

School Bullying and its Relationship to the Academic Achievement of the 10th Grade Students in Public Schools in Jordan

¹Dr. Nabila Hanaqta

¹Ministry of Education, Amman, Jordan

Abstract

The current study aims to find out the level of school bullying among the 10th Grade Students in Public Schools in Jordan and its relationship to academic achievement, where the descriptive approach was used and a scale was built to achieve this goal, which included 18 items, after verifying its psychometric characteristics, the scale was distributed to a voluntary sample that included (105) students studying in the first year average of both genders, and the study concluded that the level of bullying among the study sample was high, and the academic achievement of this group is low, and there is an inverse correlation between school bullying and the academic achievement of the study sample.

Keywords: School bullying, Academic achievement, Tenth grade students, Public schools.

Introduction

Despite the availability of a lot of knowledgeable evidence on human knowledge of bullying, this knowledge was not subject to scientific study, especially educational psychology, except in the seventies of the last century, and since bullying was one of the forms of aggressive behavior from the very beginning of human life on earth.

This research will deal with school bullying, as it has become a common and serious problem in schools, and research confirms the extent of its negative effects that affect the child, remain in his memory and affect his psychological health in the long term, the figures that show half of the numbers of children at a stage in their school life refer to bullying in which they do not want to be described as weak. Therefore, physical aggression from bullies in schools is noted. And this harms their level of education, as the student may withdraw from participating in school activities or run away from school for fear of his bullying colleagues, while the bully himself may be deprived of activities or expelled from school as well. To help the child confront bullying, parents must understand the nature of the problem. In order to confront it, solve it, and confront it. (Massad Abu Al-Diyar, 2012).

Here, educational institutions work to reduce the problems and behavioral disorders facing students, especially school bullying, through studies that work to address the problem of school bullying in several ways, including stimulating motivation for achievement among students, as it is an important factor that interacts with the capabilities of the student to affect his performance behavior in Class, it also moves and motivates the student to perform school work with desire and enthusiasm for his tasks and is reflected in the effort that he replaces in terms of the degree of desire, perseverance and continuity in practical performance and the extent to which he advances to the best his capabilities, tasks and skills in the lesson (Al-Sharqawi, 1991).

School bullying has emerged as an important issue of concern. Students, parents, intellectuals, and researchers all over the world. Scientific research assumes that bullying has negative physical effects that cannot be underestimated. Studies indicate that exposure to bullying before the age of twelve, and is evidence of the development of several behaviors for juvenile delinquency, including running away from home, taking and selling drugs, destroying public property, theft, and other crimes. Bullying prevention programs are effective in reducing the problem of exposure to it in schools, and we need more work, to determine why programs are more successful with victims of bullying than with perpetrators, bullying prevention efforts should focus on developing programs that are most effective in bringing about successful reductions in bullying behavior (Wong, 2009).

Bullying is an old phenomenon that has existed in all societies for a long time, and it is present in developed (industrial) societies as well as developing societies, the behavior of bullying begins at an early age of infancy so some of them see it begin at the age of two years when the child begins to form a general concept of bullying. It begins gradually until it reaches a peak in the intermediate basic stage and begins gradually (the fourth, fifth, and sixth), then continues in the upper basic stage, then begins to decline in the secondary stage, and whenever it is in the university stage. With the exception of cases of sarcasm, it is not heard of incidents of

bullying between husbands and colleges, although we hear of cases of bullying between husbands, where the husband bullies his wife, or the wife bullies her husband, and some work environments may have some forms of bullying (Dickerson, 2005).

Questions of the Study

The current study came to answer the following question:

Is there a relationship between school bullying and academic achievement?

From it emerges a set of sub-questions:

- What is the level of school bullying among the 10th Grade Students in Public Schools in Jordan?
- What is the level of academic achievement of the 10th Grade Students in Public Schools in Jordan?
- Is there a relationship between school bullying and the academic achievement of the 10th Grade Students in Public Schools in Jordan?

Procedural definition of concepts

School bullying: It is the intentional infliction of physical or verbal harm by a bullied student on another bullied student (the victim) in a repeated manner, and it is measured by the degree that the student obtains after answering the items of the scale prepared for this purpose.

Academic achievement: It means reaching a certain level of proficiency in middle school, and this is determined by standardized tests, and the result obtained is what determines the level of school achievement, and it is determined in this study through the final results after the tests.

Theoretical Framework

Reasons for bullying behavior in general

Personal causes and factors

There are different motives for bullying behavior, it may be reckless behavior or behavior issued by the individual when he feels bored, and it may also be the reason for the bullying practitioners not realizing that there is a mistake in practicing this behavior against some individuals, or because they believe that the child who bullies him deserves it, as the bullying behavior of other children may be an indication of their anxiety or unhappiness in their homes or that they have been victims of bullying in the past, and the emotional characteristics of the victim such as shyness, some social skills, and lack of friends may make him a victim of bullying (Alkinson & Hornby, 2002).

Psychological causes and factors

These are based mainly on instincts, emotions, psychological complexes, frustration, anxiety and depression. Instincts are preparations, a psychosomatic way that pushes the individual to perceive some things of a certain kind and that the individual feels a special emotion when he perceives that thing, and to take a special behavior towards him, and when the child or adolescent feels frustrated in school, for example, when he is neglected and does not find interest in him and his personality, and learning becomes a goal to be reached, and not paying attention to his abilities and inclinations, this generates a feeling of anger, tension and excitement due to the presence of obstacles that prevent him from achieving his goals, which leads to the practice of violent and bullying behavior, whether on others or on himself, because he feels that this releases his pressures and tensions. It is also that the family that requires the student to obtain a high level of achievement that exceeds his abilities and capabilities, and this may cause this anxiety to the student, and all of this may eventually lead to depression and the emptying of these emotions through the practice of bullying behavior (Wright & Fitzpat, 2006).

Social causes and factors

It is represented by all the circumstances surrounding the individual from the family, the residential environment, the local community, the peer group, the media, as well as the school environment within the family, parents' treatment of their children ranges from violence, which may reach the level of terrorism and the pampering, which may reach the point of leaving the pregnancy on the stranger, as violence breeds violence, as well as the absence of the father from the family, the presence of a depressed mother, or the problems of divorce between the spouses and their impact on the children and domestic violence that may prevail in some families. All these factors may be a fertile environment for generating violence and bullying among children. And if the majority outside the school are violent, then the school will be violent. The student in his environment outside the school is affected by three basic components: The family, society, and the media (Al-Enezi, 2004) and social conditions such as low family income, illiteracy of parents, conditions of deprivation, psychological oppression,

and frustration may be among the most important factors that push the student to practice bullying behavior inside the school as the student is not compatible with his external environment (Ashboun, 2007).

School causes and factors

It includes educational policy, school culture, physical surroundings, classmates in the school, the role of the teacher and his relationship with the student, punishment, and the absence of specialized committees, as violence practiced by the teacher on the students of any kind will not stop at the limits of the student's obedience to him, so he must realize that the apparent submission is temporary, carries hatred within it, and spreads to be a general opinion against it among the students of the class and the school. It is likely that it will reach the degree of counter-bullying, whether direct or indirect, and it may be the wrong provocative practices of some teachers, the poor academic achievement of the student, the negative influence of the comrade's group, and the mood and recklessness of the students and the abnormal personal and psychological characteristics, the weakness of the relationship between the school and the parents, the student's family and living conditions and factors, and the weakness of the teacher's personality and his dictatorial style, discrimination between students, and the teacher's lack of knowledge of the subject matter are all factors that may help to strengthen and show bullying behavior by some students (Al-Shehri, 2003, Oweidat and Hamdi, 1997).

In addition, the tense relations, sudden changes within the school, frustration, repression, and oppression of students, and the educational climate, which is represented in the lack of clarity of the school systems and their instructions, the school building, and the overcrowding of classrooms with students, ineffective teaching style. All of these factors may lead to frustration, which leads them to engage in behavioral problems, some of which appear in the form of bullying. And we do not forget here in this place to talk about the group of friends, which may play multiple roles in provoking or reinforcing bullying behavior, as it may strengthen some children over other children, in response to the pressure of the peer group and in order to gain popularity, this appears clearly in the adolescence stage, where the teenager relies on his self-esteem and shows his abilities through the peer group, which plays a major role in the social development of the teenager (Al-Quraan, 2004, Al-Zoubi 2001).

Previous Studies

Ahmad & Abdo (2016) conducted a study entitled "The differences between low and high school bullying in moral intelligence". The study sample consisted of (929) male and female students from the preparatory stage. The purpose of the study was:

- 1 - To identify the differences between high and low levels of school bullying in moral intelligence.
- 2 - The contribution of the study in predicting school bullying among the school sample.

Study tool: Measures of moral intelligence and bullying scale, prepared by the two researchers. The Study Results showed that:

- 1- There are statistically significant differences between the mean scores of school bullying students.
- 2- The results of the study also showed that the dimensions of moral intelligence that contribute to school prediction were, in order: self-control, kindness, respect, and tolerance.

Al-Bakri's study (2010) conducted a study entitled "The differences between emotional intelligence and bullying behavior among primary school students". The study sample consisted of (238) male and female students. The aim of the study is to identify some of the variables that have an impact on bullying behavior, such as changing gender, grade level, and levels of emotional intelligence. The study tool was Bar-on emotional intelligence scale and bullying behavior. The study results showed:

- 1- There are no statistically significant differences in emotional intelligence due to the variable of gender and academic level.
- 2- There are no statistically significant differences due to the variable of gender and academic level in school bullying.

Al-Sabhin and Al-Qudah (2013) study entitled "Identifying the forms of bullying behavior and the size of bullying. The study sample consisted of (139) male and female students. The study aimed to identify the forms of bullying behavior and the extent of bullying and identify the bullying students. The study tools included a bullying scale prepared by the two researchers. The study results showed that the percentage of bullies was low, estimated at (8.9%), and (12.9%) of the students practiced social bullying, and (11.3%) of the students practiced physical bullying. And (7.9%) of students practice verbal bullying, (6.6%) of students practice bullying over property, and (5.6%) of students practice sexual bullying. The results also showed that bullying and its forms were more common among males than among females.

Al-Qahtani's study (2012) study entitled "Identifying the extent of the prevalence of bullying among middle school students". The study sample consisted of (264) students, whose number was estimated at (2924) male and female students. The aim of the study:

1. To identify the extent of the prevalence of bullying and to identify the factors of its spread and the characteristics of the bullied student and the bullied student.
2. Determine the patterns of bullying that are common among physical and non-physical students, and identify the effects of this phenomenon on the bullied student. The results of the study: Among the continuous results is the prevalence of bullying in a moderate manner among the sample.

Abu Al-Diyar study (2011) conducted a study entitled "Self-esteem as an input to reduce bullying behavior in children with attention disorders accompanied by hyperactivity". The study sample consisted of (31) children with attention disorders accompanied by hyperactivity. The study tool was a scale of self-esteem and another for bullying, a behavioral cognitive program. The aim of the study was to test the effectiveness of self-esteem as an input to reduce bullying behavior in children with attention disorders accompanied by hyperactivity. The study results showed:

1. There are significant differences in the average self-esteem scores between the pre and post-applications of the experimental group in (the highest post-application) and the absence of significant differences in the average self-esteem degrees between the pre and follow-up applications.
2. The results also showed that there were significant differences in the degree of bullying between the pre and post applications of the experimental group (the higher average tribal) and there were no significant differences in the degree of bullying between the post and follow-up applications of the experimental group.

Govan et al. (2003) study entitled "Bullying among adolescent students", the study sample consisted of (1985) students. The study tool was reports of bullying behavior and a measure of depression, social anxiety, and psychological loneliness. The aim of the study is to identify bullying among adolescent students. The study results showed (22%) of the students were classified as bullies, as they showed high levels of behavioral and academic problems, but they enjoyed the strength and high status among their peers when the results showed that (9%) of the students were victims of bullying and they showed high levels of depression and anxiety social and psychological unit.

Solberg & Olweus (2003) study entitled "The extent of bullying among students in Bergen state schools in Norway and the relationship of bullying with some variables". The study sample consisted of (5171) male and female students, of whom (2544) were females and (2627) were males. The study used the bullying scale, which consisted of 36 questions. The aim of the study is to estimate the prevalence of bullying among students in Bergen state schools in Norway and the relationship of bullying to some variables. The results indicated that the victim students showed higher levels of social disintegration, negative self-evaluation, lower achievement motivation, and depressive tendencies than non-victims, while the bullied students showed more hostility and antisocial behavior and a decrease in achievement motivation compared to the groups that did not participate in bullying, and when comparing males and females, the results showed that females were more exposed to bullying than males.

Study Methodology

The descriptive approach was used to suit the nature of the study in terms of achieving its objectives, verifying its hypotheses, and reaching accurate results.

The study population and its sample

Because of the sensitivity of the subject under study, it was not possible to choose the sample randomly, and after explaining the purpose of the study and the confidentiality of the results, some students expressed their desire to participate in this research, this methodology in selecting the sample is called the volunteer sample. This sample consisted of 105 male and female students, distributed among 5 middle schools in Azaba municipality - Skikda state.

Table. The distribution of sample members by gender

Gender	Repetition	Percentage
Male	80	76.19
Female	25	23.80
Total	125	99.99

From Table (1) it is clear that the male gender is dominant in this study, given that the sample is a voluntary sample, so the males had more courage than the females towards this study.

Study tool

The research tool was developed, which is the school bullying scale, and it was distributed on two axes, the first is the physical assault axis, its paragraphs extend from 1 to 8, as for the second, it is the focus of verbal abuse, and its paragraphs extend from 9 to 18, depending on that on the scale of school bullying that he established (Magdi Muhammad Al-Dasouki 2006), and the studies of (Peaches, 2012) and (Jardat, 2016). As for the alternatives adopted in the scale, they are the five-year scale, ranging from strongly agreeing, agreeing, neutral, disagreeing, and strongly disagreeing (likert scale alternatives).

Tool validity

The validity of the tool was verified by presenting it to a group of arbitrators at the University of M'sila who specialize in psychometrics, and adjustments were made according to their suggestions, after that the internal consistency was calculated, whose value ranged between (0.54-0.81).

Reliability of the tool

In order to verify the stability of the current tool, it was calculated using Cronbach's alpha method, as its value ranged between (0.87-0.88) and this indicates the validity of the scale for this study.

Table 2. The reliability coefficient according to Cronbach's alpha between the scores of the sample

Axis	Repetition	Percentage
physical bullying axis	1-8	0.88
verbal bullying axis	9-18	0.87

As for the academic achievement tool, we adopted the average of the sum of the three tests for the academic year 2017-2018 for the study sample, and every student whose average was equal to or greater than the success rate considered the level of school achievement acceptable.

Statistical methods

To answer the questions of the study, the data were extracted and analyzed using the statistical package for social sciences (SPSS), where the following statistical methods were used, arithmetic averages and standard deviations, Pearson correlation coefficient P.

Results and Discussion

Presentation of analysis and discussion of the first partial hypothesis:

The hypothesis states that: The level of school bullying is high for students (sample) in the first year of intermediate education. After analyzing the difference between the average scores of the sample on the school bullying scale and the theoretical mean of the scale, and based on the statistical treatment of test T for one sample, the result was as follows:

Table 3. The level of school bullying of the sample

variable	Sample	Hypothetical average	Arithmetic average	Standard deviation	Degree of freedom	The calculated t value	The scheduled t value	Significance level
school bullying	105	101	110.24	35.87	104	03.52	02.36	0.01

From the results of Table (3), we note that the students of the sample suffer from high levels of school bullying, so the calculated “t” value (03.52) is greater than the tabulated (02.36), at 104 degrees of freedom, which is significant at the significance level (0.01) with an arithmetic average (110.24). And standard deviation (35.87) in the significant differences.

This result is consistent with the study of (Ali Fares, 2020), which states that bullying and non-bullying secondary school students have a high level of school bullying, as well as the study of (Al-Bahnasawy, Ramadan Ali), it also agrees with the study of (Stoul and Al-Haddad) that the phenomenon is present and strongly in educational institutions.

Through the analytical reading of the statistical results, it is clear that the sample individuals are exposed to verbal and physical bullying. The explanation for this is that the sample members did not exceed the age of 12 years, as for the bullies, most of them are repeaters of the year and their ages exceed 14 years of age, i.e. the beginning of adolescence, where he (the bully) begins to prove himself through the use of rude behavior on others and to compensate for the deficiency that he suffers from because of the repetition, and in an effort to rebuild his personality according to his self-concept.

As for the bullied (the victim), the stage of intermediate education differs from the stage of primary education, requiring him to adapt to this new milieu with all its variables, and during the adjustment process, he struggles with the bullies, and here his resistance weakens and he becomes vulnerable to frustration and withdrawal, which encourages the bully to his bullying behaviors.

Presentation of analysis and discussion of the second partial hypothesis

The hypothesis states that the level of school achievement is low among students of the first year of intermediate education. After analyzing the difference between the average scores of the sample members on the academic achievement scale (represented in grades) and the theoretical average of the scale, based on the statistical treatment of T test for one sample, the result was as follows:

Table 4. The level of academic achievement among the sample

variable	Sample	Hypothetical average	Arithmetic average	Standard deviation	Degree of freedom	The calculated t value	The scheduled t value	Significance level
Academic achievement	105	12	11.24	03.87	104	02.52-	02.36	0.01

From the results of Table (4), we notice that the students in the sample have a low level of academic achievement, as the calculated “t” value is $-(02.52)$, which is smaller than the tabulated “t” value (02.36), at the degree of freedom (104), which significant at the significance level (0.01) with an arithmetic average (11.24) and a standard deviation (3.87) in the significant differences.

The result reached is consistent with the study (Ali Fares, 2020) where there is a direct relationship between bullying and self-esteem, but in this study, it is with academic achievement.

Through the analytical reading of the statistical results, we conclude that school bullying affects academic achievement, as it was found that students who were subjected to verbal and physical bullying affected

their academic results, and this indicates the negative effects that bullying leaves on the psychological side of the victim, which in turn is reflected in the academic achievement. The victim, instead of focusing on his studies and revision, becomes his focus on his current situation, which is characterized by anxiety, fear and frustration.

Presentation of analysis and discussion of the third partial hypothesis:

Which states that “there is an inverse relationship between school bullying and school achievement among bullied students in the first year of intermediate education.”

Depending on the correlation coefficient (Pearson) to ensure the validity of the relationship between the dependent and the independent variable, the results were as shown in the following table:

Table 5. Degree of correlation between school bullying and the academic achievement of the research sample

variable	Sample	Correlation coefficient	R square	Adjusted square	significance level
school bullying	105	-**0.599	11.24	03.87	0.01

From the results obtained from Table (5), we confirm that there is a correlation between school bullying and the academic achievement of the bullied students in the first year of intermediate education, and the correlation was inverse, the higher the level of bullying, the lower the academic achievement and vice versa, as the correlation coefficient was (-0.599), which is a statistically significant value.

Accordingly, through the results reached, the general hypothesis is accepted, which states that there is a relationship between school bullying and the academic achievement of the bullied students (sample members) in the first year of intermediate education, and the relationship was inverse.

The explanation for this is that students who are victims of school bullying suffer from low academic achievement compared to the rest of their classmates. This is because of the problems resulting from bullying, such as psychological and school adaptation, which creates a weakness for them in self-acceptance and the formation of friendships that enhance this confidence for them, and the student becomes confused and unable to focus and follow lessons, whether at school or at home during revision.

The student falling victim to verbal or physical bullying creates psychological problems for him and makes him feel different, which makes him vulnerable to depression and introversion, and he avoids mixing with colleagues.

Suggestions: From the results reached, we suggest the following:

- The necessity of paying attention to the phenomenon on the part of those in charge of educational institutions.
- Providing psychological assistance to victims of school bullying.
- Work on adapting and integrating students into group dynamics.
- Studying the reasons leading to this phenomenon according to the circumstances of each institution.

References

- Massad Abu Al-Diyar, Massad Al-Najah (2012). *The psychology of bullying between theory and treatment*, Kuwait, 9th edition
- Al-Sharqawi, A. (1991). *Learning theories and applications*, Cairo, Library Anglo Egyptian.
- Dickerson, D. (2005). Cyberbullies on campus. *University of Toledo Law Review*, 37 *estudiantesy desempeño escolar*. *Revista Cepal*, 104, 37-54.
- Wong, J.S. (2009). No bullies allowed: Understanding peer victimization, the impacts on delinquency and the effectiveness of prevention programs. Unpublished PhD thesis. Pardee Rand Graduate School, USA.
- Atkinson, M. and Hornby, G. (2002). *Mental Health Handbook for Schools*. London: Routledge Falmer.
- Wright, D. R. & Fitzpatrick, K. M. (2006). Social capital and adolescent violent behavior: Correlates of fighting and weapon use among secondary school students. *Social Forces*, 84, 1435–1453.
- Al-Enezi, F. (2004). Aggressiveness and its relationship to some personality traits, *Education Journal*, Issue 73.
- Ashboun, A. (2007). School violence, manifestations, factors, and some means of treatment.
<http://www.anfasse.org>
- Al-Shehri, A. (2003). Violence in secondary schools from the perspective of teachers, an unpublished master's thesis, Naif Arab University for Security Sciences, Saudi Arabia.
- Oweidat, A. & Hamdi, N. (1997). Behavioral problems among eighth, ninth and tenth grade students in Jordan and the factors associated with it. *Journal of Educational Science Studies*. Jordan. Volume (2) Issue (24).
- Al-Quraan, A. (2004). *Early Childhood: Its Characteristics, Problems, and Solutions*, Dar Al-Israa for Publishing and Distribution, Amman.
- Al-Zoubi, A. (2001). *Mental illnesses and behavioral and academic problems in children*, Zahran House for Publishing and Distribution, Amman.
- Ahmed, A. & Abdo, A. (2016). *School bullying and its relationship to moral intelligence among middle school students*, Publications of the Graduate School of Education, Cairo University.
- Bakri, M. (2010). The differences between emotional intelligence and bullying behavior among primary school students in Acre Governorate, Master Thesis, Faculty of Educational Studies, Amman Arab University for Postgraduate Studies, Jordan.
- Sabhin, A. & Al-Qudah, M. (2013). *Bullying Behavior of Children and Adolescents*, (2013), Riyadh, 1st edition.
- Al-Qahtani, N. (2012). School bullying and intervention programs, *Journal of Educational and Psychological Sciences*, No. 211 (Saudi Arabia).
- Solberg ME, Olweus D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggress. Behav.* 29(3):239–68.