

THE LEVEL OF KNOWLEDGE OF SPECIAL EDUCATION TEACHERS ABOUT BULLYING BEHAVIOR AMONGSTUDENTS WITH LEARNING DISABILITIES (SDG'S): A STUDY IN IRBID, JORDAN

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ABSTRACT

Purpose: This study aims to investigate the knowledge of special education teachers concerning bullying behaviors towards students with learning disabilities in resource rooms in Irbid city, Jordan, and to explore their perceived roles in addressing this issue.

Theoretical Reference: The study is grounded in theories of special education, bullying prevention, and teacher roles in supporting students with disabilities. It considers the intersection of these areas to understand teachers' awareness and responses to bullying incidents.

Method: A self-designed questionnaire was administered to special education teachers in Irbid city, Jordan, focusing on their awareness and intervention strategies related to bullying behaviors. The questionnaire underwent validity and reliability assessments to ensure its appropriateness for the study. Statistical analyses, including means, standard deviations, and t-tests, were employed to analyze the data.

Results and Conclusion: Special education teachers demonstrated a high level of knowledge regarding bullying behaviors among students with learning disabilities. However, their perceived role in mitigating bullying was found to be moderate. Significant differences in knowledge were observed based on educational qualifications and years of teaching experience, while no significant differences were found based on gender.

Implications of Research: The findings suggest a need for targeted professional development and support for special education teachers to enhance their effectiveness in addressing bullying incidents involving students with learning disabilities. Policymakers and educational leaders could use these insights to develop comprehensive strategies and resources that empower teachers and promote a safer learning environment for all students.

Originality/Value: This study contributes original insights into the specific context of bullying behaviors within resource rooms for students with learning disabilities in Jordan. It adds value by highlighting factors influencing teachers' awareness and responses, which can inform both educational practice and policy development aimed at improving inclusivity and support for vulnerable student populations.

Keywords: learning disabilities, bullying behavior, special education teacher, quality education, sustainable development goals (SDGs).

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1 INTRODUCTION

Bullying became more common in the first years of the third millennium, reflecting negative effects on the school community, and many became aware of bullying and how it became a message for every child who harms or participates in it, or even witnesses the bullying that occurs or tolerates its occurrence, and then the world becomes An unsafe place for everyone. (2009, Alexa Gordon Murphy).

There are many fears that children are exposed to in school as a result of bullying behavior, and when these children try to control their fears, this may lead to lowering their level of intelligence and reducing their ability to understand, and sometimes confronting fears is best because the fearful learner is always a weak learner. Bullying in school Common major effects, including physical and psychological effects such as exposure to mental illness or physical abuse and repeated suicide attempts, and emotional effects such as feelings of loneliness, exclusion and isolation, difficulty in forming deep friendships, and feelings of helplessness and weakness, all of which have an impact on the academic side, as truancy and absence from school increase, the level of academic achievement decreases, and it is difficult to concentrate on homework, add extra School dropout rate.

The experience of bullying is a chronic trauma that causes the victim to see the world through a skewed lens, resulting in a loss of self- confidence, suicidal ideation, and a change in the emotional system represented by sadness, pent-up anger, a sense of isolation, and the search for outlet Unsuitable for expressing anger. (2022, Nasaireh)

Bullying is a phenomenon directed from one child to another of the same age or a little younger. In this case, the danger becomes greater, and the current consequences for child victims and bullies have a severe impact, as victims suffer from isolation, social withdrawal, rejection, persecution, harassment, and insignificance, as well as low academic performance, as well as future results. It poses a great danger to the individual and society. (Naima, (2017 AD). Bullying in Western and developed countries has received many studies that dealt with all its forms and types, all participating groups, and the

factors affecting it. Schools paid attention to laws that prevent bullying, persecution, and intentional humiliation that repeated in school and society.

Al-Orabi and Al-Asiri (2023) point out that there are many factors that make students with learning disabilities more vulnerable to bullying than others. They face disabilities in emotional regulation, in addition to the deficit in social skills, namely building and forming Friendships with others, which makes people with learning disabilities more vulnerable to bullying behavior than others.

1.1 OBJECTIVES OF THE STUDY

The current study aims to identify the extent to which special education teachers possess knowledge of bullying behavior, and it aims to identifying the differences in special education teachers' knowledge due to gender, experience, and educational qualifications.

1.2 THE IMPORTANCE OF STUDYING

This study derives its importance from being one of the rare Arab studies - within the limits of the researcher's knowledge - that dealt the knowledge of Special education teachers on bullying behavior among students with learning disabilities. It is also expected that the results of this study and the educational recommendations it presents will contribute to revealing knowledge of bullying behavior among teachers, which will contribute to the insight of the decision-maker to focus on this behavior and knowledge of it, whether in pre-service or during-service programs to reduce this phenomenon.

1.3 THE STUDY PROBLEM

The current study attempted to answer the following questions:

1. What is the level of knowledge of special education teachers about bullying behavior among people with learning disabilities in the lower basic stage in a sample In Irbid governorate?

2. What is the role of special education teachers in reducing bullying against students with learning disabilities?
3. Are there statistically significant differences in special education teachers' knowledge of bullying behavior among people with learning disabilities due to gender?
4. Are there statistically significant differences in special education teachers' knowledge of bullying behavior among people with learning disabilities due to the academic qualification variable?
5. Are there statistically significant differences in special education teachers' knowledge of bullying behavior among people with learning disabilities due to years of experience variable?

1.4 THE LIMITS OF THE STUDY

There are several limitations to the current research:

- 1- Psychometric properties of the tools used in the study;
- 2- The study sample was limited to special education teachers who teach students with learning disabilities in schools government in the Irbid Education Directorate;
- 3- The time in which this study was conducted is the second semester of the 2022/2023 in academic year.

1.5 TERMINOLOGY OF STUDY

Bullying: Behavior that can be described as intimidating, aggressive, humiliating, threatening, fear inducing, or harmful Physical, or emotional pain, targets one or more students, and uses physical, verbal, or technological or emotional, and negatively affects the ability of victims of bullying to participate or benefit from educational programs as a result of fear from physical harm or emotional disorder. (Michigan State Board of Education, 2009).

It is defined procedurally as: it is determined by the teacher determining the extent to which the phrases of the bullying behavior questionnaire apply to Learning disabilities students.

Learning Disabilities Students: They are students who have been identified using tests approved by the Ministry of Education, who are enrolled in the resource rooms in its schools, who show a discrepancy between their intelligence scores and their achievement scores, and who receive special education services there (Al-Rosan, Al-Khatib, Al-Natour, 2004 AD).

2 THEORETICAL BACKGROUND OF THE STUDY

Many definitions of the concept of bullying have been provided in the psychological literature, perhaps the most prominent of which is the most recent of which Olweus (1993) mentioned in Roberts (2006) indicated that bullying behavior is purposeful, repetitive behavior resulting from an imbalance in power between the two parties to the conflict. They are the bully who harms the victim, who does not react in self-defense. As for Nasaire (2022), he defined it as repeated aggressive behavior carried out by one person or a group of people using their power through persecution and threats to another person or people. As for Horwood (Horwood, 2005), he defined bullying as repeated behavior, which is represented by one or more students inflicting physical harm, such as hitting, or verbal harm, such as shouting using nicknames, or emotional abuse such as social ostracism, or mistreatment of classmates students.

It is clear from the above that bullying behavior is individual behavior by one student, or collective behavior by a group of bullying students, which is abnormal behavior based on interaction between two parties of unequal physical strength, the first party being the group of bullies, which is the active party, and the negative influence on the second party, which is the group of victims, the passive group, and those affected by the outcomes of harmful, and physical, psychological, social abuse by bullies.

Bullying behavior includes three main groups of students. The first group represents the bullies who bully other students through physical, psychological, and social abuse, direct or indirect, in an organized, voluntary, purposeful, and repetitive manner, characterized by this category has positive tendencies towards violence, and tends to be aggressive and controlling in its interactions and communication with others. (Blatchford, 2003)

The causes of bullying are limited to two main factors, according to Jaradat (2008), which are the family treatment of the student and the school community. It is believed that students who are exposed to physical attacks and poor treatment from the family often develop bullying behavior.

They are victims at home, as they come from homes where there are fathers and mothers who prefer to use authoritarian methods and physical punishment with their children, and sometimes they are aggressive and reject them.

A distinction must be made between bullying and aggression, as there is an imbalance of power between the individual who bullies and the victim. The bully is always stronger than the victim, and this does not often exist in aggression. In addition, the negative actions carried out by the bully are constantly repeated, in addition that the bully constantly showing arrogance and contempt for the victim, which means constant terror for the victim. (Qatami, 2009).

There are many forms of bullying, (Feld, 2004) defined them as a group of forms, including physical bullying, which appears in beatings, slapping and direct contact with the victim. The bully may also use tools to harm the victim and force him to perform certain, often shameful behaviors. As for verbal bullying, it appears in informing and spreading rumours, insults, cursing, threats, violence, inappropriate names, and intimidation. Also, bullying over property: another form of bullying that includes tearing clothes, destroying books, stealing property, and taking other people's things by force, and all forms may be linked to each other. Sexual bullying: in which sexual words are used and said out loud with gestures and signals to threaten the practice. Electronic bullying: This bullying came as a result of technological development, especially the Internet, and is called neutral bullying. It comes in the form of short messages or emails in text images. or websites, all of which carry offensive and shameful descriptions.

"Students with learning disabilities" mean those students who have a number of heterogeneous manifestations of learning disabilities, which are represented by disabilities in learning the skills of listening, speaking, reading, writing, and arithmetic, which are due to internal factors in the individual, such

as disorders in the central nervous system, and are not due to Factors related to mental, hearing, or visual, environmental, cultural, or emotional factors. (Hamadneh 2024).

(Lerner, 2003) indicates that students with learning disabilities have a negative impression of themselves. They feel insecure, and they adopt a negative view of themselves because they do not deal with life matters efficiently, and because of their low level of achievement, and their academic failure, and their failure to form social relationships, and their feeling of failure and frustration leads to a low level of self-concept, and they also suffer from a lack of appreciation and encouragement from others. which makes them feel rejected and creates a feeling of despair, failure, and loss of hope in the future. Which negatively affects their self-concept, especially their academic self-concept, whether at school or at home.

Therefore, teachers play a major role in reducing bullying of people with special needs. Hamadneh (2024), points out that the teacher is the main part in the educational system, and the extent of his efficiency is the effectiveness of education. A capable teacher makes the curriculum an important educational tool, and the teacher is one of the basic pillars of the teaching process. He builds real educational situations and employs the experiences of the learners in a utilitarian and attractive way, and develops different learners' skills. (2024 Hamadneh)

2.1 PREVIOUS STUDIES

Many studies were conducted that discussed the problem of bullying from its various aspects, such as the causes of bullying, the characteristics of the bullied child and the child victim of bullying, the role of various factors such as social and environmental factors in the occurrence of bullying, and theories explaining bullying. However, the researcher focused on studies that dealt with bullying among students with special needs in a way In general and students with learning disabilities in particular. This over view of previous research will also include some studies that exclusively discussed teacher preparation programs to deal with bullying behavior among students. And these studies are:

Al-Qahtani's study (2015) aimed to identify the extent of primary school teachers' awareness of the nature of bullying, its forms, its negative effects on both the bully and the victim, and the roles of teachers in preventing bullying. It also aimed to identify the reality of the procedures used to prevent it in public schools from their point of view. Achieving the objectives of the study required the use of a questionnaire distributed to a sample of primary school teachers in public schools. The results showed a very high to significant degree of awareness among teachers about bullying, its forms, its negative effects on the bully and the victim, and their roles in preventing it from school. The results of the study also showed the traditional procedures that used to prevent bullying in primary public schools.

Pearson (2018) examined the perceptions of special education teachers, educational counselors, and school principals in the American state of Carolina, where three special education teachers, three counselors, and three school principals were interviewed regarding combating bullying in their schools. The results showed that teachers lack knowledge about bullying and do not have strategies for dealing with it.

Al-Huwaiti's study (2017) aimed to reveal the level of knowledge of student teachers in integration schools in Mecca about bullying behavior and how to deal with it, and to compare the level of knowledge of student teachers about bullying behavior according to the dependent variables in the study, which are: (gender / field / studying courses that deal with bullying / exposure to bullying problems during training). The study sample consisted of (203) male and female students affiliated with the Department of Special Education at Umm al-Qura University in the Makkah region. The results of the study showed that the degree of knowledge of student teachers in integration schools about bullying behavior in general was high, and the results also showed that there was There are statistically significant differences in this knowledge due to the gender variable in favor of females, and there are differences due to the field or specific specialization variable in favor of student teachers within the behavioral disorders and autism field. The results also indicated that student teachers who studied academic subjects talk about bullying behavior toward students with disabilities. Their level of knowledge was greater about the

phenomenon of bullying, and the student teachers who faced problems related to bullying behavior towards students with disabilities during their training had a greater level of knowledge.

The results of Abu Zaid's study (2014) showed the effectiveness of affirmative training in developing the ability of bullying victims with learning disabilities to confront bullying behavior. The sample consisted of 15 male students with learning disabilities in the city of Riyadh, fifth and sixth grade students in the age range of 10-12. Years of average intelligence and they were divided into an experimental group of 8 students, and a control group of 7 students. Homogeneity between the two groups was verified in age, assertive behavior, intelligence, and the behavior of bullying victims.

(Swearer et al., 2012), conducted a study with the aim of understanding the dynamics of bullying for children in general education schools and special education schools. The study was conducted on a sample of 816 students aged (169) years (686) children non-disabled people and 130 disabled children in special education schools), then collected data on bullying and positive social behavior, the results indicated that children with behavioral disorders and children with significant disabilities attend special education schools that bullied others more often or were the victim of bullying more often than children in general education schools. The difference in victims of bullying between grades in regular schools shows that bullying in grade 17 is more than bullying in grade 16 and grade 15, and there were no differences in bullying in special education classes, and there were no differences between genders in the bully and the victims of bullying. Students in special education schools showed a lower percentage of positive peer behavior than normal.

Michael (2015, Michael) compared bullying and its victims between special and regular education students. His study focused on (3,305) students in American schools who were exposed two or three times a month to any form of bullying, whether physical or verbal, in special and regular education classes. The results showed that special and regular education students acknowledged being exposed to bullying in its various forms. The results confirmed that special education students were more vulnerable to bullying than regular education students.

By reviewing the above, it can be concluded that:

The scarcity of studies that addressed the extent of knowledge of teachers of students with learning disabilities and educational counselors about bullying behavior in the Arab world in particular. Previous studies revealed that students with special needs are exposed to bullying to a much greater extent than normal people. Studies also showed that people with learning disabilities showed a high level of exposure to bullying.

3 METHOD AND PROCEDURES

3.1 RESEARCH METHODOLOGY

The descriptive analytical approach was followed to describe the phenomenon in question, by collecting data and information related to the study sample, references, research, studies, and standards, and analyzing the data to determine the results.

3.2 THE RESEARCH COMMUNITY AND ITS SAMPLE

The research population consisted of all resource room teachers who teach students with learning disabilities in government schools affiliated with the First Irbid Governorate Education Directorate. The study sample consisted of (72) male and female teachers who teach students with learning disabilities, including (45) male and (27) female teachers who teach students. People with learning disabilities in the first Irbid Education Directorate in the first semester of the year 2022/23. The study members were selected in a purposive manner, as schools in which resource rooms were available were selected. As it is shown in the following table:

Table 1.

Distribution of study individuals according to variables

variable	Variable level	Repetition	the total
Gender of student teachers with learning disabilities	Male	45	72
	Female	27	
Academic qualification of teachers	Bachelor's	61	72
	Master's degree or higher	11	
Years of experience for teachers	Five years or less	39	72
	more than five years	33	

3.3 STUDY TOOL

A measure of the level of knowledge of teachers of students with learning disabilities about bullying and their role in confronting it: The researcher prepared a measure of the level of knowledge of teachers of special education students about bullying of people with learning disabilities and their role in confronting it by reviewing previous references and literature and Arabic and foreign standards related to the subject of the study and adopting the behavioral aspects that constitute Teachers of people with learning disabilities' knowledge of bullying and writing its paragraphs in the form of statements describing the level of this knowledge among members of the study sample. (CHAD. Pearson 2018, guided by it, including Abu Zaid, 2014 Al-Huwaiti 2017, 2017, Abdul Rahim, A. ROSE,2010).

Then the scale was formulated in its initial form, where the scale consists of two parts: the first section covers basic information as well follows:

- Name of the teacher/name of the school he belongs to;
- Educational location/stage of study;
- Gender;
- Years of experience dealing with people with learning disabilities;
- The educational qualification of the teacher;

While the second section covered the areas of the scale, which as a whole consisted of (41) paragraphs distributed on the scale, which consisted of five

dimensions: (verbal bullying, physical bullying, social bullying, causes of bullying, and the role of teachers in confronting bullying).

The examinee's response to the scale paragraphs depends on the degree of applicability of the teacher's level of knowledge and procedures to the encounter bullying, which applies to it through the content of the paragraph according to the five-point scale, where the number (5) indicates the response applies to a very large extent, the number (4) is for a large degree of response, the number (3) is for a moderate degree of response, and the number (2) is for a small degree of response, the number (1) is for response to a rare degree.

3.4 VALIDITY OF THE SCALE: THE VALIDITY OF THE SCALE WAS VERIFIED IN TWO WAYS:

1. **Content validity:** by presenting the scale in its initial form to eight arbitrators who hold doctoral degrees in special education, educational psychology, guidance, measurement and evaluation of various scientific levels, with the aim of verifying suitability to achieve the objectives of the study, and based on the arbitrators' comments, the paragraphs agreed upon by six arbitrators (75%) were deleted, it is weak, and its number is (4) paragraphs because it does not represent the field to which it belongs. The wording of three paragraphs has also been modified linguistically;
2. **Construct validity:** The scale was applied to an exploratory sample from outside the study sample, which consisted of (22) male and female teachers, the correlation coefficient was calculated for each paragraph of the scale with the total score of the field to which the paragraph belongs, the correlation coefficient of the paragraph with the total score of the scale calculated. Two standards were adopted to keep the paragraph in the standard, and its availability is not sufficient one without the other, and the two criteria are:
 - a. The paragraph must have statistical significance in its association with the overall score for the field to which it belongs;

- b. The correlation of the paragraph with the total score of the field to which it belongs and with the total score of the scale must not be less than 25%.

After applying the previous criteria, (3) paragraphs were excluded because they did not meet those criteria, and thus the scale became composed of:

(41) paragraphs only, so the scale in its final form consists of five dimensions:

1. Verbal bullying, number of paragraphs (4), represented by paragraphs 1 to 4;
2. Physical bullying, the number of paragraphs (7) and represented by paragraphs 5 to 11;
3. Social bullying, the number of paragraphs (5) and represented by paragraphs from 12 to 16;
4. The causes of bullying, the number of its paragraphs (5), represented by paragraphs from 17 to 21;
5. The role of teachers in confronting bullying, the number of paragraphs is 20 and is represented by paragraphs 22 to 41.

3.5 STABILITY OF THE SCALE: THE STABILITY OF THE ANXIETY SCALE WAS CONFIRMED IN TWO WAYS:

1. **Repetition method:** where the scale was applied to an exploratory sample from outside the study sample, which consisted of (26) male and female students, using the test and retest method, with an interval of ten days, the Pearson correlation coefficient was calculated between the two applications. Its values for its four domains ranged between 0.66 - 0.79, and for the scale as a whole, it was 0.81. This is considered acceptable for study purposes;
2. **Internal consistency reliability method:** Internal consistency reliability was calculated using the Cronbach alpha equation (Cronbach's Alpha), where the values of the full domains ranged between (0.74 - (0.78) and for the total scale (0.84). this is also acceptable for study purposes.

Correction method: The scale in its final form consists of (41) paragraphs divided into two parts with five dimensions. The student answers each paragraph of the scale by choosing one of the following alternatives:

- Very high degree and gets five marks;
- Highly and gets four marks;
- With an average degree, he gets three grades;
- With a small degree, he gets two degrees;
- He rarely gets a single grade.

3.6 STUDY DESIGN AND STATISTICAL TREATMENT: THE STUDY ADDRESSES THE FOLLOWING INDEPENDENT VARIABLES

- 1- Gender has two levels: male and female;
- 2- Academic qualification has two levels: Bachelor's. Master's degree or more;
- 3- Experience has two levels, five years and more than five years.

3.7 THE DEPENDENT VARIABLE IN THE STUDY IS THE TEACHERS' LEVEL OF KNOWLEDGE ABOUT BULLYING

To answer the study questions, the following statistical analyzes were used:

T-test, One way ANOVA, and SCHFEE test.

4 RESULTS

The current study aimed to measure special education teachers' knowledge of bullying behavior and the procedures expected of teachers to encountered in the lower basic stage in a purposeful sample in the Irbid First Directorate of Education in the Hashemite Kingdom of Jordan. To achieve this, the researcher intentionally selected (72) male and female teachers from primary schools in which there are resource rooms of the First Irbid Education Directorate in the Hashemite Kingdom of Jordan. Special education teachers'

knowledge of bullying behavior was measured through the scale that was prepared for this purpose, and averages were used. Arithmetic calculations, standard deviations and t-test to analyze the data obtained by this study. The arithmetic means and standard deviations were extracted to estimate the study sample's individual scores on all areas of the scale and its phrases, and to determine the degree of special education teachers' knowledge of bullying behavior, the researcher relied on the classification shown in Table No. (2).

Table 2

Criterion for interpreting averages for estimating the degree of knowledge of teachers with learning disabilities about bullying and their role in confronting it

Arithmetic mean range	Degree of teachers knowledge
Very high	From 4.20-5
High	From 3.40 to less than 4.20
Medium	From 2.60 to less than 3.40
Low	From 1.80 to less than 2.60
Very low	From 1 to less than 1.80

The following is an over view of the findings of this study:

To answer the main question of the study: What is the level of knowledge of special education teachers about bullying behavior among people with learning disabilities in the lower basic stage in a sample in Irbid Governorate? The arithmetic means and standard deviations were extracted for each paragraph related to its field and the field as a whole. The results of the levels of knowledge of teachers of students with learning disabilities about bullying behaviour in the first dimension of the first part, as in Table No. (3)

Table 3

The arithmetic means and standard deviations for the paragraphs of the first dimension “verbal bullying” and for the dimension as a whole are sorted in descending order

		arithmetic means	standard deviations	degree	sorting
4	Normal students curse their classmates with learning disability	4.2500	.91544	Very high	1
2	Hear the screams of normal students at their classmates with learning disability	4.2083	.67003	High	2
1	Normal students make negative comments to their classmates with learning disability	3.82	.924		3
3	Students with learning disability complain of being exposed to sexual connotations	3.4583	1.997		4
	Dimension average of verbal bullying	3.9340	.8232.	high	

It appears from Table (3) that the arithmetic averages for the paragraphs of the first dimension, “Verbal bullying,” ranged between (4.25) and (3.45), with a degree of great agreement with the field as a whole. With an arithmetic average of (3.93), the paragraph “Normal students insult their colleagues with learning disabilities” ranked highest. The first place was ranked first with a mean of (4.25) and a standard deviation of (.91

The levels of knowledge in the second dimension (physical bullying) were as in Table No. (4):

Table 4

The arithmetic means and standard deviations for the paragraphs of the first dimension “physical bullying” and for the dimension as a whole are sorted in descending order

		arithmetic means	standard deviations	degree	Sorting
8	Normal student pushes his classmate with leaning disabilities to sit in his place	4.0972	1.2311	High	1
10	Students with learning disabilities complain about taking their property by force from normal student	4.0972	0.6746	High	2
11	I notice disruptive behavior against school facilities	4.0972	0.6746	High	3
6	Normal students hits those with learning disabilities by foot and leg	3.888	0.9124	High	4
7	Students practicing harsh aggressive behaviors on each other	3.819	9242.	High	5
5	I receive severe cases of violence	3.569	1.461	High	6
9	Normal students attack their classmates with learning disabilities by sharp objects such as a stick and chair	3.291	1.226	High	7
arithmetic mean of physical bullying dimension		3.837	0.833	high	

It appears from Table (4) that the arithmetic means for the paragraphs of the second dimension “physical bullying” ranged between (4.09) and (3.29), with a great degree of agreement with the field as a whole. With an arithmetic average of (3.83),

The levels of knowledge in the third dimension, social bullying, were as in Table No. (5).

Table 5

The arithmetic means and standard deviations for the paragraphs of the third dimension “Social Bullying” and for the dimension as a whole are sorted in descending order

		Arithmetic means	standard deviations	degree	Sorting
14	Normal students reject the friendship of students with learning disabilities	4.347	0.841	high	1
13	I notice that normal students expel their classmates with learning disabilities from playing	4.125	0.690	high	2
15	Normal students ignore their classmates with learning disabilities	4.125	0.690	high	3
12	I notice that normal students frequently exclude their classmates with learning disabilities from making friendship with the group	3.916	0.524	high	4
16	Normal students feeling happy when harming their classmates with learning disabilities	3.541	0.648	high	5
	arithmetic mean of social bullying dimension	0.578	0.578	high	

It appears from Table (5) that the arithmetic means for the paragraphs of the third dimension, “Social Bullying,” ranged between (4.34) and (3.54) With a high degree of agreement for the field as a whole, with a mean of (4.011),

The levels of knowledge were in the fourth dimension (teachers’ knowledge of the causes of bullying, as in Table No. (6).

Table 6

Arithmetic means and standard deviations for the paragraphs of the fourth dimension, "Teachers' knowledge of the causes of bullying," and for the dimension as a whole, sorted in descending order

		Arithmetic means	standard deviations	degree	sorting
18	Family disintegration has a significant role in increasing the aggressive behavior of the average student towards those with learning disabilities	4.236	1.027	high	1
13	The economic situation of the family is a reason for the increase in bullying of normal students against their classmates with learning disabilities	4.000	1.061	High	2
17	School can affect the behavior of normal students towards students with learning disabilities	3.694	0.798	High	3
21	students with learning disabilities exposed teasing and coercing from their normal classmates	3.458	1.221	High	4
20	Students with learning disabilities have support sources less than normal students	3.361	1.303	Medium	5
		3.750	0.976	High	

It appears from Table (6) that the arithmetic mean for the paragraphs of the fourth dimension “Teachers’ knowledge of the causes of bullying” ranged between (4.23) and (3.36), with a great degree of agreement with the field as a whole, with an arithmetic mean of (3.75).

Results related to answering the second question, which is: What is the role of special education teachers in reducing bullying against students with learning disabilities?

To answer this question, arithmetic means and standard deviations were calculated for special education teachers’ responses about the role expected of them in reducing bullying behavior of students with learning disabilities. As shown in Table No. (7).

Table 7

Arithmetic means and standard deviations for the paragraphs of the fifth dimension of the scale: The role of special education teachers in preventing bullying” and the dimension as a whole is sorted in descending order

Sorting	degree	standard deviations	Arithmetic means		
1	High	0.718	4.180	Make sure of communicate with the parents of bullying students to intervene them preventing bullying	24
2	High	0.924	3.819	Iam confident in my ability to provide support students with learning disabilities who are victims of bullying	22
3	High	1.091	3.638	I feel that I have more knowledge of ways to prevent bulling for students with learning disabilities	27
4	High	1.22	3.555	Encouraging principals to establish a school that is safe from bulling for students with	41

				learning disabilities	
5	High	1.277	3.541	Work to increase the level of empathy for victims of bullying especially those with learning disabilities	33
6	High	0.649	3.527	Discuss the dangers of bullying and its negative effects with the school principal and normal teachers	23
7	High	1.244	3.527	Guiding parents of bullied students and victims on effective intervention procedures at home	40
8	High	0.975	3.416	Establishing support groups for families of children with learning disabilities who are exposed to bullying	39
9	Medium	1.213	3.361	Work to provide full protection for students with learning disabilities in .school	26
10	Medium	0.961	3.319	Work on training student in their roles in resolving conflicts between .students	32
11	Medium	0.929	3.194	I communicate with my manager about ways to prevent bullying	30
12	Medium	1.410	3.152	I work to provide teachers with comprehensive information about Students with learning disabilities who are exposed to bullying	35

13	Medium	1.312	3.097	I am confident that I am making a difference in preventing bullying Students with learning disabilities	28
14	Medium	1.547	3.027	iam participating in creating a bullying prevention team at school with the help of teachers to prevent bullying	37
15	Medium	0.863	3.013	I am part of the learning disability bullying prevention team at the school	25
16	Medium	0.839	3.00	I always talk to bully students about the difficulties they face at school and ways to overcome them	31
17	Medium	1.292	2.861	I participate in holding workshops on bullying and people with learning disabilities at school	38
18	Medium	1.238	2.763	Work to use school theater to reduce bullying against students with learning .disabilities	34
19	Medium	1.27	2.680	I am more informed about bullying prevention issues with students with learning disabilities	29
20	Medium	1.27	2.680	Trainings teachers on effective coping skills with students who bully	36
	Medium	0.983	3.268	Arithmetic mean of the role of	

				teachers of people with learning disabilities in preventing bullying	
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It appears from Table (7) that the arithmetic averages for the paragraphs of the second dimension, “The role of special education teachers in preventing bullying,” ranged between (4.18) and (2.68), with a moderate degree of agreement for the field as a whole. The arithmetic mean reached ((3.26),

Results related to answering the third question: Are there statistically significant differences in special education teachers’ knowledge of bullying behavior among people with learning disabilities due to the gender variable?

To answer this question, arithmetic means, standard deviations, and a t-test were calculated to examine the differences between the means due to the variable (gender) and the overall scale) of the study tool, as shown in Table (8).

Table 8

T-test to determine the differences between the averages of special education teachers’ knowledge of bullying responses to all Fields and on the overall scale according to the gender variable

statistically significant	T values	Degree of freedom	standard deviations	arithmetic means	number	level	field
.251	-1.158	72	0.905	3.839	42	Male	Verbal bullying
			0.685	4.066	30	Female	
.914	0.109	72	0.920	3.846	42	Male	Physical bullying
			0.843.	3.823	30	Female	
.892	0.137	72	0.761	4.019	42	Male	Social bullying
			0000	4.000	30	Female	
.369	0.904	72	0.9393	3.838	42	Male	The extent of teachers knowledge of the causes of bullying
			1.030	3.626	30	Female	
.784	0.276	72	0.8977	3.295	42	Male	The role of learning disabilities teachers in preventing bullying
			1.107	3.230	30	Female	

The differences are not significant at the significance level ($\alpha \leq 0.05$)

Table No. (8) shows that there are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the average responses

of special education teachers' knowledge of bullying in all areas and on their overall scale due to the variable (gender) in all areas of the study tool: verbal bullying, physical bullying. Social bullying, the extent of teachers' knowledge of the causes of bullying, role Special education teachers in preventing bullying) where the T value calculated for the areas was as follows: (1.158, 0.109, 0.276 ,0.904 ,0.137)

Results related to answering the fourth question, which is: Are there statistically significant differences in the knowledge of teachers of students with learning disabilities about bullying behavior among people with learning disabilities due to the academic qualification variable?

To answer this question, arithmetic means, standard deviations, and a t-test were calculated to examine the differences between the means It is attributed to the academic qualification variable (and the overall scale) of the study tool, as shown in Table (9).

Table 9

T-test to determine the differences between the averages of special education teachers' knowledge of bullying responses to all Fields and on the overall scale depending on the academic qualification variable

statistically significant	T value	Degree of freedom	standard deviations	arithmetic means	Number	level	field
0.015	- 2.505-	72	613.	3.829	60	Bachelors	Verbal bullying
			1.413	4.458	12	Master degree or higher	
0.014	- 2.529-	72	0.7022	3.723	60	Bachelors	Physical bullying
			1.403	4.404	12	Master degree or higher	
0.023	2.329	72	0.3535	4.080	60	Bachelors	Social bullying
			1.154	3.666	12	Master degree or higher	
0.011	- 2.628-	72	0.8288	3.620	60	Bachelors	The extent of teachers knowledge of the causes of bullying
			1.385	4.400	12	Master degree or higher	
0.001	-3.366-	72	0.8334	3.105	60	Bachelors	

			1.2860	4.083	12	Master degree or higher	The role of learning disabilities teachers in preventing bullying
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Statistically significance at 0.05

4.1 ALL AXES ARE SIGNIFICANCE

It appears from Table No. (9) that there are statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the average responses of special education teachers' knowledge of bullying in all areas and on their overall scale (attributable to the academic qualification variable) in all areas of the study tool. All of these differences were in favour of those who hold master's degrees in special education.

Results related to answering the fifth question: Are there statistically significant differences in student teachers' knowledge of bullying behaviour among people with learning disabilities due to the years of experience variable?

To answer this question, arithmetic means, standard deviations, and a t-test were calculated to examine the differences between the means

It is attributed to the years of experience variable and the overall scale of the study tool, as shown in Table (10).

Table 10

T-test to determine the differences between the averages of special education teachers' knowledge of bullying responses to all Fields and on the overall scale depending on the variable years of experience

Statistical significance	T value	Degree of freedom	standard deviations	arithmetic means	number	Level	Field
0.425	0.802	72	0.9864	3.994	45	More than 5 years	Verbal bullying
			0.4330	3.833	27	Less than 5 years	
0.039	2.106	72	0.9532	4.003	45	More than 5 years	Physical bullying
			0.6827	3.560	27	Less than 5 years	

0.020	-2.390-	72	0.6729	3.888	45	More than 5 years	Social bullying
			0.2878	4.214	27	Less than 5 years	
0.026	2.269	72	0.9829	3.946.	45	More than 5 years	The extent of teachers knowledge of the causes of bullying
			0.8898	3.422	27	Less than 5 years	
0.000	3.934	72	0.9198	3.590	45	More than 5 years	The role of learning disabilities teachers in preventing bullying
			0.8556	2.731	27	Less than 5 years	

Statistically significance at 0.05

It appears from Table No (10) that there are statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the average responses of special education teachers' knowledge of bullying in all their fields due to the variable of years of experience in all fields of the study tool, with the exception of the dimension of the role of teachers of people with learning disabilities in preventing bullying, were all in favour of their experience, which was higher than five years in the following dimensions: verbal bullying, physical bullying, and the extent of teachers' knowledge of the causes of bullying. The T value calculated for the fields was as follows: (0.802, 2.106, 2.269) while the differences were in the dimension of social bullying In favour of those whose experience was less than five years.

4.2 DISCUSSION OF RESULTS

The current study aimed to measure special education teachers' knowledge of bullying behaviour and the procedures expected of teachers to confront it, as well as to study differences in the level of knowledge according to the variables of the study, which are: gender, academic qualification, years of teaching experience. The results related to the first question showed that the level of knowledge of special education teachers about bullying behaviour among people with learning disabilities was high in all dimensions of the study.

This confirms that special education teachers in general are aware of the danger of bullying directed towards special education students in general and those with learning disabilities in particular. The teacher must fulfil his personal responsibility towards this group. Teacher preparation programs, whether pre-service or in-service, should focus on bullying behaviour toward this group.

Perhaps these results are consistent with what was confirmed by many previous studies, such as (Pearson, 2018).

The results related to the second study question showed that the role of special education teachers in reducing bullying against students with learning disabilities was moderate. This is because special education teacher preparation programs do not include in their plans anything that focuses on confronting bullying. Consequently, their methods of confronting this behaviour were based on randomness and not based on scientific methods. These results were similar to (2018, Pearson) Study.

As for the results related to the third study question, they showed that there are no statistical differences in knowledge of bullying behaviour due to the gender variable. This is because teacher preparation programs do not differentiate between males and females in their curricula, and this is consistent with (Swearer et al. 2021) study.

As for the results of the fourth question, which indicated that there were statistically significant differences in the level of knowledge due to the academic qualification variable and in favour of those who hold master's degrees in most fields of study. This confirms the importance of academic qualifications in knowledge of bullying behaviour and procedures Confront it.

The results of the last study question also confirmed the presence of statistically significant differences in the level of knowledge due to the years of experience variable, in favour of those with more than five years of experience. This confirms the important role of the experience factor in knowing bullying behaviour and in the procedures followed to treat this behaviour.

4.3 RECOMMENDATIONS

In light of its results, the study recommends the following:

1. The necessity of focusing special education teacher preparation programs on bullying behaviour, whether before or during service, and focusing on this matter;
2. Intensifying awareness seminars and workshops with the aim of creating a safe school environment free of violence towards people with learning disabilities;
3. Activating the role of school principals in cooperation with special education teachers in creating a safe and healthy school environment;
4. Emphasizing the role of parents of people with learning disabilities in guiding their children to confront this behaviour.

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