

Bullying Behavior and Its Effect on Preparatory School Students

Hanaa Mohamed Abd Elstar Elsis, Galila El-ganzory, Hoda Sayed Mohamed,

Department of Psychiatric Mental Health Nursing, Faculty of Nursing Ain Shams University

Corresponding author: Hanaa Mohamed Abd Elstar Elsis, **Mobile:** 01096597459;

Email: hanaaelssitdc21@gmail.com

Abstract

Background: Bullying is an ever-present problem occurring within preparatory schools across the world. Bullying creates personal, social, and emotional, as well as academic problems for the victim. Therefore, this study was **aiming to** assess bullying behaviors and its effect on preparatory school students. This study was conducted on 400 students in preparatory school students in Ashman city of Mounofyia government. **Data were collected** using: 1) Interviewing questionnaire including the following parts: A) Socio-demographic sheet. B) bullying behavior scale. C) victim scale and D) effects of bullying behavior on preparatory school students. **The result** of this study showed that more than half of students under study (56.75 %) sometimes perform social bullying behaviors, nearly half of them (44.75%) perform verbal bullying behaviors and less than half of students under study (41.75%) sometimes perform physical bullying. Also, about two fifth of students under study (39,75%) sometimes exposed to physical bullying behaviors and more than two fifth of them (45%) exposed to verbal bullying behaviors and 69% of them have moderate physical effect, also 59.25% of them were had moderate psychological effect and 42.5 of them were had moderate social effect and moderate impact on academic achievement. Study **concluded** that preparatory school students sometimes perform (physical, verbal, and social) bullying behavior and male students were involved in bullying behavior more than female. More than two fifth of victimization exposed to verbal and social bullying. In addition, there was a highly statistically Significant relation between type of bullying and effects of bullying behavior. **The study recommended** designing and implementing a counseling program geared towards preparatory school students to guide them on how to avoid and/or deal with bullying behavior to prevent psychosocial problems and improve academic achievements.

Key words: Bullying Behavior, Effect, Preparatory Schools Student, Victimization.

Introduction

The phenomenon of bullying in schools has increasingly captured universal attention among researchers, the media, school authorities, and parents who are concerned about students' well-being and safety (Moon et al., 2018).

Bullying is a behavior that can only be easily recognized when individuals experience it. Bullying can happen to anyone at any age and anywhere whether at school, home, or even in a workplace (Nicholas et al., 2019).

According to Roland, (2019) define bullying is "long standing violence, physical or psychological, perpetrated by an individual or group directed against an individual who has no

defense. Olweus, (2020) also define bullying, but more carefully and restrictive, as "repeated, negative actions over time, including hitting, kicking, threatening, locking inside a room, saying nasty and unpleasant things, and teasing. Thomas, (2018) suggests that bullying is "the systematic abuse of power in interpersonal relationship.

Bullying in schools is also a worldwide problem that can have negative consequences for the general school climate and for the rights of students to learn in a safe environment without fear. It is widespread, and perhaps the most underreported safety problems in schools (Teng et al., 2020).

Many findings have increasingly proposed that bullying invariably implies an imbalance of power in which the victim is relatively weaker than

the perpetrator. Bullying does not occur when there is conflict between people of equal or similar power. This distinction is very important because “the effects of being repeatedly threatened by a more powerful person or group are likely to differ from the effects of being threatened or attacked by someone of equal power”) (Kim et al., 2020).

Thus, there are several negative consequences of bullying and negative health conditions of those involved in bullying as follows: (1)Low psychological well-being (This includes states of mind that are generally considered unpleasant, such as general unhappiness, low self-esteem, and feelings of anger and sadness.(2) Poor social adjustment (This normally includes feeling of aversion toward one's social environment by expressing dislike, loneliness and isolation in one's environment.(3)Psychological distress (This is considered to be more serious than the first two categories and includes high levels of anxiety, depression, and even suicidal thinking). (4) Physical un-wellness (Children who become victims of bully are likely more than others to suffer physical illness) (Khadka et al., 2018).

Hence, it's important for health professionals to supporting students against bullying and collaborates with school staff and community members to implement programs that will proactively change behaviors and lead to the creation of a positive, healthy and safe school climate (Minalkar & Bemina, 2019).

Significance of the Study:

Bullying is serious public health concern and becoming worldwide problem and can occur in every school. Bullying affecting the mental and physical health of children and adolescents around the world (Baldry et al., 2019).

There is recent study in Egypt reported 35% bullying traits and 11.7% bullying behavior among preparatory school students. Another study conducted in Egypt found that 51% of boys and 20% of girls in preparatory schools had initiated bully attacks at school (Galal et al, 2019).

However in Egyptian school, limited format research of this phenomenon has been nationally and internationally documented, and of course, this leads to limited identification cases. Therefore, it is important to assess bullying behaviors and its effect on preparatory school students. Hopefully that this study generates attention and motivation for further investigation in this topic.

Aim of the study

The aim of the study is to assess Bullying Behaviors and its Effect on Preparatory School Students. This aim was achieved through answering the following questions.

Research Questions:

- Is there a bullying behavior among preparatory school students?
- What is the effect of bullying behavior on the preparatory school students?

Subjects and methods

Technical designs.

The technical design for this study includes research design, research setting, subjects of the study and tools of data collection.

A-Research design:

A descriptive explanatory design was used to achieve the aim of this study and answer the research question. It helps the researcher to describe and document aspect of a situation as it naturally occurs. In addition, this design helps to establish a database for future research.

B-Research Setting

The study was conducted at preparatory school students in Ashmoun city, which is affiliated to Menoufia Governorate. Ashmoun city contains 10 preparatory schools, each school contains three grades (first, second and third grades). Data has been collected from the three classes in 10 schools, and they are Al Sharif Preparatory Private School - Primary

Basic Education School - Experimental School - Fatima Al Zahraa School - Al Qattan Private Preparatory School - Endeavors 1- The endeavors 2- Ali bin Abi Talib - Shahid Abdel Moneim Muqallad - Shushai Preparatory School.

C-Subjects of the study:

Quota sample was recruited for the study. A sample was taken from ten prep schools from city and villages all over Ashmun. The sample was distributed to three special or private and seven general schools. This was according to the density of each school. As an example, the number of students in Sobk Al Ahad official school for languages was five hundred students from the three grades. A ten percent sample was taken which was fifty students from three grades. Thus, the sample was taken according to the density of each school and total number of samples was four hundred students out of ten thousand students.

Inclusion criteria: -

A- Age between 12-18 years old (preparatory school age) and accept to participate in the study.

B- Both sexes.

Size of sampling:

Sample size was 400 students according to formula for calculating sample size (the

equation $n = \frac{Z^2 \times P(1-P)}{n^2}$) and it was developed by (Jaykaran, 2011). Data has been collected from the three classes in 10 Preparatory schools, in academic year 2019-2020 who matched the following criteria.

Tools of data collection:-

Data were collected using the following tools:

1- Interviewing Questionnaire

The questionnaire interview was designed and written in an Arabic Language by

the researchers based on related literature review.

Interviewing Questionnaire includes: -

Part I: Socio-demographic data: -

It was constructed by researchers after reviewing literature in this field, the researchers designed the sheet. This section deals with Socio-demographic characteristics of the students under study cover information about the phone number of student, sex, class, accommodation, school type, place of bullying.

Part II:-

Bullying behavior scale:

It was originally developed by *Owleas, (2003)* to assess bullying behavior among preparatory school students and modified by the researcher to accommodate this study. This scale consisted of three domains physical, verbal and social bullying behavior, consisted of 18 sub items. Each domain consisted of six items (1- 6) and each student chose degree describing bullying behavior. Each item score ranging from (0-2) Not at all=0, once=1 to more than one =2.

Scoring system (physical, verbal, and social).

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The answer to each question converted to numerical data. Each item was rated on three-point Likert scale ranged from (0-2). The total mean score of bullying behavior was calculated as:

- Rare from 0 – 6.
- Sometimes > 6 – 9.
- Always > 9 –12.

Part III:

Victimization behaviors scale:-

It was developed by *Rigby (1991)*, to assess Victimization behaviors among

preparatory school students and modified by the researcher. This scale was collected by students. This scale consisted of three domains (physical, verbal, social) consisted of 18 items. Each domain consisted of six items (1-6) and each student chose degree describing victim scale. Each item score ranging from Not at all=0, once=1 more than one =2.

Scoring system:

The answer to each question converted to numerical data. Each item was rated on three-point Likert scale ranged from (0-2).

The total mean score of victimization behavior was calculated as:

- Rare from 0 – 6.
- Sometimes > 6 – 9.
- Always > 9 –12.

Part IV:

Effects of bullying behavior on student scale. it was developed by **Plaza and Krueger, (2014)** to assess effect of bullying behavior on preparatory school students and modified by the researcher. This scale consisted of three domains (physical effect, psychological effect, social and academic achievement effect), this include 21items. Physical effect domain (7) items, psychological effect domain (8) items and Academic achievement and social effects domain (6) items.

Scoring system for Physical effects:-

This scale with response option on three liker scale from (0-2) as the following never =0 sometime =1 always =2.

The total mean score of physical effect was calculated as

- Mild: score from 0 – 7
- Moderate: score from 7.1– 10
- Severe: score from 10.1-14

Scoring system for Psychological effects

This scale with response option on a three-point liker scale from (0-2) as the following never=0 sometime =1 always=2.

The total mean score of Psychological effect was calculated as

- Mild: score from 0 – 8
- Moderate: score from 8.1– 12
- Severe: score from 12.1-16

Scoring system for academic and social effects

This scale with response option on three-point Likert scale from (0 -2), the following never = 0 sometime = 1 always =2.

The total mean score of scoring system for academic effect was calculated as

- Mild: score from 0 – 6.
- Moderate: score from 6.1– 9.
- Severe: score from 9.1-12.

Validity of the scales

To achieve the criteria of trust worthiness of the tools of data collection in the study the tools were tested and evaluated for their face and content validity by jury group consisting of experts of Faculty of Nursing of Ain Shams university in the field psychiatric Nursing to ascertain relevance, clarity and completeness of the tools experts elicited response were either agree or disagree for the face validity. The required corrections and modifications were done and the researcher revised each tool and modified some statements under supervision of the researcher supervisors.

The reliability and validity of the tools were assessed through measuring their internal consistency by determining Cronbach Alpha coefficient, and Pearson correlation, proved to be strong as indicated in the following table:

Tools	No. of items	Validity Pearson correlation	Reliability Cronbach Alpha
Physical Bullying	6	.841**	.702
Verbal Bullying	6	.899**	.647
Social Bullying	6	.771**	.702
Physical Victimization	6	.779**	.882
Verbal Victimization	6	.795**	.665
Social Victimization	6	.736**	.724
Physical effect	7	.758**	.604
Psychological effects	8	.787**	.837
Academic-social effect	6	.745**	.654
Weak		< 0.4	
Average		0.4 < 0.6	
More than Average		0.6 < 0.7	
Strong		0.7 < 0.85	
Very Strong		0.85 < More	

Operational design:

The operational design for this study includes preparatory phase, pilot study, field work, ethical consideration and limitation of study.

A-Preparatory phase:-

This phase deals with the preparation of the study design, data collection tools were based on reviewing current and past local and international related Literatures about bullying behaviors and its effect on preparatory school students. This review was carried out through using available book, articles, periodical journals, and internet search to be acquainted with the current relevant tools that were performed, for data collection then the content validity and reliability were reviewed and assured.

Translation and back translation:

To ensure the suitability of used tools to the purpose of the present study, one tool was translated into Arabic (bullying behavior scale and victim scale) using a translating and back translating technique and a committee approach. Bilingual researchers blindly translated the instruments from English to Arabic and a second bilingual researcher back translated it independently.

B- Pilot study.

A Pilot study was performed after an official permission was granted from the Dean of Faculty of Nursing Aim-Shams University to

Director of Education Department in A Ashman city. The Pilot study was conducted on forty students fulfilling the previously mentioned criteria. They represent 10% of total sample to evaluate the simplicity, practicability, legibility, understand ability, feasibility, validity and reliability of tools, it was also used to find the possible problem that might face the researchers and interfere with data collection to estimate the needed to fill in sheets. A researcher according to the results of the pilot study simple modification was done as rephrasing question and removing one question. Those preparatory students who shared in pilot study were excluded in the main study sample.

C-Field work:

The actual field work for the process of data collection lasted for about four months starting from the beginning of November 2019 until end of February 2020. Data were collected in three days per week average 32-33 students from preparatory school a day; the researcher conducted an interview with students. The researcher interviewed with students in the classroom after taking oral consent, the researcher started with ice breaking open friendly discussion to gain the student trust. Then the researcher explained the aim of the study and asked student questions in a simple Arabic language. Each interview in the classroom takes two hours after explaining all parts of the questionnaire A lecture was made about bullying among preparatory school students and its effect on students, a PowerPoint was created to explain the study to students in

(Grad 1, Grad 2 and Grad 3) and teachers. Data collected from ten preparatory schools in Ashman city.

Confidentiality of any obtained information was assured, and students were informed about their right to participate in the study also assured about anonymity, and that data will only be used for purpose of study.

Ethical consideration:

The ethical research consideration in this study included the following:

1- Prior to actual work of the research study, ethical approval was obtained from the scientific research ethical committee Of faculty of nursing, Aim – Shams University.

2- The research approval of each participant to share in the study was taken.

3-The investigator cleared the aim of study to subjects.

4- The investigator maintained on anonymity and confidentiality of subjects.

5- Subject were allowed to choose to participate or not, and they had the right to withdraw from the study at any time.

III- Administrative Design:

An official letter requesting permission to conduct the study was submitted from the Dean of the faculty of nursing, Aim-Shams University to Director of Education Department in Ashman city. This letter included the aim of the study and a photocopy from data collection tools in order to get the permission.

IV- Statistical Design:

The collected data were organized, analyzed using appropriate statistical significant tests. The data were collected and coded by using the Computer Statistical package for Social Science (EXCELL), version 21 did the statistical analysis of data. Data were presented using descriptive statistics in the form of frequencies and percentages. Chi square test was used to compare the frequencies and relation between the study variables Pearson test was used to compare the frequencies and relation between the study variables.

Degree of significance of results was considered as follows:

- NS= not statistically significant at $p > 0.05$
- S= statistically significant at $p \leq 0.05$
- HS= highly statistically significant at $p \leq 0.001$.

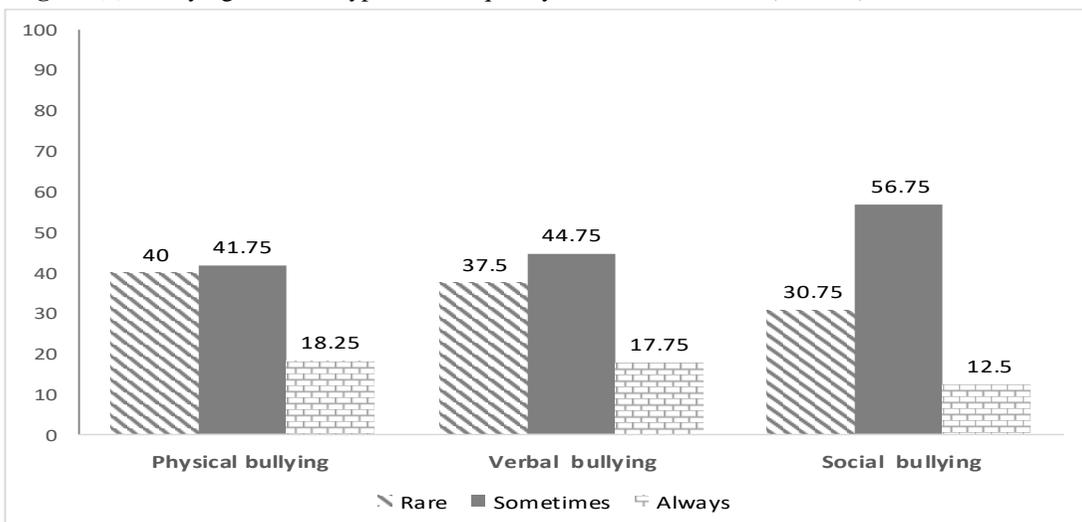
Results

Table 1: Frequency distribution of socio-demographic characteristics of preparatory school students (n=400).

Items	Number (No.)	Percentage (%)
Gender		
Male	222	55.5
Female	178	44.5
Class in the school		
the first	151	37.8
The second	149	37.3
the third	100	25.0
Accomodation		
Rural	331	82.8
Urban.	69	17.3
School type		
Private	135	33.8
Public	265	66.3

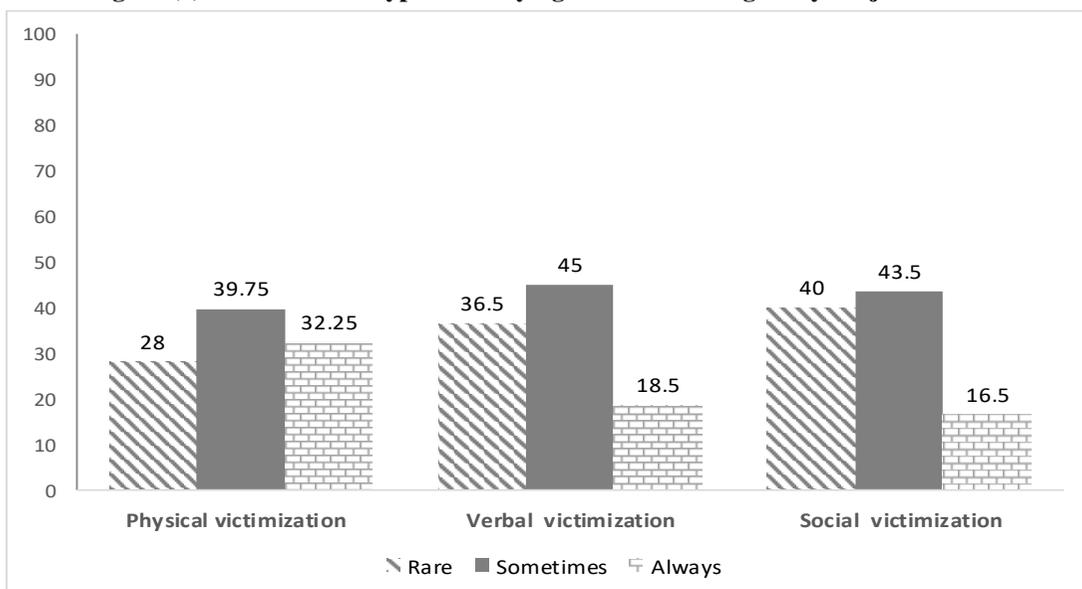
Table (1) represents the socio-demographic characteristics of the students under study. It reveals that the (55.5%) were males. In relation to the class in the school, (37.8 %) were in first class, and (82.8%) reside rural. Furthermore, this table shows (66.3 %) of the students in public school.

Figure (1): Bullying behavior types and frequency of studied students (no=400).



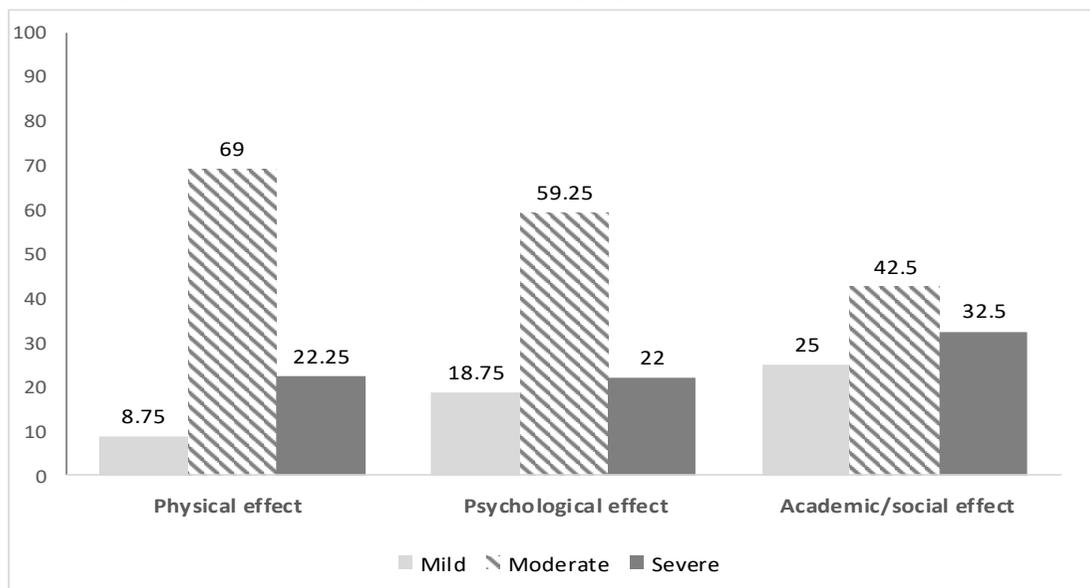
It is observed from this figure that 56.75% of the preparatory school students under study sometimes perform social bullying behaviors, 44.75% perform verbal bullying behaviors and (41.75%) of the preparatory school students under study sometimes perform to physical bullying.

Figure (2): Victimization types of bullying behavior among study subjects.



It is observed from this figure that about two fifth (39.75.%) of the preparatory school students under study sometimes exposed to physical bullying behaviors and more than two fifth of them exposed to verbal and social bullying behaviors students (45%, 43.5%) respectively.

Figure (3): Effects of bullying behavior on preparatory school student:-



It is observed from this figure that (69 %) of the preparatory school students under study have moderate physical effect from bullying behaviors and nearly three fifth of them (59, 25%) have moderate psychological effect from bullying behaviors. This figure also shows that more than two fifth (42.5 %) of the preparatory school students under study have sever social effect and sever impact on academic achievement from bullying behaviors.

Table 2: Relation between bullying and physical victimization among the studied children (n=400).

Items	Physical victimization			X ²	P value
	Rare %	Sometimes %	Always %		
Physical bullying					
Rare (%)	11.5	11	17.5	314.85	.000 HS
Sometimes (%)	12	23.5	6.25		
Always (%)	4.5	5.25	8.5		
Verbal bullying					
Rare (%)	8.75	21.25	7.5	312.63	.000 HS
Sometimes (%)	13	12.25	19.5		
Always (%)	6.25	6.25	5.25		
Social bullying					
Rare (%)	11.75	11.25	7.75	304.23	.000 HS
Sometimes (%)	11.75	23.25	21.75		
Always (%)	4.5	5.25	2.75		

Table (2) reveals that there is a highly statistically significant relation between the bullying (physical, verbal and social) behavior and physical victimization behaviors of the studied students (p≤ 0.001).

Table 3: Relation between bullying and psychological effect among the studied children (n=400).

Items	Psychological effect			X ²	P value
	Mild %	Moderate %	severe%		
Physical bullying					
Rare (%)	5	31.5	3.5	437.91	.000 HS
Sometimes (%)	7.5	17	17.25		
Always (%)	6.25	10.75	1.25		
Verbal bullying					
Rare (%)	6.75	17.5	13.25	400.51	.000 HS
Sometimes (%)	5	32.5	7.25		
Always (%)	7	9.25	1.5		
Social bullying					
Rare (%)	5	21	4.75	418.13	.000 HS
Sometimes (%)	7	32.75	17		
Always (%)	6.75	5.5	0.25		

Table (3) reveals that there is a highly statistically significant relation between the bullying (physical, verbal and social) behavior and psychological effect of bullying behavior of the studied students ($p \leq 0.001$).

Table 4: Relation between bullying and academic/social effect among the studied children (n=400).

Items	Academic/social effect			X ²	P value
	Mild %	Moderate %	severe%		
Physical bullying					
Rare (%)	8.25	18.75	13	288.12	.000 HS
Sometimes (%)	9.5	14.75	17.5		
Always (%)	7.25	9	2		
Verbal bullying					
Rare (%)	7	15.5	15	245.86	.000 HS
Sometimes (%)	11.25	19.25	14.25		
Always (%)	6.75	7.75	3.25		
Social bullying					
Rare (%)	8.5	12.25	10	289.34	.000 HS
Sometimes (%)	12	23.5	21.25		
Always (%)	4.5	6.75	1.25		

Table (4) reveals that there is a highly statistically significant relation between the bullying (physical, verbal and social) behavior and academic/social effect of bullying behavior of the studied students ($p \leq 0.001$).

Discussion

Bullying in school is a significant problem worldwide and is one of the most common antisocial behaviors among students. Bullying behavior is characterized by repetition an aggressive behavior with intent to harm the victim and a power imbalance among the bullies and their victims, making it difficult for the victims stand up for themselves. Bullying behavior in school may be verbal, physical,

psychosocial, Emotional and cyber bullying behavior in school can take place in numerous location such as; in classes to and from school, bathroom, in the schoolyard and other isolated location throughout the school setting (Michaels, 2019).

So, the aim of this study was to assess the bullying behaviors and its effect on preparatory school students.

Socio-demographic characteristics of preparatory school students under study.

The present study revealed that more than half students under study were males. This may be due to that the number of males enrolled in preparatory schools are more than females, because of the preparatory schools are located in rural areas and most families do not agree to female education.

This result is consistent with the results of **Galal et al. (2019)**, in their study about assess the bullying behavior and victimization among school students in rural Egypt. Who showed that more than half of the sample was males. Meanwhile this finding was in contrast with the finding of **Yang et al. (2020)**, in their study about "bullying and suicidal behavior among Chinese Adolescents and analysis of gender differences". The result of their study showed that more than half of the sample was females more male.

Concerning the student class, the present study revealed that, near half of students were in first class in school. This may be due to most of the students in the first classes in school were agreed to written informed consent.

These results supported to finding of **Gordon (2020)**, in his study about "bullying behavior in the middle school". Who showed that more than half of sample in first class in preparatory schools.

However, results of this study unsupported with the findings of **Demaray & Malecki (2017)**, in their study about "importance of social support by student classified as victim and bullies in an urban preparatory school". Who reported that highest score in last class in schools.

Regarding to residence, results of present study showed that majority of bullying behavior reside in rural area. This may be due to the most of the preparatory schools in Ashmon city are located in rural area.

These results get along with the results of **Taylor (2017)**, in his study about "perception

of bullying behavior in the rural middle school students". Their findings showed that all study sample from rural area and may be because of examination of bullying behavior by rural preparatory schools. Meanwhile this finding was in contrast with the finding of **Fenny & Falola (2020)**, in their study which about "bullying behavior among preparatory school students". Their finding showed that more than half sample of study from urban schools.

The result of the present study showed that more than half of study sample in public preparatory schools. This may be due to most parents register their children in public schools because of the low income and the high cost of private schools, as well as the fact that private schools are far from villages.

These result are similar to the findings of **Hassan et al. (2019)**, in their study about "epidemiology of aggression and bullying among students of preparatory schools in Mania City". Who revealed that more than half of the sample where students from governmental schools. Also, this study findings are incongruence with the finding of **Harris et al. (2019)**, about differences between types of bullying behavior in public and private schools". Their finding showed that the majority of study sample was in private schools.

Bullying behaviors among preparatory school students under study.

Regarding to physical bullying behavior, this study revealed that the less than half of the preparatory school students under study sometimes perform physical bullying, i.e more than once were pushed one of the students and sat in place of other student and tricked one of the students pretending that other students. This could be due to that in our study the male students who are engaged in physical bullying more than female and male student want more to fit with their peers, making some students more likely to bully. Students who bully others, however, often have trouble with self-control, following rules, caring for others, and are at higher risk for problems later in life, such as violence, criminal behavior, or failure in relationships.

The present study results are similar to the findings of **Drosopoulos et al. (2018)**, in their study about "all forms of bullying behaviors and ways to reduce those behaviors". Their finding clarified that more than half of study reported physical bullying. These findings were unsupported by **Azeredo et al. (2016)**, their study about "factors associated with bullying behavior among Brazilian adolescents". Their finding illustrated that Physical bullying is the least type to occur. Concerning verbal bullying, this study clarified that the preparatory school students under study sometimes perform verbal bullying behaviors, i.g (laughed, gave bad words, frighten and threaten). This may be due to that the verbal bullying often happens the student in school at this age afraid of punishment from teachers so that disappear the aggressive behavior toward their peer by verbal bullying because it is not seen by their teacher and easy denied if they are confronted with wrong behavior.

The results of the present study are matched with the findings of **Markkanen et al. (2019)**, in their study about "extent to which Finnish secondary school students experience bullying ".The results of their study showed that the most common form of bullying behavior was verbal bullying. Almost every third student reported that they had been called mean names, teased, and made fun.

However, the current study finding are opposed to the findings of **Smith & Perez (2019)**, in their study about "type of bullying behavior". The result of their study reported that the verbal bullying were very small and were less than one-third of the sample.

Regarding to social bullying behavior the current study results revealed that the preparatory school students under study sometimes perform social bullying i.g less than one half of study sample more than once were neglected of the students without purpose and more than two fifth of them of study sample more than once were dismissed of the students from the group they play. This may be due to social bullying sometime used to achieve social position, gain attention, alleviate boredom, can be reactive, retaliatory, in response to a perceived threat, feelings of anger and jealousy.

The social interactions that occur between students in schools, especially the presence of students in groups, lead to the occurrence of social bullying.

This result is similar to the findings of **Dubois (2019)**, in his study about "social bullying and to prevent bullying that engages students, families and all school staff. Their result showed that more than half of study sample sometime exposed to social bullying behavior e.g (rumor, excluded from activities on purpose). Also other finding agree with **Mcvean (2017)**,in their study aim to assess physical, verbal, relational and cyber-bullying, bullying Their result showed social bullying occur in preparatory school schools.

Victimization behaviors among preparatory school students under study

Regarding to physical victimization, the result of the current study illustrated that the preparatory school students under study sometimes exposed to physical bullying behaviors and more than half of study samples were pushed by the bully students more than once. Could be due to the victims of bullying behavior are physically smaller, less assertive, more anxious, insecure a, sensitive than bullies and victims of bullying may have difficulty making friends. Also this may be lower self-esteem and which may result in their being less likely to report victimization from bullying.

The finding of the present study are consistent with the findings of **Raji et al. (2019)**, in their study about "prevalence and predictors of bullying victimization among students in school". Who indicated that about half of the sample of study have experienced physical victimization.

Concerning verbal victimization, the current study clarified that the preparatory school students sometimes exposed to verbal bullying e.g (abusive words by the bully students more than once). This may be due to victims of bullying some time exposed to verbal bullying that students who are excellent, who are very dedicated to school, are exposed to mockery and rejection by their peers.

The result of present study are consistent with the result of **Environ et al. (2020)**, in their study about "patterns of involvement in different types of bullying, victimization among chines adolescents". Who demonstrated that the majority of victims exposed to verbal bullying behavior e.g. calling the victim with a bad name.

Regarding to social victimization the preparatory school students sometimes exposed to social bullying behaviors e.g. students deliberately urged other. This may be due to that the preparatory school years are often considered difficult time for students and most common place for social bullying behavior occur. The victim becomes a target of social bullying, students whom are at heightened risk often those are perceived to visibly differ from conventional social norms, includes student with developmental disabilities, social skills deficits, students whom are underweight and overweight.

The result of the present study is consistent with the results of **Sterzing, et al. (2020)**, in their about "frequency estimates of physical, nonphysical, and relational forms of bullying perpetration and victimization". Who clarified that more than half the study sample social bullying victimization and more half of study sample were reported other students gave them mean looks teased to make angry and spread a false rumor about them.

Effect of bullying behavior on preparatory school students under study:

Concerning physical effect of bullying that the preparatory school students under study have moderate physical effect i.g. (more than half of study sample were always make problems with others for no reasons, became forgetful and hardly concentrate.

This may be due to that the feeling of fear that develop as a result of bullying effect the body fight –flight response, which developed to help people to escape from danger. The body increases its production of stress hormones such as cortisol and adrenaline, which trigger number changes within the body.

Moreover, physical effect of bullying obvious and immediate such as being injured from physical attack. In addition, the ongoing stress and trauma of being bullied lead to physical problem overtime student who is bullied developed extreme tiredness or exhaustion, stomachache, pressure on chest, difficult to breathing. Physical symptoms that cannot be explained by medical cause.

These finding are consistent with the findings of **Sarzosa et al. (2020)**, in their study about "bullying among adolescents and role of skills". Who reported that more than half of students exposed to bullying behavior being suffered from physical effect as "uncontrolled in sleep, difficulties in concentrated and gastrointestinal disorders.

Moreover, the present study results are also in harmony with the findings of **Hansson et al. (2019)**, in their study about "health complaints and self-reported health" children and adolescents. Their study revealed that bullying also affected students physically badly and negatively.

About psychological effect, the results of the present study revealed that nearly three fifth of sample have moderate psychological effect on bullying behaviors, as "worthless, a loss of self-confidence, fear and tension for without cause and feel great angry".

This may be due to that the victim of bullying being lack adequate coping skills, have been low self-esteem or lack of assertiveness. The victims start to believe that they deserve the maltreatment and that others are treating the victims badly because of themselves. They internalize these feelings and suffer through the bullying privately, without voicing the injustice to anyone and often feel powerless, as though there is no escape from the bully. In addition, bullies often have trouble relating to their peers, because being violent, manipulative and generally unpleasant and not having many friends so bullies in engage psychological problem as great anger and self-blame.

Moreover, the strength of the psychological effect, low, moderate and severe,

according to the students' ability to use appropriate coping mechanism and assertiveness technique. Therefore, it was found in the present study that the psychological effect was moderate because some students were using the correct method to deal with bullying behavior.

The results of the present study are supported with the findings of **Maurice et al. (2019)**, in their study about "the relationship between self-esteem and depression, bullying and self-esteem". The results of their study showed that the higher levels of psychological problems as shy, socially withdrawn and higher level of depression symptom.

Moreover, these study results are supported with the finding of **Maurice et al. (2019)**, in their study about "association between bullying behavior and anxiety". The finding of their study showed that bullying victimization having moderating psychological effect.

Regarding to academic achievement and social effects, The result of our study indicated that more than two fifth of the preparatory school students under study have sever social effect and sever impact on academic achievement from bullying behaviors. This may be due to that the bullied students feel fear, weak and in same time it affects students personality. Therefore such situation makes bullied students unable to follow or to pay attention to their study well and even they might do not like to go to school. Moreover they miss opportunities to participate with their even enjoy school activities.

The findings of the present study are consistent with the findings of **Tekel & Karadag (2019)**, in their study about "school bullying and academic performance". The finding of their study indicated that negative and sever effects of school bullying on school academic performance.

Also, the study finding are supported with the findings of **Al-Read et al. (2019)**, in their study about "impact of school bullying on students' academic achievement and social effect". Their

findings showed that bullying prevents concentration and academic achievement since bullying victims lose interest in learning and experience a drop in academic grades because their attention is distracted from learning.

However, the present study results are inconsistent with the findings of **Duncan et al. (2018)**, in their study which aimed to assess short and long term consequences of bullying victimization on academic achievement. The findings of their study showed that the effects of bullying victimization on academic achievement were small effect.

This contradiction may be due to the effects of bullying behavior on academic achievement depend on several factors, including the level of adjustment of environmental and the shared rater effect, as well as the length of time exposed to bullying.

Relation between bullying subscales (physical, verbal, and social), physical victimization.

The result of the present study revealed that there is a highly statistically significant relation between the bullying (physical, verbal and social) behavior and physical, verbal, social) victimization behaviors of the studied students. This may be due to that the bullies of this behavior may become victims and the victim may become bullies so there is strong relation between level of bullying behavior and level of victimization behaviors.

These findings are agreement with the findings of **Supriya et al. (2016)**, in their study about the "bullying and victimization among school children". Their finding showed that there is a positive correlation between bullying (physical, verbal, social) and victimization behaviors (physical, verbal, social).

However, the findings is in consistent with the results of **Hong et al. (2019)**, in their study about "relation between bullying and Peer Victimization in middle school". Their finding showed that there is not statistically significantly relation between bullying (physical, verbal, social) and physical victimization behaviors.

Relation between bullying and psychological effect and academic achievement and social effects among the studied students.

The result of the present study showed that there is a highly statistically significant relation between the bullying (physical, verbal and social) behavior and psychological and academic/social effect of bullying behavior of the studied students.

This could be due to the fact that bullying and victimization behavior affected the study physical, verbal, and social wellbeing.

These results are Similar, to the findings of **Rahaman, et al. (2020)**, in their study about "relation between the bullying (physical, verbal and social) behavior and severe adverse health behavior". Also, these finding are supported with the findings of **Li et al. (2020)**, in their study about "relationships between psychological problems and school bullying and non-Suicidal Self-Injury among rural Primary and middle School". Their results showed the highly statistically significant relation between the bullying (physical, verbal and social) psychological and academic/social effect.

Conclusion

Based on the finding of the present study, the following could be concluded that:

- The highest percentage of preparatory school students under study perform social, verbal, and physical bullying behavior. In addition, they exposed to social, verbal, and physical bullying behavior and they had physical, psychological, and social effect from exposing to bullying behaviors also they had moderate impact on their academic achievement.

- There was a highly significant relation between physical, verbal, and social bullying behavior and victimization (physical, verbal, and social), in which pupils who were being bullied in one side tried to act as bullier at other instant,

- Also there was a highly significant relation between bullying behavior and bullying

effect (physical, Psychological, academic achievement and social).

Recommendations

On the basis of the present study findings, the following recommendations can be suggested:

1) Designing and implementing training programs for all school personnel's, i.e. teachers, administrators, and other school staff in order to know, how to recognize bullying, to intervene effectively and reinforce the importance of bullying prevention.

2) Sustainability of a programs that aimed at teaching the students social skills and conflict resolution to promote healthier relationships

3) Stories program that includes character goals, feelings, reactions, and intentions to reducing problematic behaviors associated with bullying should be designed to promote positive group interactions.

4) Developing a comprehensive program intervention aimed at reducing bullying should be a school-wide effort to reduce the bully victimization that is occurring within the school system.

5) Psychiatric mental health nurse should design and implement -wide anti-bullying approach to reduce bully victimization and create a safe climate to learning for all students so they can grow and learn to become successful members of society.

6) Counseling room to provide Psychiatric mental health care and services for all students and their parents should be established to overcome psychological sequence of bullying behaviors.

7) It is necessary to increase the public awareness regarding bullying to help parents, teachers, health care providers and community members can do to prevent and stop these behaviors.

8) Teach specific skills and strategies in the classroom such as emotional awareness, seeing others' perspectives, alternative thinking strategies, and problem-solving strategies for teaching these skills can include class discussion, role play, and practice.

9) Provide positive feedback to children who exhibit appropriate social behaviors and model interactions that do not include bullying or aggression. Frequently praise students by specifically describing their positive behavior.

10) Conduction of nursing research that address the bullying behavior problems in community and enhancing social support services.

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