


FEMALE BULLYING VICTIMIZATION IN POST-CONFLICT BAGHDAD, IRAQ
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Bullying (repeated aggressive behavior intended to hurt another individual physically, mentally or emotionally) ¹ is a worldwide problem. Bullying involves an imbalance of power between bully and the victim. Imbalance of power can be in many forms e.g. being more popular, stronger, smarter, and having high social status. In Iraq, recently few articles published on bullying ¹ among male students. This work was carried out to throw a light on bullying victimization among female students.

A total of 440 female students from Baghdad were included in the study. Their age was 16.1 ± 1.9 years. They were selected by stratified random sampling from Al-Hurryia district, Al-Karkh, Baghdad, from 1st April to 31 May 2016. They were from intermediate and secondary schools. An Arabic version of standardized questionnaire obtained from the International Society for Prevention of Child Abuse and Neglect (ISPCAN)² was used.

Out of the total 440 students, 391(88.9%) reported victimization of bullying in any of the forms including physical, verbal, indirect or cyber bullying. This study showed that the prevalence of bullying victims was 88.9%. the concluded rate is higher than the recently reported rate in Al-Kadhymia, Baghdad (18.9%)².

This great difference might be attributed to the fact that Al-Kadhymia district is ruled by religious authority and Al-Hurryia district is ruled by tribes. Among tribes everything is established and combined with view of war³ i.e. conflict, which in turn refers to the imbalance of power. It might be due to the difference between type of authorities (tribes and religion). Observed rate (88.9%) is much higher than previously reported by another study in Iraq (39.1%)¹. It was mentioned that bullying differs on several levels such as country, province, and school level¹.

The observed figure is also much higher than the already reported in Arab world (20-40%)⁴ and in developed world (41%)⁵. This difference might be explained by the differences in samples, socioeconomic status and exposure to violence. The high observed figure might be explained by the uncontrolled conflicts escalated after 2003. Forced internal displacement of families created socioeconomic inequality, which in turn invited an imbalance of power resulting in basis of

bullying. In addition to differences in socioeconomic status, variations in expressions (opinions, thoughts, ideas), differences of educational systems (mixed boy and girls), and diversity in cultures (believes, thoughts, and behavior) might have contributed for the increase in the rate of perceived bullying among the female students in Iraq.

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