Smoked Cigarettes students	300	74.26
Female students	67	16.58
Senior Students	310	76.73
Discipline Troubled Students	350	86.63
Former bully of victim	106	26.24
Individually bullying	86	21.29
Grouping bullying	335	82.92
From family broken	282	69.80
Low achievement academic	308	76.24
Believe they are always stronger students	351	86.88
Always get respect from others students	131	32.43
Unchoose of bully victim	183	45.30

V. DISCUSSION

Through this research, it was found that there are many problems of bullying, which occur in secondary schools around Kuala Terengganu. In addition through this research, the characteristics of the bullies and the bully-victims had been identified, from the students' perceptions. Based on all the answers obtained, many respondents think that the characteristics of bullies are mostly male students who smoke. The results of this analysis are also the same line of the [4] statement, which stated that these types of bullies are smokers and arrogant.

According to [13] too, male students are more likely to bully and more often become the victims of bullying than female students. In fact, these male students are most likely to be bullies and bully supporters rather than female students who tend to be more supportive and defensive. In addition, respondents said that the bullies are composed of senior students and have academic problems and discipline problem at school. Through the findings and reading, there is a clear pattern of bullies having academic and discipline problems at school [31]. Furthermore, the respondents also said that bullying will happen in a group setting. So, based on the reading it is a truth that each bully will happen in a group setting [39].

Another than that, bullies will still bully because they feel they are stronger than the others and like to see the victim deceive and be tortured. This result was evident through a study by [24], which found that bullies will bully because they want to deceive the victims and release their satisfaction by seeing one of the others suffer pain. Other those, bullies also have a family problem. This can be seen through a study by [6] say that parents who had been supporting their children will give a positive impact, compare for others parent who had given a negative impact will an effect on their behaviour.

While the characteristics of bullying victims are a male student and a quiet and prefer silence and are timid students. Most individuals who have these features will become easily depressed. As well as experiencing depression, they may become silent, and try to commit suicide [21]. Furthermore, the results of this research also found that there was a deep impact on those who experienced this bullying. For example, the result of a respondent's questionnaire said that bullying victims would always be crying alone. In addition, the victim will be transferred to another class to avoid bullying. However, transferring the victim to another class is not the best way to avoid bullying. This is because it better give the motivated as advice for the bully students as well as an encouragement to change for the better [20].

Another than that, these statements are also linked with the [26] researches, which state that the occurrence of bullying will be higher when they go to the secondary school. This is because the maturity and acceptance of the secondary school culture had been begun to grow in their lives. As a conclusion, humans cannot avoid what is just happening in their lives. It is

because we have learned through what we have seen and through it from the experienced. So, the beginning of the changing needs to start from educating parents, teachers, communities, environments, and rules of life and also the process of national law that the government has to do it. So, in doing through this study too, it is ultimately answering the objective that the researcher had done it. In fact, the result of this study as if studies by the previous researcher.

V. CONCLUSION

Each bullying case happens in the secondary school around Kuala Terengganu cannot be explained as an outdated problem. Although we can see improvements, especially where bullying cases are not a large problem and are still under control by the schools, it is still considered as a problem or cancer that can spread gradually in this civil sociality. Furthermore, we still need to discuss together whether we want to produce excellent students in academic but bad in attitude then become bullies or what? Additionally, this study provides a new perspective on addressing the problems of then student bullying at the schools and how to form moral and good student behavior. As a conclusion, the Ministry of Education should be urged to create a program or activity model that can attract students to solve the bullying problems and ultimately adopt a uniform model of this to other schools.

VI. RECOMMENDATION

If bully happens it will be so difficult for the parent or teachers to recognize the existence of a bully case in the school.

Therefore, the researchers hope the teachers consciously pay attention to every student impartially so that any students don't feel their teacher is indifferent to them. And also carefully observation from the teacher among students would be useful to identify victims and bullies. Even the administration have to care and pay attention to all students and keeping contact with the parents will be helpful to understand students better and in turn, can undertake cooperative intervention with them.

ACKNOWLEDGMENT

Special thanks to my supervisor and my family for helping and fulfil support of this research.

REFERENCE

- [1]. Ahmad, Z., Saibon, J., & Khairani. (1995). Hubungan antara Status Sosial murid dengan tahap Tingkahlaku Buli, *Malaysian Education Deans' Council Journal*, 5, 1-11.
- [2]. Aziz, Y., Jamaludin, R., Abdul, L. A., & Zurhana, M. (2007). *Buli*, Skudai, Johor: Penerbitan Universiti Teknologi Malaysia.
- [3]. Batsche, G. M., & Knoff, H. M. (1994). Bullies and their victims: Understanding a Pervasive Problem in the schools. *School Psychology Review*, 23(2), 165-175.
- [4]. Berthold, K. A. & Hoover, J. H. (2000). Correlates of bullying and victimization among intermediate Students in the Midwestern USA. *School Psychology International*, 21 (1), 65-78.

- [5]. Boulton, M. J., Bucci, E., & Hawker, D. D. S. (1999). Swedish and English secondary school pupils' attitudes towards, and conceptions of, bullying: Concurrent Links With Bully/Victim Involvement. *Scandinavian Journal Of Psychology*, 40(4), 277-284.
- [6]. Bronstein, P. (1994). Patterns of parent-child interaction in Mexican families: A cross-cultural perspective. *International Journal of Behavioral Development*, 17, 423-446.
- [7]. Childline. (2009). Bullying in Schools. Retrieved September 30, 2009, from <http://www.childlinesa.org.za/content/view/34/88>.
- [8]. Chua, Y. P. (2012). *Kaedah dan statistic penyelidikan*. Shah Alam: McGraw-Hill Education.
- [9]. De Voe, J. F., Peter, K., Kaufman, P., Miller, A. K., Noonan, M., Snyder, T. D., & Baum, K. (2005). *Indicators of school crime and safety: NCES 2005-002/NCJ 205290*. Washington, DC: U.S. Departments of Education and Justice.
- [10]. Dill EJ, Vernberg EM, Fonagy P, Twemlow SW, Gamm BK.(2004). Negative affect in victimized children: the roles of social withdrawal, peer rejection, and attitudes toward bullying. *Journal Abnormal Child Psychol*. 32, 159-173.
- [11]. Edwards, C. H. (2004). *Classroom discipline and management* (4th ed.). New York: John Wiley & Sons Inc.
- [12]. Frisen, A., Jonsson, A., & Persson, C. (2007). Adolescents' Perception of Bullying: Who is the victim? Who is the bully? What can be done to stop bullying? *Adolescence*, 42 (168), 749-761.
- [13]. Garrett, A.G. (2003). *Bullying in American schools*. USA: Mcfarland & Company Inc.
- [14]. Hughes, P. P., Middleton, K. M., & Marshall, D. D. (2009). Students' Perceptions Of Bullying In Oklahoma Public Schools. *Journal Of School Violence*, 8 (3), 216-232.
- [15]. Jones, A. M. (2014). Middle School Students' Perceptions of Bullying and the Effects of an Anti-Bullying Policy. Dissertation Abstracts International Section A: Humanities and Social Sciences. Northeastern University Boston, Massachusetts.
- [16]. Kim, S. (2004). A Study of Personal and Environmental Factors Influencing Bullying. Ludwig MaximiliansUniversiti.
- [17]. Kim, Y. S., Koh, Y., & Leventhal, B. L. (2005). School bullying and suicidal risk in Korean middle school students. *Paediatrics*, 115, 357-363.
- [18]. Kochenderfer-Ladd, B., & Pelletier, M. E. (2008). Teachers' views and beliefs about bullying: influences on classroom management strategies and students' coping with peer victimization. *Journal of School Psychology*, 46 (4), 431-453.
- [19]. Lagerspetz, K. M., Bjorkqvist, K., Berts, M., & King, E. (1982). Group aggression among school children in three schools. *Scandinavian Journal of Psychology*, 23, 45-52.
- [20]. Majzub, R. M., & Noor, A. M. (2001). Persepsi Remaja Terhadap Masa Hadapan. *Jurnal Pendidikan*, 26, 37-52.
- [21]. Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying Behaviors among US Youth: Prevalence And Association With Psychosocial Adjustment. *Journal of the American Medical Association*, 285 (16), 2094-2100.
- [22]. Olweus, D. (1993). *Bullying At School: What We Know And What Can We Do*. Malden, MA: Blackwell.
- [23]. Olweus, D. (2010). Understanding and Researching Bullying. *Handbook of Bullying in Schools: An International Perspective*. New York: Routledge.
- [24]. Oyaziwo, A. (2006). Bullying in Schools: A Form of Child Abuse in Schools. *Educational Research Quarterly*. 30 (1), 37-49.
- [25]. Oyaziwo, A. (2008). A review of the extent, nature, characteristics, and effects of bullying behavior in schools.
- [26]. Rigby, K. & Slee, P. (1995). *Manual for the Peer Relations Questionnaire (PRQ)*. Adelaide: University of South Australia.
- [27]. Rigby, K., & Bagshaw, D. (2003) Prospects of adolescent students collaborating with teachers in addressing issues of bullying and conflict in schools, *Educational Psychology*, 32, 535-546.
- [28]. Rigby, K. (2011) The method of shared concern: A positive approach to bullying (Camberwell, ACER).
- [29]. Roland, E., & Idsoe, T. (2001). Aggression and Bullying. *Aggressive Behaviour: Official Journal of the International Society for Research on Aggression*, 27 (6), 446-462.
- [30]. Safeek, A. R., & Mokhtar, N. A. (2018). Lagi kes buli di sekolah. *BHOnline*.
- [31]. Saibon, J. (2014). Memahami Tingkah Laku Buli Dalam Kalangan Murid Sekolah, 1-12.
- [32]. Schwartz, D. (2000). Subtypes of Victims and Aggressors in Children's Peer Groups. *Journal of Abnormal Child Psychology*, 28,181-192.
- [33]. Shafie, A. A. H., Anuar, A. A., Rozudi, N.C., Kamaruddin, A.Z.W., & Mohamad, M. (2017). Mangsa Buli Dan Kesan Buli. *Journal Al Abqari*, 11 (11), 109-124.
- [34]. Simon, S. (2017). A Case Study of Childhood Bullying in Malaysia. *Imperial Journal of Interdisciplinary Research*, 3 (10), 386-397.
- [35]. Smith, P. K. & Shu, S. (2000) What good schools can do about bullying: findings from a survey in English schools after a decade of research and action, *Childhood*, 7(2), 193-212.
- [36]. Smith, P. K., L. Talamelli, H. Cowie, P. Naylor, and P. Chauhan (2004), "Profiles of non-victims, escaped victims, continuing victims and new victims of school bullying", *British Journal of Educational Psychology*, 74, 565-581.
- [37]. Steven, L. (2015). *Bullying among Teenagers and its effects*. The United States of America.
- [38]. Sullivan, K. (2000). *The Anti-Bullying Handbook*. United Kingdom: Oxford University Press.
- [39]. Swart, E., & Bredekamp, J. (2009). Non-Physical Bullying: Exploring the perspectives of grade 5 girls. *South African Journal of Education*, 29, 405-425.
- [40]. Wheeler, E. (2004). Confronting social exclusion and bullying. *Childhood Education*, 81(1), 32.
- [41]. Yahaya, A. H., & Latif A. A. (2005). Persepsi Guru Dan Pelajar Terhadap Perlakuan Buli Di Kalangan Pelajar Sekolah Menengah Daerah Batu Pahat. *Jurnal Teknologi*, 43, 63-86