

Life Stress Relationship to Adolescents' Bullying Behavior

ضغوط الحياة وعلاقتها بسلوك التنمر لدى المراهقين

Dr. Ahmed W. El Dosoqy

Lecturer at Social Case Work Dept.
Kafr-Sheikh Higher Institute of Social Work , Egypt

Abstract

The current analytical study investigated the relationship between life stress and adolescents' bullying behavior. The study tackled two main themes: life stress and adolescents' bullying behavior. It was applied to a sample of secondary and technical schools students. Results proved statistically significant differences between the mean score of the bullying and non- bullying students on the life Stress Scale and its dimensions, statistically significant differences between the mean score of the bullying students at secondary schools and technical schools on the life Stress Scale and its dimensions and statistically significant differences between the mean score of the bullying and non- bullying students on the Bullying Scale and its dimensions.

Key Words: Stress, Bulling, Adolescents

Introduction

Many teenagers experience high amounts of stress, which interfere with learning, relationships, and other aspects of functioning. Stress can appear in a variety of ways, and some stress symptoms mirror typical teenage behavior. Adolescents depend on models and ideals available in their surroundings to form a cohesive identity. They may seek trustworthy norms to attain a sense of security, only to discover perplexing, contradictory societal regulations. They may come to perceive themselves solely negatively, resulting in a serious identity crisis. Adolescents who have experienced conflict, uncertainty, and frustration are typically confused and nervous.. Fearing rejection by a society they do not comprehend, they may withdraw into solitude, engage in inappropriate emotional outbursts, violence, and disobedience, and support extreme causes. (Hunter, 1998).

Adolescents are stressed as a result of big life transitions. Moving, starting a new school, and changes in family structure, including divorce, can all cause stress in teenagers. For maturing teenagers, not understanding how to deal with major changes may be stressful and perplexing. Peer pressure is an additional source of stress throughout the adolescent years. Adolescents may engage in conduct outside of their comfort zones to satisfy their classmates in order to develop and keep connections. Bullying and relational aggressiveness are two obvious sources of stress for teenagers. Bullying manifests itself as sexual harassment, relational assault, and cyberbullying. (Swearer, Espelage, Love, & Kingsbury, 2008; Hymel, Rocke-Henderson, & Bonanno, 2005).

Bullying is defined as aggressive conduct or intentional injury. It is done repeatedly and over time. It occurs in the context of a power imbalance in an interpersonal interaction. Direct bullying is a rather open physical (hitting, kicking, shoving, choking) and/or verbal (name calling, threatening, mocking, malicious teasing) attack on a victim. Bullying that is done indirectly is subtler and harder to notice. It entails one or more types of relational violence, such as social isolation, purposeful exclusion, rumor-spreading, causing harm to someone's reputation, making faces or obscene gestures behind someone's back, and manipulating friendships and other connections. Students are increasingly exploiting electronic communication devices and the Internet to harass others. (Center of the Study and Prevention of School Violence, 2008) Cyberbullying is the practice of sending insulting or threatening text messages and photos using digital devices in order to harm the target's reputation and relationships. This type of bullying may be extremely tough for adults, and over half of people who have been victimized do not know who the offender is. The most frequent forms of electronic bullying involve the use of instant messaging, chat rooms, and e-mail. (Kowalski & Limber, 2007).

While some socially "high status" bullies look well-adjusted, adolescent bullies typically face a variety of negative consequences, including worse school adjustment, peer rejection, behavior issues, delinquency, criminal involvement, and depression (Paul & Cillessen, 2007; Vreeman & Carroll, 2007; Whitted & Dupper,

2005). Bullies with a high social position might have a particularly detrimental influence on the overall classroom atmosphere (Rodkin & Hodges, 2003).

Bullying is a collective phenomena that occurs in a social setting (Salmivalli, 1999). Peer interaction patterns are influenced by family relationship patterns. Adolescents who are both victims and perpetrators of bullying at school are far more likely to bully and/or be bullied by siblings (Duncan, 1999). Parents of bullied teenagers are more likely to be emotionally cold and permissive (Rigby, 1994). In contrast, parents of abused teenagers are more prone to be very restricted, controlling, and overly engaged. (Bowers, Smith, & Binney, 1994). According to Bosworth, Espelage, and Simon (1999), teenagers who are the most agitated are the most prone to bully others. Adolescents indicate that the major reasons they harass others are to release tension. (Swearer & Cary, 2007; Rodkin & Hodges, 2003).

Bullying adolescents view social interactions as more unfriendly, confrontational, or provocative than their classmates (Dodge, 1993). These Adolescents also have more positive views about using violence and are less confident in utilizing nonviolent dispute resolution techniques (Bosworth et al., 1999). Relationships between these kids and their friends and family members are frequently strained. (Society for Research in Child Development, 2008). Bullies are emotionally volatile and tend to react aggressively before considering the consequences. Bullies may consider only the positive short-term consequences of bullying for themselves, but they are less likely to consider the negative long-term consequences of their actions on others or on their own relationships. (Arsenio & Lemerise, 2001).

Interventions that teach peer-rejected adolescents how to communicate constructively with their peers can help them become more accepted by their peers, less likely to be bullied, and more likely to be supported by peers if they are targeted by a bully (Pelligrini, 2002). Refuse to allow, promote, or directly participate in bullying, and aggressively protect victims.

Students' social and emotional abilities are the basic qualities required to deal with bullying. Adolescents should be able to identify when they are becoming agitated and learn how to calm down before responding. Adolescents who often harass others have difficulty controlling their anger and tend to hit out forcefully.

Problem-solving methods are more successful than the aggressive, retaliatory, or emotionally reactive reactions most commonly utilized by targeted teenagers in de-escalating disputes (Wilton et al., 2000). Bullying behavior is effectively reduced when a social emotional learning framework is used.

Ttofi and Farrington (2009) performed a meta-analysis of 59 well-designed bullying intervention studies to determine the precise elements that had the greatest influence on reducing bullying behavior and victimization rates. Parent training, improved playground supervision, disciplinary methods, school conferences or assemblies that raised awareness of the problem, classroom rules against bullying, classroom management techniques for detecting and dealing with bullying, and peer work to combat bullying were discovered to be the most important components.

Schools must teach kids how to utilize their social emotional skills in a range of bullying scenarios and provide them practice doing so. Teachers have a critical role in establishing the classroom atmosphere. If hostile norms get established and are not addressed, kids in these classrooms will engage in more aggressive behavior in subsequent years. According to Rodkin and Hodges (2003): Teachers exist just outside of the peer ecology and, whether purposefully or inadvertently, assist form the essential microsystems in which teenagers interact at school. By recognizing their pupils' social position, peer groups, friends, and adversaries, successful instructors steer teenagers toward greater levels of moral reasoning, exhibit warmth, and predict interpersonal difficulties. Teachers must set polite interaction standards and intervene when student norms promote aggressiveness. Teachers must collaborate with students to create classroom norms for polite interactions, as well as host classroom meetings on a regular basis to tackle bullying. Classroom activities and conversations that assist kids shift their perspectives on bullying might be a significant strategy for reducing bullying (Rodkin & Hodges, 2003).

First: Significance of the Study:

- 1- There is a need for identifying social and ecological factors causing bullying behavior among adolescents students.
- 2- Neglecting bullying behavior therapy may be developed into aggression, violence or a more sever behavior.
- 3- Late adolescence coincides with secondary stage and has characteristics including the desire of self- approval and rebellion against authority.
- 4- 70% of students aged from(13-17)years are exposed to different forms of bullying. (UNISIF, 2018)
- 5- Stress causes violence towards students at home and at school. (UNISIF, 2018)

Second: Concepts of the study: The current study handled two main terms

1- Bullying

Bullying: is the use of force, or threat, to abuse, aggressively dominate. Bullying is a subcategory of aggressive behavior characterized by : (1) hostile intent, (2) imbalance of power, and (3) repetition over a period of time. Bullying is the activity of repeated, aggressive behavior intended to hurt another individual, physically, mentally, or emotionally.

Bullying ranges from one-on-one, individual bullying through to group bullying. Bullying in school and the workplace is also referred to as "peer abuse" Bullying occurs when a person is "exposed, repeatedly and over time, to negative actions on the part of one or more other persons" and that negative actions occur "when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words or in other ways". Individual bullying is usually characterized by a person behaving in a certain way to gain power over another person. Bullying can develop in school, family, the home, and neighborhoods. The main platform for bullying in contemporary culture is on social media websites(Arsenio & Lemerise, 2001).

Bullying can take three forms: physical (hitting, kicking, spitting, pushing, taking personal belongings); verbal (taunting, malicious teasing, name calling, making threats); and psychological (spreading rumors, manipulating social relationships, or engaging in social exclusion, extortion, or intimidation) (Ericson, 2001).

Theoretical definition of Bullying: bullying is defined as B a pervasive problem among adolescents. It takes various forms including physical(hitting), verbal(name-calling), relational (social isolation), or occurring in cyber space.

The concept of Bullying is measured procedurally: The score of the participant on the Social Bullying Scale and its Items

Ecological Model of Bullying

The current study borrows Bronfenbrenner's(1979)ecological system model as a theoretical framework to understand multilevel etiological factors affecting bullying behavior in school. As the theory views school environment as "a set of nested structures" (Bronfenbrenner, 1979, p.3) the current theoretical framework allows investigation into simultaneous effects of individual traits and interpersonal and contextual factors on bullying behaviors. Ecological system theory contains five components: (a) Adolescents, (b) microsystem, (c) mesosystem, (d) exosystem, and (e) macrosystem. (Journal of Interpersonal Violence,2006)

2- life stress

Unrealistic expectations, marital problems, strained sibling relationships (including sibling bullying), illness in the family, and financial stress on the family can all trigger teen stress. Death of a family member or friend, accidents, sickness, or enduring emotional or physical abuse can, also, have a lasting impact on adolescents' stress levels (Mahfouz, 2016)

life stress is the stress that stems from one's relationships with others and from the social environment in general. (Levine, 2017)

Theoretical definition of life stress is defined as stress that results from relationships with others and a person's social environment. It is constant pressure to fit in, an overwhelming sense of anxiety.

events such as bullying, loss of a loved one, and psychological abuse.

The concept of life stress is measured procedurally: The score of the participant on the life Stress Scale and its items

Third: Procedures of the Study:

1- Design of the Study: a comparative analytical study.

2- Methodology of the Study: Social survey of a random sample.

3- Fields of the Study

a- **Place Field**

Four secondary schools in the city of Kafr El Sheikh

(El Salam Secondary School - Industrial Three- year Secondary School for boys - Commercial Secondary School for boys -Agricultural Secondary School).

b- **Human Field:** The original sample was 631 students. The researcher randomly assigned 90 bullying students and 90 non bullying students at each

of the four schools. The experimental group students met the following criteria:

- **Their ages ranged from (12- 17) years.**
- **Registered at school.**
 - Having bullying behavior.
- c- **Time Field:** The study with its theoretical and experimental parts and results lasted for 7 months (15/9/ 2020- 15/ 3/2021)

Fourth: Hypotheses of the Study:

The current study tested the following hypotheses:

- There are statistically significant differences between the mean score of the bullying and non- bullying students on the life Stress Scale and its dimensions.
- There are statistically significant differences between the mean score of the bullying students at secondary schools and technical schools on the life Stress Scale and its dimensions.
- There are statistically significant differences between the mean score of the bullying and non- bullying students on the Bullying Scale and its dimensions.

Fifth: Tools of the Study:

1- Students' Records and Reports

a- School Statistics

These helped to identify the study conditions for the bullying students.

b- Files and Records of School: these helped to identify the framework and defining the phenomena of bully behavior and methods used by social workers for dealing with the bullying students and the most frequent bullying behavior at school.

2- **Bullying Behavior Observation Guide(prepared by the researchers)**

a- The researcher trained three Arabic language teachers at each of the four schools on observing and recording the 50 students' bullying behavior to measure the frequency of bullying behavior during the week. 25 students showed high bullying behavior and the other 25 showed low bullying behavior.

b- The researcher reviewed observation behavior scales and inventories by Abd El Wanees, Amer, Mansour, Moussess and Moahmmmed The researcher, also, reviewed bullying behavior scales by Abul Fotoh, Fawzy, Abd El Tawap and Shabaan.

c- Validity of the Observation Guide: The guide proved to be valid

d- Reliability of the Observation Guide :The scale proved to be reliable

3-life Stress Scale

The researchers reviewed scale prepared in this context and chose the Scale of life Stress by Shokir (2002). The scale was designed for measuring family stress,

Study stress, emotional stress, economic stress, personal stress, health stress , life Stress .

- **Scale Validity:** The scale was proved to be valid.
- **Scale Reliability:** The scale was proved to be reliable .
- **Scale validity:**

First, the arbitrators' sincerity: The scale was presented in its initial form to a group of university professors who specialize in psychology, mental health and social work. They expressed their opinions and observations about the appropriateness of the paragraphs of the scale, and the extent to which the paragraphs belong to each of the seven domains of the scale, as well as the clarity of their linguistic formulations, and in light of those opinions, the number of (64) paragraphs distributed as in Table No. (1) was approved.

Table (1) It shows the number of items on the scale according to each of its domains

Scale dimensions	Item numbers	number of items
family pressures	1,2,3,4,5,6,7,8,9,10	10
economic pressures	11,12,13,14,15,16,17,18,19,20	10
Study pressure	21,22,23,24,25,26,27,28,29	9
social pressures	30,31,32,33,34,35,36,37	8
emotional stress	38,39,40,41,42,43,44,45	8
personal pressures	46,47,48,49,50,51,52,53,54	9
health stress	55,56,57,58,59,60,61,62,63,64	10
Total		64

Second: The internal consistency validity: The validity of the internal consistency of the questionnaire was verified by applying the scale to an exploratory sample consisting of (60) individuals, from outside the study sample. Pearson's correlation between each paragraph of the scale and the total score for the domain to which it belongs, using the statistical program (SPSS) and the following tables illustrate this:

Table (2) The correlation coefficients between every item and the total sum of the scale of achievement N = 35

Phrase number	Correlation coefficient	Level of significance	Phrase number	Correlation coefficient	Level of significance	Phrase number	Correlation coefficient	Level of significance
1	0.503	**	23	0.593	**	45	0.613	**
2	0.648	**	24	0.636	**	46	0.428	**
3	0.645	**	25	0.668	**	47	0.644	**
4	0.670	**	26	0.503	**	48	0.653	**
5	0.381	**	27	0.566	**	49	0.557	**
6	0.367	**	28	0.362	**	50	0.741	**
7	0.702	**	29	0.411	**	51	0.507	**
8	0.675	**	30	0.489	**	52	0.632	**

9	0.592	**	31	0.336	**	53	0.475	**
10	0.633	**	32	0.489	**	54	0.330	**
11	0.608	**	33	0.443	**	55	0.516	**
12	0.830	**	34	0.554	**	56	0.479	**
13	0.531	**	35	0.687	**	57	0.659	**
14	0.773	**	36	0.283	**	58	0.605	**
15	0.767	**	37	0.327	**	59	0.721	**
16	0.598	**	38	0.544	**	60	0.726	**
17	0.442	**	39	0.563	**	61	0.346	**
18	0.292	**	40	0.668	**	62	0.426	**
19	0.622	**	41	0.307	**	63	0.587	**
20	0.472	**	42	0.653	**	64	0.449	**
21	0.692	**	43	0.550	**			
22	0.533	**	44	0.673	**			

** Significant at (0.01)

* Significant at (0.05)

It is clear from the previous tables that all items are statistically significant at a significance level of (0.01), and this confirms that the scale has a high degree of internal consistency. To verify the structural validity of the domains, the researcher calculated the correlation coefficients between the degree of each domain of the scale and the other domains, as well as each domain in the total score of the scale, and the following table illustrates this:

Table (3) Correlation coefficients for each dimension of the stressful life situations scale with the total score

S	The dimension	correlation coefficient	level of significance
1	family pressures	0.718	function at 0.01
2	economic pressures	0.655	function at 0.01
3	Study pressure	0.684	function at 0.01
4	social pressures	0.417	function at 0.01
5	emotional stress	0.744	function at 0.01
6	personal pressures	0.798	function at 0.01
7	health stress	0.772	function at 0.01

It is clear from the previous table that all domains are related to each other and to the total score of the scale statistically significant at the level of significance (0.01) and this confirms that the scale enjoys a high degree of stability and internal consistency.

Scale stability: The stability of the scale was estimated on the exploratory sample members, using the half-segmentation methods and Cronbach's alpha coefficient.

Half-segmentation method: The scores of the exploratory sample were used to calculate the stability of the scale by the half-split method, where the score of the first half of each of the scale areas was calculated, as well as the score of the second half of the scores by calculating the correlation coefficient between the two halves, then the length was adjusted using the Spearman-Brown equation and the following table shows that:

Table (4) It shows the correlation coefficients between each dimension of the scale as well as the scale as a whole Before modification and stability coefficient after modification

S	The dimension	number of paragraphs	Correlation coefficient before modification	Correlation coefficient after modification
1	family pressures	10	0.598	0.748
2	economic pressures	10	0.589	0.741
3	Study pressure	9	0.676	0.708
4	social pressures	8	0.429	0.595
5	emotional stress	8	0.472	0.641
6	personal pressures	9	0.684	0.706
7	health stress	10	0.570	0.727
	Total	64	0.776	0.727

It is clear from the previous table that the stability coefficients by the split-half method after adjustment are all above (0.595) and that the total stability coefficient (0.874), and this indicates that the scale enjoys a very high degree of stability that reassures the researcher to apply it to the study sample. Cronbach's alpha method: The researcher used another method of calculating stability, in order to find the scale's stability coefficient, where she obtained the value of the alpha coefficient for each of the scale areas as well as for the scale as a whole.

Table (5) Shows Cronbach's alpha coefficients for each area of the scale

s	The dimension	The dimension	Cronbach's alpha coefficient
1	family pressures	10	0.782
2	economic pressures	10	0.807
3	Study pressure	9	0.717
4	social pressures	8	0.562
5	emotional stress	8	0.732
6	personal pressures	9	0.726
7	health stress	10	0.751
	Total	64	0.917

It is clear from the previous table that Cronbach's alpha coefficients are all above (0.562) and the total stability coefficient (0.917), and this indicates that the scale enjoys a high degree of stability that reassures the researcher to apply it to the study sample.

Sixth: A Proposed Cognitive Behavioral Program for Addressing the Problem of Adolescents' Bullying: A Proposed Professional Intervention Program for Working with the Bully Students' Problems According to the results of the current study, the researcher admitted the cognitive behavior therapy in social casework as the best method for dealing with the problems of the bully- adolescents for the following reason:

- 1- The target students are at the adolescence and cognitive methods can be used to modify their wrong ideas and emotions related to bullying.
- 2- The cognitive behavior therapy model helps to teach new desired behavioral styles through realizing the dangers of adhering to the wrong behavior and the merits of giving it up.
- 3- It helps to realize, interpret and analyze the irrational beliefs that affect the behavior and emotions of students not adapting to the school atmosphere.
- 4- The use of the current model helps students to learn, investigate and train on the methods of positive thinking and depend on logic which all have positive reflections.
- 5- This treatment is rich in multiple methods and techniques of modifying the bullying behavior.

Accordingly, the program of professional intervention with cognitive behavior therapy for the bullying students is identified as follows:

Aims of the Program:

- A- **General Aim:** The program of professional intervention aims at treating the bullying behavior of the preparatory stage adolescent students through the use of the strategies and techniques of the cognitive behavior model in social casework.
- B- **Objectives :** Abandoning the relational bullying among the adolescent students - Abandoning the electronic bullying of the adolescent students - Abandoning the sexual bullying of the adolescent students.

Therapeutic Methods of the Program:

- A- **Cognitive Therapy:** It issued to identify the wrong ideas of the bullying students and the cognitive reconstruction through the positive discourse and the ideas analysis in the light of positive relational thinking identifier, discussions of old ideas harms and providing new ideas. The proposed cognitive therapy of the treatment program includes:
 - 1- Logical discussion: discussion of irrational ideas and beliefs of the scale of irrational ideas.
 - 2- Persuasion: persuading students with the danger of adapting such irrational ideas.
 - 3- Logical analysis: teaching students to analyze to discover the relation between their ideas and behavior.
 - 4- Interpretation: finding the relation between the adolescent's bullying behavior and their irrational ideas.

- 5- Problem- solving: helping a student to participate with a social worker to solve his/ her problems through teaching him/ her the stages of problem- solving.
- B- **Emotional Reactions:** modification of a students' negative emotional reactions related to irrational ideas and encouragement (Modification of cognitive construction.- Self-reflection, Self-instruction, Self- report, Arousal, Non- conditioned acceptance)
- C- **Behavioral Therapy** It is used to modify the bullying student's behavior which is related to irrational ideas and emotional reactions through the use of some techniques to help the student to give up the behavior of bullying and to practice new positive behavior. The suggested behavioral methods in the current behavior is embodied in
- 1- Positive Reinforcement: through direct reward for the desired behavior till this behavior becomes the future accustomed behavior.
 - 2- Positive Support: through the support of the desired behavior through a reward presented by the researcher to the student.
 - 3- Role- play
 - 4- 4-Modelling
 - 5- Homework : the students do the homework in the time between meetings.
- 4- **Stages of the Proposed Professional Intervention:**
- A- **Primary Stage: Appreciation**
- 1- Reviewing literature and related studies of the bullying behavior.
 - 2- Preparing the study instruments and measuring validity and reliability.
 - 3- Training the bullying- behavior observers.
 - 4- Defining the sample of the study.
 - 5- Pre- application of the study instruments and defining the pre- application results.
 - 6- Defining irrational ideas of each student in the study sample.
 - 7- Defining the bullying behavior phenomena among the study sample.
- B- **Professional Intervention Planning Stage:**
- 1- Oral agreement with the sample of the study.
 - 2- Training the observer to take notes of the bullying behavior repetition among the adolescent students.

- 3- Making a therapeutic professional relationship between the researcher and the sample students.
 - 4- Simplifying the idea of cognitive behavior therapy and explaining the theory of A.B.C that clarifies the relation between ideas, emotions and behavior.
- C- **Professional Intervention Stage:** application of the treatment methods that were handled previously.
- D- **Termination: termination of the professional intervention:**
- 1- Making time intervals between final meetings.
 - 2- Post application of the study instruments.
 - 3- Comparison of measurements and identifying the results of the study.

Seventh: Obstacles of the Study:

- 1- Student were undesired to fill in the scale.
- 2- The difficulty of the scale implementation due to students' business in regular classrooms.

Eighth: Results of the Study

The First Hypothesis

To verify the first hypothesis t test was used. Table (6) shows the differences between the mean score bullying and non bullying adolescents on the Scale of life Stress

Table (6): differences between the mean score of bullying and non bullying adolescents on the Scale of life Stress

Dimension and Sub – Indicators of the Scale	The Bullying		The Non – Bullying		t value	Sig.	Variance
	Mean	SD	Mean	SD			
Family Stress	25.61	4.61	20.46	1,06	11.09	0.01	5.15
Economic Stress	26.85	2.75	19.38	1.98	9.82	0.01	7.47
Study Stress	64.23	7.22	47.07	3.28	10.14	0.01	7.16
Social Stress	42.46	4.81	27.96	2.44	9.85	0.01	14.5
emotional Stress	32.09	3.71	24.96	2.15	11.42	0.01	7.13
personal Stress	16.54	1.33	9.72	1.71	6.02	0.01	6.82
health Stress	24.45	2.27	17.79	1.96	8.71	0.01	6.66
Total Sum	179.77	6.02	127.5	4.31	14.19	0.01	52.27

It is clear from the previous table that the value of calculated t for all dimensions of the scale of the control and experimental group was statistically insignificant, which indicates the homogeneity of the control and experimental groups.

- The mean score of the bullying students on the life Stress Scale was (179.77) with a standard deviation of (6.02), where the mean score of the non- bullying students on the life Stress Scale was (127.5) with a standard deviation of (4.31) and t value was (14.19) which is significant at 0.01 level.
- social stress variance value was (14.5), where the mean score of the bullying students was (42.46) with a standard deviation of (4.81) and the mean score of the non- bullying students was (27.96) with a standard deviation of (2.44) and t value was (9.58) which is significant at 0.01 level.
- the mean score of the bullying students' family stress was (25.61) with a standard deviation of (4,61), while the mean score of the non- bullying students was (20. 46) with a standard deviation of (1.06) and the t value was (11.09). which is significant at 0.01 level.

The Second Hypothesis

The second hypothesis was proved to be valid and Table (7) shows the differences between the pre and post measurements of the control group on .

Table (7): Differences between the bullying students at secondary schools and technical schools on the life Stress Scale

Dimension and Sub – Indicators of the Scale	The Bullying		The Non – Bullying		t value	Sig.
	Mean	SD	Mean	SD		
Family Stress	23.14	3.87	28.08	2.53	3.78	0.01
Economic Stress	24.88	3.05	28.82	2.84	2.66	0.05
Study Stress	58.84	6.83	69.62	1.94	4.22	0.01
Social Stress	39.87	3.94	45.05	2.77	2.61	0.05
emotional Stress	31.04	2.85	33.14	2.98	2.59	0.05
personal Stress	16.04	2.05	17.04	1.84	1.02	Not sig
health Stress	22.11	3.95	26.79	2.09	2.91	0.05
Total Sum	167.86	7.34	191.68	3.98	9.54	0.01

- Previous results from Table (2) shows statistically significant differences between the mean score of the bullying students at secondary schools and technical schools on the life Stress Scale.
- the mean score of the bullying adolescents at public secondary school was (23.14) with a standard deviation of (3.87) and the mean score of the bullying

adolescents at technical secondary school was (28.08) with a standard deviation of (2.53). t value was (3.87) which is significant at 0.01 level.

The Third Hypothesis

The third hypothesis was proved to be valid and Table (8) shows the differences between the pre and post measurements of the experimental group on .

Table (8): differences between the mean score of bullying and non bullying adolescents on the Scale of Bullying

Scale & its dimensions	Bullying		Non-Bullying		Calculated t value	Significance
	Mean	Deviation	Mean	Deviation		
Relational Bullying	106.9	13.93	78.6	7.77	3.805	.01
Electronic Bullying	97.4	10.72	75.6	6.9	3.807	.01
Sexual Bullying	104.2	12.38	80.4	7.83	4.021	.01
Bullying Behavior	308.5	14.08	234.8	9.43	5.742	.01

- Previous results from Table (3) indicated that the mean score of the bullying adolescents with regard to relational bullying was (106.9) with a standard deviation of (13.93), while the mean score of the non- bullying students was (78.6) with a standard deviation of (7.77) and t value was (3.805) and which is significant at 0.01 level.
- The mean score of the bullying adolescents with regard to electronic bullying was (97.4) with a standard deviation of (20.72), while the mean score of the non- bullying students was (75.8) with a standard deviation of (6.9) and t value was (3.807) and which is significant at 0.01 level.
- The data of the table showed that the mean score of the bullying adolescent with regard to the sexual bullying was (104.2) with a standard deviation of (12.38), while the mean score of the non- bullying students was (80.4) with a standard deviation of (7.83) and t value was (4.021) and which is significant at 0.01 level.

Ninth: Discussion& Interpretation of the Study Results:

Discussion& Interpretation of the First Hypothesis:

- There were statistically significant differences at 0.01 level between the mean score of the bullying and non- bullying students on the life Stress Scale and its dimensions. Results showed that life stress among the bullying students was higher than that among the non- bullying students.

- Results, also, showed that social stress came first among stress affecting the bullying students. This result matches the results of Elgibaly(2012) and Mcauliffe (2017) which explained that psychological stress comes first among life stress that affect adolescents and their families who suffer from familial inadaptation or the mother of adolescents with autism or learning disabilities.
- Additionally, results showed that family stress comes second according to its effect on bullying among adolescent students . This result is consistent with the results of Elsayed (2012) . These results asserted that families of adolescents with behavior disorders, like autism, epilepsy, learning difficulties, bullying and brain paralysis, suffer from family stress that result finally in psychological disorders either for mothers or fathers. Consequently, the first hypothesis was proved to be valid and there were statistically significant differences at 0.01 level between the mean score of the bullying and non- bullying students on the life Stress Scale and its dimensions

Discussion& Interpretation of the Second Hypothesis:

- Results of the second hypothesis revealed statistically significant differences, at the 0.01 level, between the mean score of the bullying students at secondary school and technical schools on the life Stress Scale and its dimensions.
- This result is consistent with the results of Mahfouz (2016) and You(2019).These studies emphasized that parents' stress, parents' interaction, religious guidance for adolescents affected adolescents' educational level.
- Results of the second hypothesis revealed statistically significant differences at the 0.05 level between the mean score of the bullying adolescents at public secondary schools and bullying adolescents at technical secondary schools with regard to Study, social, emotional and personal stress.
- Results of the second hypothesis revealed no statistically significant differences at the 0.05 level between the mean score of the bullying adolescents at public secondary schools and bullying adolescents at technical secondary schools with regard to peer- relationship and social status.

Discussion& Interpretation of the Third Hypothesis:

- Out of what previously mentioned, the third hypothesis of the study proved to be valid and there were statistically significant differences between the mean score of the bullying and non- bullying students on the Bullying Scale.
- There were statistically significant differences at 0.01 level between the mean score of the bullying and non- bullying students with regard to relational bullying, electronic bullying, sexual bullying and general bullying behavior.

These results match that of Mansy (2010) which assert that the adolescent who have behavior disorder show multiple dissocial behavior of bullying, violence, theft, sexual abuse, drug abuse and destroying school and public property. These studies, also, showed that relational bullying comes first among the adolescents' bullying behavior, followed consecutively by sexual bullying, electronic bullying and sexual bullying.

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