

# The Nexus of Childhood Socialization Patterns and Verbal Bullying from the Point of View of Kindergarten Teachers

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## Abstract

This study aims to investigate the nature of the relationship between childhood socialization patterns and verbal bullying from the point of view of kindergarten teachers. Using the descriptive correlation design; a sample of the study consisting of (88) kindergarten teachers were randomly selected from Amman schools. For data collection, the socialization patterns scale (Al-Ashmawi), and verbal bullying scale (Behensawi and Hassn) have been used. Findings indicated that the love and acceptance pattern was the most effective socialization pattern as reported by participants. In addition to a significant positive correlation between childhood socialization patterns and verbal bullying. Related to the effect of participants' qualification and experience years in their point of view on childhood socialization patterns and verbal bullying; findings did not detect any significant differences regarding the effect of participants' qualification. Also, there is a statistically significant difference in childhood socialization patterns regarding the effect of participants' experience years.

**Keywords:** Childhood, Socialization, Bullying, Kindergarten, Teachers.

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## Introduction

The nexus of childhood socialization patterns and verbal bullying refers to the interconnected relationship between the way children are raised, taught (Maysloon and Salameh, 2018), and influenced within their social environments and the development and manifestation of verbal bullying behaviors. This concept highlights how early socialization experiences can contribute to the emergence of verbal bullying tendencies in individuals (Alkhubta and Abdihaq, 2018). Childhood socialization patterns encompass the various influences and experiences that shape a child's attitudes, beliefs, values, and behaviors. These patterns can be influenced by family dynamics, peer interactions, media exposure, cultural norms, and educational environments (Martinez-Escudero et al., 2023). Effective socialization teaches children appropriate ways to interact with others, express themselves, and manage conflicts. However, when socialization is deficient or skewed, it can lead to negative outcomes such as aggressive behaviors like verbal bullying (Martinez-Escudero et al., 2020).

Verbal bullying involves using words, communication, and language to harm, intimidate, or demean others. It can take the form of name-calling, teasing, spreading rumors, insulting, or using hurtful language (Alkhubta, Al Khalidi, and Al-Dalalah, 2020). Verbal bullying can have serious emotional and psychological consequences for both the victims and the perpetrators. The connection between childhood socialization patterns and verbal bullying can be understood through several mechanisms such as modeling and imitation, where Children learn behaviors by observing and imitating the actions of significant adults and peers around them. If a child grow up in an environment where aggressive communication and disrespectful behavior are prevalent, they may internalize these patterns and exhibit them in their interactions, including verbal bullying (Shahrour, Dardas, Al-Khayat and Al-Qasem, 2020).

The children's behaviors are reinforced through rewards or punishments. If a child experience positive outcomes or gain attention by engaging in verbally aggressive behavior, they may be more likely to continue using such tactics, especially if they lack effective alternatives (Goldberg and Carlson, 2014). Inadequate development of communication and conflict resolution skills during socialization can lead to the use of hurtful language as a means to manage conflicts or establish dominance (Bronte-Tinkew, Horowitz, and Scott, 2009). Furthermore, constant exposure to negative or aggressive language during childhood may desensitize children to the impact of hurtful words, making them more likely to engage in verbal bullying without fully comprehending the harm they are causing. When a child is exposed to a social environment where bullying or aggressive behavior is normalized or condoned, they may internalize these norms and engage in verbal bullying themselves (Kcinar and Shaw, 2017).

Addressing the nexus between childhood socialization patterns and verbal bullying requires a multi-pronged approach, where promoting positive role models: providing children with positive role models who demonstrate respectful and empathetic communication can help counter the negative effects of poor socialization patterns

(Fraga, Soares, Peres and Barros, 2022). Educating parents, caregivers, teachers, and communities about the importance of fostering healthy socialization practices and addressing verbal bullying can lead to more supportive environments for children. Incorporating communication and conflict resolution skills training in schools and homes can empower children with effective ways to express themselves and manage conflicts without resorting to verbal bullying. Finally, establishing safe and inclusive spaces where children feel comfortable expressing themselves can mitigate the potential for bullying behaviors to emerge (Yeager, Fong, Lee, and Espelage, 2015).

### **Previous studies**

Liu, Qiu, Ban, and Luo (2023) "investigated the effects of stress on school bullying behaviors among middle school students, and the moderating role of gender and grade level in this relationship". 3,566 secondary school students in Guizhou Province were polled using the Olweus Child Bullying Questionnaire (OBVQ) secondary school version of the child bullying questionnaire and the stressor scale for secondary school students. The findings indicated that among secondary school pupils, stress was substantially and favorably correlated with bullying at school. In addition, gender and grade both reduced the association between stress and bullying at school, demonstrating that boys and middle school students are, respectively, more prone to bullying than girls and high school students.

Fraga, Soares, Peres, and Barros (2022) examined the incidence of bullying behavior among 10-year-old kids and looked into how the socioeconomic environment affected how bullying was impacted by dysfunctional households. A total of 5,338 Portuguese Generation XXI birth cohort participants were investigated. Trained interviewers used pre-designed questionnaires to gather data on home dysfunction, socioeconomic status, and participation in bullying. 14.4% of participants reported being a victim of bullying, 1.4% reported being the bully, and 3.9% reported being both the bully and the victim. Children from medium-high income homes were more likely to be bullied or to be both a bully and a victim at the same time. Additionally, children from low-income homes who reported using drugs or alcohol in the home, watched their parents abusing an intimate partner, or had been physically harmed were more likely to suffer bullying; similarly, those who had witnessed or experienced family violence were more likely to be bully victims. All these home adversity experiences among children from medium-high income households significantly enhanced the likelihood of being a victim, bully, or bully victim.

In a correlation study, Maysaloon and Salama (2018) explore the " Social upbringing patterns as realized by children (sons) and its relationship to the dimensions of locus of control Among Youth Players of basketball". Sample of the study consisting of (40) juvenile players where randomly selected, to examine the dimensions of control-center, and socialization patterns; the study adopted the scales of (Khaza'leh et al., 2012) and (Alragab & Alzyood, 2008) respectively. The results of the study found that the patterns of positive socialization are prevalent in a high degree of practice, and the control International Journal of Early Childhood Special Education with an internal dimension is the prevailing belief among basketball juniors. In addition to the existence of a positive direct correlation between the internal control center and positive socialization patterns. Moreover, a negative relationship between socialization patterns, and internal control-centre.

Lebaad (2014) aimed to find out the relationship between family socialization patterns and the emergence of social phobia in children aged between (11 and 13) years. Three educational methods were identified on which the family relies in its socialization consisting of: the strict pattern, the neglected, and the flexible patterns. The researcher proceeded from the problem that is there a statistically significant correlation between family socialization patterns and the emergence of social phobia in children. current research included a sample of 182 students who were randomly selected from the first, second, and third stages of intermediate education (medium martyr Ben Mansour Boumediene) aged between 11 and 13 years. For data collection socialization patterns and social phobia scales were used, The results of the study found that there is a difference between children in their view of the family socialization patterns. There is a positive correlation between the strict pattern and the emergence of social phobia in children. There is a correlation between neglected patterns and the appearance of social phobia in children. There is a negative relationship between the flexible pattern and the emergence of social phobia in children.

### **Statement of the problems**

Childhood is a crucial stage of development, and various problems can arise during this time that may impact a child's physical, emotional, and psychological well-being. Childhood sensitivity refers to a heightened or intense emotional responsiveness exhibited by some children. Sensitivity in childhood can manifest in various ways, such as being easily affected by emotions, stimuli, or experiences. These children might react strongly to both positive and negative situations, often displaying empathy, compassion, and deep emotional awareness. Some common childhood problem is behavioral problems like temper tantrums, aggression, or difficulties in following rules are common in childhood. Emotional challenges such as anxiety, depression, or difficulty managing

emotions can also arise. In this context, Lebaad (2014) posits that there is a negative relationship between family socialization patterns and the emergence of psychological problems among children. In addition, Maysaloon and Salama (2018) suggested that there is a positive direct correlation between the internal control center and positive socialization patterns. The nexus between childhood socialization patterns and verbal bullying underscores the significance of early experiences in shaping a child's behavior and the need for intentional efforts to foster positive socialization and communication skills. The problem of the current study lies in examining the nexus of childhood socialization patterns and verbal bullying from teachers of kindergarten point of view.

### **Significant of study**

Childhood socialization patterns play a crucial role in shaping an individual's beliefs, behaviors, and interactions within society. These patterns are influenced by various factors, including family, peers, schools, media, and cultural norms. The family is the primary agent of socialization. Children learn basic values, norms, and behaviors from their parents and caregivers. Families transmit cultural, religious, and societal traditions that impact a child's worldview. It's important to note that these socialization patterns are interconnected and can vary widely based on cultural, societal, and individual factors. Childhood socialization significantly influences an individual's development and contributes to the formation of their identity, values, and behaviors throughout their life. The significance lies in enriching the relevant theoretical aspect in the variables of the current study, in addition to assisting the psychologist and mental health professional, through the development of treatment and preventive programs, to improve the level of mental health of children.

### **Objectives**

This study aims to examine the nexus of childhood socialization patterns and verbal bullying from teachers of kindergarten point of view. Furthermore, explores the effects of teachers' qualifications and experience years in their point of view related to the nexus of childhood socialization patterns and verbal bullying.

### **Questions**

The current study seeks to answer the following questions:

1. What are the most prevalent childhood socialization patterns?
2. What is the relationship between childhood socialization patterns and verbal bullying?
3. To what extent do the teachers' qualifications and experience years affect their point of view related to the nexus of childhood socialization patterns and verbal bullying?

### **Methodology**

#### **Study Design**

To achieve the objectives of the study; the descriptive correlation approach has been used. It refers to the statistical relationship between two or more variables. It indicates how changes in one variable might be associated with changes in another variable. Correlation is often measured using correlation coefficients, such as the Pearson correlation coefficient, which ranges from -1 to 1. A positive correlation means that as one variable increases, the other tends to increase as well (and vice versa for a negative correlation), while a correlation close to 0 indicates a weak relationship.

#### **Participants**

The sample of the study consisting of (88) kindergarten teachers was randomly selected from Amman schools, to ensure that the sample is representative of the larger population, reducing the potential for bias and increasing the generalizability of any conclusions drawn from the sample data. The participant was different in qualification and experience years, also they came from different cities in Jordan.

#### **Tools**

Data collection from the participants concerning their demographics, and their points of view related to childhood socialization patterns and verbal bullying. The researchers have used two scales: the socialization patterns scale (Al-Ashmawi, 2022) consists of (57) items divided into dismission: love and acceptance, democratic, reward, authoritarianism, ostracism, and discrimination between children's patterns. In addition to the verbal bullying scale (Behensawi and Hassn, 2015) consisting of (11) items. In both scales, each item has five options ranging from 'Never' (number 1) to 'Always' (number 5). Furthermore, the validity has been examined by presenting the scale to the professional in psychology, moreover, the reliability has been evaluated in two ways Cronbach's Alpha and Split-Half. As shown in Table (1):

Table 1: The reliability scores of the scales.

Scales	Cronbach's Alpha	Split-Half
socialization patterns	0.83	0.79
verbal bullying	0.85	0.80

## Results

Research question one: What are the most prevalent childhood socialization patterns?

One-sample t-test was calculated, and the findings presented that the love and acceptance pattern was the most effective socialization pattern as reported by participants which was significant ( $M = 3.82, sig = 0.00$ ). The second effective pattern was the democratic which was also significant ( $M = 3.61, sig = 0.02$ ). Moreover, the reward pattern was significant ( $M = 3.51, sig = 0.01$ ). However, ostracism was significant ( $M = 3.48, sig = 0.00$ ). Authoritarianism was the lowest one ( $M = 2.81, sig = 0.00$ ) as presented in Table (2).

Table 2: One-sample t-test for the most prevalent childhood socialization patterns.

Variable	Dimension	Mean	Std. D	t	Sig
socialization patterns	reward	3.51	0.85	43.19	0.01*
	discrimination between children's	2.95	0.76	40.01	0.03*
	love and acceptance	3.82	0.71	57.74	0.00*
	democratic	3.61	0.87	57.18	0.02*
	ostracism	3.48	0.46	77.49	0.00*
	authoritarianism	2.81	0.564	83.950	0.00*

\* Sig at ( $\alpha \leq 0.05$ )

Research question two: What is the relationship between childhood socialization patterns and verbal bullying?

"The Pearson Correlation Coefficient" test was calculated to assess the relationship between childhood socialization patterns and verbal bullying as self-reported by participants. As illustrated in Table (3). The results indicated a significant positive correlation between childhood socialization patterns and verbal bullying the Correlation Coefficient ranged between 0.18 to 0.46.

Table 3: "Pearson Correlation Coefficient" for socialization patterns and verbal bullying.

Variables	ostracism	democratic	discrimination between children's	authoritarianism	love and acceptance	reward
verbal bullying	*0.22	0.18**	0.24**	0.26**	0.66**	**0.46

\* Sig at ( $\alpha \leq 0.05$ ) \*\* Sig at ( $\alpha \leq 0.01$ )

Research question three: To what extent do the teachers' qualifications and experience years affect their point of view related to the nexus of childhood socialization patterns and verbal bullying?

To answer this research question, one-way ANOVA examined the effect of qualification of the participants in their point of view related to the nexus of childhood socialization patterns and verbal bullying. The results did not detect any significant differences regarding the effect of participants' qualifications. As detected in Table (4).

Table 4: One-way ANOVA for the effect of participant's qualification.

Variable	Variance	Sum of Squares	df	M.sq	F	Sig
childhood socialization patterns	between group	3.81	3	1.21	1.60	0.15
	within group	78.66	84	0.70		
	Total	82.47	87			
verbal bullying	between group	0.54	3	0.12	0.21	0.8
	within group	67.35	84	0.61		
	Total	67.89	87			

\* Sig at ( $\alpha \leq 0.05$ )

Another one-way ANOVA has been applied to explore the effect of participants' experience years in their point of view related to the nexus of childhood socialization patterns and verbal bullying as found in Table (5). Findings showed that there is a statistically significant difference in childhood socialization patterns regarding the effect of participants' experience years. In another hand, findings did not detect any statistically significant difference related to verbal bullying based on participants' experience years.

Table 5: One-way ANOVA for the effect of participants' experience years.

Variable	Variance	Sum of Squares	df	M.sq	F	Sig
childhood socialization patterns	between group	8.10	3	3.12	3.21	0.005*
	within group	74.43	84	0.66		
	Total	82.53	87			
verbal bullying	between group	0.41	3	0.15	0.27	0.82
	within group	67.42	84	0.62		
	Total	67.83	87			

\* Sig at ( $\alpha \leq 0.05$ )

## Discussion

This study was designed to investigate the nature of the relationship between childhood socialization patterns and verbal bullying from the point of view of kindergarten teachers. Findings indicated that the love and acceptance pattern was the most effective socialization pattern as reported by participants. In addition to a significant positive correlation between childhood socialization patterns and verbal bullying. Related to the effect of participants' qualification and experience years in their point of view on childhood socialization patterns and verbal bullying; findings did not detect any significant differences regarding the effect of participants' qualification. Also, there is a statistically significant difference in childhood socialization patterns regarding the effect of participants' experience years.

Findings can explain that childhood socialization plays a significant role in shaping children's behavior and overall development. It refers to the process through which children learn and internalize the values, norms, beliefs, behaviors, and social skills of their culture or society. This process occurs primarily through interactions with family members, peers, caregivers, educators, and the broader community. Children learn how to interact with others, share, cooperate, and communicate through their socialization experiences. Positive interactions with family members and peers can promote the development of effective social skills, while negative experiences can hinder their social growth. Furthermore, language is a crucial aspect of socialization, Children acquire language skills by interacting with caregivers and peers, and this communication ability influences their behavior by enabling them to express their needs, feelings, and thoughts effectively. Moreover, peers become increasingly important during childhood, and interactions with peers can influence behavior significantly. Children learn from their peers about group dynamics, conflict resolution, and the importance of social acceptance.

Another effect lies in learning about their culture's traditions, rituals, customs, and practices through socialization. This understanding of their cultural heritage can influence their behavior and how they perceive the world around them. The findings of the study agreed with the findings of (Maysaloon and Salama, 2018) which indicated that the patterns of positive socialization are prevalent in a high degree of practice, and the control center with an internal dimension is the prevailing belief among basketball juniors. Furthermore, the findings agreed with the findings of (Lebaad, 2014) who found a positive correlation between the strict pattern and the emergence of social phobia in children. Also, a correlation between neglected patterns and the appearance of social phobia in children, and there is a negative relationship between the flexible pattern and the emergence of social phobia in children.

## Conclusion

The relationship between childhood socialization and bullying is complex and can vary depending on individual, cultural, and environmental factors. Positive socialization experiences can serve as protective factors against bullying, while negative socialization experiences or exposure to aggression can increase the likelihood of engaging in bullying behavior. Childhood socialization and bullying share a dynamic relationship where positive socialization experiences can mitigate the risk of bullying, while engagement in bullying behavior can hinder healthy social development. Understanding this relationship can guide efforts to create nurturing environments that promote empathy, kindness, and positive social interactions among children.

It is important to highlight several limitations and suggestions to be considered by future research. This study investigated the nature of the relationship between childhood socialization patterns and verbal bullying from the point of view of kindergarten teachers. Future research is advised to seek the subcomponents of socialization patterns, self-regulation, self-awareness, social skills, motivation, and empathy. Future studies are encouraged to examine another socialization pattern that may overlap with the components of childhood socialization. The study used a descriptive correlation design solely for data collection. Future studies are encouraged to incorporate another approach to shed more light on this complex relationship.

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