

# The Phenomenon of Bullying: A Case Study of Jordanian Schools at Tafila

Abderraheem Fadhil Salamn Almahasnih<sup>1,\*</sup>

<sup>1</sup>Faculty of Educational Sciences, Tafileh Technical University, Psychology Department, Tafila, Jordan

\*Correspondence: Faculty of Educational Sciences, Tafileh Technical University, Psychology Department, Tafila, Jordan. E-mail: abd\_mahasnh@yahoo.com

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## Abstract

The aim of this research was to investigate the phenomenon of bullying and the dangerous effects on victims and the security of school environment, and to understand the psycho-social dimensions, through recognizing the degree of contribution of embodying the social values, feeling inferiority and strength of inner feeling of bullies who try to compensate some difficulties and get social and psychic giants in Tafila Public Schools south Jordan. The sample of the study consisted 300 male and female bullies students at the high-primary stage in the academic year 2009/2010 in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades. The researcher developed three scales for the purpose of this study: bullying scale, bullying measure developed for this study: social values scale feeling inferiority scale and the conscience awakening scale. Means and SDs, ANNOVA and the Chaffee test were utilized in this study. Results indicated that the variable of feeling inferior was the strongest factor for predicting bullying and Awakening of conscience and social values were found to have a negative relationship with bullying. In addition, it was shown that male students are more practiced in bullying than female students and there were statistically significant differences among the means of students performance in (8<sup>th</sup> – 10<sup>th</sup> grades) in bullying only, where no statistically significant differences indicated among the three levels of grades in social values, feeling interior and awakening of conscience.

**Keywords:** bullying, feeling of inferiority, bully, social values, feeling of interiority, awakening of conscience

## 1. Introduction

The concept of bullying has become one of the most important and attracting topics in Many countries, especially after conducting the studies by Olweus in both Sweden and Norway. Olweus has conducted many research on students in basic stages in Sweden and Norway, where he built a scale to estimate and assess school bullying. This research is prominent and important in such topic. The results of his researcher indicated that male students were more likely to participate in bullying than female students; while 60% of female students were victims of bullying in 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades, and 15-20% of them were subjects to bullying (Delfabbro et. al., 2006).

Bullying is considered an expanded phenomena and an educational, social and personal critical problem, as well as being negatively affecting the school environment in general, and the cognitive, emotional and social ground of the student in particular, which affects his/her right to learn within a proper safe class environment. The effective learning can't be achieved without a save environment that provides students with psychological safety (security) and protection against violence, risk and threat (Field, 2004).

The phenomenon of bullying has gained a great attention of scholars and educators in many countries due to its severe sequences on the adaptation and psychic health of the students in addition to the effect on the school environment in general. Bullying is one of children abusing forms, which in turn has become a crises that encountered by schools on daily basis (Mustafa, 2007).

Espelage and Holt (2001) indicated that half of children were subject to bullying in their school time, where they often hide their agonies to their families due to their feeling of shame to be described as weak. It is a behavioral and social phenomenon that implies growing a generation which suffers perceptive and psycho disorders.

This phenomenon is common among children and an adolescent student as well as it is a general phenomenon in many schools and societies. It is considered a source of emotional disorders such as anxiety, devaluation of self and

others. It affects the life of the students in early stages especially if accompanied by sexual harassment and financial abuse. The victims of bullying suffer from unhappiness, sadness and hatred toward social environment, which in turn leads to isolation, autism, anxiety tension and depression, besides some somatic disorders, sleep disorders, nervous hysteria and frequent crying (Litz, 2005).

The victims suffer from attention deficit, many emotional problems and emotional imbalance (Lavarsson et al., 2005). The studies of Delfabbro et al. (2006), and Kumpulainen et al. (2001) indicated that victims of bullying behavior suffer from negative mood and low psychological compatibility in general. The victims of bullying are also subject to low psychological health where they face problems in building stable relationships with others in addition to suffering from low confidence, wretchedness, depressed mood, psychic anxiety, neuralgic and sadness (Viljoen et al., 2005).

The bullying in schools is a worldwide problem among different age segments (Ginne, 2006). The view of a beaten child with his/her clothes worn and books thrown away has become normal view in front of school walls. The most dangerous in this case is that the behavior of bullying is covered by secrecy by the victims so as to avoid more abuse by other students, or they believe they will be isolated by others if they declare their cases, and they believe that bullying action might be reduced if the victim stays silent. The victim may hide any abuse action to teachers and principal because he/she knows that no punishment procedures will be taken against the bully. They also afraid that their families will become more anxious if they know the case (Abu Ghazal, 2009-A).

The bullying affects the psyches health of the children negatively, where it hinders their normal achievement in school, psychic and emotional growth, especially the socialization process in school which is very vital and a source of security. The feeling of the student of being accepted or rejected by peers has result of feeling of security or insecurity. Such impact has a great importance in building the normal identity which is the most important of individual's achievement in the late childhood and adolescence, which is the first step to achieve the self appreciation and productivity in the later age stages (Qattami & Sarayrih, 2009). The bullying has also other negative effects such as psycho-somatic disorder and other social impacts that may stimulate the victim to commit suicide, psychic disorder, anxiety and depression besides emotional disorders on the long term, self devaluation and sensitivity to disease and complaints (Williams, Fargas, & Hipple, 2005).

Jaradat (2008) pointed out that there is a link between bullying and self devaluation and low study achievement among the bullies.

Despite the little number of bullies in the school environment, but there is a problem that should to be solved. Many countries established protective programs to overcome this behavior (Unit Bullying Program). In Spain the program was introduced with the slogan "let us learn by the spirit of solidarity and brotherhood". In Japan, a special guide for facing violence and aggression was established and distributed over teachers and counselors. In the U.S.A., Canada and Europe countries there were campaigns and special programs to encounter bullying supported by hotlines that abused students can use to submit their problems (Olweus, 2001). Oklahoma State has issued a program called "No Child Left Behind", to follow up the bullying cases, then another program named "Bully Proof" had been issued in the western region and achieved high rate of success (Rigby, 2010). There are many electronic foreign sites in this topic which facilitate the reporting of abuse, where the most famous program is "Olweus Bullying Prevention program (OBPP) (Limper, 2004).

The bullying behavior has several forms, mainly the body (physical) form which is characterized by hitting, biting, boxing, scratching, smashing, and knocking down of victim. Another form is the verbal one which includes satire, ruinous, bad words racial and religious abuse comments. The symbolic bullying includes body language signs, ignorance and freaking the activities away. Indirect bullying includes destroying and damaging properties such as cutting clothes or books, while the sexual bullying includes using titles and names that include bad and sexual meanings and/or threat of sexual abuse (Brownstein, 2002).

### *1.1 Statement of the Problem*

The problem of school bullying has expanded increasingly in the late time. Alsubhein (2007) indicated that there was an increasing trend of this problem in Irbid schools/ Jordan, to the extent that there were increasing numbers of bullies despite the penalties made against them. Sometimes children complain of a usual phenomenon of some disease or problems or retardation, but in fact these are symptoms of the hidden problem that makes the life of the child very bad. Child may say "I don't like school and today I will not go" or "I have no friends. These expressions are dangerous and families should pay attention to them. Here the bullying problem arises, where a students may become a victim of another bully in the school who deals with him in bad manner or aggression in front of other

students, or there may be a group of bullies against one victim who can't defend him/herself or even inform teachers, counselor or parents under the pressure of being described as coward, or looking at him as weak. Since the victim may cover his/her feelings in secrecy, councilor and family should pay attention to this problem. Therefore, this study has been initiated to discuss the dangerous effects on victims and the security of school environment, and to understand the psycho-social dimensions, through recognizing the degree of contribution of embodying the social values, feeling inferiority and strength of inner feeling of bullies who try to compensate some difficulties and get social and psychic giants.

### 1.2 Significance of the Study

The significance of this study lies in the followings:

1. It investigates a social and school phenomena that have dangerous impacts on the educational and pedagogical process besides affecting the attitudes of students towards the normal life, and their adaptation and psycho health, as well as affecting all dimensions of victim life like achievement and socialization.
2. The study focuses on a vital growth period (adolescence) where it is conducted on the population of the 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade students. This stage has important role in determining the life tracks of the student. The students who show bullying behavior in early adolescence will show later un adaptation behavior.
3. The study attempts to attract the attention of educators, teachers, psychiatrists, and psycho councilors and administration of school to focus on this dangerous problem. It also attempts to guide their interfere to prevent and halt bullying where the best approach to recovery is the understanding of motives that stimulate the bullies and set the plans suitable to deal with this problem.
4. The study is stemmed from real situations expensed by the researcher as an educator for courses on bullying behaviors.
5. Lack of related studies in local and Arab research compared to foreign references, which means that this phenomenon is greater in western societies, but it is important to be aware of this problem in Jordan. Such study may contribute to the solution of the problem.

### 1.3 Objectives and Questions of the Study

embodiment of social values and feeling humility and inner strength of a group of students among the bullies in higher basic stage, in order to recognize the differences of bullying level between male and female students and the grade level.

The study seeks to answer the following questions:

1. Is there a stochastic ability of assimilation of social values, conscience, awake feeling inferior, gender with bullying of students at higher basic stage at schools of Tafila?
2. Are there statistically significant differences at ( $\alpha = 0.05$ ) in bullying between value assimilation, conscience awakening, feeling inferiority attributed to the variable of gender?
3. Are there statistically significant differences at ( $\alpha = 0.05$ ) in bullying between values assimilation, conscience awakening, feeling inferiority that are attributed to the grade level of the student?

### 1.4 Conceptual and Procedural Definitions

1. **Bullying:** it is the negative action(s) that are imposed on the child and make him/her feel pain due to imbalance of forces between two parties, the first in the bullies and the other is the victim (Olweus, 1993). This definition has its specificity which differs from abuse by parents or custodian who are trusted by the child, which harm his body or spirit and doesn't include the peers (Salmivalli, 2010). There is difference between bullying and aggression, where bullying is an organized and planned behavior not ad hoc act. The victim may contribute to this case in stimulating the bally. The behavior of bullying is associated with satisfaction, pleasure, vanity unlike the aggression which may accompany anger, strain and anxiety.

For the purposes of this study, bullying is defined as the scores obtained by bullies on the bullying measure developed for this study.

2. **Bully:** is any student who practices bullying five times at less during thirty days prior the application of this study. The behaviors of bully, specified for this study, are:

- a. Physical bullying represented by beating, kicking, biting, hair pulling, pinching, and knocking down.
- b. Verbal bullying: calling by titles, insulting, satire on form, shape, size or making lies against the victims.

c. Social (emotional) bullying: making gestures, laughs, incitement, planning to isolate and threaten the victim, and taking his/her money by force, and coercion the victim to do unwanted acts, intimidation, damage of properties, ignorance, prevention him from participating in playing, or sport activities besides abasement and disclosure of secrets.

3. **Social Values:** They are the consistency of individual's behavior with what expected according to the prevailing culture and commitment to help the individuals go along with (Fessor, 2007). It is also defined as organizing the reasoning and emotional judgments towards others, and divisions of activities that guide our desires and attitudes. The criteria here are the society and culture (Al-Awa, 1986). It is procedurally defined as the sum of person performance on the measure of social values prepared for this study.

4. **Feeling of Inferiority:** It is an internal feeling related to the human nature of individual due to his/her desire to develop and improve his/her life. Individual may achieve success or bear the failure and inability to adapt to the situation, disability until eventually feel inferior. The success or failure of individual is determined by the ability to control the feeling inferiority and self-respect and acceptance (Lin, 2007). Adler defined it as the individual feeling that he/she is less than others by some extent, thus it is a developed state of feeling frustration, so individual who feels inferiority will seek compensation and struggle (King & Shelly, 2008). Procedurally the feeling of inferiority is defined as the sum of person's performance on the measure of feeling inferior prepared for this study.

5. **Awakening of Conscience:** It is the flow of social, religious, or cultural contextual ideas, which prevents individual from making negative or undesired action (Ernest, 1973). It is also defined as the system of habits, norms, traditions and ideas that control human behavior and these are the source of order, prevention and behavior (Mahmoud, 2001). For the purposes of this study it is defined as the sum of person's performance on the measure of conscience awakens prepared for this study.

## 2. Literature Review

Rigy and Slee (1991) study aimed to investigate the bullying in the Australian schools. The sample included 685 male and female student between 6-16 years old. The results showed that one child among ten encountered bullying by peers, while male students were subject to bullying more than female students.

Olweus (1993) conducted a Longitudinal Study in Norway and aimed at tracking the growth of bullying by time. The sample consisted of 40 thousand students of 8-16 years old. The results indicated that 15% of those students encountered bullying. Then he repeated the study in 2003 on a sample of 1100 students at high schools. The results indicated that the percentage became 50.

Espelag and Holt (2001) conducted a study in Freland aimed to determine the bullying in schools in light of gender and class level variables. The sample included 422 male and female students in 6<sup>th</sup>-8<sup>th</sup> grade. The results showed that bullies in 6<sup>th</sup> grade were 10%, in 7<sup>th</sup> it was 14%, while in 8<sup>th</sup> grade the percentage increased to 18%. The number of bullies was less than that of victims who developed higher level of depression, anxiety compared to bullies where male students were more than female students in practicing bullying.

Seals and Youn (2003) study aimed at determining the bullying problem among 7<sup>th</sup> and 8<sup>th</sup> grade students, and the relationship between bullying and being victim, gender, grade level, race, self appreciation and depression. The sample included 454 male and female students in public schools. The results indicated that male bullying outweighed female bullying in a statically significant approach.

The results also showed that 7<sup>th</sup> grade students outweighed 8<sup>th</sup> students in bullying. There were no statistically significant differences attributed to race, while bullies and victims showed higher levels of depression more than neutral students.

Dake et al. (2003-a) study aimed at recognizing the bullying in USA, Finland and Freland. The sample consisted of 900 male and female students. Results showed that in Finland bullying was 11%, in Ireland 49% while in USA it was 19%. The study also showed that bullying behavior has physical and mental injuries on victim. Results showed the lack of rules in schools to control the classes, beside no discussion of the problem with the bullies and their parents.

Dake et al. (2003-b) study aimed at investigating the role of teachers in facing the bullying behavior. The sample consisted of 700 teachers throughout USA schools. Results showed that 86% of teachers communicated seriously with bullies and their parents, and less than 31% of teachers allocate time to discuss the bullying inside the class, besides the low role of teachers in controlling the bullying behaviors, and the teachers' needs to develop their skills to handle this problem.

Ivarsson (2005) study investigated the effect of bullying behavior on the suicide attitudes and some socio-psychic problems of adolescents in the high schools in California. Sample consisted of 800 male and female students. Results indicated that victims have great attitudes towards committing suicide besides having problems in concentration and awareness, and unsatisfying social performance.

Gini (2006) study aimed at noting the impact of peer group opinion of the students in terms of bullying perception. The study specified six groups: The bully; the victim; the bullies supporter; the assistant of bullies; the defender and un participating. The sample included 455 students (226 male and 229 female) in adolescence stage in northern Italy. Results indicated that bullying is a social dynamic process where students showed bias to their groups, while 85% of students don't agree with it, while 15-20% of students tended to look down to the victims due to their weakness and justify the behavior of bullies. Results showed the great impact of group behavior or individual view.

Naylor et al. (2006) study aimed to explore the types of bullying and characteristics of bullies in a sample of 225 teachers and 1820 female and male students between 9-14 years old in 51 schools in UK. The results the most common types are the verbal and physical while the least common type is the social slavery. The verbal bullying was more common among female students while the physical bullying was the most common among male students. The results showed that 40% of bullies developed anxiety and stress, anger and bad mood.

Khoury (2007) study aimed at exploring the relationship between bad treatment of students by the employees of schools and the increase of bullying. The study was applied on a sample of 16604 male and female students in 7<sup>th</sup>-11<sup>th</sup> grades at 324 schools in Israel. The results also showed that there was a significant and positive relationship between suffering the emotional abuse male students by school staff and practicing the bullying behavior, while it indicated the suffer of male students from bullying more than female students and between Arab students than Jewish students.

Yabko and Hokude (2008) study aimed at exploring the relationship between bullying and both depression and strict parental authority. The sample consisted of 242 adolescent in the higher basic schools in Mexico. The results showed that there was statistically significant and positive relationship between bullying and both depression and strict parental authority.

Vervoort and Scholte (2010) study aimed at testing the relationship between racial homogeneity of students in the classes and bullying. The sample consisted of 2386 adolescent students in Nederland, with average age of 13 years.

Macdonald (2004) study aimed at recognizes the relationship between cultural background, values, norms and beliefs, and bullying. The sample consisted of 800 male and female students from diversified cultural backgrounds. The results that there was strong inverse co-relational between the cultural background, values, norms and beliefs and bullying in UK schools. The results also showed that bullies justified the bullying through their beliefs and culture they were grown in, such as the view of while to black people and justification of offending them beside un accepting other minorities and religions.

Bollyer (2006) study aimed at exploring the relationship between self-blame and awakening of conscience. The sample consisted of 99 students between 10-13 years old in us schools. The results showed a low conscience awakening, self-blame and feeling of guilty among the bullies with feeling outrageous and blame the victim.

Kaikkonen (2008) study in Finland aimed at exploring the bullying within the framework of cultural and social rules and values. The sample consisted of 876 male and female students between 13-15 years old for different schools in Finland. The results indicated that bullying is a vehicle to acquire the authority and achieve a position among students through threatening. Results also found that bullying has a role in creating cultural values an criteria to enhance such behavior, besides there was a negative and strong correlation between bullying and both feeling guilty and awakening of conscience.

Hixon (2009) study aimed at recognizing the relationship between some psychological processes such as feeling inferior and feeling low-reputation with bullying. The sample consisted of 650 male and female students in the school of Philadelphia. The results showed a strong and positive correlation between acting the bullying behavior and feeling inferior by bullies.

### 3. Methodology

The sample of the study was consisted of all bullies students at the high-primary stage at the schools of Tafila in the academic year 2009/2010. their number was 300 male and female students in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades, distributed on 49 schools. These students met the criteria of bullying, which says, "bullies should have practiced five bullying

behaviors within the last thirty days prior to application. The behaviors of bullying specified for the purposes of this study were physical bullying through beating kicking, biting, hair pulling, pinching, and knocking down. The verbal bullying includes calling by bad titles, insulting, satire on shape, form, or size and spreading rumors. The social (emotional) bullying is embodied by gestures, laughing, incitement and planning to isolate the victim and threatening besides taking his money by force and oblige the victim to do unwanted actions, fearing, damage of properties, ignorance, prevention from participating in play or sport activities, disclosure of secrets and abasement. The researcher developed three scales for the purpose of this study: bullying scale, bullying measure developed for this study: social values scale feeling inferiority scale and the conscience awakening scale.

After retrieving the responses, (11) forms were excluded due to the incomplete responses, therefore the sample which was analyzed consisted of 289 male and female students as shown in Table 1.

**Table 1.** Distribution of the Study Sample According to Gender and Grade

Gender	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	Total
Male	63	55	48	166
Female	43	41	39	123
<b>Total</b>	<b>106</b>	<b>96</b>	<b>87</b>	<b>289</b>

#### 4. Results and Discussion

##### 4.1 First: Results Related to First Questions

Is there a stochastic ability for assimilation of social values, awakening of consciences, feeling inferior and gender with bullying by bullies students at the high-primary stage at Tafila public Schools?

Before answering such question, it is important to note that the total mean of the sample members in bullying was 88.46011% while the mean of male students was 92.3072% and female students was 83.2683%. To answer this question, the researcher conducted the stepwise multi regression analysis as shown in Table 2.

**Table 2.** Analysis of Multi Regression of the Stochastic Ability for the Feeling Inferior, Awakness of Conscience and Social Values with Bullying

Variables included	Felling inferior	Awakening of conscience	Social values
R Cor. Coef.	0.633	0.677	0.603
R <sup>2</sup>	0.401	0.458	0.466
Explained Var	0.401	0.458	0.466
F Value	192.303	120.801	83.043
Sig Value	0.00	0.00	0.00
Change in exp. var	4.01	0.57	.008
F value for testing change R <sup>2</sup>	192.303	29.920	4.538
Sig des	0.00	0.00	0.34
Beta Co of B	0.514	- 0.250	- 0.114
Regression Co of b	0.483	- 0.280	- 0.306

Table 1 shows that feeling inferior explained 40.1% of explained variance of bullying, followed by the awakening of bullying, then came the awakening of conscience which explained 0.57% while social values explained .008% of variance. The gender was not included as a factor of forecasting. The variable of feeling inferior was the strongest factor for predicting bullying as its standard regression coefficient value was 0.514 while social values obtained a value of standard regression coefficient of (- 0.114).

The percentage of variance explained by the above-mentioned variables was 0.466 which is statistically significant at ( $\alpha=0.05$ ) which means that we can depend on feeling inferior, Awakening of conscience and social values to predict bullying.

This result is consistent with Macdonald's study (2004) in terms of the strong correlation between both the cultural background and values and the bullying inversely. The result is also consistent with Kaikkonen (2008) in terms of low Awakening of conscience and self blame by bullies, and Hixon's study (2009) which indicated the forecasting ability of feel inferior and bullying. It is possible to explain the result related to that, in terms of that the variable of feel inferior is the strongest predictor in terms of bullying. The feeling of inferiority is a strong motive for bullies to show

power and control on peers. Bullies seek to compensate these feelings and attract attention, this is supported by the argument that bullying behaviors are made in front of peers and bullies proud of it. Some bullies justify their needs in that victims may satire for them or victims are academically excellent. The bullying is a form of escape to get rid of the feeling of inferiority which is proving to self that bully is able and proficient.

The second variable is the Awakening of conscience and was found to have a negative relationship with bullying. This result is consistent with Bollmer's result (2006). We can explain this result in that low Awakening of conscience, self blame and feel guilty have no place in the mind of the bullies when he/she causes pain, harm and injury to the victim, proven in the frequent needs of bullying. Awakening of conscience is associated with organizing the behavior and the balancing between self desires and the desires of others. This side is unclear by the bullies who focus only on imposing his/her power and satisfying own needs while ignoring the feeling and desires of the others. He/she does not care of the victim agony and doesn't feel guilty.

In terms of the third variable of social values, the regression analysis results showed a negative relationship with bullying, since the social values indicate integrated ethical system that includes cooperation, appeasement, and diffusion with others, which we don't find in the psychology of bullies who refuse cooperation and help with others since he/she lives in inner isolation which stimulates him/her to cause harm and pain to peers. The ethical system of the sample is still under formation and change through life experience. In this period the values are featured by privacy. We may find another trend of explanation through the wrong social values that grow with individuals during growth and education period, by creating a positive image for the offender associated with power, ability and control. Therefore, such encouragement of wrong deeds by family may enhance the positive perspective to the bullies, while the weak and coward member is hated by the family.

#### 4.2 Second: Results of the Second Question

Are there statistically significant differences at ( $\alpha = 0.05$ ) in bullying, value assimilation, Awakening of conscience and feeling inferior attributed to the gender?

To answer this question the researcher applied T test to compare among the means of the performance of male and female students as shown in Table 3.

**Table 3.** T-test Values

Variable	Group	means	Std. Dev.	T Value	Deg. Of freedom	Sig level
Bullying	Male	92.3072	22.2277	3.945	287	.000
	Female	83.2683	14.2961			
Social Values	Male	54.9398	8.0767	-1.552	287	.122
	Female	56.2927	6.1760			
Feel Inferior	Male	106.6687	22.1166	4.034	287	.000
	Female	96.8618	17.9143			
Awakening of consciences	Male	72.7651	15.6104	-1.613	287	.108
	Female	75.5285	12.5831			

Table 3 shows statistically significant differences at ( $\alpha = 0.05$ ) among male and female students in bullying where  $T = 3.945$  and significance degree = 0.000. The mean of male students was 92.3072 compared to 83.2683 for female students. This means that male students are more practiced in bullying than female students.

This result is in agreement with the study of Righy & Slee (1991) and Seals & Young (2003). This is attributed to the hormone and biological creation of male students which stimulates them to show power, violence and control; with linking the physical power and offending with male gender, especially in the oriental societies which stimulate the show of male power. We can't ignore the role of specified social expectations for male and female students through preparing male individuals for more aggressive activities than female persons. The interaction of biological factors with stimulations and urging determines the nature of behavior.

The family growing which seeks to impose the control of male over female students. The society requests the female to be more kind and polite with no violence. In the conservative societies the female individuals should not violate the society laws and expectations, besides that the school environment in male students tend to ignore the aggression of children against each others, the absence of advisors roles, using the beating and insults and react against beating without respecting the authority of school.

The results showed no statistically significant differences at ( $\alpha = 0.05$ ) among male and female students in social values, when T value was (- 1: 552) and sig. level was (0.122). The explanation is that both genders belong to the same environment and that values acquired from the environment have the same sources.

The results also indicated statistically significant differences at ( $\alpha = 0.05$ ) between male and female students in feeling inferior where T= (4.034) with significance levels = 0.000. The mean of male students was 106.6687 compared to 96.8618 for female students.

This means that male students feel inferior more than female students due to the competition among male students to prove themselves which may show some differentiation among them that leads to feeling inferior by some. The oriental societies focus on the male features of power, control and comparison among peers, as well as letting them bear the burdens. This case creates some feeling by male member if he can't meet these criteria and begins feel inferior and unable to protect himself never to say protected others. This result agrees with the result of the first question bullying and feeling of inferiority.

Results showed no statistically significant differences at ( $\alpha = 0.05$ ) among male and female students in Awakening of conscience. T test was (- 11.613) and significance level of (.108). This is attributed to that the Awakening of conscience as a level of ethical development is tied to the society norms and values. The society itself and surrounding environment are proximate besides that Awakening of conscience is subject to human nature, and the religious growth is not specific to one gender.

### Third: Results of Third Question:

"Are there statistically significant differences at ( $\alpha = 0.05$ ) in bullying, values assimilation, Awakening of conscience and feeling inferiority attributed to the class level of the student?"

To answer this question, means and standard deviation were calculated for the performance of sample members on the four measures as shown in table 4.

**Table 4.** Arithmetic Means and Standard Deviations on Four Measures

Variable	Class Level	Arithmetic Mean	Standard Dev.
Bullying	8 <sup>th</sup>	91.2642	17.3635
	9 <sup>th</sup>	89.5625	17.7609
	10 <sup>th</sup>	83.8276	23.5724
	11 <sup>th</sup>	88.4602	19.7403
Social Value	8 <sup>th</sup>	54.9528	6.6724
	9 <sup>th</sup>	54.9375	7.3582
	10 <sup>th</sup>	56.8391	8.0042
	11 <sup>th</sup>	55.5156	7.3471
Inferior	8 <sup>th</sup>	103.1415	21.7008
	9 <sup>th</sup>	103.7083	18.8467
	10 <sup>th</sup>	100.3678	22.3311
	11 <sup>th</sup>	102.4948	20.9709
Awakening	8 <sup>th</sup>	74.1887	13.7405
	9 <sup>th</sup>	73.1771	13.7105
	10 <sup>th</sup>	74.4828	16.1006
	11 <sup>th</sup>	73.9412	14.4415

Table 5 ANOVA analysis for means of the sample members performance on bullying on four measures.



**Table 5.** ANOVA Results for Means of the Sample Members Performance on Bullying on Four Measures

Dependent Variable	Source of variance	Sum of Squares	Freedom deg.	Mean of squares	F value	Sign
Bullying	Class (among groups)	2817.150	2	1408.575	3.682	.026
	Error (within groups)	109410.643	286	382.555		
	Total	<b>112227.792</b>	<b>288</b>			
Values	Class (among groups)	218.044	2	109.022	2.034	.133
	Error (within groups)	15328.136	286	53.595		
	Total	<b>15546.180</b>	<b>288</b>			
Feeling Inferior	Class (among groups)	579.302	2	289.651	.657	.519
	Error (within groups)	126076.941	286	440.828		
	Total	<b>126656.242</b>	<b>288</b>			
Awakening of conscience	Class (among groups)	88.060	2	44.030	.210	.811
	Error (within groups)	59975.940	286	209.706		
	Total	<b>60064.000</b>	<b>288</b>			

Table 5 indicates statistically significant differences among the means of students performance in (8<sup>th</sup> – 10<sup>th</sup> grades) in bullying only, where F= 3.682 and significance level= 0.26. there were no statistically significant differences among the three levels of grades in social values, feeling interior and awakening of conscience.

To determine the trend of these differences in bullying, Chaffee test was used as shown in Table 6.

**Table 6.** Chaffee Test Results

Grade Level	8 <sup>th</sup>		9 <sup>th</sup>		10 <sup>th</sup>	
	Mean= 91.2642		Mean= 89.5625		Mean: 83.8276	
	Mean	Sig. level	Mean	Sig. level	Mean	Sig. level
8 <sup>th</sup> Mean= 91.2642	-	-	1.70	.827	7.44	0.33
9 <sup>th</sup> Mean= 89.5625	-	-	-	-	5.72	0.142

Table 6 shows that the arithmetic means of the 8<sup>th</sup> grade performance was greater than that of 10<sup>th</sup> grade where significance level was 0.33, where there were no statistically significant differences between 9<sup>th</sup> and 10<sup>th</sup> grades, and between means of 8<sup>th</sup> and 9<sup>th</sup> grades in bullying.

This result agrees with Espelage and Holt (2001). This can be explained through that the features of adolescence begin to get clear with trend to independency and trying to prove the self. The changes happen to the adolescent in 8<sup>th</sup> grade contribute to the emotional anxiety and miss explaining the facts, which makes him more direful. He does not have enough experience in social life's and friendships as shown in 9<sup>th</sup> and 10<sup>th</sup> grade. So he seeks to achieve self needs away the interests of others besides that the emotional adultery of 8<sup>th</sup> grade is lower than 9<sup>th</sup> and 10<sup>th</sup> grade students.

## 5. Recommendations

1. Preparing qualifying and training programs for education advisors especially the new recruited in schools and child care institutions so as to get the necessary information on bullying and how to deal with bullies.
2. Holding lectures and seminars and prepare specialized flyers to face the bullying and communicate with parents as a preventive procedure.
3. Implying the children stories and magazines with real situations of child life to dedicate these stories for bullying, besides focusing on implanting the right values and growing children to understand the cooperation, help and animation instead of other stories that are full of myths and fables which don't contribute to solving the problems of the children.
4. Conducting studies on bullying focusing on several aspects such as the relationship of bullying with family pedagogy; the bullying and academic achievement; bullying and support by teachers and parents ...etc.

### Recommendations Based on the Study Results

1. Preparing counseling program to enhance self-confidence of the bullies.
2. Intensifying programs to reduce the bullying behaviors of 8<sup>th</sup> grade students.
3. Conducting more research on the variables of this study.

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