

KAP Study of University Students about Bullying in Sulaimani/Iraq

Bushra Mohammed Ali

MBChB , FICMS

Abstract:

Background: Bullying is defined as the activity of repeated, aggressive behavior leads to hurt another person, either physically, emotionally or mentally. It can involve an individual or a group misusing their power, over one or more persons who feel unable to stop it from opening.

Objectives: To identify knowledge, attitude, and practice of bullying among universities students and to compare between females' and males' and their knowledge, attitude, and practice of bullying.

Study design: A cross sectional study was conducted on a convenient sample of 926 university students of Sulaimani city, from 28th of February until 30th of April 2021. Data were collected by a self-administrative questionnaire which composed of questions of socio-demographic status, seven questions about students' knowledge, for the attitude nine questions and twelve questions about students practice. Analysis was done by using Chi square for finding the association.

Results: Nearly 39 % of the students got bullied at school, the association was significant between gender and their getting bullied (P- Value = 0.02). About (45.5 %) of the students answered that females exposed more to bullying, the association was significant, (P- Value = 0.043), Most of the students (73 %) thought that bullying is a disease and needs treatment, the association was significant, (P- Value = 0.01). Highest percent of the students felt distressed (45%) in situations which remind them of the bullying, the association was significant, (P- Value = 0.01).

Conclusions: More than one third of the students got bullied and more than half of them answered correctly regarding knowledge questions about bullying, most of them thought that females are exposed to bullying more than males and did not take a part in bullying anyone,

Key words: Bullying, Universities students, Sulaimani City.

Introduction

Bullying is defined by National Center Against Bullying as ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm. Bullying distinguishes from conflict by this imbalance ⁽¹⁾.

Bullying is characterized by three criteria: intent of hostile, power of imbalance and repetition for a period of time ⁽²⁾. However bullying long tolerated by many till adulthood, now a day is known as an important problem of public health which can be prevented, the bullied can have consequences for long lasting period ⁽³⁾. Those consequences are: poor performance in the school, depression, anxiety, aggressive behavior and future delinquent, for bullied, witnesses who are present during a bullying event and for the perpetrators of bullying. The bullying behavior peaks during the middle school years, although it is clear as early as preschool ⁽⁴⁾.

There are 2 modes of bullying, direct bullying means when the targeted youth is present and exposed to aggressive behavior(s) as push the target , hit him, say verbal sarcasm, or communication by writing directly, While indirect bullying means the targeted youth exposed to aggressive behavior(s) by indirect communication , example of indirect bullying is spreading rumors which is commonly occurs. ⁽⁵⁾.

The common four types of bullying are : A- Verbal bullying: includes oral or written communication which cause hurt, example: calling of nasty names, taunting , bad notes, verbal threats or hand gestures. B- Physical bullying: includes using of physical force, example: hitting, shoving, pushing, tripping and spitting. C- Bullying of relation: is designing behavior occurs to hurt the targeted youth reputation and his relationships example: rumor spreading, social isolation, posting pictures or derogatory comments online. D- Damage to property: is done by perpetrator to cause hurt to the target youth ⁽⁶⁾.

Another form of bullying or aggression known as Cyberbullying, this form of bullying occurs through devices of modern technology specifically internet or mobile phones ⁽⁷⁾. Cyberbullying may take the form of rumor spreading through posts or nasty comments or messages, or making groups online and the groups of peers exclude someone ⁽⁸⁾. Youth violence and bullying preventing requires a comprehensive actions that addresses, the violence social determinants, such as, income inequality, low levels of social protection and rapid demographic and social change ⁽⁹⁾. So bullying is a common and ongoing problem in all schools from primary school on through college. In previous research presented that in recent years bullying rates have been increased ⁽⁹⁾.

Objectives:

1. To identify knowledge, attitude, and practice of bullying among universities students.
2. To compare between females' and males' and their knowledge, attitude, and practice of bullying.

Methodology

Study design: A cross-sectional study.

Setting of the study: Data collected from 28th of February to 30th of April 2021 from Sulaimani University, Sulaimani Polytechnical University (SPU), Komar University, Sulaimani American University and Polytechnical Institution by hard copies and online questionnaires.

Sampling method and sample size: A convenient sample of 926 university students (Scientific & literary colleges) were involved in this study, data were collected by a self-administered questionnaire which composed of 4 parts: Socio-demographic status part: (age, gender, marital status, residency, socioeconomic status).

Knowledge part included seven questions, Attitude part included nine questions, and Practice included 12 questions. When the questionnaire construction was finished pilot study was done (The sample that used into pilot study was not included in the study sample).

Statistical analysis: The data were entered in Excel program after that transferred to SPSS program version 21 for data analysis to find frequencies and percentages and to get the association Chi-square test was used. When $P\text{-value} \leq 0.05$ this was considered as significance.

Ethical consideration: Family & Community Medicine Department / College of Medicine/Sulaimani University had approved this study. Verbal consent was taken from the participants before filling hard copy questionnaires.

Results

Mean age of the students was 21.80 ± 1.135 years

Table (1) shows socio demographic status of the students. Highest percentages were females (67.2%), singles (93.5%), inside city (75.6%), of moderate socio-economic status (57.24%)

Table (1) Student Distribution according to Socio Demographic Status

Socio-demographic status		N	%
Gender	Male	304	(32.8)
	Female	622	(67.2)
Marital status	Single	866	(93.5)
	Married	50	(5.5)
	Divorced	10	(1)
Residency	Inside city	700	(75.6)
	Outside city	226	(24.4)
Socio-economic status	High	176	(19)
	Moderate	530	(57.24)
	Low	220	(23.76)
Total		926	(100)

Table (2) shows knowledge of the students, the highest percentage was among those who had seen bullying inside school (76.5%). About 42.4% didn't know that there is organization against bullying. About 45.5% of the students answered that females exposed more to bullying, the association was significant, ($P\text{-Value} = 0.043$),

highest percentage of the students 69% knew someone who was bullied, most of them 59.6% answered bullying is prevented by education. About 51.5% have seen a program about bullying in TV and there was a significant association ($P\text{ value} = 0.01$), most of the students 75% answered that all (calling by nasty names, creating mean websites, posting

embarrassing pictures of someone else without permission, Sending harassing messages, threatening

someone on Facebook) are considered as bullying, the association was significant, (P- Value = 0.045).

Table (2) Distribution of the students according to their knowledge

Questions		Female		Male		Total		P value
		N	%	N	%	N	%	
Did you faced bullying condition when you were at school	Yes	469	(75.4)	224	(74)	693	(76.5)	0.3
	No	153	(24.6)	80	(26)	233	(23.5)	
There are organizations against bullying	Yes	123	(19.8)	46	(15.2)	169	(18.3)	0.1
	No	246	(39.5)	118	(38.8)	364	(39.3)	
	I don't know	253	(40.7)	140	(46)	393	(42.4)	
The gender that gets bullying more is	Male	260	(41.8)	98	(32.2)	358	(38.6)	0.043
	Female	269	(43.2)	152	(50)	421	(45.5)	
	I don't know	93	(15)	54	(17.8)	147	(15.9)	
Have you seen any program about bullying in TV	Yes	353	(56.8)	124	(40.8)	477	(51.5)	0.01
	No	269	(43.2)	180	(59.2)	449	(48.5)	
Someone From your family or freind who was bullied?	Yes	423	(68)	216	(71.1)	639	(69)	0.063
	No	199	(32)	88	(28.9)	287	(31)	
Bullying can be prevented by:	Law	189	(30.4)	76	(25)	265	(28.6)	0.19
	Education	357	(57.4)	194	(63.8)	551	(59.6)	
	Org.	76	(12.2)	34	(11.2)	110	(11.8)	
Which of the followings can be considered as bullying?	Threatening someone on Facebook	29	(4.7)	8	(2.6)	37	(4)	0.045
	Sending harassing messages	49	(7.9)	20	(7.6)	69	(7.5)	
	posting embarrassing pictures of someone	33	(5.3)	4	(1.3)	37	(4)	
	calling by nasty names	43	(7)	12	(3.95)	55	(5.9)	
	creating mean websites	17	(2.8)	16	(5.25)	33	(3.6)	
	All of the above	451	(72.5)	244	(80.3)	695	(75)	

Total	622	(100)	304	(100)	926	(100)	
--------------	------------	--------------	------------	--------------	-----	-------	--

Table (3) shows distribution of the students according to attitude. Highest percentage of them thought that bullying is a bad habit 95.5 %. High percentage of the participants (84.5 %) thought that bullying and harassment is a global problem and there was a significant association (P- value = 0.02). Most of the participants 73 % thought that bullying is a disease

and needs treatment, the association was significant, (P- Value= 0.01). About 65.8 % of the participants thought those who are of low socioeconomic status get more bullied. Highest percentage 72.6 % of the students thought those who have different religions or idea get more bullied, the association was significant, (P- Value = 0.026).

Table (3) Distribution of the students according to their Attitude

Questions		Female		Male		Total		P- value
		N	%	N	%	N	%	
Do you think bullying and harassment is a bad habit?	Yes	600	(96.5)	284	(93.4)	884	(95.5)	0.1
	No	22	(3.5)	20	(6.6)	50	(4.5)	
Do you think bullying and harassment is a global problem?	Yes	555	(89)	226	(74.3)	781	(84.5)	0.02
	No	67	(11)	78	(25.7)	145	(15.5)	
Do you think bullying can lead to suicide in later life?	Yes	469	(75)	228	(75)	759	(82)	0.9
	No	153	(25)	76	(25)	167	(18)	
Do you think bullying can cause the victim to have nightmares about the event?	Yes	581	(93)	256	(84.2)	837	(90.4)	0.049
	No	41	(7)	48	(15.8)	89	(9.6)	
Do you think bullying and harassing others is a disease and needs Treatment?	Yes	485	(78)	194	(63.8)	679	(73)	0.01
	No	137	(22)	110	(48)	247	(27)	
Do you think those who are socioeconomically low get more bullied?	Yes	407	(65)	202	(66.5)	609	(65.8)	0.41
	No	215	(35)	102	33.5	317	(34.2)	
Do you think someone with different religion or idea gets more bullied?	Yes	483	(77.6)	190	(62.5)	673	(72.6)	
	No	139	(22.4)	114	(37.5)	253	(27.4)	

Total	622	(100)	304	(100)	926	(100)	0.026
--------------	-----	-------	-----	-------	-----	-------	-------

Table (4) shows distribution of the students according to the practice, most of the students (80 %) did not take part in bullying anyone while they were at school, the association was significant, (P- Value = 0.039), and about 41.5 % of the students getting sad

if they see someone got bullied and nearly 34.8 % support the victim and fight the bully, the association between gender and their action if see someone got bullied was significant (P-value = 0.046).

Table (4) Distribution of the students according to their practice

Questions		Female		Male		Total		P-value
		N	%	N	%	N	%	
When you were at school did you bully anyone?	Yes	95	(15)	90	(29.6)	185	(20)	0.039
	No	527	(85)	214	(70.4)	741	(80)	
What will be your action If you see someone got bullied	Laughing	49	(7.8)	28	(9.2)	77	(8.3)	0.046
	Support the bullied one and fight the bully	214	(34.5)	108	(35.5)	322	(34.8)	
	Feeling sad	280	(45)	104	(34.2)	384	(41.5)	
	Nothing	79	(12.7)	64	(21.1)	143	(15.4)	
Total		622	(100)	304	(100)	926	(100)	

Table (5): shows distribution of the student according to those who got bullied. Nearly 38.9 % of the students got bullied at school, the association was significant, (P- Value = 0.02). Highest percent of the students felt distressed (45%) in situations which remind them of the bullying, the association was significant, (P-Value = 0.01).About 18 % had prevented to go to school to avoid bullying, the association was significant, (P- Value = 0.04). Those who did not have happy times at school were 15%, the association was significant, (P- Value = 0.01).

Those who had happy times with their family were 60.4 %, the association was significant, (P-Value = 0.049). Those students who answered bullying events lasted for few days were 44.5%, the association was significant, (P- Value = 0.049) . Highest frequency of the students 67.2% had been bullied by one person, the association was significant, (P- Value = 0.001). The students used to get help from their teacher as the way to cope with the bullying were 34.5 %, the association was significant, (P- Value=0.037)

Table (5) Distribution of the students who got bullied

Questions		Female		Male		Total		P-value
		N	%	N	%	N	%	
Have you ever got bullied in school?	Yes	196	(31.5)	164	(54)	360	(38.9)	0.02
	No	426	(68.5)	140	(46)	566	(61.1)	
If Yes Do you ever feel distressed in situations which remind you of the bullying event(s)?	Yes	114	(58.2)	48	(29.2)	162	(45)	0.01
	No	42	(21.4)	12	(7.3)	54	(15)	
	Sometime	40	(20.4)	104	(63.5)	144	(40)	
	No	100	(51)	90	(55)	190	(53)	
Did you ever prevent school because you were bullied there?	Yes	26	(13)	40	(24.4)	66	(18)	0.04
	No	170	(87)	124	(75.6)	294	(82)	
Did you have a happy time at school?	Yes	105	(53.6)	36	(22)	141	(39)	0.01
	No	31	(15.8)	22	(13.4)	53	(15)	
	Neutral	60	(30.6)	106	(64.6)	166	(46)	
Had you spent a happy time with your family at home while in school?	Yes	117	(59.7)	100	(61)	217	(60.4)	0.049
	No	39	(19.9)	18	(11)	57	(15.8)	
	Neutral	40	(20.4)	46	(28)	86	(23.8)	
Were you indirectly bullied at secondary school (lies told you/ Excluded from a group)?	Yes	120	(61)	64	(39)	184	(51)	0.01
	No	76	(39)	100	(61)	176	(49)	
In which level of school where you bullied?	Primary	113	(57.7)	58	(35.4)	171	(47.5)	0.032
	Secondary	73	(37.3)	86	(52.4)	159	(44 .2)	

			)					
	High school	10	(5)	20	(12.2)	30	(8.3)	
Bullying attack last for	Few days	96	(49)	64	(39)	160	(44.5)	0.049
	Weeks	58	(29.5)	50	(30.5)	108	(30)	
	Months	25	(12.8)	22	(13.4)	47	(13)	
	A year & more	17	(8.7)	28	(17.1)	45	(12.5)	
How many pupils bullied you in school?	By several pupils	30	(15.3)	88	(53.7)	118	(32.8)	0.001
	by one person	166	(84.7)	76	(46.3)	242	(67.2)	
For coping with the bullying?	I fought back	4	(2)	0	(0)	4	(1.1)	0.037
	I got help from a teacher	70	(35.7)	54	(32.9)	124	(34.5)	
	I got help from family	26	(13.3)	8	(4.9)	34	(9.5)	
	I tried to avoid the situation	48	(24.5)	30	(18.3)	78	(21.7)	
	I tried to handle it by myself	8	(4.1)	32	(19.5)	40	(11.1)	
	I tried to ignore it	30	(15.3)	32	(19.5)	62	(17.1)	
	I tried to make fun of it	10	(5.1)	8	(4.9)	18	(5)	
Total		196	100	164	(100)	360	(100)	

Discussion

Bullying and harassment of students during their school years appears to be a widespread phenomenon. In this study socio demographic status of the students revealed that mean age of the students was 21.80 ± 1.135 and highest percentage of the participants were females 67.2% , different results were found in a study that was done in Egypt ⁽¹⁰⁾

Those who lived inside city were 75.6%, same results were found in a study done in USA ⁽¹¹⁾. The participants of moderate socio-economic status were 57.24%, this goes with a study done in China ⁽¹²⁾.

Regarding knowledge of the participants, those who said females got more bullied were 44.5 %, the association was significant, (P-Value = 0.043), same findings were in the study of Rowan University ⁽¹³⁾. Highest percentage of the students (69%) knew someone who was bullied, same findings were in the Annual Bullying Survey at UK ⁽¹⁴⁾. this may be explained by that bullying became a common condition that most of the students had seen someone from family or friends had got bullied.

59.6 % answered bullying is prevented by education, same finding found in a study done by Duquesne University, Pennsylvania ⁽¹⁵⁾, high

frequency of the students (76 %) answered that all (calling by nasty names, creating mean websites, posting embarrassing pictures of someone else without permission, Sending harassing messages, threatening someone on Facebook) are considered as bullying, with a (P-Value of = 0.045).

Regarding students attitude, 95.5% of the participants thought that bullying and harassment is a bad habit, same finding was in the study of National Academy of Science ⁽¹⁶⁾. Highest percentage of the students (93.8%) thought that family can have effect on the individual and motivate them to bully others, same findings were in the study of Spain ⁽¹⁷⁾ which is insisting on that parenting styles can have effect on the psychology of individuals and motivate to be bullies, this may be explained by that the child from the birth his parent are raising and taking care of him during which if they allow him to be a bully or not and till six years of age his personality will be made.

Those participants who thought that bullying is a global problem are 84.5 %, the association was significant, (P- Value = 0.02), same finding was found in a study of Virginia ⁽¹⁸⁾. About 82 % of the participants thought that bullying can lead to suicide in later life. Highest frequency of the students (90.4%) thought that bullying could cause the victim to have nightmares about the event, the association was significant, (P- Value = 0.049), same finding was in the study of England ⁽¹⁹⁾.

About 73% of the participants thought bullying and harassing others is a disease and needs treatment, the association was significant (P- Value = 0.01), same finding was in the study of Brown University ⁽²⁰⁾. Those who thought that who are of low socio-economic status got more bullied were 65.8%, same finding was in the study of USA ⁽²¹⁾. A percent of 42.3% of the students thought that the most common bullying way is verbal bullying; same finding was in the study of USA ⁽²²⁾. Most of the students (72.6%) thought that those with different religion and idea got more bullied, the association was significant (P-Value = 0.038); same finding was in the study of China ⁽²³⁾ in which research religion is strongly associated with bullying and suicidal victimization.

For the practice, about 41.5 % of the students getting sad if they see someone got bullied and nearly 34.8 % supported the victim and fought the bully, the association was significant (P- value = 0.046), nearly the same results found in a study of Turkey ⁽²⁴⁾.

In present study 38.9 % of the students got bullied at school, the association was significant (P-Value = 0.02), different finding was in the study of Tanta university, Egypt ⁽¹⁰⁾. Highest percent of the students felt distressed (45%) in situations which remind them of the bullying, the association was

significant, (P-value = 0.01); same finding was in the study of US ⁽²⁵⁾. About 18 % had prevented school to avoid bullying, the association was significant, (P-value = 0.04); same finding was in the study of Jordan ⁽²⁶⁾, this may be explained by in the school of these students there was no one to support them and stop the bullies. Those who did not have happy times at school were 15%, the association was significant (P- value = 0.01) and those who had happy times with their family were 64.4 %, the association was significant, (P- value = 0.049).

Those students who answered bullying events lasted for few days were 44.5%, the association was significant, (P- value = 0.049). Highest percentage of the students (67.2%) had been bullied by one person, the association was significant, (P- value = 0.001), same finding was in the study of Jordan ⁽²⁶⁾. The students used to get help from their teacher as the way to cope with the bullying were 34.5 %, the association was significant, (P- value = 0.037).

Conclusions:

More than half of the students answered the knowledge questions correctly. Most of the students thought that bullying is a global problem, bullying and harassing others is a disease and needs treatment. Most of the students hadn't participated in bullying, and got sad for the victim, supported the victim and fought bullies. More than one third of the students had been bullied at their past school; most of them were bullied by one person.

References:

1. Juvonen, J., Graham, S. "Bullying in Schools: The Power of Bullies and the Plight of Victims". *Annual Review of Psychology*. 2014; 65: 159–85.
2. Burger, Christoph, Strohmeier, Dagmar; Spröber, Nina, et al "How teachers respond to school bullying: An examination of self-reported intervention strategy use, moderator effects, and concurrent use of multiple strategies". *Teaching and Teacher Education*. 2015; 51: 191–202.
3. McDougall, P., and Vaillancourt T. Long-term adult outcomes of peer victimization in childhood and adolescence: Pathways to adjustment and maladjustment. *American Psychologist*. 2015; 70(4): 300.
4. World Health Organization Regional Office for Europe. Currie, C., Zanotti, C., Morgan, A., et al. Social determinants of health and well-being among young people. Copenhagen, Denmark: (2012).

5. Bradshaw, C.P., Waasdorp, T.E., and Johnson S.L. Overlapping verbal, relational, physical, and electronic forms of bullying in adolescence: Influence of school context. *Journal of Clinical Child & Adolescent Psychology*. 2015; 44(3): 494-508.
6. Godleski, S.A., Kamper, K.E., Ostrov, J.M., *et al.* Peer victimization and peer rejection during early childhood. *Journal of Clinical Child & Adolescent Psychology*. 2015; 44(3): 380-392.
7. Elizabeth Whittaker , Robin M. Kowalski. Cyberbullying Via Social Media. *Journal of social violence*. 2015; Vol 14, 25 Sep., page 11-29.
8. Tokunaga, R.S. Following you home from school: A critical review and synthesis of research on cyberbullying victimization. *Computers in Human Behavior*. 2010; 26(3): 277-287.
9. WHO. Violence prevention: the evidence. Preventing violence through the development of safe, stable and nurturing relationships between children and their parents or caregivers. Geneva: World Health Organization; 2009.
- 10- Noha Mohammed Elghazally , Asmaa Omar Atallah. Bullying among undergraduate medical students at Tanta University, Egypt: a cross-sectional study, *Libyan Journal of Medicine*. 2020; 15:1-3, DOI: 10.1080/19932820.1816045
- 11- Samantha Herrick. School Bullying in Urban and Rural Environments. *The Official Journal of the North Carolina Sociological Association*. North Carolina. 2014; 12(2): 1-2
- 12-Zhou Y, Guo L, Lu C, Deng J., He Y., Huang, *et al.* Bullying as a Risk for Poor Sleep Quality among High School Students in China. *Taheri S, ed. PLoS ONE*. 2015; 10(3): 121-602.
- 13-Brzezinski, Melanie S., "Gender differences in bullying and perceptions of bullying. 2016; P 1276.Thesis.
- 14-Annual Bullying Survey. UK. 2015. Available at: <https://www.ditchthelabel.org/research-papers/the-annual-bullying-survey-2015/>
- 15-Kolbert JB, Schultz D, Crothers LM. Bullying Prevention and the Parent Involvement Model. *Journal of School Counseling*. 2014; 12(7):7.
- 16-Copeland WE, Wolke D, Lereya ST, Shanahan L, Worthman C, Costello EJ. Childhood bullying involvement predicts low-grade systemic inflammation into adulthood. *Proceedings of the National Academy of Sciences*. 2014 May 27;111(21):7570-5.
- 17-Gómez-Ortiz O, Romera EM, Ortega-Ruiz R. Parenting styles and bullying. The mediating role of parental psychological aggression and physical punishment. *Child abuse & neglect*. 2016; 51:132-43.
- 18-Fleming LC, Jacobsen KH. Bullying among middle-school students in low and middle income countries. *Health promotion international*. 2010; 25(1):73-84.
- 19-Wolke D, Lereya ST. Bullying and parasomnias: a longitudinal cohort study. *Pediatrics*. 2014; 134(4):1040-8.
- 20-Turcotte Benedict F, Vivier PM, Gjelsvik A. Mental health and bullying in the United States among children aged 6 to 17 years. *Journal of interpersonal violence*. 2015; 30(5):782-95.
- 21-Due P, Merlo J, Harel-Fisch Y, Damsgaard MT, soc MS, Holstein BE, *et al.* Socioeconomic inequality in exposure to bullying during adolescence: a comparative, cross-sectional, multilevel study in 35 countries. *American journal of public health*. 2009; 99(5):907-14.
- 22-Wang J, Iannotti RJ, Nansel TR. School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent health*. 2009; 45(4):368-75.
- 23-Pan SW, Spittal PM. Health effects of perceived racial and religious bullying among urban adolescents in China: A cross-sectional national study. *Global public health*. 2013; 8(6):685-97.
- 24-Halil Ekşi , Tugba Turk-Kurtça . The Witness Experiences of Bullying in High School Students: A Qualitative Study. *Turkish Psychological Counseling and Guidance Journal*. 2021; 60 : 37-48
- 25-Holt MK, Greif Green J, Reid G, DiMeo A, Espelage DL, Felix ED. *et al.* Associations between past bullying experiences and psychosocial and academic functioning among college students. *Journal of American college health*. 2014; 62(8):552-60.
- 26-Al-Bitar ZB, Al-Omari IK, Sonbol HN, Al-Ahmad HT, Cunningham SJ. Bullying among Jordanian schoolchildren, its effects on school performance, and the contribution of general physical and dentofacial features. *American journal of orthodontics and dentofacial orthopedics*. 2013; 144(6):872-8.