

Psychological Impotence as a Predicting Variable of Bullying Behavior among a Sample of Adolescent Students in Jenin Camp

Dr. Rihab Al-Sadi

Department of Psychology, Al-Istiqlal University, Jericho / Palestine

*rihab_alsadi@yahoo.com

Abstract

The study aimed to specify the degree of the relationship between psychological impotence and the bullying behavior and to specify the contribution of the dimensions of psychological impotence in predicting bullying behavior among adolescent students in the Jenin Camp. To achieve this, the researcher used two measures prepared by her. The first measure is the measure of psychological impotence, and the second measure is the measure of bullying behavior. The two measures were applied on a sample the size of which was (112) adolescent students. After gathering the data and analyzing them, it was found that there is a positive correlation between psychological impotence and bullying behavior among adolescent students in the Jenin camp. It was also found that there is a statistically significant contribution at the level of significance ($\alpha > 0.05$) for the two dimensions of the impotence in the social function and the studying performance in the physical bullying and the verbal bullying, and there was a statistically significant contribution in the social function in the social bullying.

Key Words: Psychological impotence, Bullying behavior, Jenin Camp, Adolescent students.

1. Introduction

The adolescent stage is considered as one of the difficult and sensitive stages through which the adolescent passes. For it is considered as the beginning of deep transformations in the personality of the adolescent and his daily behaviors. This forms a direct threat for his existence if he does not receive support and care from those who are surrounding him. Perhaps the Palestinian student who lives in the camps erected by the United Nations for the Palestinian people after the 1948 Catastrophe or what is known as the establishment of the state of Israel is one of the categories which might most suffer from psychological problems such as anxiety, fear and depression. This leads to his feeling impotent and incapable to achieve his goals. This is reflected on his daily behaviors and compensating this impotence through aggression or what is known as the bullying behavior.

The Palestinian society is still a patriarchal society that is the paternal authority is still dominating the pattern of education, whereby the use of force and violence by the elder brother or the teacher is considered permissible within the accepted social criteria. Thus the school is considered as venting out for all the external pressures whereby they recourse to practising the aggressive behavior to discharge their suppressed feelings (Wafa Agency, 2011).

Feeling of psychological impotence is the starting point for many problems from which the human being suffers. For when the human being fails to achieve his goals, he is afflicted by feelings of despair and yielding, and he becomes unable to confront the difficult situations in his life. This makes him yield to anxiety, fear and feeling uncomfortable (Al-Khalidy and Sahem, 2015), and this leads him to develop negative positions vis-à-vis the tasks which are entrusted to him (Luana, et al., 2016)

Also living in wars, crises and pressuring circumstances leaves psychological effects on the individual, the effects which appear after a period of time to take many forms of anxiety, tension, violence, lack of concentration and feeling of loneliness. These symptoms lead to feeling of psychological impotence in the individual (Karsou', 2016).

2. Review of Literature

2.1 Psychological Impotence

Feeling of impotence is considered as a learned and acquired behavior as experiences in the life of the adolescent. The undesired response appears whenever the adolescent is exposed to a frustrating situation (Al-Khalidy & Sahem, 2015). Feeling impotent and pessimism form a painful matter in the life of the adolescent. So a blurred image about himself is and about the world is formed in him (Al-Rawwad, 2005), loss of confidence in his own abilities, lowering of intelligence, weakness in memory and the inability to solve problems (Luana, et al., 2016).

Seligman (1975) defined impotence as being "the state to which the individual arrives after passing through a series of experiences of losing control on the surrounding environmental circumstances, and the independence of his responses to their results, whereby a belief is formed in him that he has no control over the results of the vents, that is, there is no relationship between his exerted effort and the environmental variables (Qatamy, 2012). Seligman (1975) divided impotence into four basic kinds:

1. Motivational Deficits : that is lowering of the individual's motivation and his inability to control the occurrence of matters. So the person has a lukewarm fervor . He becomes unable to finish his works and he refrains easily from them. A strategy of impeding the self forms in him(Al-Subhiyyin, 2015).
2. Cognitive Deficits: it means the weakness of the individual's ability to learn from his previous experiences and to benefit from the stimuli of the situations which help him to escape, and his conviction that the responses which he performs might lead to positive results in the future(Al-Dhamin & Sammour, 2017).
3. Emotional Deficits: it is represented in the appearance of instances of anxiety, anger and depression(Pfabigan, et al, 2013).
4. Behavioral Deficits: it is represented in negative behaviors of the individual, lethargy, weakness of will, excessive dependency, and he does not attempt as a result of his belief that the rewards are not connected with his behaviors and his responses. Impotence might occur when the individual's experiences cannot control his academic failure(Al-Jarrah, et al., 2015).

Psychological impotence consists of three main symptoms:

1. Subjective annoyance: the individual is exposed to subjective annoyance whereby the individual is unable to adapt socially and he has no reasonable estimation for the self. For he does not know what he wants and what he chooses. The system of needs in him is disturbed and interlocking whereby the motives and incentives of impotence control. He does not recognize them as he wants because he does not view them realistically, but he views them through his unsatisfied need (Mahmoud, 2008).
2. Impotence in the social function: this is connected with many social problems such as deviations and family problems which are based on negligence and ostracism and the lowering of the economic state(Al-Jarrah, et al., 2015).
3. Impotence in the school performance: the school environment plays a role through the penal system in the occurrence of the student's impotence(Al-Jarrah, et al., 2015). For the student whose personality is shaken, his motivation towards learning weakens or his ability in it becomes less, is vulnerable to impotence in school performance, and subsequently he fails to manage important positions in the society after completing his studying (Mahmoud, 2008). Teachers play a big role in the state of impotence among the students through the state of frustration which the students pass through as a result of failure in achievement(Hwang,1993). The early adolescence years are distinguished by a noticeable increase of the antagonistic behavior for the society and the lowering in self estimation and school participation (Blackwell et al., 2007).

2.2 School Bullying

Bullying behavior among school students is considered as a social problem and on the international level(Nansel, et al., 2004). Some adolescents find a vent for their frustration through bullying the others(Doneganm, 2012) or through their achieving of a certain social position(Rodkin, et al., 2015).

Bullying behavior is defined as being a verbal or bodily aggressive behavior with the purpose of inflicting harm on the others. It entails lack of balance between the victim and the criminal, whereby the victim is unable to defend himself (Hein, et al., 2017; Rigby, 2015). Bullying is also defined as being one of the forms of aggression and in it there is no balance of forces between the bully and the victim, whereby the bully is always stronger than the victim. It has several forms such as the verbal, or bodily or psychological bullying. It might be direct or indirect(Khoj, 2012; Demirbag, et al, 2017), or through spreading false rumors and using cybernetic communications to harm or threaten the others (Baldry, et al., 2015).

It is also considered a social phenomenon which has moral implications from the point of view of psychological, social and ethical dimensions. It is an immoral misuse of authority(Xu, et al., 2014). Bullying is also connected with social, personal and mental factors(Glew, et al., 2005). It increases among children who have problems in study achievement or who suffer from social isolation(Rose, et al., 2011) or a physical handicap(Abdulsalam, et al., 2017). The bullying behavior is considered one of the behaviors which are difficult to eradicate from the school or the classroom. For this behavior is not restricted to the relationship between the bully and the victim, but this behavior can be understood through the context of the social and environmental theories(Swearer &

Hymel , 2015). However, positive paternal practices and close friends are considered two important factors for protecting the adolescents (Wang et al., 2012).

Bullying behavior is not restricted to schools and universities only but also it can be in work places and prisons too. Also it is not restricted to a certain age or a certain social status (I Chiu, 2013). Bullying behavior in the school can cause a post trauma disturbance (PTSD) (Nielsen, et al., 2015), a lowering in self estimation (Tsaousis, 2016; Kokkinos & Panayiotou, 2004), psychological and social problems such as loneliness, isolation, anxiety and emotional connections (Reijntjes, et al., 2011; Dijk et al. 2016) and suicidal behaviors (Serafini et al, 2015). Also these are exposed to many behavioral problems, health problems and their problems with peers (Wolke, et al., 2000). It also leads to arousing fear among the students which leads to many bodily quarrels, and which in turn affect the academic achievement (Bosworth, et al., 1999).

Some longitudinal studies pointed out that the bullying behavior in the early childhood stage leads to a personality trait in the individual. It might gradually develop and in a violent way (Jara, et al., 2017). However, this behavior becomes obvious in the adolescence stage whereby a sort of independence seems in it in a way which allows the bullying among the adolescents to appear. Bullying behavior is spread among males and females, however it is prevalent among males more than females (Al-'Abbasy, 2016).

The studies which dealt with bullying behavior among adolescent students and its relationship with some social and psychological variables were varied. Storch & Masia (2003) conducted a study which aimed to specify the relationship between bullying, social anxiety and social behaviors. The sample of the study consisted of (283) adolescents whose ages ranged between (13 & 16) years. The results of the study showed a relationship between social anxiety, social avoidance and bullying.

Mckenney et al. (2006) conducted a study which aimed to know the relationship between bullying and psychological and social conformity among a sample of secondary school students in the age of adolescence. The sample of the study consisted of (506) adolescents. The results of the study concluded that the student victim who is frequently exposed to bullying, his loss of strength and his inability to defend himself increase.

Khoj (2012) conducted a study which aimed to know the differences between those with high school bullying and those with low school bullying in the social skills, in addition to know the social skills which may contribute in predicting school bullying among the sample of the study. The results of the study showed a significant and a negative significance between school bullying and the social skills.

Al-Soufi and Malilki (2012) conducted a study which aimed to know the relationship between bullying and methods of parental treatment among children. The sample of the study consisted of (200) students from the fifth and the sixth grades. The results of the study showed that the coefficient between bullying and the methods of (negligence, leniency, firmness and wavering) of parental treatment is statistically significant, and that the bullying behavior of the children increases whenever the negligence or leniency or dominance of the parents over them increases, while bullying is negatively correlated with the two methods of firmness and wavering.

Abdulsalam, et al. (2017) conducted a study which aimed to specify the extent of the spread of the bullying behavior among the students of the seventh and the eighth grades in the State of Kuwait. The sample of the study consisted of (989) students. The results of the study showed the spread of the bullying behavior among the students and that the studying performance of the bullying students was failing.

Demirbag, et al. (2017) conducted a study which aimed to specify the relationship between the kinds of bullying, anxiety, self-respect and some social and demographic characteristics of the elementary students who had been exposed to bullying behavior at least twice. The sample of the study consisted of (595) students. The results of the study showed that the most common kinds of frightening which the students expressed are kicking and slapping in the physical bullying (11.7%) followed by harassment in the verbal bullying (14.1%).

3. Problem of the Study

Bullying behavior is considered as one of the widely common behaviors among individuals and specially in the schools. This creates a state of confusion and a sense of insecurity. Also a state of becoming powerful prevails among the students, so there are the victim and the criminal. This affects the course of teaching process in its

entirety and the academic achievement of both parties.

Through the many observations of the researcher of the cases of school bullying among the students and specially the adolescents due to their suffering from many school, social, psychological and political problems which can in turn affect their psychological positions, and then the recourse to the state of becoming powerful in their attempt to impose domination and force on the weaker party.

From here the researcher attempts to answer the following questions of the study which are represented in the following two questions:

1. What is the size of the correlation between psychological impotence and the bullying behavior among the adolescent students?
2. What is the extent of the contribution of each of the dimensions of psychological impotence in predicting bullying behavior among adolescent students.

4. Objectives of the Study

The present study aimed to achieve the following objectives:

- Specifying the degree of the relationship between psychological impotence and the bullying behavior among adolescent students.
- Specifying the contribution of the dimensions of psychological impotence in predicting the bullying behavior among adolescent students the following objective.

5. Importance Of The Study

The Importance of the study lies in the following:

- This study is considered among the few studies which attempted to know the size of the relationship between psychological impotence and the bullying behavior among adolescent students who are living in the camps in the Palestinian society.
- This study is considered an introduction to other studies and researches in order to be interested in the psychological aspect of adolescent students and to be interested in their psychological and social problem.
- This study might contribute in raising the attention of educational and psychological officials in order to prepare guidance programs to deal with these students in order to lessen their psychological suffering and to develop positive meanings among them in their daily behaviors to avoid aggressive behavior.

6. Limits of the Study

The study was restricted to a sample of adolescent students who are living in Jenin Camp and who go frequently to the Social Activity Center in the Camp during the month of July 2018.

7. Methodology of the Study

The researcher used the descriptive analytical methodology because it suits the purposes of this study. The opinions of the adolescent students in Jenin Camp were examined in order to know the size of the relationship between the psychological impotence and the bullying behavior among them.

7.1 Population of the Study

The population of the study consisted of all adolescent students whose ages ranged between 14—16 years and who go frequently to the Social Activity Center in Jenin Camp and whose number is 300 students.

7.2 Sample of the Study

The sample of the study consisted of (150) adolescent students who go frequently to the Social Activity Center in Jenin Camp. They were chosen by the simple random method. The sample of the study represented (50%) of the original population of the study. The researcher retrieved (112) questionnaire which were valid for statistical analysis. The following Table clarifies how the individuals of the sample were distributed according to the academic ranking, the educational level of the father and the educational level of the mother.

Table (1): Distribution of the individuals of the sample according to academic ranking, educational level of the father and educational level of the mother.

Variable	Levels of the Variable	Number	Percentage
Academic ranking	Accepted	7	6.3%
	Good	34	30.3%
	Very Good	36	32.1%
	Excellent	35	31.3%
Educational level Of the father	Secondary education and less	71	63.4%
	Diploma/B.A. Degree	25	22.3%
	M.A. degree and higher	16	14.3%
Educational level of the mother	Secondary education and less	69	61.6%
	Diploma/B.A. Degree	31	27.7%
	M.A. degree and higher	12	10.7%

7.3 Instrument of the Study

7.3.1 Psychological Impotence Scale

The researcher reviewed many relevant previous researches and studies which had dealt with topics similar to the topic of the study. In order to achieve the purpose of the study, the researcher developed a scale consisting of (25) items distributed on three dimensions which are:

- Dimension of self-annoyance: it consists of items (1,2, 3, 4,5, 6, 7, 8, 9).
- Dimension of impotence in the social function: It consists of items (10, 11, 12, 13, 14, 15, 16, 17).
- Dimension of impotence in studying performance: It consists of items (18, 19, 20, 21, 22, 23, 24, 25).

The degrees of the items of the measure were distributed as follows:

Always= 3 degrees, Sometimes= 2 degrees, Never= one degree.

The researcher verified the validity and reliability of the questionnaire as follows:

7.3.2 Validity of the Scale

In order to verify the validity of the measure of psychological impotence among adolescent students in Jenin Camp in its initial form, the researcher adopted the method of surface validity(referees validity). So the questionnaire was presented to a group of referees who has experience and specialization. They were asked to judge the validity of the items, the extent of their suitability to the topic and domain of the study, the extent of their clarity and soundness of their formulation and to add any other observations which they deem suitable. The referees reported that the questionnaire is valid without modification. Then the validity of the structure of the scale was verified by calculating the coefficient between the mean of every item of the scale and its total mean, and examining the level of its significance at the level of the statistical significance Of ($\alpha > 0.05$) and this was on the actual individuals of the study. It was indicated that the coefficients for all the items of the scale with its total degree are statistically significant a t ($\alpha > 0.05$) and it ranged between (0.60—0.84).

7.3.3 Reliability of the Scale

To verify the degree of reliability of the psychological impotence scale the Internal Consistency method was adopted by using the Cronbach Alpha equation , and this was on a pilot sample outside the actual sample of the study and it amounted to(30) adolescent students. The values of the coefficients by this method for the total psychological impotence scale and its dimensions were as indicated in table (2).

Table (2): Values of the coefficients of the dimensions of psychological impotence.

#	Dimensions of Psychological Impotence	No.of Items	Value of Alpha
1	Self-annoyance	9	0.742
2	Impotence in the social function	8	0.710
3	Impotence in the studying performance	8	0.850
	Total degree of the dimensions of psychological Impotence	25	0.865

It is clear from table(2) that the values of the coefficients of the reliability of the dimensions of psychological impotence together amounted to(0.865), and for each of its dimensions separately it was higher than(71%), and this is accepted reliability proportions.

7.3.4 The Bullying Behavior Scale

With the aim of measuring bullying behavior among adolescent students in Jenin Camp, the researcher got acquainted with previous studies and researches which are related to the same topic. After that, she developed a

scale consisting of (24) items distributed on three dimensions and they are:

- Physical bullying: it consists of items (1, 2, 3, 4, 5, 6, 7, 8).
- Verbal bullying: It consists of items (9, 10, 11, 12, 13, 14, 15, 16).
- Social bullying: It consists of items (17, 18, 19, 20, 21, 22, 23, 24).

The degrees of the items of the scale were distributed as follows:

Always=5, Often=4, Sometimes=3, Rarely=2, Never=1

Then the researcher verified the validity and reliability of the instrument as follows:

7.3.5 Validity of the Scale

In order to verify the validity of the measure of bullying behavior among the adolescent students in Jenin Camp in its initial form, the method of surface validity(validity of the referees) was adopted. The measure was presented to a group of referees having the experience and specialization . They were asked to judge the validity of the items and the extent of their suitability to their topic and their domain . They indicated their validity and reliability. The coefficients between the means of each of the items of the measure and its total means were calculated at the level of its significance at the statistical significance level of ($\alpha > 0.05$) whereby it was indicated that the coefficients for all the items of the scale with its total degree are statistically significant at ($\alpha > 0.05$) and they ranged between (0.57—0.77).

7.3.6 Reliability of the Scale

To verify the degree of the reliability of the measure of bullying behavior , the Internal Consistency method was adopted by using the Cronbach Alpha reliability equation, and this was on a pilot sample outside the actual sample of the study which amounted to(30) adolescent students. The values of the reliability coefficients by this method for the measure of bullying behavior and its dimensions were as indicated in Table (3):

Table(3): Values of the reliability coefficients for the dimensions of bullying behavior

#	Dimensions of bullying behavior	No. of items	Value of Alpha
	Physical bullying	8	0.824
	Verbal bullying	8	0.872
	Social bullying	8	1. 0.872
Total	degree of the dimensions of bullying behavior	24	0.936

It is clear from Table(3) that the values of the reliability coefficients of the dimensions of bullying behavior together , and for each of its dimensions separately were higher than (82%), and they are accepted reliability proportions.

7.4 Variables of the Study

1. Independent Variables: The dimensions of psychological impotence represented in self-annoyance, impotence in the social function and study performance.

2. Dependent variables: The dimensions of the bullying behavior represented in physical bullying, verbal bullying and social bullying.

7.5 Statistical Treatments of the Data

After collecting the questionnaires from the sample of the study, the researcher put the responses of the individuals of the sample, entered them into the computer and treated them by using the (SPSS) program. The arithmetic means and standard deviations were calculated in order to answer the questions of the study. The coefficients were calculated by the method of Correlation Matrix and the test of the Multiple Regression Analysis in order to test the hypotheses of the study, whereas the reliability coefficient of the instrument of the study was calculated by means of the Cronbach Alpha reliability equation.

8. Presenting The results of the Study

8.1 Results Related to the First Question

- What is the size of the correlation between psychological impotence and the bullying behavior among adolescent students in Jenin Camp?

To test whether there is a correlation between all the independent variables (psychological impotence with its three dimensions) and all the dependent variables(bullying behavior with its three dimensions), the Pearson Coefficient test was used. Following is a clarification of this.

Table (4): Results of Correlation Matrix test between each of the dimensions of psychological impotence an each of the dimensions of bullying behavior.

Dimensions		Physical bullying	Verbal bullying	Social bullying	Bullying of Behavior together
Self-annoyance	coefficient	.338**	.307**	.320**	.357**
	Significance level	.000	.001	.001	.000
	Number	112	112	112	112
Impotence in Coefficient Social function	coefficient	.473**	.475**	.438**	.512**
	Significance level	.000	.000	.000	.000
	Number	112	112	112	112
Study Performance Coefficient	coefficient	.402**	.394**	.272**	.393**
	Significance level	.000	.000	.004	.000
	Number	112	112	112	112
Dimensions of Psychological Impotence together	coefficient	.505**	.488**	.424**	.522**
	Significance level	.000	.000	.000	.000
	Number	112	112	112	112

It is clear from Table(4) that there is a positive relationship between each of the dimensions of psychological impotence, and each of the dimensions of bullying behavior, and also between the dimensions of psychological impotence together, and the dimensions of the bullying behavior together. The value of the significance for all the mentioned domains was smaller than (0.05). It is also clear that this relationship is relatively strong because the values of coefficients ranged between (0.272 and 0.522).

8.2 Results of the Second Question

-What is the amount of the contribution of each of the dimensions of psychological impotence in predicting bullying behavior in its dimensions (physical bullying, verbal bullying and social bullying) among the adolescent students in Jenin Camp?

To answer this question, the Multiple Regression Analysis test was performed. Tables (5,6,7) clarify the results of this test:

Table (5): Results of the Multiple Regression Analysis test between the dimensions of psychological impotence and physical bullying.

Variables	β Coefficients		Calculated T Value	Level of Significance of T
	Unstandardized	Standardized		
(Constant)	-.070-	-----	-.217-	.828
Self-annoyance	.080	.042	.412	.681
Impotence in the Social function	.752	.354	3.505	.001
Study Performance	.396	.251	2.780	.006
Value of R	.532			
Value of R-square	.283			
Adjusted R-square	.263			
Calculated Value of F	14.183			
Significance Level of F Test	.000			

It is indicated from Table(5) that there is a significant contribution for the dimensions of psychological impotence in predicting the bullying behavior among the students of Jenin Camp. The calculated value of(F) was(14.183) and it is significant at the significance level of(.000). The coefficient of specifying was (.283). This points out to the fact that the dimensions of psychological impotence explain(28.3%) of the changes resulting in the physical bullying among the students.The Table indicates the existence of a statistically significant contribution at the significance level of($\alpha > 0.05$) for the two dimensions of impotence in the social function and study performance. The values of(T) for the mentioned two dimensions were successively (3.505, 2.780) at a significance level of(.001, .006) successively, and they are smaller than(0.05), whereas the Table shows that

there is a statistically significant contribution for the dimension of self-annoyance in predicting physical bullying behavior among the students in Jenin Camp.

Table(6): Results of the Multiple Regression Analysis test between the dimensions of psychological impotence and verbal bullying

Variables	β Coefficients		Calculated T Value	Level of Significance of T
	Unstandardized	Standardized		
(Constant)	-.311-	-----	-.961-	.339
Self-annoyance	-.010-	-.005-	-.051-	.960
Impotence in the Social function	.815	.383	3.778	.000
Study Performance	.396	.251	2.771	.007
Value of R	.528			
Value of R-square	.279			
Adjusted R-square	.259			
Calculated Value of F	13.951			
Significance Level of F Test	.000			

It is indicated from Table(6) that there is a statistically significant contribution for the dimensions of the psychological impotence in predicting the verbal bullying behavior among the students of Jenin camp. The calculated value of(F) was (13.951) and it is significant at the significance level of (.000). The coefficient of specifying was(.279). This indicates that the dimensions of psychological impotence explain(27.9%) of the changes resulting in the verbal bullying . The Table indicates that there is a statistically significant contribution at the significance level of($\alpha > 0.05$) for the two dimensions of impotence in the social function and study performance. The value of(T) for the two mentioned dimensions were(3.778, 2.771) successively at the significance level of(.000, .007) successively for each of the two dimensions, and they are smaller than (0.05), whereas the Table shows that there is no statistically significant contribution for the dimension of self-annoyance in predicting the verbal bullying behavior among the students in Jenin Camp.

Table(7): Results of the Multiple Regression Analysis test between the dimensions of psychological impotence and social bullying.

Variables	β Coefficients		Calculated T Value	Level of Significance of T
	Unstandardized	Standardized		
(Constant)	-.123-	---	-.336-	.737
Self-annoyance	.167	.081	.761	.448
Impotence in the Social function	.804	.351	3.310	.001
Study Performance	.184	.108	1.139	.257
Value of R	.457			
Value of R-square	.209			
Adjusted R-square	.187			
Calculated Value of F	9.526			
Significance Level of F Test	.000			

It is clear from table(7) that there is a statistically significant contribution for the dimensions of psychological impotence in predicting the social bullying behavior among the students in Jenin Camp. The calculated value of(F) was (9.526) , and it is significant at the significance level of(.000). The coefficient of specifying was (.209) which points out to the fact that the dimensions of psychological impotence explain (20.9%) of the changes resulting in social bullying . The Table indicates the existence of a statistically significant contribution at the significance level of ($\alpha > 0.05$) for the dimension of impotence in the social function. The value of (T) for was (3.310) at a significance level of (0.01). This value is smaller than (0.05) , whereas the Table shows that there is no statistically significant contribution for the two dimensions of self-annoyance and study performance in predicting the social bullying in jenin camp .

9. Discussion of the Results of the Study

The results of the study showed a positive relationship between each of the dimensions of psychological impotence and each of the dimensions of bullying behavior, and also between the dimensions of the psychological impotence together and the dimensions of bullying behavior together. The researcher explains this result by the fact that bullying behavior by the adolescent stems from the feeling of the student of internal psychological impotence, through which he feels inferiority, lack of self-confidence and lack of social adaptation with the others. This is negatively reflected on his respect for himself and his estimation for himself. Also the adolescent in the adolescent stage has needs which need satisfaction in a sound way. If these needs are not satisfied, he will have a disturbed system of needs. So he feels deprivation and drives and motives of feeling inferior dominate him. Also the disturbance of the student's character and the weakness of his motivation for teaching lead to impotence in the study performance. This affects the motives of growth and ambition in him. This leads him to failure in managing important situations in his life. Also the view of the others of the adolescent which is characterized by lack of respect, carelessness and making light of his character and not granting him the interest and care which make him feel confident in himself, all these factors make him a bullying person who feels psychological impotence. So he practises bullying behavior on others as a means of proving himself and attempting to draw the attention to his internal strength in order to feel respected and self-estimated, and to make up for the internal inferiority which he feels through the phenomena of being strong and aggressive against the others. The result of this study agrees with the study of Storch&Masia (2003), Abdulsalam et al. (2017), Mckenney et al. (2006) and the study of Ghoj (2012) and the study of Al-Soufi and Al-Maliki (2012) that the bullying person and through his feeling of impotence loses many life skills and suffers from failure and frustration, so he practises bullying behavior on others.

The results from the previous Tables indicated that the most important dimensions of psychological impotence which contribute in predicting the physical and verbal bullying among adolescent students were the two dimensions of impotence in the social function and the study performance. These two dimensions explained (28.3%) of the variance resulting in the physical bullying among the students, and they also explained (27.9%) of the changes resulting in the verbal bullying, whereas it was indicated that impotence in the social function explained (20.9%) of the changes resulting in the social bullying. However, there was no statistically significant contribution for the two dimensions of self-annoyance and the study performance in predicting the social bullying behavior among the students of Jenin Camp.

The researcher explains this by that the impotence in the social function and the study performance contribute in predicting the bullying behavior in its three dimensions). This means that the failure of the students in his social relations with his family, his lack of achieving social adaptation, and the lack by the student for positive parental treatment and close friends' treatment, all of this contributes to a large degree in the bullying behavior and aggression against others (Wang, et al. 2012). This prompts the bullying student to use physical and verbal violence against the students who are less strong than him (Demirbag et al., 2017), and this is as a compensation for some psychological and social problem from which he is suffering, and his inability to understand the etiquettes of social behavior and interest in social situation in a becoming way (khoj, 2012). This might be due to the formation of a disturbed image about himself and the world (Al-Rawwad, 20015), and the loss of confidence in his own capacities, low intelligence, weakness of memory, and inability to solve problems (Luana, et al., 2016).

Bullying also increases among children who have problems in study achievement or who suffer from social isolation (Rose, et al. 2011) or who live in difficult social and economical situations. So they resort to compensate the shortage which they feel and the lack of confidence in themselves and their capacities through proctising physical force and fightings with others (Abdulsalam, et al. 2004). All of this can indicate that the bullying behavior can predict a non-social future for the students (Kokkinoss&Panayoitou, 2004). The result of this study agrees with the study of Ghoj (2012), the study of Al-Soufi and Al-Maliki (2012) and the study of Storch&Masia, 2003).

10. Recommendations of the Study

In the light of the results of the study, the researcher recommended the following:

- Preparing special social and psychological programs for the adolescent students in order to curb the phenomenon of the bullying behavior among the adolescent students.
- Holding specialized training sessions for the teachers and rehabilitating them to work with bullying students.
- Conducting psychological and social researches and studies to investigate the reasons which motivate the students towards the bullying behavior.

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