





















bullying. It was explained that female teachers show less tolerance of aggressive or negative behavior among children [30], [39]. This might explain why they could have more knowledge of bullying compared to male teachers. On the other hand, it could be argued that bullying is more common amongst boys compared to girls, and in the Saudi context, schools are segregated based on gender. It would be expected in this case that male teachers have more knowledge as a result. From a personal the researcher (with experience in the education system) can explain that bullying amongst boys is often overlooked and that some teachers, as stated in previous research, believe that bullying is a normal developmental phase, that has no harm, that it's a normal part of growing up, that it builds the character, [40].

*Teachers' attitude prediction: Via teacher's knowledge, experience, and educational level:*

As a prediction hypothesis, the researcher stated that the teachers' attitudes toward bullying will be significantly predicted by their knowledge, experience, and educational level. To a certain extent, this hypothesis was supported where experience and knowledge were found the only significant predictors of how positive the attitude of teachers towards bullying. Knowledge of bullying was the best predictor, and this confirms the first hypothesis which also claimed the association between knowledge and attitude, here it is concluded that greater knowledge will lead to a better attitude towards bullying. Furthermore, their experience level, like hypothesis 2, was shown to be a good predictor of attitude. The explanation for this could be linked with earlier discussions. Education on the other hand showed no significant prediction, leading to the conclusion that whether the teachers have a high or low education level their knowledge does not change as a result. From here it can be finally concluded that teachers' knowledge and experience are the best variables to predict attitude.

Previous research highlighted that teachers play a pivotal role in molding the attitudes and actions of students. Their expertise and accumulated wisdom are crucial assets for anticipating and tackling problems, such as bullying, in educational institutions. Teachers demonstrate a deep understanding of their students' social and emotional development, [1], [17].

They possess a comprehensive understanding of the unique difficulties encountered by each child and are capable of identifying indicators of bullying or its effects on the overall welfare of students. Such understanding is due to their meticulous expertise with students' heterogeneous demographics as well as their pursuit in identifying and resolving several societal issues. Thus, it indicates a psychological distress that could obstruct focus as a result of an adverse impact on academic achievement, [16], [30].

Results reveal a decrease in instances of victimization due to the instructor's prescribed behavioral norms. Consequently, bullying regulations are of less importance to safeguard against victimization. However, good attitudes toward bullying limitations should be adopted to pursue protection against victimization. When the school community endorses a positive attitude towards anti-bullying regulations, a safer and more inclusive culture is facilitated. Educational institutions should maintain the well-being and assistance of students in a way facilitated by the implementation of anti-bullying measures that prioritize kindness, empathy, and respect. Disposing of bullying regulations can greatly overcome bullying issues. Anti-bullying policies should consider bullying as deemed reprehensible to deter bullies successfully and enhance the secure feeling among kids to report bullying instances.

## IX. CONCLUSION

The prevalence of bullying in Saudi schools is seeing an upward trend, thus necessitating the need for additional empirical investigations to ascertain the magnitude of this epidemic. The present study elucidated the correlation between knowledge of bullying and attitudes towards it.

The connection between knowledge of bullying and attitudes towards it is mostly influenced by individuals' level of awareness and understanding of the nature and repercussions of bullying. When individuals possess a deep understanding of the definition of bullying, its diverse manifestations (including physical, verbal, social, or cyberbullying), and the possible detrimental effects it has on victims, they are more inclined to cultivate unfavorable attitudes towards such conduct. Such consciousness can result in heightened empathy for individuals who have experienced bullying and a heightened determination to actively oppose bullying. Empathy significantly influences views towards bullying. Individuals with a heightened comprehension of the emotional repercussions of bullying on victims are more prone to harboring unfavorable sentiments towards such conduct. Understanding the psychological and emotional impact of bullying promotes empathy and compassion, which motivates individuals to reject and denounce bullying in any manifestation.

Additionally, the research revealed that female teachers exhibit more favorable attitudes towards bullying. The explanation for this revelation can be attributed to the influence of socialization and adherence to gender standards. Individuals are socialized into distinct gender roles and expectations from an early age. Women are frequently urged to exhibit maternal, empathic, and loving qualities. Consequently, female teachers may display more positive attitudes towards bullying because they tend towards nurturing behavior and empathy. The process of socialization can have an impact on how individuals react to

instances of bullying and their perspectives on how to handle such conduct inside the school. Also, Society's gender norms and expectations can influence bullying attitudes. Female instructors may feel more responsibility for fostering a loving and supportive classroom, reflecting cultural expectations of women as caregivers. This sense of duty may encourage them to prioritize understanding, support, and conflict resolution over punishment in bullying situations.

Moreover, the level of experience among teachers appears to have a significant influence on the positivity of their attitudes, with greater experience correlating with more favorable attitudes. Also, no significant impact was observed for other variables on either the level of awareness about bullying or the attitude toward it. I may clarify the matter because the proficiency level of educators greatly affects the frequency and consequences of bullying within educational institutions. Professional teachers are skilled at identifying, addressing, and preventing bullying, creating a more positive and constructive school environment. Hence, educational institutions should allot resources to support the professional development of teachers as well as powerful school administration.

The welfare of perpetrators and the targets of bullying is inflicted by teachers' views and understanding of bullying. As bullies' and victims' level of comprehension and attitudes affect their well-being, teachers are held the responsibility of treating bullying issues in educational institutions. Thus, they should have a profound understanding of bullying and its repercussions to build a secure climate and nurturing environment for all victims of bullying. They should recognize that bullying is not a normal phase of student development, however, it has a negative impact on the physical and mental health of both bullies and victims.

Furthermore, the findings provide significant practical application as they aimed to set effective intervention approaches to accomplish its objectives. Such an issue should be carefully addressed by the Department of Education due to its potential significant effect on kids' well-being and academic performance.

In further investigations, it is advisable to incorporate additional variables, such as the anti-bullying measures implemented by schools, the frequency of reported bullying episodes, and the impact of bullying on children's academic performance. Significant attention should be devoted to the determination of sample size and the design of the questionnaire when considering the adoption of quantitative research methods. Qualitative research methods, such as interviews, can provide valuable insights into the phenomenon of bullying and victimization among children, thus contributing to a more comprehensive understanding of

the subject matter. The viewpoints of both teachers and children should hold equal importance.

#### *A. Recommendation*

All stakeholders must acknowledge bullying as a problem and condemn it unequivocally. Teacher, parent, counselor, and administrator participation in this program must be investigated further to determine viable and effective methods. The role of the teachers is essential in promoting a positive environment and eliminating bullying. Many researchers see that teachers have a great influence on children's lives; therefore, they can play a crucial part in recognizing bullying and intervening in such incidents. Developing a comprehensive educational program aimed at prevention is of utmost importance considering the detrimental consequences of bullying. Also, to eradicate bullying, the researchers must seek the help of teachers and other school officials. Teachers must incorporate elements of bullying prevention programs into their curricula. The implementation of school policies and classroom rules is a crucial aspect of anti-bullying programs in educational environments, as it serves to mitigate instances of school bullying. The implementation of preventive and reactive school policies, along with the incorporation of anti-bullying activities, is expected to have a favorable outcome.

Consequently, schools must employ anti-bullying programs and interventions, and teachers and counselors must be involved in addressing bullying issues. Future research should explore the potential successful applications of Interactive computing technology like artificial intelligence, conversation bots, Internet of Things, and expert systems in anti-bullying education to foster meaningful and sustainable environments that can effectively alter students' views. Furthermore, a study might be conducted to evaluate learners' level of understanding and implementation of e-bullying behavior across various educational platforms. Future studies should thoroughly investigate how school climate and a sense of school belonging can work as protective factors against bullying. Furthermore, future research about bullying victims could explore the mechanisms that contribute to the different kinds of victims. This would equip schools, parents, and mental health professionals with valuable insights on identifying signs in students to proactively avoid their victimization. It would investigate how changes in school norms might effectively decrease bullying victimization. Additionally, exploring engagement as a potential avenue for future study could yield positive results.

#### **Declaration of Generative AI and AI-assisted Technologies in the Writing Process**

During the preparation of this work the authors used Quillbot/ paraphrasing tool in order to editing some paragraphs. After using this tool/service, the authors

reviewed and edited the content as needed and take full responsibility for the content of the publication.

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