

Research Article

Cite this article: Teleb, A. A., & Alshahrani, A. M. (2025). Psychometric Properties of the School Bullying Victimization Scale for Primary School Students. *Educational Process: International Journal*, 15, e2025106. <https://doi.org/10.22521/edupij.2025.15.106>

Received February 4, 2025

Accepted March 20, 2025

Published Online March 23, 2025

**Keywords:** School bullying victimization scale, primary school students

Author for correspondence:

Ahmed A. Teleb

✉ [mmahmod@kku.edu.sa](mailto:mmahmod@kku.edu.sa)

✉ King Khalid University, KSA.

# Psychometric Properties of the School Bullying Victimization Scale for Primary School Students

Ahmed A. Teleb , Abdullah M. Alshahrani 

## Abstract

**Background/purpose.** School bullying is one of the most common school indiscipline problems in public schools, so the current research aimed to develop a School Bullying Victimization Scale (SBVS) and validate its psychometric properties.

**Materials/methods.** The latest version of SBVS consisted of thirty items. It was administered to a sample of 459 primary school students (245 boys and 214 girls) in the Asir Education Directorate in Abha, whose ages ranged between 11 and 12 years (Mage  $11.75 \pm .43$ ). The validity of SBVS was assessed using content validity and construct validity. Internal consistency was also examined for both the sub-dimensions and the overall scale. Exploratory factor analysis (EFA) revealed three main factors: physical bullying victims, verbal bullying victims, and social bullying victims, each of which involved ten items.

**Results.** Confirmatory factor analysis (CFA) supported the findings of EFA, demonstrating that the fit indices for the confirmatory model were within acceptable limits. Additionally, all standardized factor loadings exceeded 0.5 and were statistically significant ( $p < .01$ ). Reliability of SBVS was established using Cronbach's alpha and split-half reliability methods, both for the sub-dimensions and the overall scale.

**Conclusion.** The SBVS demonstrated strong validity and reliability, making it a valuable tool for assessing school bullying victimization among primary students.



OPEN ACCESS

© The Author(s), 2025. This is an Open Access article, distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted re-use, distribution, and reproduction, provided the original article is properly cited.

## 1. Introduction and Literature Review

The issue of school bullying has taken center stage in recent psychological research and studies, as it is considered one of the most serious behavioral problems that have recently spread in schools. This is due to its negative consequences, which are evident across cognitive, emotional, social, personal, and academic domains, affecting both the bully and the victim. These impacts negatively affect various aspects of their development. Given the devastating psychological consequences of school bullying, which can lead some students to contemplate or even commit suicide, there has been growing attention to this issue in recent years. Consequently, research has been conducted to mitigate or eradicate the phenomenon.

Olweus (1986, 1994a, b) was among the first to provide a scientific definition of bullying based on empirical research. He defined it as a form of violence frequently observed among children and adolescents, characterized by intentional behaviors aimed at causing harm or distress by one or more individuals.

The concept of bullying intersects with the concepts of violence and aggression. Corvo and deLara (2010) attempted to differentiate between these terms, concluding that while violence is the severe outcome of aggression, particularly physical aggression, bullying is its initial phase. Bullying begins with targeting the victim, monitoring their behavior, and planning to harm them. It may escalate into verbal aggression and, eventually, physical violence.

In this context, bullying is defined as an undesirable form of aggression characterized by an imbalance of power between the bully and the victim, with the bully typically being stronger than the victim. Bullying can be verbal, physical, or psychological (Gladden et al., 2014; Hymel & Swearer, 2015; Logis & Rodkin, 2015). This aggression can be direct or indirect and is intentionally aimed at causing physical or psychological harm to the other person.

A bullying victim is someone who experiences repeated bullying incidents and is unable to defend themselves. They suffer intentional harm inflicted by one or more individuals repeatedly over a prolonged period, either directly (e.g., physical attacks) or indirectly (e.g., spreading rumors) (Andreou et al., 2015).

Olweus (2003) later defined school bullying as "deliberate negative actions by one or more students aimed at harming another student, occurring repeatedly and over time." Reid et al. (2004) further described bullying victims as individuals who experience repeated bullying and are characterized by low self-confidence, submissiveness, shyness, heightened sensitivity, compliance, anxiety, and fear.

While bullies tend to be physically larger and stronger than their peers, they are also characterized as being more aggressive and domineering. They exhibit arrogance, need to feel powerful, and lack empathy toward their victims. Bullies justify their behavior by claiming that their victims provoke them and that they derive satisfaction from inflicting harm on others. Bullies are often antisocial, disregard societal rules, and display a marked lack of empathy. In contrast, bullying victims are characterized by low self-esteem, shyness, weak social skills, and a limited number of friends. They struggle with forming and maintaining relationships, exhibit indecisiveness and hesitation, and lack assertiveness skills (Litwiller & Brausch, 2013).

Global statistics highlight the importance of studying school bullying. They indicate that approximately 15–20% of students in grades 3 to 6 experience bullying and violence in schools, with this percentage increasing to 30% in grades 7 to 9 (Corvo & deLara, 2010). Given the high prevalence rates, numerous studies have emphasized the need to examine this phenomenon, particularly among primary school students, who are especially vulnerable to bullying (Flynt & Morton, 2004; Hwang et al., 2018; Limber et al., 2016; Raskauskas & Modell, 2011; Rose et al., 2015).

Bullying victims suffer from psychological loneliness, poor psychological and social adjustment, a lack of friends and social relationship deficits, a lack of psychological security, a diminished self-concept, and low self-esteem. They are also characterized by submissiveness, shyness, heightened sensitivity, compliance, anxiety, and fear (Reid et al., 2004; Taylor, 2013). Additionally, they tend to be anxious, overly cautious, emotionally unstable, and sensitive. They lack effective communication skills, problem-solving abilities, and assertiveness skills and suffer from low self-esteem (Smokowski & Kopasz, 2005).

In addition, students who are victims of bullying often struggle with attention deficits and difficulty focusing in the classroom. This is due to their preoccupation with thoughts about when and where they might be bullied again. The negative emotions associated with their bullying experience further impair their concentration during lessons. (Roberts, 2006).

Victims of bullying frequently experience neglect at school and repeated absenteeism, as the school environment becomes an unsafe place for them (Ross, 2006). Smokowski and Kopasz (2005) noted that while bullying victims may initially perform at an average level in early primary school, their academic performance tends to decline in later grades due to the negative psychological impact of bullying on the victim.

Regarding the forms of bullying, several researchers (Gladden et al., 2014; Khiat, 2012; Mishna et al., 2006; Olweus, 1994-a, b; Wong, 2009) have identified several types, including:

- Physical Bullying: This includes unwanted physical behaviors involving direct contact between the bully and the victim, such as punching, kicking, pushing, inappropriate touching, and hitting.
- Verbal Bullying: This includes insults, name-calling, mocking, using inappropriate or hurtful words, making false accusations, and spreading slanderous rumors. These behaviors are intended to demean the victim and cause distress.
- Emotional Bullying: The bully seeks to undermine the victim's dignity in front of others, causing embarrassment or humiliation, or ignoring them.
- Psychological Bullying: This involves social exclusion, spreading rumors, and making threats.
- Sexual Bullying: This includes making inappropriate comments, engaging in sexual harassment, or subjecting others to unwanted sexual attention.
- Racial Bullying: This includes deliberate insults, gestures, and slurs targeting a person's ancestry, religion, or social status.
- Social (Relational) Bullying: This aims to isolate the victim from others by damaging their reputation or relationships.

Physical bullying gradually declines with age, whereas verbal bullying tends to persist. Bullying behavior increases during primary school, peaks in middle school, and then gradually declines during high school (Eisenberg & Aalsma, 2005). Moreover, there are gender differences in school bullying, with boys being more likely than girls to be involved in bullying, either as perpetrators or victims (Olweus, 1994-b).

This highlights the urgent need to study the behavior of school bullying victims, particularly among primary school students, due to the significant and severe psychological effects they endure. These effects include increased social withdrawal, decreased self-acceptance and acceptance of others, loss of the ability to defend oneself, feelings of rejection and undesirability, as well as heightened fear, anxiety, and discomfort (Delfabbro et al., 2006).

Based on these considerations, the researchers argue that there is a pressing need to develop a scale to identify school bullying victims among primary school students.

### **1.1. Research Problem**

The research problem is formulated as follows: What are the psychometric characteristics of the SBVS for Primary School Students?

### **1.2. Research Objective**

The research aimed to develop a scale for identifying school bullying victims among primary school students tailored to the Saudi cultural and educational context. Additionally, this research aimed to assess the scale's psychometric properties and establish its validity and reliability indicators.

### **1.3. Research Significance**

The scientific significance of the current research lies in the following aspects:

**1.3.1. Development of a Measurement Tool:** The research provides a scientifically validated tool for identifying school bullying victims among primary school students within the framework of Saudi culture and its unique characteristics. This could open new research avenues for future scholars.

**1.3.2. Importance of the Target Age Group:** The research focuses on primary school students, a critical developmental stage that represents a foundational stage in personality development and influences patterns of social interaction and integration.

**1.3.3. Limited Research in the Field:** To the best of the researchers' knowledge, few studies in the Saudi context have specifically developed scales for identifying school bullying victims among primary school students.

### **1.4. Research Terminology**

#### ***School Bullying Victims***

The researchers define school bullying victims as primary school students who experience deliberate negative actions—whether physical, verbal, or social—perpetrated by stronger peers with the intent to dominate or control them. Victimization is assessed based on students' scores on the School Bullying Victims Scale used in this research.

### **1.5. Research Limitations**

While this research offers valuable insights into school bullying victimization, it is important to recognize its limitations:

**1.5.1. Sample Specificity:** The research was conducted on a sample of primary school students from a specific geographical region, which may limit the generalizability of the findings to other populations or age groups.

**1.5.2. Cross-Sectional Design:** The research employed a cross-sectional design, which limits the ability to determine causal relationships between bullying victimization and its psychological effects over time.

**1.5.3. Self-Report Measures:** The research's reliance on self-reported data may introduce response biases, such as social desirability or recall biases, which could affect the accuracy of the findings.

**1.5.4. Cultural and Contextual Constraints:** The SBVS was developed and validated within a specific cultural and educational context, highlighting the need to assess its applicability in diverse cultural settings.

**1.5.5. Limited Exploration of External Factors:** The research primarily focused on individual experiences of victimization, with limited consideration of external factors such as family dynamics, school policies, or peer influences that may shape bullying experiences.

## 2. Methodology

### 2.1. Research Design

The research employed a quantitative research design to examine the psychometric properties of the School Bullying Victimization Scale (SBVS) for primary school students. A cross-sectional survey approach was adopted, collecting data at a single point in time from a representative sample. The research aimed to assess the validity and reliability of the SBVS through both exploratory and confirmatory factor analyses.

### 2.2. Target Population

The target population comprises of primary school students in the Kingdom of Saudi Arabia.

### 2.3. Participants

The research sample comprised 459 students (245 males and 214 females) from fifth and sixth grades of primary school, aged between 11 and 12 years, with a mean age of 11.75 years and a standard deviation of .43. The research instrument was administered in person to small groups, each comprising no more than fifteen students.

### 2.4. Instruments

Since the concept of school bullying victimization is recent in both Arab and international studies, the current scale was developed to provide a psychometric tool derived from the Saudi cultural and social environment. The aim is to align with the current research objectives and address the research sample's psychological characteristics.

#### 2.4.1. Justifications for Developing SBVS for Primary School Students

- a. The Limited availability of tools to identify school bullying victims, particularly in the Arab context in Saudi Arabia.
- b. Variations in perspectives regarding the concept of school bullying victims between international and Arab studies.

#### 2.4.2. Steps in Developing the SBVS

The sub-dimensions and items of the SBVS were derived through the following steps:

- a. Review of Theoretical Framework and Related Studies:

The researchers reviewed the theoretical framework, relevant studies, and existing research—where accessible—on school bullying victims and its key components.

- b. Examination of Existing Scales:

Several scales used in international and Arab studies to assess school bullying victimization were reviewed, including:

- Bullying/Victim Questionnaire (Olweus, 1986) and its revised version (Olweus, 1996-b).
- Multidimensional Victimization Scale (Mynard & Joseph, 2000).
- Peer Victimization Scale (Estell et al., 2009).
- Bullying Diagnostic Checklist (Sourander et al., 2010).

- Peer Victimization Scale (McCloskey & Stuewig, 2001).
- Participant Roles in Bullying Questionnaire (Demaray et al., 2016).
- Cyberbullying/Victimization Scale (Adams et al., 2016).

#### c. Preparation of a Preliminary Scale

Based on the aforementioned steps, a preliminary scale comprising 30 items was developed. Seven experts in psychology reviewed these items to evaluate their relevance to the intended purpose and suitability for the target age group. Over 80% of the experts approved the items with minor modifications in wording.

A pilot study involving 5 primary school students (excluded from the main research sample) was conducted to assess their interaction with the scale and response options. This feedback guided the selection of a five-point Likert scale response options, with the following options: Very Frequently Occurs (5), Frequently Occurs (4), Occasionally Occurs (3), Rarely Occurs (2), Never Occurs (1). Higher scores indicate a higher level of victimization from bullying.

### **2.5. Data Collection Procedures**

The data were collected in person in a classroom setting under the supervision of trained researchers. Participants were briefed on the purpose of the research and assured of confidentiality. The survey administration was conducted in small groups of no more than fifteen students at a time to ensure comprehension and minimize response bias.

### **2.6. Statistical Analyses**

The collected data were analyzed using SPSS and AMOS software. The following statistical methods were employed: Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), internal consistency reliability and construct validity.

## **3. Results**

To address the research question, which stated: "What are the psychometric properties of the SBVS for primary school students?" the SBVS was administered to the research sample to assess its psychometric properties. The preliminary version was applied in person to groups of no more than 15 students in its preliminary version. The validity of the SBVS was assessed through the following procedures:

### **3.1. Internal Consistency of the SBVS:**

The internal consistency of the scale was evaluated by calculating the correlation coefficients between each item's score and the total SBVS score. This procedure aimed to identify and exclude statistically non-significant items before performing factor analysis. The results of this analysis are presented in Table 1.

The results presented in Table 1 indicate that all correlation coefficients are statistically significant ( $p < .01$ ), ranging between (.434 and .789). Accordingly, all SBVS items will be included in the factor analysis.

**Table 1.** Correlation coefficients between each item and the total SBVS Score (n=459).

item	<i>r</i>	item	<i>r</i>	item	<i>r</i>
1	.594**	11	.655**	21	.718**
2	.738**	12	.612**	22	.735**
3	.656**	13	.789**	23	.504**
4	.506**	14	.662**	24	.652**
5	.564**	15	.434**	25	.513**
6	.554**	16	.643**	26	.628**
7	.532**	17	.502**	27	.678**
8	.482**	18	.655**	28	.497**
9	.689**	19	.630**	29	.696**
10	.760**	20	.668**	30	.727**

Note: *r* = item-total correlations, \*\**p*<.01.

### 3.2. Factor structure of SBVS

The factorial structure of the SBVS was examined through EFA to ensure its validity. "The assumptions for conducting EFA were assessed, including the adequacy of the correlation matrix, where most correlations were found to be  $\geq .30$ . Furthermore, the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was evaluated, with a threshold of  $\geq .51$  for proceeding with factor analysis. The KMO value for the scale was (.898), and Bartlett's Test of Sphericity was statistically significant ( $p < .01$ ).

These results confirmed the conditions for relying on the factor analysis outcomes. Principal Component Analysis (PCA) was employed to extract components and sub-dimensions, followed by factor rotation using the Varimax method with Kaiser normalization. The correlation matrix was analyzed using Hotelling's principal component method, and the factors were orthogonally rotated using the Varimax method, incorporating Kaiser's normalization criterion to determine the factorial structure of the scale.

Factor analysis of the thirty items revealed three factors, both before and after rotation. Table 2 presents the Eigenvalues and explains variance percentages before and after rotation for the SBVS.

**Table 2.** Results of the factor analysis of the items of SBVS (n=459)

Factor No.	Saturation before rotation			Saturation after rotation		
	Eigen Value	Variance %	Cumulated %	Eigen Value	Variance %	Cumulated %
1	11.919	39.729	39.729	5.310	17.699	17.699
2	1.671	5.569	45.298	5.286	17.620	35.319
3	1.516	5.054	50.352	4.510	15.034	50.352

As shown in Table 2, and based on the content of the items loading onto each of the three factors, the researchers defined the three factors as follows:

Factor 1: This factor included ten items, with loadings ranging between (.722 and .435), accounting for 39.729% of the total variance, with an eigenvalue of 11.919. The items associated with

this factor revolved around behaviors such as slapping the face, kicking, pulling hair, biting, tripping, and forcibly preventing entry into the classroom. Therefore, the researchers proposed to name this factor "Victim of Physical Bullying."

Factor 2: This factor included ten items, with loadings ranging between (.851 and .523), accounting for 5.569% of the total variance, with an eigenvalue of 1.671. The items associated with this factor focused on behaviors such as interrupting during speech, using bad or vulgar language, insulting, mocking in front of others, and assigning derogatory labels. Consequently, the researchers proposed to name this factor "Victim of Verbal Bullying."

Factor 3: This factor included ten items, with loadings ranging between (.795 and .441), accounting for 5.054% of the total variance, with an eigenvalue of 1.516. The items associated with this factor included ignoring and severe criticism in front of others, exclusion from the group, being prevented from participating in school activities, spreading rumors, and restricting play with others. Therefore, the researchers proposed to name this factor "Victim of Social Bullying."

### 3.3. Reliability of SBVS

The Cronbach's alpha and split-half methods were used to assess the reliability of the SBVS, and table 3 presents the extracted reliability coefficients.

**Table 3.** Statistical reliability coefficients of SBVS using Cronbach's alpha and split-half methods

Variable	Cronbach's alpha coefficient	Split half Guttman equation
1 Victim of Physical Bullying	.825	.844
2 Victim of Verbal Bullying	.890	.845
3 Victims of Social Bullying	.860	.874
The scale as a whole	.945	.938

The results presented in Table 3 indicate high-reliability coefficients for both the overall SBVS and its sub-dimensions. The Cronbach's alpha coefficients ranged between (.825 and .945), while the split-half reliability coefficients calculated using Guttman's method ranged between (.844 and .938). These values demonstrate strong reliability, confirming the SBVS's consistency and stability, along with its sub-dimensions.

### 3.4. Validity of SBVS

3.4.1. The researchers conducted a first-order CFA on the SBVS items to assess the factor loadings (i.e., validity) of the items on three factors: Victims of Physical Bullying, Victims of Verbal Bullying, and Victims of Social Bullying. The analysis utilized the Maximum Likelihood method, which demonstrated that all scale items loaded significantly on the three latent factors ( $p < .01$ ). These results confirm the validity of all the scale items. Table 4 presents these findings.

3.4.2. Additionally, the researchers conducted a second-order CFA on the sub-dimensions of SBVS to validate the overarching factors in the SBVS. Using the maximum likelihood method, the analysis revealed that the three factors loaded onto a single higher-order factor. The Chi-square value ( $\chi^2$ ) was 0 with 0 degrees of freedom (DF) and a significance level of 1.000, indicating an excellent fit between the data and the proposed model. This model, often referred to as the ideal model, confirms the structure of the three sub-factors. A summary of the results is provided in Table 4, and Figure 1 illustrates the factor analysis of three observed variables under a single latent factor model.



Table 4 and Figure 1 demonstrate that the observed variables loaded significantly on the latent factor. The validity coefficient (factor loading) for the first factor, Victims of Physical Bullying, was .861, indicating that it explains 86.1% of the total variance in the latent variable (School Bullying Victimization). The validity coefficient for the second factor, Victims of Verbal Bullying, was (.969), meaning it accounts for 96.9% of the total variance in the latent variable. Similarly, the validity coefficient for the third factor, Victims of Social Bullying, was .855, explaining 85.5% of the total variance in the latent variable.

**Table 4.** Factor loadings of SBVS items on first- and second-order latent factors

Variable	Saturation with latent factor	Standard error	Z values & significance	R <sup>2</sup>
<i>Victim of Physical Bullying</i>				
1	.617	.620	13.575**	.380
4	.722	.479	16.628**	.521
7	.670	.551	15.077**	.449
10	.435	.811	9.029**	.189
13	.487	.763	10.259**	.237
16	.537	.721	11.472**	.288
19	.620	.616	13.658**	.384
22	.534	.715	11.402**	.285
25	.466	.783	9.756**	.217
28	.656	.569	14.679**	.431
<b>As whole</b>	<b>.861</b>	<b>.260</b>	<b>22.567**</b>	<b>.740</b>
<i>Victim of Verbal Bullying</i>				
2	.523	.726	11.534**	.274
5	.851	.276	22.013**	.724
8	.776	.398	19.138**	.602
11	.775	.429	18.416**	.571
14	.657	.569	15.244**	.431
17	.632	.600	14.522**	.400
20	.645	.584	14.884**	.416
23	.631	.602	14.488**	.398
26	.576	.668	12.935**	.332
29	.631	.602	14.472**	.398
<b>As whole</b>	<b>.969</b>	<b>.085</b>	<b>26.706**</b>	<b>.915</b>
<i>Victims of Social Bullying</i>				
3	.441	.805	9.372**	.195
6	.626	.607	14.172**	.393
9	.566	.680	12.494**	.320
12	.580	.664	12.862**	.336
15	.708	.499	16.604**	.501
18	.498	.752	10.747**	.248
21	.627	.607	14.168**	.393
24	.624	.610	14.104**	.390
27	.760	.423	18.311**	.577
30	.795	.367	19.561**	.633
<b>As whole</b>	<b>.855</b>	<b>.268</b>	<b>22.362**</b>	<b>.732</b>

Note: \*\*p<.01.

Table 4 also shows that all scale items loaded significantly on the latent factors ( $p < .01$ ), providing evidence of the validity of all scale items. Additionally, all first-order latent factors loaded significantly on the second-order latent factor. The reliability coefficients  $R^2$  for the items and sub-dimensions were also high, ranging from (.189 to .915). These values are considered acceptable and provide strong evidence of the validity and reliability of the scale. This demonstrates the strong psychometric properties of the scale in measuring school bullying victimization.

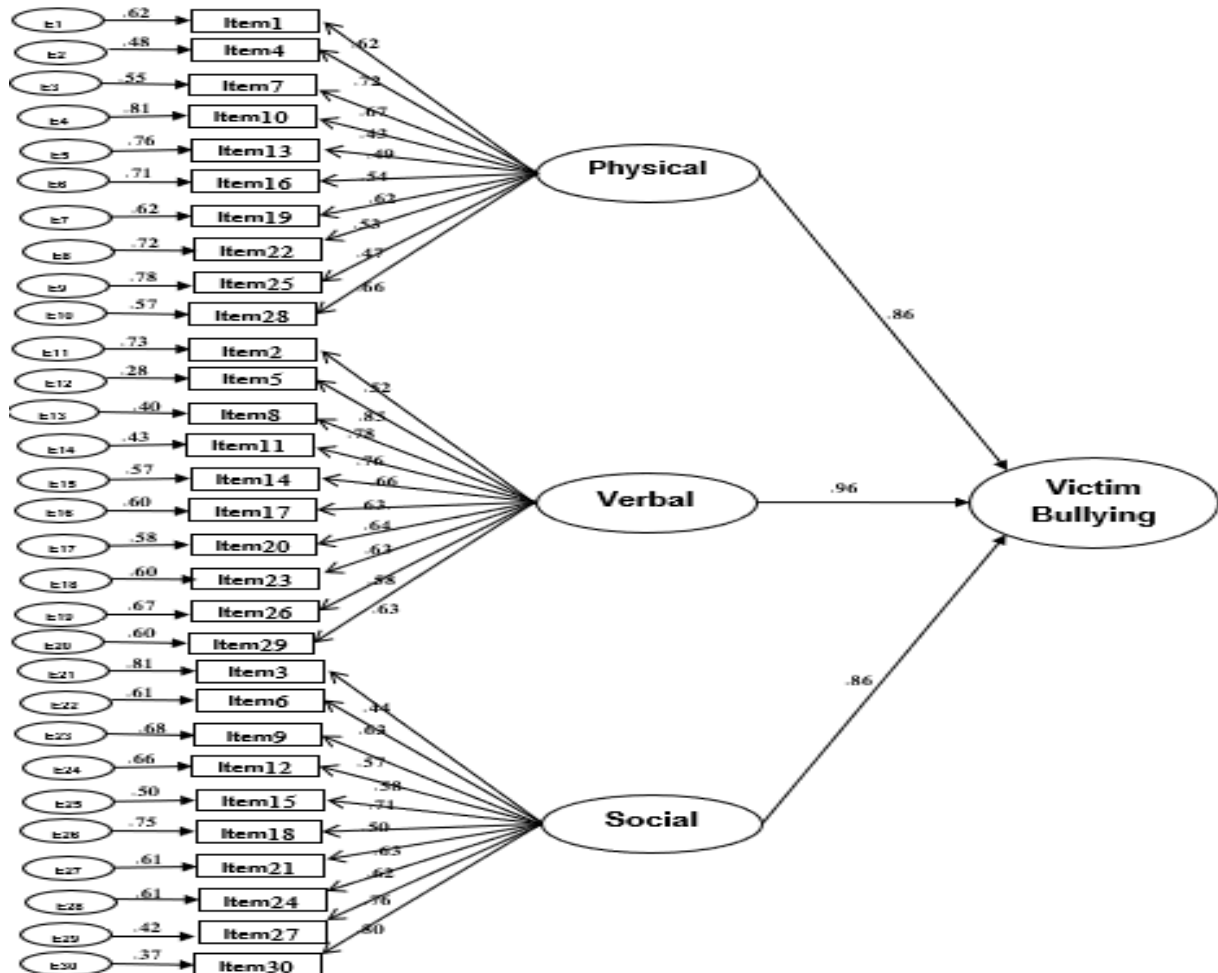


Figure 1. The schematic path of the confirmatory factor analysis model for the SBVS, whereas E = standard error.

### 3.5. Final Version of SBVS

The final version of the SBVS consists of thirty items distributed across three sub-dimensions: Victims of Physical Bullying, Victims of Verbal Bullying, and Victims of Social Bullying. Each sub-dimension consists of 10 items. The responses to the scale items follow a five-point Likert scale, with the response options and corresponding scores as follows: Very often (5), Often (4), Sometimes (3), Rarely (2), Never (1). The total score for each sub-dimension ranges from 10 to 50, while the overall scale score ranges from 30 to 150. All items are positively phrased, and higher scores on the scale indicate that the student experiences an elevated level of victimization as a target of school bullying. Conversely, lower scores indicate a low level of victimization.

## 4. Conclusion

### 4.1. Implications of the SBVS

The development of the SBVS holds significant implications for both educational and psychological research. By providing a reliable and valid tool for measuring bullying victimization,

SBVS enables researchers, educators, and policymakers to gain deeper insights of the prevalence and nature of bullying among primary school students. The findings derived from its application can inform school-based interventions, helping identify at-risk students early and implement targeted support programs.

Furthermore, the SBVS contributes to psychological research by providing standardized measures that can be used across different studies, facilitating comparative research on bullying victimization in various cultural and educational contexts. The scale's three-factor structure—covering physical, verbal, and social bullying—also aligns with existing theoretical frameworks, reinforcing its construct validity and broad applicability.

## **4.2. Potential Applications of the SBVS**

**4.2.1. Educational Settings:** The SBVS can be integrated into school assessment frameworks to monitor bullying victimization trends, helping school counselors and administrators develop intervention strategies tailored to students' needs.

**4.2.2. Psychological Interventions:** Mental health professionals can use the scale to identify students at risk of psychological distress due to bullying, enabling early psychological support and counseling.

**4.2.3. Policy Development:** The insights gained from SBVS data can guide policymakers in designing evidence-based anti-bullying policies and implementing school-wide awareness campaigns.

**4.2.4. Cross-Cultural Research:** Given its strong psychometric properties, the SBVS can be adapted for various cultural contexts, facilitating international research on school bullying victimization.

## **4.3. Significance of the SBVS**

The SBVS is particularly valuable because it is one of the few tools specifically designed to measure bullying victimization among primary school students within the Saudi educational context. Its strong reliability and validity indicate that it can serve as a foundational instrument for future studies, enabling longitudinal research on bullying and its long-term psychological effects.

By providing a comprehensive measure that differentiates between different forms of bullying, the SBVS enhances our understanding of the complexity of bullying victimization and develops more effective prevention and intervention strategies. Ultimately, this scale contributes to fostering safer, more supportive learning environments that promote students' psychological well-being and academic success.

## **5. Recommendations and Future Research**

### **5.1. Recommendations**

5.1.1. Schools and educational policymakers should integrate the SBVS into routine assessments to identify bullying victims at an early stage.

5.1.2. Training programs for teachers and school counselors should be designed to use the SBVS results in developing targeted intervention strategies.

5.1.3. Anti-bullying programs should be structured around the identified sub-dimensions of victimization (physical, verbal, and social) to address the specific needs of affected students.

5.1.4. Psychological support services should be enhanced to provide counseling and coping strategies for students experiencing bullying.

5.1.5. Awareness campaigns should be implemented to educate students, teachers, and parents about different forms of bullying and their impact on victims.

5.1.6. Workshops on social skills training should be incorporated into the curriculum to enhance resilience and assertiveness among students.

## 5.2. Future Research

5.2.1. Future research should carry out longitudinal studies to examine the stability of the SBVS and track changes in bullying victimization patterns over time.

5.2.2. Investigating the long-term psychological and academic effects of bullying victimization among primary school students could offer deeper insights.

5.2.3. The psychometric properties of the SBVS should be evaluated in diverse cultural and linguistic contexts to establish its validity and reliability beyond the Saudi Arabian context.

5.2.4. Comparative studies of different educational systems can provide a broader understanding of bullying victimization and its variations.

5.2.5. Future research should examine gender differences in bullying victimization to develop targeted intervention strategies.

5.2.6. Assessing the effectiveness of parental involvement and school-based interventions can help refine anti-bullying policies.

## Declarations

**Author Contributions.** The authors conducted this research following accepted scientific principles. They reviewed and approved the final version of the manuscript.

**Conflict of interest.** The authors declare no conflict of interest regarding the publication of this research.

**Funding.** This research was funded by the Deanship of Scientific Research, King Khalid University, Saudi Arabia.

**Ethical Approval.** Prior to the conducting of the research, approval was obtained from the General Directorate of Education in the Asir Region (Reference number: 4600464848) and the university's authorities (Reference number: 37825/69/59/81/9/5).

**Data Availability Statement.** Data is available from the corresponding authors upon reasonable request.

**Acknowledgment.** The authors extend their appreciation to the Deanship of Research and Graduate Studies at King Khalid University, KSA, for funding this work through the Small Research Group under grant number (RGP.1 /183/45).

**AUTHOR'S NOTE.** Correspondence on this paper should be addressed to mmahmod@kku.edu.sa

## References

- Adams, R., Taylor, J., Duncan, A., & Bishop, S. (2016). Peer victimization and educational outcomes in mainstreamed adolescents with autism spectrum disorder (ASD). *Journal of autism and developmental disorders*, 46(11), 3557-3566. <http://doi.org/10.1007/s10803-016-2893-3>
- Andreou, E., Didaskalou, E., & Vlachou, A. (2015). Bully/victim problems among Greek pupils with special educational needs: associations with loneliness and self-efficacy for peer interactions. *Journal of Research in Special Educational Needs*, 15(4), 235-246. <https://doi.org/10.1111/1471-3802.12028>

- Corvo, K., & deLara, E. (2010). Towards an integrated theory of relational violence: Is bullying a risk factor for domestic violence? *Aggression and Violent Behavior, 15*(3), 181-190. <https://doi.org/10.1016/j.avb.2009.12.001>
- Delfabbro, P., Winefield, T., Trainor, S., Dollard, M., Anderson, S., Metzger, J., & Hammarstrom, A. (2006). Peer and teacher bullying/victimization of South Australian secondary school students: Prevalence and psychosocial profiles. *British Journal of Educational Psychology, 76*, 71-90. <https://doi.org/10.1348/000709904X24645>
- Demaray, M. K., Summers, K. H., Jenkins, L. N., & Becker, L. D. (2016). Bullying Participant Behaviors Questionnaire (BPBQ): Establishing a reliable and valid measure. *Journal of school violence, 15*(2), 158-188. <https://doi.org/10.1080/15388220.2014.964801>
- Eisenberg, M. E., & Aalsma, M. C. (2005). Bullying and peer victimization: Position paper of the Society for Adolescent Medicine. *Journal of Adolescent Health, 36*(1), 88-91. <http://doi.org/10.1016/j.jadohealth.2004.09.004>
- Estell, D. B., Farmer, T. W., Irvin, M. J., Crowther, A., Akos, P., & Boudah, D. J. (2009). Students with exceptionalities and the peer group context of bullying and victimization in late elementary school. *Journal of Child and Family Studies, 18*(2), 136-150. <https://doi.org/10.1007/s10826-008-9214-1>
- Flynt, S. W., & Morton, R. C. (2004). Bullying and children with disabilities. *Journal of Instructional Psychology, 31*(4), 330. <https://www.proquest.com/scholarly-journals/bullying-children-with-disabilities/docview/1416363997/se-2?accountid=142908>
- Gladden, R. M., Vivolo-Kantor, A. M., Hamburger, M. E., & Lumpkin, C. D. (2014). *Bullying surveillance among youths: Uniform definitions for public health and recommended data elements*. Centers for Disease Control and Prevention: Atlanta, Georgia.
- Hwang, S., Kim, Y. S., Koh, Y. J., & Leventhal, B. L. (2018). Autism spectrum disorder and school bullying: who is the victim? Who is the perpetrator? *Journal of autism and developmental disorders, 48*(1), 225-238. <https://doi.org/10.1007/s10803-017-3285-z>
- Hymel, S., & Swearer, S. M. (2015). Four decades of research on school bullying: An introduction. *American Psychologist, 70*(4), 293-299. <https://doi.org/10.1037/a0038928>
- Khiat, H. (2012). Unveiling the Intricacies of Bullying: Students' Perspectives in a Polytechnic in Singapore. *Asian Journal of Criminology, 7*(1), 1-22. <https://doi.org/10.1007/s11417-010-9085-4>
- Limber, S., Kowalski, R. M., Agatston, P., & Huynh, H. (2016). Bullying and children with disabilities. *Contemporary Perspectives on Research on Bullying in Early Childhood Education, 129-155*.
- Litwiller, B. J. & Brausch, A. M. (2013). Cyber Bullying and physical Bullying in adolescent suicide: his role of violent behavior and substance use. *Journal of Youth and Adolescence, 24*(5), 675-684. <https://doi.org/10.1007/s10964-013-9925-5>
- Logis, H. A., & Rodkin, P. C. (2015). Bullying rejection and isolation: Lessons learned from classroom peer ecology. In P. Goldblum; D. L. Espelage; J. Chu & B. Bongar (Eds,) *Youth suicide and bullying: Challenges and strategies for prevention and intervention* (pp. 191-202). New York: Oxford University Press.
- McCloskey, L. A., & Stuewig, J. (2001). The quality of peer relationships among children exposed to family violence. *Development and psychopathology, 13*(1), 83-96. <https://doi.org/10.1017/S0954579401001067>

- Mishna, F., Pepler, D., & Wiener, J. (2006). Factors associated with perceptions and responses to bullying situations by children, parents, teachers, and principals. *Victims and Offenders, 1*(3), 255-288. <https://doi.org/10.1080/15564880600626163>
- Mynard, H., & Joseph, S. (2000). Development of the multidimensional peer-victimization scale. *Aggressive Behavior, 26*, 169–178.
- Olweus, D. (1986). *The Olweus Bully/Victim Questionnaire*. Mimeo. Bergen, Norway: Research Center for Health Promotion, University of Bergen.
- Olweus, D. (1994-a). Bullying at school: basic facts and effects of a school-based intervention program. *Journal of child psychology and psychiatry, 35*(7), 1171-1190 <https://doi.org/10.1111/j.1469-7610.1994.tb01229.x>
- Olweus, D. (1994-b). Bullying at school. *Aggressive behavior* (pp. 97-130). Springer, Boston, MA.
- Olweus, D. (2003). A profile of bullying at school. *Educational leadership, 60*(6), 12-17.
- Raskauskas, J., & Modell, S. (2011). Modifying anti-bullying programs to include students with disabilities. *Teaching exceptional children, 44*(1), 60-67. <https://doi.org/10.1177/004005991104400107>
- Reid, P., Monsen, J., & Rivers, I. (2004). Psychology's contribution to understanding and managing bullying within schools. *Educational Psychology in Practice, 20*(3), 241-258. <https://doi.org/10.1080/0266736042000251817>
- Roberts, W. (2006). *Bullying from Both sides: strategic intervention for working with Bullies and victims*, USA: Corwin press
- Rose, C. A., Stormont, M., Wang, Z., Simpson, C. G., Preast, J. L., & Green, A. L. (2015). Bullying and students with disabilities: Examination of disability status and educational placement. *School Psychology Review, 44*(4), 425-444. <https://doi.org/10.17105/spr-15-0080.1>
- Ross, W. (2006). A national perspective of peer victimization: characteristics of perpetrators, victims and intervention models. *National forum of teacher education journal, 16*(3), 1-15. Microsoft Word - Eliminating Bullying-Wm. Ross-ces.doc
- Smokowski, P. R., & Kopasz, K. H. (2005). Bullying in school: An overview of types, effects, family characteristics, and intervention strategies. *Children & Schools, 27*(2), 101-110. <https://doi.org/10.1093/cs/27.2.101>
- Sourander, A., Klomek, A. B., Ikonen, M., Lindroos, J., Luntamo, T., Koskelainen, M., & Helenius, H. (2010). Psychosocial risk factors associated with cyberbullying among adolescents: A population-based study. *Archives of general psychiatry, 67*(7), 720-728. <https://doi.org/10.1001/archgenpsychiatry.2010.79>
- Taylor, D. (2013). *A Case Study of Private Middle School Principals' and Parents' Perceptions of Student Bullying*. Unpublished Doctoral dissertation, Walden University.
- Wong, J. S. (2009). *No bullies allowed Understanding peer victimization, the impacts on delinquency, and the effectiveness of prevention programs*. The Pardee RAND Graduate School.

### About the Contributor(s)

**Ahmed Ali Teleb** is a full professor of mental health and psychological counseling at the College of Education at King Khalid University (KKU), Abha, Saudi Arabia. He obtained his PhD under joint supervision from the University of Konstanz, Germany and Assiut University, Egypt in 2010. Professor Ahmed is currently a professor at the Department of Psychology at KKU since December 2015.

Professor Ahmed has published many papers in the field of psychology and psychological counseling in indexed international journals.

Email: [mmahmod@kku.edu.sa](mailto:mmahmod@kku.edu.sa)

**Abdullah Mohammed Alshahrani** is a Ph.D. researcher, at the College of Education KKU, Abha, Saudi Arabia. He obtained a master's degree in Guidance and Psychological Counseling in 2016, a Diploma in Guidance and Psychological Counseling in 2011, and a bachelor's degree in mathematics in 2001 from KKU. Now, Mr. Abdullah has been registered for a PhD in Guidance and Psychological Counseling at the Department of Psychology at KKU since 2022 and has been working as a mathematics teacher at the General Directorate of Education in the Asir Region.

Email: [443800387@kku.edu.sa](mailto:443800387@kku.edu.sa)

---

**Publisher's Note:** *The opinions, statements, and data presented in all publications are solely those of the individual author(s) and contributors and do not reflect the views of Universitepark, EDUPIJ, and/or the editor(s). Universitepark, the Journal, and/or the editor(s) accept no responsibility for any harm or damage to persons or property arising from the use of ideas, methods, instructions, or products mentioned in the content.*

---

## Appendix I. (The School Bullying Victimization Scale (SBVS) for Primary School Students)

### First: Basic Information

- Name: .....
- Gender:  Male  Female
- Date of Birth: --/--/---- H
- School Name: .....
- Grade Level: .....

### Second: Instructions

Below are some statements describing the harm you may have experienced due to bullying by your peers, whether physical, verbal, or social bullying. Please read each statement carefully and place a (✓) under the appropriate option (very often happens, often happens, sometimes happens, rarely happens, never happens) for each item.

PLEASE, do not leave any item unanswered. Rest assured that your responses will remain completely confidential and will only be accessed by the researcher for scientific research purposes.

N	Item	Very often happens	Often happens	Sometimes happens	Rarely happens	Never happens
1	A student hits me on the face.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	A student interrupts me when I talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Some students ignore me when I am with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	A student kicks me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	A student says bad words to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	A student harshly criticizes me in front of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	A student pushes me to the ground.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	A student insults me inside the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	A student forcefully excludes me from the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	A student pulls my hair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	A student mocks me in front of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	A student prevents me from participating in school activities by force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	A student bites me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	A student calls me names I dislike.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	A student spreads rumors about me at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	A student takes my belongings by force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	A student accused me of things I did not do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N	Item	Very often happens	Often happens	Sometimes happens	Rarely happens	Never happens
18	A student abandons me when other students are around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	A student trips me in the school hallways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	A student labels me dishonest when I speak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	A student incites others not to play with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	A student forcibly prevents me from entering the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	A student imitates me inappropriately when I speak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	A student mocks my grades in front of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	A student forcefully takes my spot in the morning lineup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	A student yells at me to scare me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Some students comment on my work in front of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	A student bothers me while I am walking to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	A student makes annoying comments about me in front of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Some students impose their opinions on me by force in front of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>