



AMERICAN UNIVERSITY OF BEIRUT

BULLYING, ACADEMIC ACHIEVEMENT, AND  
PSYCHOLOGICAL WELL-BEING IN LEBANESE  
STUDENTS: THE ROLE OF SELF-EFFICACY

by

SARAH IMAD SABBAH

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for the degree of Master of Arts  
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# AN ABSTRACT OF THE THESIS OF

Sarah Imad Sabbah

for Master of Arts

Major: Counseling and School Guidance

Title: Bullying, Academic Achievement, Psychological Well-Being in Lebanese Students: The Role of Self-Efficacy

Bullying is a phenomenon that has caught the attention of researchers and practitioners in all related fields; health, education, psychology, and counseling. Despite significant progress in our understanding of bullying and student's educational and psychosocial adjustment, the majority of past studies have focused primarily on examining these issues with Western samples. Thus, little is known concerning correlates and consequences of traditional bullying and cyber bullying in Lebanon, mainly the mediating role of self-efficacy. The current study examines the variation in students' responses to traditional bullying and cyber bullying and the mediating role of self-efficacy between these types of bullying and academic achievement and psychological well-being. More specifically, the study investigated the prevalence and types of bullying at the private schools in the Greater Beirut Area and the extent to which differences in student's sociodemographics, and self-efficacy could account for variation in academic achievement, and psychological well-being.

Participants were 115 students of whom 39.1 % were males and 60.9% were females. They ranged in age from 15 to 18 years old and from grade level 10-12. Questionnaires were used to collect data on the predictor and outcome variables.

The results of the study indicated that about 20% of the students were involved in traditional bullying and 54% were involved in cyberbullying. Self-efficacy proved to be a significant predictor of all three variables, bullying, academic achievement, and psychological well-being.

Implications for prevention and intervention programs are discussed.

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*To my parents,  
For all the sweat and tears and all the sleepless nights,  
For every investment and for every battle,  
For all the difficult times, and all the good ones too,  
For all the beautiful memories,  
This is just a small token of appreciation for everything you have been  
put through.*

*To my one and only little brother,  
You are the wind beneath my wings.*

# CHAPTER I

## INTRODUCTION

Thomas Hughes, a famous English lawyer, judge, and author is known for narrating the story of a boy in his book, *Tom Brown's School Days*, published in 1857. The story is set in a boys' school and is heavily colored with the different "adventures" of children growing up, experimenting and discovering the world around them. These adventures were of many kinds, some of which were incidents that we today would classify as bullying.

Almost a hundred years after the publication of this book, and most probably even more years of bullying incidents in schools, researchers started to pay attention to bullying, this complex phenomenon, as it is perhaps one of the most distressing experiences for a child or adolescent, especially when it happens over a long period of time (Frisen, Jonsson, & Persson, 2007; Khamis, 2014).

Bullying, or behavior intended to cause an adverse effect such as physical harm or mental distress to others, has been commonly observed among children ranging across different ethnic and cross-cultural groups (Al-Saadoon, Al-Farsi, Rizvi, Al-Sharbati, Al-Jabri, Almamari, Al-Baluki, & Al-Adawi, 2014). According to Al-Saadoon et. al. (2014), exposure to bullying is a global problem, with the incidence ranging from approximately 9 to 45% among males and 5 to 36% among females.

Being such a distressing phenomenon, bullying has called the attention of many

researchers, and has gone through extensive examination over the past few decades in Western countries. However, despite decades of empirical research on the topic, interest in school bullying in the Arab world is a recent phenomenon (Kazarian and Ammar, 2013) and therefore, there is still little data on bullying in the Arab world (Al-Saadoon et.al., 2014), including Lebanon.

Despite all the exploration, it has been evident through research that numbers have been inconsistent and some questions remain with differing answers. That is perhaps due to two main inconsistencies, as suggested by Al-Saadoon et. al. (2014), the fact that the term “bullying” lacks universal defining features and that there are variations in methodologies employed to detect incidences of bullying.

Nevertheless, today, science has been able to provide a somewhat unified definition, and to categorize bullying into different types: physical, verbal, relational/social, and the most recent type, electronic/cyberbullying; and to identify correlates and long-term effects of this behavior. Generally, it has been found that bullying has adverse effects on victims such as, increased rates of depression, anxiety, psychosomatic complaints, and other internalizing problems, it has also been shown to have a consistent relationship with lower academic achievement (Guerra, Williams, & Sadek, 2011; Huang, Hong, & Espelage, 2013; Phillips & Cornell, 2012).

Schools must be a place where all students feel valued, respected, and supported (Cornell and Bradshaw, 2015); schools are the place where students spend most of their time, form many of their views about life and form social relationships. A child who is subjected to bullying may be prone to long-term effects on his/her psychological well-

being from depression to suicidal ideation or attempts, as well as the possibility of lack of concentration that may cause decrease in academic achievement among many other possible outcomes.

Academic achievement is not only an important factor in school life, but also in the future of the student; and under-achievement is regarded as failure. This is where the role of the school counselor is called for, as it is the goal of the comprehensive school counseling program to target the academic, personal/social, and career domains under the standards of the American School Counseling Association, by providing preventive and intervention measures (ASCA, 2016).

Most researchers agree that children who participate in bullying tend to have lower academic scores (Ozer, Totan, & Atik, 2011) and this poses a concern for researchers and educators, especially that it may affect the future academic and career choices of these victims in addition to the psychological distress that they pass through.

Bullying behavior is not restricted to schools and may happen anywhere; however, schools provide an optimal context for bullying because the same children are involved in social relationships on a daily basis over an extended time (Gendron, Williams, & Guerra, 2011) and therefore are forced to face these behaviors for what may be years. In addition, even though bullying among children and adolescents can occur in any setting, it typically occurs at school or on the journey to and from school (Al-Bitar, Al-Omari, Sonbol, Al-Ahmad, & Cunningham, 2013).

Nowadays, with the quick access and availability, settings have extended to the

Internet, which has given bullies another opportunity to reach their victims outside of the school setting and has introduced cyberbullying into children's lives. Therefore, as stated by Jankauskiene, Kardelis, Sukys, & Kardeliene (2008), it has been found that the most severe problem in today's school communities is not an open act of violence or aggression, but persistent disrespect and violence. Due to this, many anti-bullying school programs have been created, however, the majority of anti-bullying programs have produced non-significant or weak effects; these weak effects suggest a need for further research into the complex dynamics of bullying and victimization among children across the school years (Guerra, Williams, & Sadek, 2011)

### **Research Problem**

The study of bullying behavior among peers is a complex one that has often lead to mixed results in previous research. Many factors and variables have been found to be correlates of this phenomenon, but many times the nature of the relationship between this phenomenon and those correlates has been difficult to decipher. The consequences of bullying have been said to be heavy, often leading the victim to take his/her own life and motivating researchers to further investigate this matter to be able to create effective school prevention and intervention plans, since school is the context in which bullying may take place on a daily basis and victims are forced to face it every day. However, the question that practitioners may ask is how to prevent bullying behavior, and more importantly how to prevent the effect that bullying may have on victims. Specifically,



how to understand these found relationships; relationships that at many times, differ suggesting that perhaps, there are certain mediators that have played a role in these associations. These questions do not only interest practitioners, but also researchers.

Some research has suggested that self-efficacy is a factor that plays an important role in bullying behavior. Bandura defined self-efficacy as “the belief in one’s capabilities to organize and execute the course of action required to manage prospective situations” (Ozer, Totan, & Atik, 2011). Ozer et. al. (2011) claim that self-efficacy provides the foundation for how children feel, think, motivate themselves, and behave. Confident students are successful academically, socially, and emotionally. Results from one study have found that self-efficacy plays a role in students’ peer interactions (Andreou, Didaskalou, & Vlachou, 2013). Another finding reported by Ozer et. al. (2011) is that increased self-efficacy empowered students and decreased their bullying behaviors; as for victims, it has also been reported that increased self-efficacy decreased the chances of being bullied. In sum, researchers have progressed the understanding of self- efficacy in relation to bullying; however, further investigation is still needed (Ozer et. al., 2011). Therefore, the research problem that we are seeking to answer is, can self- efficacy play a mediating role in the relationship between bullying and the victim’s psychological well-being as well as academic achievement?

### **Purpose**

The purpose of this study is multifaceted. First, it is to investigate the occurrence of

bullying incidents in secondary classes in non-free, private, mixed schools that teach English as a second language in the Greater Beirut area. Second, it is to examine the specific types of bullying that are happening in this age group and setting. Third, it is to see if there are differences between various types of bullying and socio-demographics such as age and gender. Fourth, it is to find the predictors, if any, of bullying, academic achievement, and psychological well-being, in order to finally investigate the role of self-efficacy and whether it is a mediator between bullying and academic achievement and psychological well-being among a sample of Lebanese students.

Consequently, the aim of the study is to answer the following questions:

1. What are the types of bullying found among this sample?
2. Are there significant differences between various types of bullying and socio-demographics such as age and gender?
3. What is the relationship between bullying and academic achievement?
4. What is the relationship between bullying and psychological well-being?
5. What is the relationship between bullying and self-efficacy?
6. What are the predictors of bullying, academic achievement and psychological well-being? (Age, gender and/or self-efficacy)

### **Significance**

The findings that have answered the research questions posed will each contribute to the research on bullying in that it would give an idea of what may be happening in this

age group

and setting thus may contribute to research in Lebanon that may be used in addition to that of the Arab World as well as the Western research, at least for comparison.

1. Examining the demographics allow us to find the occurrence of the four types of bullying (physical, verbal, social, and cyberbullying), and to investigate which is the most common to the least common in this sample. This will add some data to the Lebanese records and will also be a guide for counselors and educators, especially in non-free, private, mixed, English speaking schools, to have an idea of what to target when they plan for prevention in schools. Other schools may also build on this research to reach applicable conclusions in their setting.
2. Investigating the relationship between bullying and academic achievement will give an understanding of possible reasons for low academic achievement which will assist counselors and educators in practice, to understand more of what they may look for while dealing with interventions concerning students with low academic achievement.
3. The question posed, “What is the relationship between bullying and psychological well-being?” aims to examine the relationship between these two variables in order to add to the data in the Lebanese context as well as serve as a basis for a plan for prevention and intervention to protect the psychological well-being of Lebanese children; this may also be extended to other cultural settings.
4. Self-efficacy is the central focus of the study as it has been questioned to be

investigated to be the mediator between bullying and its relationship with academic achievement and psychological well-being. The target of this study is to examine the role of self-efficacy as a mediator between bullying, academic achievement, and psychological well-being in order to assist in the direction of prevention measures to be taken by educators. If self-efficacy does indeed play a role in this relationship, then counselors would be able to prepare plans for classroom lessons or small groups targeting self-efficacy with the aim of indirectly targeting bullying and other variables in the circle.

Examining the predictive relationships between the variables that will be studied will lead to further understanding of the possible direction of the preventive measures that may be taken to equip children with the ability to ward off bullies or the effect their actions have on victims, and perhaps to equip bullies with what they need to stop their aggressive behaviors.

All in all, this study is significant to school counselors specifically in that it may give them more understanding about bullying in Lebanon, some data to help them plan for prevention, and some ideas as what to include in their needs assessments and pre and post assessments to prevention and intervention plans related to bullying. It is also significant to other educators and researchers in that it may take us a step further in the understanding of the complex phenomenon that is bullying.

## CHAPTER II

### LITERATURE REVIEW

Within the last few decades, violent behaviors among adolescents at school have become an important concern for both educators and researchers, due probably to the negative consequences this kind of behavior exerts on students involved. The first studies on this topic were carried out in Norway by Dan Olweus at the end of the seventies, and since then numerous investigations have been developed on what has been named bullying (Estevez, Murgui, & Musitu, 2009).

The reason for this vast interest may well be due to the effects that have been linked to this behavior; effects that have often caught the attention of the media due to their immense extent – like child suicide (Carrera, Depalma, & Lameiras, 2011). Not only is child suicide a concern of the media but more importantly, it is a public health concern; the third leading cause of death among young people in the United States: 13% of high school students reported seriously considering suicide and 6.3% reported attempting suicide at least once during the 12 months before one survey (Bauman, Toomey, & Walker, 2013).

As a matter of fact, bullying has been identified as one of the main aggressive social problems among children (Idemudia, 2013), and therefore, has caught the attention of many psychology and or school related professionals from parents and teachers to researchers. Nevertheless, despite the recent attention, it is not a new phenomenon but has a history as long as that of traditional schooling itself, as reflected

in the nineteenth century novel *Tom Brown's School Days* (Hughes, 1987).

Although it has been existent for some time, this phenomenon has not been studied until the 1970s in Western countries, and not until recently in the Arab region. It has taken much attention from different domains such as educational psychology, developmental psychology, counseling psychology, school psychology, sociology, and even criminology (Carrera, Depalma, & Lameiras, 2011). All of this and still, much is unknown about this phenomenon (Hong & Espelage, 2012), not only in the West, but even more so in the Arab region making it a topic worth paying attention to.

### **The Definition**

Perhaps much is yet to be known about this phenomenon despite the period of its existence. This is due to the fact that it has existed for so long, though the term “bullying” was actually first introduced by the Norwegian psychologist, Dan Olweus in 1978; only four decades ago. He defined it as a subtype of violent behavior that is produced when a student is repeatedly exposed over a long period of time to negative actions carried out by another student or group of students (Carrera, Depalma, & Lameiras, 2011; & Idemudia, 2013).

Setting a clear definition for bullying has been difficult, and has been hypothesized to be one of the reasons why there are often mixed results to research concerning this topic (Al-Saadoon, Al- Farsi, Rizvi, Al-Sharbati, Al-Jabri, Almamari, Al-Baluki, & Al-Adawi, 2014). This has been the case in the Western world, but even more so in the Arab

world.

Further on this point, Carrera et. al (2011) report that other definitions made by different researchers point out that bullying is a “systematic abuse of power” produced when a power asymmetry exists between the victim and the bully, which may be due to the fact that the victim belongs to a minority group or is physically or psychologically weaker than the aggressor. Along similar lines, bullying has been defined as a set of repeated actions which produce a physical or mental imbalance of power (Alika, 2012; Arslan, Hallett, Akkas & Akkas, 2012; Gendron, Williams, & Guerra, 2011; Guerra, Williams, & Sadek, 2011; Kaltiala-Heino, Frojd, & Marttunen, 2010) which results in the “empowerment” and gratification of the aggressor and pain and suffering on the part of the victim, where the victim cannot defend him or herself for one or more reasons (Fox, Elder, Gater, & Johnson, 2010). This is different from aggression or violence, which may have similar appearance but are not necessarily repetitive and not always involving a power imbalance.

Bullying behavior is highly specific, and it should not be mistaken with random acts of violence. It is characterized by an intent to harm, a power differential between the bully and the victim, and a recurrence of aggressive acts (Khamis, 2014). A common definition that has been drawn by Estevez, Murgui, and Musitu (2009) has extracted four main characteristics for bullying: (1) [it is] violent (2) [it is] intentional behavior (3) which occurs over time, and (4) involves a power imbalance.

Bullying may imply, therefore, physical attacks (hitting, pushing, kicking, shoving), verbal aggressions (threatening, teasing, name calling) and relational (social)

aggressions or behaviors that try to harm social relations of the victim (gossiping, or spreading rumors, telling others to stop liking someone, ignoring or stopping talking to someone) (Ayenibiowo & Akinbode, 2011; Estevez, Murgui, & Musitu, 2009; Hong & Espelage, 2012). In addition to these traditional forms of bullying, cyberbullying, which has been reported to be getting more prevalent as children get involved in bullying through text messaging and social networking sites, making it possible to be involved with bullying outside the school premises. Hence, bullying may happen in one or more of the following ways; Verbal, Physical, Relational/Social, and/or Electronic Bullying/Cyberbullying (Frazier, 2013).

To sum up, despite the difficulty to come up with a unified definition, Carrera, Depalma, and Lameiras (2011), and Idemudia (2013) found that there are a number of elements that are common among all definitions of bullying worldwide which include the following core characteristics of school-based peer abuse:

1. It is a subtype of violent behavior.
2. It involves a broad range of negative actions of a physical, psychological, and/or social nature, which are deployed repeatedly over a prolonged period of time and which are harmful to the person at whom they are directed.
3. It is deliberate in nature; that is, there is a conscious goal of harming the victim.
4. In general, it is assumed that these actions are not provoked by the victim.
5. The abuse may be enacted by an individual or group, and the object of the abuse may be one or more individuals, although there is usually a single victim.



## **Prevalence and Age**

Numerous studies have shown that bullying is a worldwide problem (Sesar et. al., 2012). Studies that have included large samples from multiple age groups typically examine prevalence rates [of bullying] by age. However, as mentioned earlier, exact numbers seem to differ from one study to another, nonetheless, the pattern of the rise and fall of prevalence per age group is similar.

According to Undheim and Sund (2010), in a cross-national study of 113, 000 students between the ages of 11 and 15, from 25 countries, involvement in bullying (as being bullied or as being aggressive toward others) varied from 5 to 54% across countries. Another cross-national study found that 27% of students in secondary schools were involved in bullying (Jansen, Verlinden, Berkel, Mieloo, Ende, Veenstra, Verhulst, Jansen, & Tiemeier, 2012); however, according to Sesar, Simic, and Sesar (2013) between 10% and 30% of children and youth are involved in bullying. Whereas, Kaltiala-Heino, Frojd, and Marttunen (2010) report prevalence between 10 – 20%.

In the Arab world, it has been reported, the average of prevalence rate of peer victimization in Jordan was 44.2%, in Lebanon 33.6%, in Morocco 31.9%, in Oman 39.1%, and in the United Arab Emirates 20.9% (Kazarian and Ammar, 2013). One study reported that 18.6% of middle school male students in the Kingdom of Saudi Arabia were bully victims (Alshareef, Hussein, Al Faisal, El Sawaf, Wasfy, AlBehandy, & Altheeb, 2015). When it comes to prevalence, it is said the numbers vary due to the lack of consistency in the definition of bullying and the measures adopted by the researchers; but then again, in general, bullying tends to increase somewhat during childhood, peak during

adolescence, and decline slightly during late adolescent years (Guerra, Williams, and Sadek, 2011).

## **Gender**

When it comes to gender differences, several researchers have found that boys are more often involved in bullying than girls, both as bullies and victims (Idemudia, 2013; Jansen et. al., 2012; Uba, Yaacob, Juhairi, & Talib, 2010). Although boys engage in more physical aggression and bullying (Arslan, Hallett, Akkas, Ozlem, & Akkas, 2012), the sex difference is less pronounced for verbal bullying and is sometimes the reverse for indirect bullying, also known as non-physical bullying, or relational, or social bullying which may include spreading rumors, relational aggression, increase in insults, and social exclusion (Frisen, Jonsson, & Persson, 2007; Gendron, Williams, & Guerra, 2011; Guerra, Williams, & Sadek, 2011; Huang, Hong, & Espelage, 2013; Kaltiala-Heino, Frojd, & Marttunen, 2010).

Girls who bully mostly do so in terms of relational or social aggression; specific practices include: excluding someone from the group or gossiping about them behind their backs, behaviors which contrast with the tendency of boys to bully in terms of verbal or physical aggression; these findings have been consistent with findings in Arab research such as a study done in Oman by Al-Saadoon et. al. (2014). In one cross-national study that included 40 countries, boys reported higher rates of aggressive behavior in all the countries, while rates of victimization for girls were higher in 29 of 40 countries

(Undheim & Sund, 2010).

Nevertheless, there have been inconsistencies in the research: some studies have suggested less clear differences between girls and boys in terms of relational or social aggression (Carrera, DePalma, & Lameiras, 2011). One study reported a common finding from previous studies that girls display stronger anti-bullying attitudes compared to boys, and explained that this might be due to girls' greater capacity for empathy (Fox, Elder, Gater, & Johnson, 2010). A study done in Lebanon's Greater Beirut area reported that bullying and victimization were more prevalent among boys than girls (Khamis, 2014).

## **Cyberbullying**

### **Definition**

This study looks at the three types of traditional bullying (physical, verbal, and social) and cyberbullying. Just as traditional bullying grabbed research attention with its drastic outcomes, particularly suicide, cyberbullying has also raised concerns about its prevalence and psychological impact. Although some research looks at these two forms of bullying separately, other research looks at them together, as some research unifies the definition and other research uses different definitions.

Although repetition and power imbalance are main characteristics of the definition of traditional bullying, they are sometimes omitted from the definition of cyberbullying, making it hard to compare existing studies with each other (Sticca,

Ruggieri, Alsaker, & Perren, 2013). According to Sticca et. al. (2013), there are some features that distinguish cyberbullying from traditional bullying: (i) the perception of perpetrators' anonymity, (ii) the potentially infinite audience, (iii) the bully's inability to observe the target's immediate reaction, and (iv) the absence of time and space constraints (Sticca et. al., 2013).

Cyberbullying is bullying behavior that involves the use of electronic media, such as cell phones and social media. It [cyberbullying] is the unfortunate by-product of the union of adolescent aggression and electronic communication and its growth is giving cause for concern (Notar, Padgett, & Roden, 2013). Research has suggested that, although cyberbullying and traditional bullying share certain features in common, they differ in important ways (Kowalski, Morgan, & Limber, 2012). This type of bullying is different from traditional bullying because harassment may be posted anonymously and may happen off school property; thus it is more difficult for school administrators to address (Jones & Augustine, 2015). It can happen at any time, can spread quickly, and often occurs outside school property, making it difficult for adults to monitor and regulate. Hence, these rapid advances in information and communication technology (ICT) have provided bullies with new tools (Bauman et. al., 2013) to reach more victims.

Cyberbullies, in general, are heavy internet users and attach great importance to the internet; over half of cyberbullies surveyed in one study, claimed to be expert internet users, compared to just one-third of non-bully students (Wong, Chan, & Cheng, 2014). Reasons frequently cited by American adolescents for engaging in cyberbullying behavior are "revenge", "he/she deserves it", and "for fun" (Wong et. al., 2014).

Some studies found that a high percentage of cyber-victims had no idea who their cyberbullies were, or merely suspected that the cyberbullies were peers from school; other studies disagreed and indicated that nearly 73% of respondents reported knowing their cyberbully, while only the remaining 26% stated their cyberbully was a stranger to them (Wong et. al., 2014).

### **Prevalence**

The rapid development of modern communication technologies over the last decade has led to a number of new possibilities of online interaction; especially because smart phones conquered the market, an increasing number of people have mobile access to the internet and may be online around the clock (Sticca, Ruggieri, Alsaker, & Perren, 2013). A Microsoft commissioned survey examined cyberbullying in 25 participant countries, including four Arab countries. In comparison to reported responders from the 25 participant countries, the prevalence rate for Egyptian responders was 27%, that of Moroccan responders was 40%, that of Qatari responders 28%, and that of responders from the United Arab Emirates 7%. (Kazarian and Ammar, 2013).

In the U.S., a 2008 survey of 10 to 17 year olds found online victimization among 6% within the past year and 9% in their lifetime (Gofin & Avitzour, 2012). An Australian study says that school students aged 8 to 14 years reported being frequently bullied, and 9% reported frequently bullying others (Shaw & Cross, 2012). A more recent study in the U.S. found that 16% of high school students are cyberbullied (Jones & Augustine, 2015).

One study found that 50% of students identified themselves as involved in cyberbullying, as victims, perpetrators or both (Mishna, Khoury-Kassabi, Gadalla, & Daciuk, 2012).

Generally, studies have found that anywhere from 9% to 40% of students are victims of cyberbullying (Schneider, O'Donnell, Stueve, & Coulter, 2012).

The characteristics of a traditional bully or victim have become generally known, however, the characteristics of a cyberbully or victim, are yet to be discovered. One review claimed that cyberbullies do not have to be strong or fast; they just need to access a cell phone or computer and desire to terrorize. They added, anyone can be a cyberbully, and such persons usually have few worries about having face-to-face confrontation with their victims. In fact, anonymity of cyberbullying may cause students who normally would not bully in the traditional sense to become a cyberbully (Notar, Padgett, & Roden, 2013).

In terms of gender differences, one study found that males were more likely than females to cyberbully others, and were more likely to be cybervictimised than females (Wong et. al., 2014). Although other numerous studies of school bullying have found that boys are more likely to be victims, the extent of gender differences in cyberbullying is unclear; some studies have found that girls are more likely to be victims of cyberbullying, yet other studies have found no gender differences (Shneider, O'Donnell, Stueve, Robert, & Coulter, 2012).

Age is a characteristic in which cyberbullying patterns may differ from traditional bullying. Although there is a decreasing prevalence of traditional bullying from middle to high school, some studies suggest that cyberbullying victimization increases during

middle school years, and others have found a consistent relationship between cyberbullying and age (Shneider et. al., 2012). In one study, younger children reported being victims of cyberbullying more than older children, whereas the reverse trend was revealed with respect to older children, who were more likely to report being bullies or bully-victims (Minshna et. al., 2012). Overall, much of the previous research has attempted to identify risk factors for cyber bullying focusing on demographic and behavioral factors. Inconsistent findings have been reported regarding gender and age difference (Mishna et. al., 2012).

Differences between cyberbullying and other types of bullying are yet to be found, but one study found a correlation between being victimized by cyberbullying and cyberbullying others indicating that the dynamics of cyberbullying may be more of a reciprocal behavior and less about power differential (Bauman et. al., 2013), which is a significant characterization of traditional bullying. Research has shown that intensive use of internet emerged as a risk factor for child harassment; children who use the internet in private places at their home were at higher risk to be victimized than children who used computers in a public space in their home (Minshna et. al., 2012). An additional risk factor that has been discussed in previous research refers to a child or youth's involvement in school violence and bullying, according to one study, students who were physically victimized at school were more likely to be perpetrators of internet harassment (Minshna et. al., 2012). However, findings seem to be inconsistent among studies, leaving room for further research.

## **Outcomes**

Cyberbullying is becoming of growing importance as children spend more time in the cyber environments. It has been considered to be different from traditional bullying which only happens in school, to be considered what Mishna et.al. (2012) called a “non-stop” form of bullying. Adolescent victims of cyberbullying have been found to be more likely to have problems at school, feelings of being unsafe at school, and psychological distress (Yang, Stewart, Kim, Kim, Shin, Dewey, Maskey, & Yoon, 2013). Cyberbullying was also found to be more strongly associated with depressive symptoms than traditional bullying (Yang et.al, 2013). And so was higher anxiety (Yang et.al, 2013). Students who are cyberbullied report feeling sad, anxious, afraid and unable to concentrate on and may report social difficulties, drug and alcohol use, and eating disorders; victimized youth are more likely to skip school, to have detentions or suspensions, or to take a weapon to school (Mishna, Khoury-Kassabri, Gadalla, & Dacuik, 2012). One study found that victims suffered from poor psychological health [as] evidenced by low self-efficacy, low empathy level, and poor psychosocial wellbeing, as well as negative school culture (Wong et. al., 2014).

Lower academic achievement and lower self-esteem were associated with both perpetration and victimization from cyberbullying (Yang et.al, 2013).

While some authors think that the consequences of cyberbullying tend to parallel those of traditional bullying (Jones & Augustine, 2015), others believe that cyberbullying may be even more psychologically distressing than regular school bullying (Sampasa-Kaniyinga, Roumeliotis,



& Xu, 2014); may cause a victim to be at an increased risk of suicide, even more so than victims of traditional bullying (Bauman et. al., 2013).

Some say that though cyberbullying occurs less frequently than traditional bullying, but its psychological impact has raised concerns (Schneider et. al., 2012); however, until now, traditional bullying and cyberbullying seem to have similar detrimental results. More research is being done regarding this issue as schools lack information about cyberbullying correlates and how they may differ from those of school bullying (Schneider et. al., 2012).

Research on cyberbullying is as young as the phenomenon itself, and results obtained so far are quite fragmented (Sticca et. al., 2013).

### **Characterizations for Bullies**

There are various characterizations for bullies found in numerous research on traditional bullying. In their study, Carrera et. al (2011), reported that previous researchers, including Olweus (1997), distinguish between the active and the passive, or anxious, abuser. The former personally harasses the victim, directs the abuse situation, and manipulates others into supporting his behavior. This individual is characterized as impulsive, assertive, strong, and easily provoked, lacking feelings of guilt and capacity for empathy. The majority of bullies fit into this category.

The passive, or anxious, bully is one who follows the lead and manipulation of the active bully. These children (passive bullies) have been described as having

low self-esteem, little self-confidence, and a disruptive temperament; they seek a degree of prestige in the relationship with the active abuser/leader that otherwise would not be available to them. Bullies have traditionally been described as highly aggressive, impulsive, self-sufficient, and possessing a mid to high level of self-esteem. They are less well-integrated than their victims, however; several studies have highlighted their popularity and positions of social leadership.

Bullies have been said to come from families with insecure attachment styles, the absence of trusting relationships with parents, and a generally negative family environment. Moreover, the inability of the family to teach the child to respect limits has also been highlighted, as well as the use of authoritarian coercive techniques that include physical punishment (Carrera et. al., 2011; Frisen et. al., 2007).

Except for the suggestion in one study by Ozer et.al.(2011) that self-efficacy empowers students and decreases bullying behavior, not much has been said on self-efficacy of a bully.

### **Characterizations for Victims**

In the case of gender differences in victims, it has been shown that girls are more likely than boys to be the victims of teasing and relational bullying (Sesar, Simic, & Sesar, 2013); there was one study that showed an exception and which found that boys and girls were similarly

likely to be bullied through name calling, teasing, and deliberate exclusion (Arslan, Hallett, Akkas, Ozlem, & Akkas, 2012). On the other hand, the prototypical submissive victims have generally been characterized as boys, particularly in reference to physical abuse (Carrera, DePalma, & Lameiras, 2011). There seem to be inconsistencies in the research findings pertaining to gender differences in victims of bullying.

On the other hand, research has found that, generally, victims of bullying may have certain characteristics. For example, according to Guerra, Williams, and Sadek (2011), within a school setting, victims have [also] been characterized as being disengaged from positive school interactions, including being less socially adept. According to Frisen, Jonsson, and Persson (2007), children who are bullied had a different appearance, were referred to as small, weak, and soft, considered themselves less attractive than others, were rated by teachers as lower in physical strength than others, and were also regarded as fat. Moreover, their style of dress deviates from the norm, they may have some disability or learning difficulty, they may be perceived as sensitive, lack aggressive tendencies, may have high levels of self-blame, may have low levels of achievement and participation in school activities, may have adjustment issues, they may also have few friends and fear going to school (Carrera, DePalma, & Lameiras, 2011). Jankauskiene, Kardelis, Sukys, and Kardeliene (2008) claim that it is known that vulnerable behavior (e.g. frightened reaction), compliance to a bully, encouragement and provoking of a bully by such behaviors as crying, timidity and withdrawing from social contact are more typical of victims.

Low self-esteem has also been linked with peer victimization. Low self-esteem makes a victim an easy target for bullying because the victim does not stand up for him/herself (Guerra, Williams, & Sadek, 2011), as it has previously been said that pure victims are generally characterized as being submissive and passive (Estevez, Murgui, & Musitu, 2009).

Except for the suggestion by Ozer et.al.(2011) that increased self-efficacy decreases the chances of being bullied, not much has been said about the role of self-efficacy for victims of bullying.

### **Bullying Outcomes on Victims**

A recent study done by Huang et. al (2013) compared the effect of bullying on both bullies and victims. The study reports that children identified as bullying perpetrators exhibit externalizing behaviors (e.g. aggression, impulsivity), while those identified as victims display internalizing behaviors (e.g. depression, lower self-esteem, feeling socially isolated), also, children identified as bullies exhibited higher levels of psychoticism (i.e. recklessness, antisocial behavior, interpersonal hostility), while those identified as victims displayed higher levels of neuroticism (i.e. anxiety, depression). Bullies reported more aggressive tendencies, poorer academic performances, and poorer relationships with teachers; victims on the other hand reported feeling isolated, having lower self-esteem, lower academic performances, and negative relationships with their peers in comparison to students who were uninvolved.

## **Psychological Well-being and Related Outcomes**

The need for research on the topic of bullying is due mostly to the rather “loud” outcomes of this behavior. This phenomenon has been found to be related to diverse outcomes in victims. It has been found to be associated with psychosocial and somatic illness (Sesar, 2012), especially when the bullying is frequent and long lasting. Furthermore, mental health problems where high level of anxiety, depression, loneliness, self-confidence, and suicidal behavior and behavioral problems have all been associated with bullying (Jansen et. al., 2012; Kaltania-Heino, Frojd, & Marttunen, 2010; Sesar, Simic, & Sesar, 2013). Victims have been shown to be more anxious and insecure than other students, and the results of meta-analyses have shown victimization to be correlated with internalizing problems (Ayenibiowo, 2011; Undheim & Sund, 2010). In addition, victims as well as bullies tend to perform less well at school than children who are not involved in bullying (Jansen et. al., 2012).

The major problem is that not only do these effects take place during the period in which one is bullied, but it has been shown through longitudinal investigations, that bullying may have lasting effects on adults such as low self-esteem, poor peer relationships, and high levels of depression (Arslan, Hallett, Akkas, Ozlem, & Akkas, 2012).

A study done by Sesar et al. (2012) investigated the long-term effects of bullying and found that one of the most common emotional responses to prolonged exposure to bullying are different forms of anxiety disorders such as social and chronic anxiety. Moreover, children exposed to violent behavior may demonstrate symptoms of

post-traumatic stress disorder (PTSD) (Khamis, 2014); those symptoms may manifest as behavioral problems, avoiding school, the class and persons associated with bullying, the loss of interest in people, imposed memories of traumatic events, nightmares, frightening memories of one or more traumatic events; in addition to physical symptoms such as headaches, stomachaches, back pain, chest tightness, sore throat, sleeping problems, morning fatigue, poor appetite and night urination. This only gives this phenomenon the more reason to be targeted with the aim of protecting students from the short and long term psychological results, whether major or minor, and making psychological well-being one of the priority concerns in bullying research.

In summary, bullying in all its forms seems to have a long-term effect on both, bullies and victims. Children's overall well-being and their academic achievement are the concern of all educational institutions. Prevention programs have been put together and tested to find the best ways to address bullying in school settings (Frazier, 2013). The main concern of this study is to contribute to answering the question, what are the key factors that protect people from the effects of peer abuse?

### **Academic Achievement**

Although some students may stop themselves from reporting bullying for fear of retaliation, it has been said that school bullying may be suspected by consideration of academic, physical, emotional and behavioral signs and drop in grades (Kazarian & Ammar, 2013). Many authors claim that academic achievement may be affected by

bullying in that it may be caused to drop; however, not all authors agree that it is a one way relationship. Those who agree would say bullying may cause deterioration in academic performance (poor grades) because of the perception of the school as an unsafe place and its avoidance (Kazarian & Ammar, 2013) as mentioned before, school absentism is one reaction to bullying. In a study by Al-Bitar et. al. (2013), 40% of the bullying victims in this study claimed that their grades had been harmed a great deal by the bullying, and 33% thought there had been a slight effect, 28% thought their grades were not harmed, and 35% claimed they were bullied because of their grades.

This was not the case in the findings of another study by Al-Saadoon et. al. (2014) which resulted in different than expected data which showed that bullying victimization was not related to underachievement. The researchers in this study suggested that there is some preliminary evidence that bullying has a more complex relationship with academic performance and that the link may not be a temporal one.

Although there is a strong belief that bullying has a significant impact on academic achievement, it is still unclear whether academic underachievement stems from scholastic failure or bullying related absentism (Al-Saadoon et. al., 2014); however, if indeed there is complex relationship, a missing link, or a mediator, could it be self-efficacy?

### **Self-Efficacy**

Self-efficacy is “the belief in one’s capabilities to organize and execute the course of

action required to manage prospective situations” (Ozer et.al.,2011). More simply put, it refers to self-beliefs about the degree of perceived self-control over future actions; it is linked to one’s actual performance in a specific domain (Hoigaard, Kovac, Overby, & Haugen, 2015). Self-efficacy is a positive resistance resource that is part of the cognitive appraisal process and essential for regulation of stress; it refers to the individual’s capabilities to perform appropriately in challenging situations (Schonfeld, Brailovskaia, Bieda, Zhang, & Margraf, 2016). Self-efficacy beliefs foster a sense of control and enable adolescents to believe that they are proactive agents who can shape their life circumstances and exercise control over stressful events (Fitzpatrick & Bussey, 2014).

Schonfeld et. al. (2016) report that, a wealth of research suggests that self-efficacy is related to aspects of mental health and psychological disorders, it operates as a mediator for the relationship between stressful life events and depressive symptoms. Social self-efficacy is the perceived efficacy to develop supportive social relationships that enhance life satisfaction and provide a buffer against stressful life events, in particular, low levels of social efficacy have been associated with long-term depression and increased social anxiety symptoms (Fitzpatrick & Bussey, 2014).

In addition, Hoigaard, Kovac, Overby, and Haugen (2015), claim that self-efficacy is an important mediator of academic achievement; also, higher levels of academic self-efficacy are important, perhaps even critical, to attaining desired high levels of academic performance; however, the role of self-efficacy as a mediator has not been explored widely. And the extent to which self-efficacy may also mediate relationships between school environments and academic achievement has seemingly not been examined



(Hoigaard et. al., 2015).

According to Ozer et.al.(2011), self-efficacy is said to be one factor that plays an important role in bullying involvement. Some research has found that bullies are characterized as having high self-efficacy, while others have found that low self-efficacy scores were related to aggressive behaviors and increased the likelihood of being a bully. In terms of victims, it has mostly been reported that increases in self-efficacy decrease the likelihood of being bullied. There seems to be a relationship between self-efficacy and involvement in bullying, however, the nature of this relationship is unclear and needs to be further investigated.

### **Conclusion to Literature Review**

Throughout the short history of bullying, researchers have been looking for answers to many questions concerning this phenomenon, to better understand its complexity in order to target it and/or the outcomes it poses not only on its victims, but also those involved in bullying behavior.

The aim of this study is to further this investigation and answer the question; can self- efficacy play a mediating role in the relationship between bullying and the victim's psychological well-being as well as academic achievement?

## CHAPTER III

### METHODOLOGY

This chapter presents the data collection and analysis procedure.

#### **Purpose of the Study**

The main purpose of this study was to investigate the role of self-efficacy as a mediator between bullying and academic achievement and psychological well-being among a sample of Lebanese students.

According to Ozer et. al. (2011), this topic needed more investigation, and the purpose of this study was to extend the research on self-efficacy and its role in bullying behavior. The findings may contribute to local research as well as cross-cultural research at some point. They may also contribute to the practice of educators, counselors, and psychologists since each of the variables concerns practitioners from these three domains, and they may shed light on a movement toward effective prevention and intervention measures related to bullying.

#### **Research Questions**

The study also aims to answer the following research questions:

1. What are the types of bullying found among this sample?

2. Are there significant differences between various types of bullying and socio demographics such as age and gender?
3. What is the relationship between bullying and academic achievement?
4. What is the relationship between bullying and psychological well-being?
5. What is the relationship between bullying and self-efficacy?
6. What are the predictors of bullying, academic achievement and psychological well-being? (Age, gender and/or self-efficacy)

### **Research Design**

The research questions proposed for this study called for a descriptive research design utilizing a quantitative methodology. The instruments used were questionnaires, and they collected information on gender, age, academic achievement, psychological well-being, bullying involvement (bully and victim) four types of bullying (physical, verbal, social, and cyberbullying), and overall self-efficacy. The relationships between the variables were then examined and assessed.

### **Population and Sample of the Study**

#### **Description of Schools in Greater Beirut Area**

According to the Schools Guide published by the Center for Educational Research

and Development (2013-2014), there are a total of 161 registered schools in the Greater Beirut area, 63 of which teach English as a second language, and not all of which are private or have secondary classes. Out of these, there are 24 registered non-free private schools with secondary education in the Greater Beirut Area. These schools fit the criteria for this study as they have mixed gender and the second language of utilization is English.

Only non-free private schools, with mixed gender, and where English is a second language, were eligible for this research in order not to have the validity of the study affected by factors such as socioeconomic status which may have a significant effect on the results; or gender segregation which may also be a threat to the external validity. The total number of students in these schools as reported in the online publication by CERD (2013 – 2014) was 2,867 secondary students. This is only the total number from these schools that fit the criteria for this study. Recruitment Plan

The study was to be utilized in only three sites, with a total of 200 participants from grades 10, 11, and 12.

The aim was to contact all schools and then choose three of those who agreed to participate through random selection. All twenty-four schools on the list were contacted by email (Appendix1) when an email address was available online or by phone in May 2015 when an email address was not found.

Unfortunately, a change in the original plan had to be made. Where the researcher aimed to gather all approvals and then randomly select three schools, the context forced the researcher to select schools on “first come, first served” basis, as most of the schools either rejected participation or did not reply, neither by phone,

nor by email.

### **Recruitment Results**

In May 2015, four schools did not answer the phone number available. Three rejection emails were received. One school asked the researcher to call back the following academic year. Another approved to participate but the following academic year as it was inappropriate timing for them. The school where the researcher worked approved right away and data was collected from 30 students.

The rest did not reply.

The following academic year in November 2015, the school that had previously shown interest was contacted once again and an approval was given for participation.

Schools that were left were contacted again.

Two rejection emails were received.

One school almost approved but a rejection call was made in the final stages of approval. One school made an approval phone call but did not continue with the procedure.

Other schools did not reply.

### **Student Participants**

Students in each participating school were all given an equal chance to participate, those who were willing, signed the parental consent form (Appendix 2) and their assent

form (Appendix 3) and did the survey. Therefore, this sample may be considered random as all students in all sections of grades 10, 11, and 12 in the participating schools were given equal chance of participation.

### **Instrumentation**

The questionnaires were unified in one survey (Appendix 4), were executed in English, and contained the following sections:

#### **Demographics**

A set of questions was written by the researcher to collect the data on the grade level, age, and gender of the participant. Age and gender are two of the variables in this study.

#### **Academic Achievement**

Academic achievement scores from the last term were recorded by the students in their survey. These scores are the students' latest overall grade percentage average at school.

#### **Bullying**

#### **The Revised Olweus Bully/Victim Questionnaire**

The Revised Olweus Bully/Victim Questionnaire (OBVQ) (Olweus, 1996) was used to classify students into bullying involvement categories. Only this part of the original

questionnaire was used as the rest (which looks at the schools' and the school personnel attitude toward bullying) was not relevant to the study. Olweus (1994, 1996) reported high internal consistency (.80 and above) for the combined items on bullying and victimization in the OBVQ. For this measure, bullying was described in behavioral terms by including the three primary distinguishing characteristics of bullying as outlined by previous researchers (e.g., Olweus, 1993): intentionality, repetition, and power differential. Following a general behavioral description (i.e., "Students can be very mean to one another at school. Mean and negative behavior can be especially upsetting and embarrassing when it happens over and over again, either by one person or by many different people in the group. We want to know about times when students use mean behavior and take advantage of other students who cannot defend themselves easily"), the students were first asked to respond to two general items: (1) "In the past two months, how often have others done this to you?" and (2) "In the past two months, how often have you taken part in this kind of behavior toward others?" For the next nine items, which describe specific forms of bullying and victimization behavior, the students will be asked to consider how often they have been exposed to or have done that form of bullying and to respond on a 5-point scale: Never, Once or twice, Sometimes, About once a week, and Several times a week (Solberg & Olweus, 2003). Children who bullied others sometimes or more often in the past couple of months were categorized as a bully, those who were bullied sometimes or more often in the past couple of months were categorized as a victim, those who both bullied others and were bullied sometimes or more often in the past couple of months were categorized as a bully/victim, and those who reported bullying others or being bullied less than sometimes

were classified as not involved (Solberg & Olweus, 2003).

Examples of items are as follows: In the past two months, how often have other students been mean or negative to you “by pushing, hitting, or kicking or other physical ways (on purpose),” “by taking things from them or damaging their property,” “by teasing, calling them names, threatening them verbally, or saying mean things to you,” “by excluding or ignoring them, spreading rumors or saying mean things about them to others, or getting others not to like them?”

The same nine items captured victimization. Cronbach’s alpha for the total scale is .82. (Khamis, 2014).

### **Cyberbullying Questionnaire**

In addition to the OBVQ scale, a cyberbullying questionnaire was also employed to cover the Cyberbullying category. The survey was borrowed from Embrace Civility in the Digital Age website: <http://www.embracecivility.org/>, but modified by the researcher according to the needs of this study;

[The attached] Cyberbullying Survey seeks information from middle and high school students on issues related to cyberbullying. This survey is designed for use in the context of the developing a comprehensive strategy to address cyberbullying as described in *Cyberbullying: Mobilizing educators, parents, students, and others to combat online social cruelty*, by Nancy Willard. [More information on this book is available at <http://cyberbully.org>]



The author has given permission and encourages schools and researchers to use their survey and to modify it as they please. This survey has been selected because it has categorized cyberbullying into different actions of electronic bullying, and therefore, allows for specific actions to be defined and for participants to be specific in what they are reporting.

The categories are:

Flaming: sending angry, rude, vulgar messages about a person to an online group or to that person via email or other text messaging.

Online harassment: repeatedly sending offensive messages via email or other text messaging to a person.

Cyberstalking: online harassment that include threats of harm or is excessively intimidating.

Denigration (put downs): sending harmful, untrue, or cruel statements about a person to other people or posting such material online.

Masquerade: pretending to be someone else and sending or posting material that makes that person look bad.

Outing: sending or posting material about a person that contains sensitive, private, or embarrassing information, including forwarding private messages or images.

Exclusion: Cruelly excluding someone from an online group.

### **Self-Efficacy**

Self-efficacy was measured using The Self-Efficacy Questionnaire for Children (SEQ- C) developed by Muris (2001). The SEQ-C consists of 21 items and participants respond on a five-point scale (1 = *Not at all* and 5 = *Very well*). The SEQ-C consists of three sub-dimensions: social self-efficacy, academic self-efficacy, and emotional self-efficacy. Higher scores correspond to higher self-efficacy on each dimension and in general. The internal consistency of the SEQ-C is .85 to .88 for the subscales, and .85 for overall self-efficacy (Ozer et. al., 2011).

### **Psychological Well-Being**

The psychological well-being scale (WBS) is a nine-item scale measuring the psychological well-being of people in terms of a variety of emotions, physical and mental strength, and active force. The words “happy,” “cheerful,” and “delighted” were used to measure happiness; “relaxed,” “calm,” and “safe” to measure peacefulness; and “active,” “responsive,” and “healthy” to measure vigorousness. Participants were asked to report to what extent they felt each emotion and state during the past month. The ratings were made on a four-point scale (0 = not at all; 4 = extremely), with the high scores indicating high well-being and the low scores indicating low well-being (Khamis, 2000).

### **Data Collection Procedure**

The target population was school students in private, non-free, secondary schools

that utilize English as a second language. Secondary schools contain the last three classes, 10, 11 and

12. Usually the age range is from around 15 years old to around 18 years old. In order to control for threats to external validity, schools that fit this criteria in the Greater Beirut Area were to be contacted for participation in the selection round.

To obtain the list of schools, the online Center for Research and Development (2013-2014) was used. The CERD contains the lists of all the registered schools and the information about them. According to the CERD (2013-2014), there were a total of 161 registered schools in the Greater Beirut District, 63 of which utilized English as a second language, some of which were private, others were public, and some did not have a secondary section. The schools that fit the criteria for having secondary classes, using English, and being non-free private schools were 24. According to the numbers on the CERD website, the total number of students in grades 10 to 12 in these 24 schools was 2,867.

The aim was to contact all of these 24 schools, collect approvals, and then randomly select 3. The target total number of student participants was 200. The twenty-four schools were contacted either by email or by phone if the email address was not found in May 2015.

Four schools did not answer the phone number available. Three rejection emails were received.

One school expressed interest in participating, however, preferred to do it the following academic year as the timing was not possible since it was toward the

end of the year.

The first school to approve was the school in which the researcher worked. The principal was approached by the researcher, shown the paperwork and the questionnaire and the principal expressed approval by signing an approval form (Appendix 5). The procedure that took place in this school was slightly different than that of the other participating school. Since the researcher also worked in this site, she did not get involved in the study procedure, an Institutional Review Board (IRB) approved research assistant represented her instead.

He visited the school with a total of 150 folders containing two copies of parental consent forms in English (Appendix 6) customized for this school, two copies of parental consent in Arabic (Appendix 7) also customized for this school as it is where the researcher works, a parent information sheet (Appendix 8), and a small envelope addressed to the researcher that was to be returned sealed with one signed form to the researcher (the other copy would stay with the parents for further questions or information).

The assistant visited all the sections of the classes 10, 11, and 12, told them about the research, explained their freedom to decide if they would like to participate or not, and distributed consent forms to everybody explaining that in order to participate, they need to have signed informed consent.

The research assistant passed by two days later to collect the envelopes, gave them to the researcher who prepared assent forms for students with signed consent, and questionnaires in sealed envelopes.

On the day of the research, all participants were moved to a bigger room for space and privacy. The research assistant gave them two copies of the assent forms (Appendix 9) after explaining that they had to read and sign one copy and keep a copy for themselves. He also explained that they may leave the study at any time until they hand in the questionnaire.

Some students who had forgotten to bring in the consent forms on the day the assistant visited, brought it on the day of the survey and were allowed to join the others. The surveys were handed in to the researcher after everybody had finished, a total of 30 students out of the 150 participated.

The same procedure was followed in January 2016. This time, 130 folders were distributed to all students. Students who participated in May 2015, did not participate in the second round. 26 students participated in the second round making a total of 56 in the first participating school. This time, the school was not able to schedule a common session for the participants from different classes to do the questionnaire at a common time, the school coordinated with the assistant and scheduled different timing for each section.

The following academic year in November 2015, the school that had previously shown interest was contacted once again upon the principal's earlier request, a signed approval was given for participation.

The procedure in this school was done in a similar way by the researcher. The day the approval (Appendix 10) was signed by the principal, the researcher asked her for the number of students in the secondary section and when she can visit to tell them about

the study. The principal told her they had 25 students in grade 10, 15 students in grade 11, and 30 students in grade 12 resulting in a total of 70 students. The researcher was invited to tell the students about the study and distribute consent forms during assembly in December 2015.

The same envelopes were distributed to all students after the researcher explained the study and the procedure; however, the parental consent form in the first school as well as the assent form contained a customized section informing parents and students that the researcher in this study is also the school counselor at this school, whereas these did not. A week later, all the students with consent forms were moved to the assembly and the researcher collected the consent forms and distributed the assent forms to be signed and then the questionnaires in sealed envelopes.

Students had privacy and space in the assembly and quietly worked on the questionnaires, sometimes asking questions related to terms in the questionnaire. When they handed in the sealed envelopes, they were given a student information sheet (Appendix 11) about bullying. A total of 59 students from the second school participated in this study, the rest stayed in their classroom and were also given an information sheet.

Apart from the second school, schools that had not replied in May were also contacted again. Two rejection emails were received. One school almost approved but a rejection call was made in the final stages of approval. One school made an approval phone call but did not continue with the procedure.

Therefore, the study had to be closed with a total of 115 questionnaires. One was incomplete, leaving 114 complete questionnaires making this sample

almost 4% of the total number of students (2,867) of the target population taken from 2 out of 24 schools.

### **Data Analysis**

To analyze the data and answer the research questions, descriptive statistics were used to determine frequencies of demographics (age, gender, class) and types of bullying. To examine differences in age and gender in relation to bullying types, a t-test was used to compare means of age and gender. Pearson correlation was used to investigate the relationship between types of bullying and academic achievement, types of bullying and psychological well-being, and types of bullying and self-efficacy.

Finally, a linear regression was used to find possible predictors of bullying, academic achievement, and psychological well-being among the following variables, age, gender, victims of traditional bullying, bullies, victims of cyberbullying, and self-efficacy.

### **Assumptions**

This study was based on the following assumptions.

- The selected sample was representative of the sample of students in non-private schools that used English as a second language in the Greater Beirut area.

- Students could understand the survey questions and content.
- Students were truthful in answering the survey.



## CHAPTER IV

### RESULTS

#### **Purpose of the Study**

The main purpose of this study was to investigate the role of self-efficacy as a mediator between bullying and academic achievement and psychological well-being among a sample of Lebanese students by answering the following questions.

1. What are the types of bullying found among this sample?
2. Are there significant differences between various types of bullying and socio-demographics such as age and gender?
3. What is the relationship between bullying and academic achievement?
4. What is the relationship between bullying and psychological well-being?
5. What is the relationship between bullying and self-efficacy?
6. What are the predictors of bullying, academic achievement and psychological well-being? (Age, gender and/or self-efficacy)

#### **Participants**

The participants in this study were all school students from two participating schools in the Greater Beirut area. The schools were two, non-free, private schools with secondary education and their second language of utilization was English.

The total number of students that participated was 115, there were 45 males and 70 females all in all. From the first school, there were 56 participants, and from the second 59.

All in all, there were 51 students from grade 10, 33 from grade 11, and 31 from grade 12. Student age ranged from 15 to 18 years old; 29 students were fifteen years old, 35 were sixteen, 32 were seventeen, and 19 were almost 18 ( $M = 16.24$ ,  $SD = 1.41$ ). The table below shows the demographic characteristics of this population sample.

Table 1

*Demographic Characteristics of Sample Classified*

Variable	Frequency	Percentage
Number of schools	2	
Number of participants	115	100
Males	45	39.1
Females	70	60.9
Number of participants from each grade		
Grade 10	51	44.3
Grade 11	33	28.7
Grade 12	31	27.0

Age		
15 years old	29	33.3
16 years old	35	30.4
17 years old	32	27.8
18 years old	19	24.7

### **Types of Bullying**

Out of the 115 participants, 80 percent said they were not bullied in the past couple of months. 20% were verbally bullied, 16.5% were socially bullied, and 7% were physically bullied in the past couple of months. Out of the 115 participants, 84.3% reported not bullying others in the past couple of months. 15.7% reported verbally bullying others, 13% reported socially bullying others, and 4.3% reported physically bullying others in the past couple of months.

For cyberbullying, 54.8% reported being flamed, 41.7% reported being harassed online, 27% reported being cyberstalked, 37.4% reported being denigrated, 28.7% reported being masqueraded, 27% reported being outed, and 46.1% reported being excluded in the past couple of months.

However, it is important to note, that when asked, “Have you been cyberbullied by a student who attends this school?” only 12.2% answered yes. And when asked, “Has he or she also bullied or harassed you at school?” 7.8% answered yes.

When asked, “Have you ever cyberbullied students attending this school?” 8.7% said, “Yes”. Since this study is examining bullying at school, the following table shows

the types of bullying in order taking the answers concerning cyberbullying at school.

Table 2

*Bullying Types*

Type	Victim		Bully	
	Frequency	Percent	Frequency	Percent
Verbal	23	20	18	15.7
Social	19	16.5	15	13
Physical	8	7	5	4.3
Cyberbullying	14	12.2	10	8.7
Total	115	100	115	100

In order from most prevalent to least, victims reported being subjected to verbal bullying the most, then social bullying, cyberbullying, and physical bullying at school in the past couple of months. The same order applies to bullies.

Only 12.2% of the victims of cyberbullying said that the bullies were from school, however, these victims are still victims of cyberbullying and the following table represents the types of cyberbullying they are subjected to in order from most common to least common without eliminating the percentage of acts from non-school related personnel.

Table 3

*Types of Cyberbullying*

Type and definition	Frequency	Percent
Flaming	63	54.8
Sending angry, rude, vulgar messages about a person to an online group or to that person via e-mail or other text messaging.		
Exclusion	53	46.1
Cruelly excluding someone from an online group.		
Online harassment	48	41.7
Repeatedly sending offensive messages via e-mail or other text messaging to a person.		
Denigration (put-downs)	43	37.4
Sending harmful, untrue, or cruel statements about a person to other people or posting such material online.		
Masqueraded	33	28.7
Pretending to be someone else and sending or posting material that makes that person look bad.		
Cyberstalking	31	27
Online harassment that include threats of harm or is excessively intimidating.		
Outing	31	27
Sending or posting material about a person that contains sensitive, private, or embarrassing information, including forwarding private messages or images.		

### **Bullying, Age, and Gender**

A t-test was used to examine the gender differences related to bullying. There were

no significant differences in gender and bullying victimization. However, gender differences were found among bullies,  $t(113) = 3.98, p = 0.000$ , with males reporting being more of bullies  $M = 2.53; DF = 113; SD = 3.69$ , than did females. For females, bullying was found to be less prevalent  $M = 0.48; SD = 0.20$ .

Specifically, males exceeded females in all types of traditional bullying. On the other hand, no significant main effect of gender was found on cyberbullying. Table 4 shows the gender differences in bullying types.

Table 4

*Types of Bullying and Gender Differences*

Type	Gender	N	Mean	Std. Deviation	Std. Error Mean
Verbal	Male	45	1.3167	2.40879	0.35908
	Female	70	0.2036	0.99391	0.11879
Social	Male	45	0.7889	1.65313	0.24643
	Female	70	0.2857	0.96523	0.11537
Physical	Male	45	0.4222	1.23378	0.18392
	Female	70	0.0000	0.00000	0.00000

No significant differences were found among the various age groups of children and bullying, however, there was an effect for age on cyberbullying ( $r = -.18; p = 0.05$ ), specifically in Flaming ( $r = -0.25; p = 0.007$ ) and Masquerading ( $r = -0.23; p = 0.01$ ).

The results indicated that flaming and masquerading decreased with age.

### **The Relationship between Bullying and Academic Achievement**

A negative correlation was found between being a bully and academic achievement ( $r = -0.19$ ;  $p = 0.04$ ); therefore signifying that higher the amount of engagement in bullying behavior, the lower the academic achievement.

No significant correlation was found between amount of both traditional victimization, and cyberbullying victimization with academic achievement.

### **The Relationship between Bullying and Psychological Well-Being**

A negative correlation was found between victims of traditional bullying and psychological well-being ( $r = -0.23$ ;  $p = 0.01$ ). Similarly, the results of the correlation done between victims of cyberbullying and psychological well-being, also yielded a negative relationship ( $r = -0.23$ ;  $p = 0.01$ ). There were no significant results in the relationship between engaging in bullying behavior and psychological well-being.

### **The Relationship between Bullying and Self-Efficacy**

The results showed that there is a significant negative relationship between the amount of bullying experienced by victims and self-efficacy ( $r = -0.18$ ;  $p = 0.05$ ) indicating that the more victimization is experienced, the lower the self-efficacy. In addition, there was

a negative relationship between cyberbullying and self-efficacy ( $r = -0.19$ ;  $p = 0.04$ ) indicating that the more cyberbullying is experienced, the lower the self-efficacy. On the other hand, Pearson correlation showed no relationship between amount of engagement in bullying behavior and self-efficacy ( $r = -0.11$ ,  $p = 0.24$ ).

Table 5

*Relationships between Bullying and Other Variables*

	Victim of Traditional	Bully	Cyberbullying victim
Victim of Traditional Bullying	-	0.41**	0.38**
Bully	0.413**	-	0.38**
Cyberbullying victim	0.38**	0.38**	-
Academic Achievement	-	-0.19**	-
Psychological Well-Being	-0.23*	-	-0.23*
Self-Efficacy	-0.18*	-	-0.19*

\*Indicates  $p < 0.05$ ; \*\*Indicates  $p < 0.01$



## Other Relationships Found in this Study

Table 6

### *Relationships between Other Variables*

	Academic Achievement	Psychological Well-Being	Self-Efficacy
Academic Achievement	-	0.26*	0.22*
Psychological Well-Being	0.26**	-	0.54**
Self-Efficacy	0.22*	0.54**	-

\*Indicates  $p < 0.05$ ; \*\*Indicates  $p < 0.01$

A positive correlation was found between traditional bullying victimization and being a bully ( $r = 0.41$ ;  $p = 0.000$ ). The relationship between cyberbullying victimization and being involved in bullying behavior was also positive ( $r = 0.37$ ;  $p = 0.000$ ). Academic achievement and psychological well-being were found to be positively correlated ( $r = 0.26$ ;  $p = 0.00$ ); also academic achievement and self-efficacy were positively correlated ( $r = 0.22$ ;  $p = 0.01$ ).

Psychological well-being and self-efficacy also showed a positive correlation ( $r = 0.53$ ;  $p = 0.00$ ), indicating that as academic achievement is higher, so are psychological well-being and self-efficacy.

## Predictors of Bullying, Academic Achievement, and Psychological Well-Being

### *Being a Victim of Traditional Bullying*

A linear regression analysis was employed to examine the possible predictors of bullying victimization.

The results of this analysis have shown that 6.7% of the variance in victimization could be predicted by the variables assessed. The models were statistically significant  $F$ 's = 2.622 and  $p$ 's = 0.5. Among age, gender, and self-efficacy, only self-efficacy ( $B = -0.19$ ,  $p = 0.05$ ) was found to be a predictor of victimization, where the nature of the relationship is negative, indicating that lower self-efficacy may be a predictor of victimization of traditional bullying.

Table 7

### *Predictors of Being a Victim of Traditional Bullying*

	Beta	R Square	t	p
Self-Efficacy	-0.19		-1.97	0.05
Model		0.67		

*Note:* Gender was coded using dummy variables: 1 = Male; 0 = Female

### *Predictors of Engaging in Bullying Behavior*

A linear regression analysis was employed to examine the possible predictors

of being a bully. The results of this analysis have shown that 15.3% of the variance in being a bully could be predicted by the variables assessed. The models were statistically significant  $F$ 's = 6.606,  $p$ 's = 0.000. Among age, gender, and self-efficacy, predictors of engaging in bullying behavior were found to be gender ( $B = 0.38$ ,  $p = 0.000$ ) and self-efficacy ( $B = -0.18$ ,  $p = 0.05$ ). Dummy variables for gender indicated that males were more likely to engage in bullying behavior than females, and the lower the self-efficacy, the higher the engagement in bullying behavior.

Table 8

*Predictors of Engaging in Bullying Behavior*

	Beta	R Square	t	p
Gender	0.38		4.23	0.000
Self-efficacy	-0.18		-2.01	0.05
Model		0.153		

*Note:* Gender was coded using dummy variables: 1 = Male; 0 = Female

*Being a Victim of Cyberbullying*

A linear regression analysis was employed to examine the possible predictors of being a victim of cyberbullying.

The results of this analysis have shown that 8% of the variance in being a victim of cyberbullying could be predicted by the variables assessed. The models were statistically significant  $F$ 's = 3.178 and  $p$ 's = 0.03. Among age,

gender, and self-efficacy, only self-efficacy ( $B = -0.19, p = 0.05$ ) was found to be a predictor of cyberbullying indicating that the lower the self-efficacy, the higher the amount of cyberbullying victimization.

Table 9

*Prediction of Cyberbullying Victimization*

	Beta	R Square	T	p
Self-efficacy	-0.19		-1.94	0.05
Model		0.08		

**Academic Achievement**

A linear regression analysis was employed to examine the possible predictors of academic achievement.

The results of this analysis have shown that 6.3% of the variance in academic achievement could be predicted by the variables assessed. The models were statistically significant  $F$ 's = 2.451 and  $p$ 's < 0.5. Among age, gender, and self-efficacy, only self-efficacy ( $B = 0.25, p = 0.01$ ) was found to be a predictor of academic achievement indicating that the higher the self-efficacy, the higher the academic achievement.

Table 10

*Prediction of Academic Achievement*

	Beta	R Square	t	p
Self-efficacy	0.25		2.58	0.01
Model		0.063		

**Psychological Well-Being**

A linear regression analysis was employed to examine the possible predictors of psychological well-being.

The results of this analysis have shown that 35.5% of the variance in psychological well-being could be predicted by the variables assessed. The models were statistically significant  $F^2$ s = 20.222 and  $p$ 's = 0.000. Among age, gender, and self-efficacy, psychological well-being was found to be predicted by age ( $B = -0.26, p = 0.001$ ) and self-efficacy ( $B = 0.61, p = 0.000$ ) indicating that as age increases, psychological well-being decreases, and the higher the self-efficacy, the better the psychological well-being.

Table 11

*Prediction of Psychological Well-Being*

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	Beta	R Square	t	p
Age	-0.26		-3.30	0.001
Self-efficacy	0.61		7.63	0.000
Model		0.355		

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## CHAPTER V

### DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This chapter discusses the results found and summarized in the previous chapter as well as formulates associations between these results and previous empirical research, and then offers conclusions based on these associations and finally makes recommendations for further research and practice.

#### **Discussion**

The study investigated mainly the six research questions proposed, which are:

1. What are the types of bullying found among this sample?
2. Are there significant differences between various types of bullying and socio-demographics such as age and gender?
3. What is the relationship between bullying and academic achievement?
4. What is the relationship between bullying and psychological well-being?
5. What is the relationship between bullying and self-efficacy?
6. What are the predictors of bullying, academic achievement and psychological well-being? (Age, gender and/or self-efficacy)

## **Percentage of Bullying Involvement in this Sample**

### **Demographics**

One hundred fifteen students from two different secondary, non-free private schools participated voluntarily in this study by answering a survey that comprised of different questionnaires pertaining to the research topic and questions at hand. The total number of students that fall into the population selected is 2,867 according to the CERD (2012 - 2013). Seventy female and forty-five male students participated in this research, from grades 10 to 12, whose ages ranged from 15 to 18 years old (33.3% were 15 years old, 30.4% were 16 years old, 27.8% were 17 years old, and 24.7% were 18 years old) .

### **Prevalence**

From this sample, 80% of the participants said that they had not been bullied in the past couple of months, leaving around 20% that have been bullied. This result is close to some results from previous research on secondary schools that found 27% of students in secondary schools were involved in bullying (Jansen et. al., 2012), and also a previous study done in Lebanon found the average prevalence of peer victimization to be 33.6% (Kazarian & Ammar, 2013). However, these results are not consistent with the results found in a bullying study done in Lebanon with grades 7 to 9, where prevalence was found to be 53.4% (Khamis, 2014), however, this could be explained by the fact that this sample is of students younger than the sample of students in this study



and therefore, the decrease is natural and these numbers may not be compared to each other in this context.

### **Types of Bullying**

This study included the four types of bullying; physical, characterized by physical actions such as hitting, pushing, kicking, shoving; verbal, characterized by verbal actions such as threatening, teasing, name calling; social, characterized by causing harm to social relationships by actions such as gossiping, or spreading rumors, telling others to stop liking someone, ignoring or stopping talking to someone (Ayenibiowo & Ainbode, 2011; Estevez, Murgui, & Musitu, 2009; Hong & Espelage, 2012) and lastly, cyberbullying, bullying behavior that involves the use of electronic media, such as cell phones and social media (Notar, Padgett, & Roden, 2013).

The results on types of bullying from Khamis (2014) are consistent with the results from this sample; the most common type of bullying was verbal bullying. 20% of victims complained of this type of bullying, documented by the following questions; “I was called mean names, was made fun of, or teased in a hurtful way”, “I was threatened or forced to do things I didn’t want to do”, “I was bullied with mean names or comments about my race or color”, and “I was bullied with mean names, comments, or gestures with an inappropriate meaning”.

The next most common form of bullying was found to be social bullying, also similar to Khamis (2014); 16% of the participants claimed they had been socially bullied

in the past couple of months by answering the following questions, “Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me” and “Other students told lies or spread false rumors about me and tried to make others dislike me”.

Following social bullying, around 55% of the participants complained of being cyberbullied in general and when asked, “Have you ever been cyberbullied by a student who attends this school” around 12% said “yes”, meaning that students at this age are being subjected to much cyberbullying from outside the school. In order from most common to least common, they complained of flaming (54.8%), exclusion (46.1%), online harassment (41.7%), denigration (37.4), masquerading (28.7%), cyberstalking (27%), and outing (27%). These results are higher than results from previous research in some countries such as the 27% in Egypt, 40% in Morocco, 28% in Qatar, 7% in United Arab Emirates (Kazarian & Ammar, 2013), even the 6% in the US, or 7% in Australia. However, this number is not far from a reported 9% - 40% prevalence found by other studies (Schneider et.al., 2012).

As for students who reported being involved in bullying behavior, i.e. bullies, around 16% reported verbally bullying, 13% reported socially bullying, around 9% percent reported cyberbullying, and around 4% reported physically bullying, in order from most common to least common bullying type which is consistent with the reports from victims.

## **Gender**

Previous research reported finding boys more often involved in bullying than girls (Idemudia, 2013; Jansen et.al., 2012; Uba et. al., 2010). Some suggested that boys are more involved in physical bullying (Arslan et. al., 2012), while this difference is less evident in verbal bullying where they both seem to be equal (Frisen et. al., 2007, Gendron et. al., 2011, Guerra et. al., 2011, Kaltiala-Heino et. al., 2010).

The findings from this study are consistent with the research that boys are generally more involved in bullying as engaging in bullying behavior, furthermore, it was found that being a male was a predictor of bullying. Conversely, there were no gender differences in victimization in all types of traditional bullying and cyberbullying. Though previous research on cyberbullying also showed gender differences where males were more likely than females to cyberbully and to be victims of cyberbullying (Wong et. al., 2014).

Nevertheless, it has been said that the extent of gender differences in cyberbullying is unclear; some studies have found that girls are more likely to be victims, yet other studies have found no differences (Notar et. al., 2013).

## **Age**

As mentioned in the literature review, most age differences are found among age groups rather than years, where bullying tends to increase somewhat during childhood, peak in middle childhood and then decrease in late adolescence. When

compared with the findings from Khamis (2014), a decrease in prevalence is evident where in Khamis (2014), prevalence was 53.4% in middle school, it was found to be around 20% in secondary school when comparing traditional bullying results from both studies.

When comparing age differences, no significant differences were found except in two items of the cyberbullying scale, flaming and masquerading, which showed a decrease with age. It has been said that though traditional bullying has been known to decrease from middle to secondary school, different patterns have been seen in cyberbullying; sometimes an increase in behavior and other times a decrease, leading to the conclusion that inconsistent findings have been reported regarding gender and age difference (Mishna et. al., 2012).

### **Relationship between Bullying and Academic Achievement**

The relationship between bullying and academic achievement in past research has given mixed results, many authors claim that academic achievement is not only related to bullying but also affected by it, more so, a drop in grades could be one of the signs of bullying victimization (Kazarian & Ammar, 2013). Some say that victims as well as bullies tend to perform less well at school than children who are not involved in bullying (Jansen et. al., 2012). Other studies show no relationship between bullying and academic achievement such as a study by Al-Saadoon et. al. (2014).

This study found a negative relationship between involvement in bullying behavior

and academic achievement, meaning that the more involved in bullying (bullies) behavior a student is, the lower his/her academic achievement; however there seems to be no relationship between amount of victimization and academic achievement. Cyberbullying victimization was also found to be unrelated to academic achievement although research has shown that lower academic achievement and lower self-esteem were associated with both perpetration and victimization of cyberbullying (Yang et. al., 2013).

### **Relationship between Bullying and Psychological Well-Being**

The results of this study showed a negative correlation between victims of bullying both traditional and cyberbullying, and psychological well-being, meaning, as evident in the abundant research, that the stronger the victimization, the lower the psychological well-being. Research has shown that mental health problems where high level of anxiety, depression, loneliness, self-confidence, suicidal behavior and behavioral problems have all been associated with bullying (Jansen et. al., 2012; Kaltania-Heino et. al., 2010; Sesar et. al., 2013). Similar results have been found in research on cyberbullying. Although the survey employed does not specifically seek the mentioned outcomes, it gives an idea of the general psychological well-being of the participants. As for involvement in bullying behavior, there were no significant results in the correlation between being a bully and psychological well- being, which means these two variables are unrelated.

## **Relationship between Bullying and Self-Efficacy**

This study found that involvement in bullying behavior was uncorrelated with self-efficacy, although previous studies found that being a bully was highly correlated with self-efficacy, others found that low self-efficacy scores were related to aggressive behaviors and increased the likelihood of being bullied and decreased the likelihood of being a bully (Ozer et. al., 2011).

Consistent with the report on victims, a negative correlation was found in this study between being a victim of traditional and/or cyberbullying and self-efficacy, meaning that the lower self-efficacy, the more victimization of both traditional and cyberbullying. There is not much research on the relationship between self-efficacy and cyberbullying to compare to.

## **Other Relationships found in this Study**

In seeking the answers to the research questions, other relationships were found between variables that do not pertain to the research questions at hand, but may be worth mentioning.

.Academic achievement was found to be positively correlated with both psychological well-being and self-efficacy; the higher the self-efficacy, the higher the academic achievement; and the higher the academic achievement, the higher the psychological well-being.

## **Predictors of Bullying, Academic Achievement, and Psychological Well-Being**

A linear regression was employed to examine the possible predictors of the target of this study, bullying, academic achievement, and psychological well-being. The predictors that were tested against these variables were age, gender, and self-efficacy. Self-efficacy was questioned to have a role in mediation among these variables in particular, bullying.

Self-efficacy was found to be a predictor of victimization of traditional bullying where lower self-efficacy predicted higher amount of bullying victimization. Similar results were found for cyberbullying victimization. However, involvement in bullying behavior was predicted by two variables, gender and self-efficacy. Being a male was more like to predict being a bully, and also the lower the self-efficacy, the higher the amount of involvement in bullying behavior, meaning that low self-efficacy may be a predictor of both being a victim or a bully.

Academic achievement was found to be positively predicted by self-efficacy where the higher the self-efficacy, the higher the academic achievement, consistent with the claim that self-efficacy is an important mediator of academic achievement, higher levels of self-efficacy are important, perhaps even critical, to attaining desired high levels of academic performance.

As for psychological well-being, it was found to be predicted by age and academic achievement. It has been shown by the results of this study that older age predicted lower psychological well-being, while higher self-efficacy predicted higher psychological well-being. These results are consistent with some research that claims

self-efficacy operates as a mediator for the relationship between stressful life events (Fitzpatrick & Bussey, 2014).

## **Conclusion**

In conclusion, answers to the research questions have suggested that there is around a 20% percent prevalence of traditional bullying in this age group. There is much more cyberbullying taking place in this age group, alarmingly by people outside the school more than those inside it.

Boys seem to be more involved in bullying behavior than girls, but victimization was found to be the similar for both genders. There were no differences in age with relation to bullying or victimization except in two subscales of the cyberbullying questionnaire, flaming, and masquerading, which decreased with age.

There seems to be no relation between academic achievement and bullying or victimization of traditional and/or cyberbullying. But involvement in bullying behavior and academic achievement were related where, as bullying involvement increased, academic achievement decreased.

Traditional and cyber bullying victimization were both related to psychological well-being, as victimization increased, psychological well-being decreased.

The more the victimization of both traditional and cyberbullying experienced, the lower the self-efficacy.

Age, getting older, was found to be a predictor of decrease in two subscales of



cyberbullying and in the decrease of psychological well-being.

Gender was not a predictor of any variable except for involvement in bullying behavior where males were found to be the predictors.

Low self-efficacy was found to predict victimization of bullying and involvement in bullying behavior. High self-efficacy was found to predict higher academic achievement and psychological well-being.

The main question of this research was:

**Can self-efficacy play a role in the relationship between bullying and the victim's psychological well-being as well as academic achievement?**

Self-efficacy has been found to be a mediator in this study. Low self-efficacy predicts high involvement in bullying behavior, if self-efficacy were low, involvement in bullying behavior would be low too.

It was found to be a predictor of victimization, low self-efficacy predicted high amount of victimization, then high self-efficacy would predict low amount of victimization.

High self-efficacy predicted both high academic achievement and high psychological well-being.

Therefore, the answer to the main question of this research study is, self-efficacy indeed has a mediating role in bullying, academic achievement, and psychological well-being, however, further research needs to be done, to better understand the dynamics of

this role.

### **Limitations**

Although the sample at hand makes up almost 4% of the population, it could not be considered representative as only two schools participated and the culture of these schools may have affected the direction of the students' answers. With such a topic at hand, a higher number of schools would have been much more beneficial to the results of the research in terms of how representative the sample is.

A cross-sectional study that starts in elementary school to secondary school would have shed light on findings such as the pattern of decrease and increase in bullying behavior, and maybe even a pattern of decrease and increase in academic achievement, psychological well-being and age.

This sample, even if bigger, would not be representative of the Lebanese population, as each area in Lebanon, type of school, and background, would add much information to the data; particularly in terms of cyberbullying where technology in the schools that were visited might be more accessible than places that have not been visited.

Other than these major limitations, it is possible that the participants did not clearly understand the questions of the survey, or the definition of bullying instilled in their minds may be different than that of the study causing them to answer inaccurately.

The cyberbullying questionnaire was mostly focused on victimization, and only one item mentioned involvement in bullying behavior. This affected the results in that

numbers for cyberbullying pertained mostly to victims and not to bullies, and therefore, further research should be done on that.

As some previous studies mentioned, cyberbullying and traditional bullying may differ, and this may have affected the results of the study that would only be known if research was done on cyberbullying alone to allow for better comparison and to eliminate possible compromises on any of the variables.

## **Recommendations**

### **For Research**

Bullying has shown to exist among this sample of school students. The results of cyberbullying were high, which should call the attention of those involved both in research and practice to look into this rather new phenomenon to help protect students from what has been found to be of concern, particularly for their psychological well-being.

It is suggested that cyberbullying and traditional bullying be separate as it seems that further knowledge needs to be sought on cyberbullying for deeper understanding before having both types in one study since there is a possibility that they may be different.

The psychological well-being questionnaire utilized in this study looks at the general well-being of students but not specific issues. It may be beneficial to have

more details of the psychological effects of traditional bullying, but even more importantly of cyberbullying as it seems to be high.

The involvement of boys in most forms of bullying may be due to cultural factors and/or expectations from boys, and further research to look into these differences in gender in relation to bullying could be done to identify the source of these differences.

Further research should be done, to draw a deeper understanding in the role of self-efficacy as a mediator.

### **For Practice**

The findings from this study may benefit practitioners in several ways.

- Practitioners, particularly counselors may have an idea about the prevalence of the types of traditional bullying at this age and may prepare prevention plans for them.
- Practitioners, particularly counselors may build on this research on cyberbullying and prepare lessons for prevention or intervention to give students the tips of how to avoid being cyberbullied and also what types of action they do may be considered cyberbullying.
- Practitioners may use surveys in their school settings to examine the degrees and types of bullying in order to come up with intervention or prevention plans starting from elementary.

- Most importantly, practitioners and especially school counselors, may prepare preventive measures by integrating into the counseling curriculum objectives that target self-efficacy starting from kindergarten until grade 12. As self-efficacy has proved to be important to the three variables, bullying, academic achievement, and psychological well-being, it could be valuable to counselors who seek to fulfill the standards pertaining to the academic, career, and personal/social domains set by the American School Counseling Association.

## Appendix I

### Script for Email Message to Administration

**Subject:** Research Study

**Message Script:**

Dear Principal,

Greetings.

I am a student currently finishing my MA thesis in School Guidance and Counseling at AUB. My thesis is called, "Bullying, Academic Achievement, and Psychological Well-Being in Lebanese Students: The Role of Self-efficacy".

As you may know, bullying is a phenomenon that may happen anywhere at any age, whether in school, work, or even family; however, it is most evident in school because of the amount of time students spend with each other for years. This study aims to explore the types of bullying that are taking place among grades 10 -12 in a sample of Lebanese students, these types are four: Physical, Verbal, Social, and Cyberbullying. It also aims to study the relationship between these types of bullying, age, gender, academic achievement (average grade), overall psychological well-being (mood), and self-efficacy, which is believed to be a mediator variable in this study.

I am currently recruiting participants from grades 10 - 12 to fill in a survey. I have attached the school approval letter that contains details about the study for your consideration if you are interested in participating in the study. I would be pleased to meet with you and show you the questionnaire at your convenience.

An approval or rejection email would be appreciated.

Best regards,

Sarah I. Sabbah

## Appendix II

### **Parental Consent Form**

AUB

**Department of Education**

**Dr. Vivian Khamis and Sarah Sabbah**

Dear Parents,

We are asking for your consent to allow your child who is a student in Grade 10, 11, or 12 to participate in a **research study**, Bullying, Academic Achievement, and Psychological Well-Being among Lebanese Students: The Role of Self-efficacy. The purpose of this study is to learn more about the degree and types of bullying among this age group in the Lebanese context and to examine how it relates to students' achievement (grades) and their psychological well-being. The aim is to study the results and take preventive measures to protect Lebanese students in the future from the possible effects of bullying.

Please read the information below and feel free to contact us and ask any questions that you may have.

#### **A. Project Description**

1. In this study, your child will be asked to fill out a survey. This survey will be completely confidential and anonymous. His/her name is not required but his/her class, age, gender, and his/her latest grade average will be required. The questions on this survey will ask him/her about some of his/her experiences with bullying (such as, "How often have you been bullied at school in the last couple of months?" "I was threatened or forced to do things I didn't want to do" "I bullied him/her with mean names, comments, or gestures with inappropriate meaning") it will also ask him/her about his/her overall mood in the last month,( such as "How often have you felt happy in the last month?"). Students will also be asked questions like, "How well do you succeed in not worrying about things that might happen?"
2. The estimated time to complete this study is approximately thirty minutes.
3. The research is being conducted with the goal of publication in an M.A. thesis and possibly presentation at academic conferences.

4. The data taken from these surveys, in addition to data from other schools will be recorded in an M.A. thesis and will be shared in the university library; however, it will be in the form of numbers and will not identify the class or school it came from.

## **B. Risks and Benefits**

Answering the survey may cause possible discomfort to students as they respond to sensitive questions (such as the questions mentioned above in the Project Description section); however, they may stop at any time and may withdraw from the study at any time. You, students' parents, may also withdraw your consent at any time, until the student submits the survey. Once the survey has been submitted, neither parents nor students can withdraw from the study because it will be impossible to trace the survey submitted by any individual student.

It is important to note that the student has the right to refuse to participate even if parents agree to sign the consent form.

Refusal to participate or withdrawal from the study will not affect the student's grades or relationship with the school or with AUB.

In the folder you have received, you will find an extra copy of the consent form to keep with you in case you have any input. You will also find a handout with some information for parents about bullying, what it is, how it affects students, and what to do in case your child is being bullied or is bullying others.

All participating and nonparticipating students will receive a similar handout designed for students. Participating students will be asked to do the survey in a designated room with more space and privacy while nonparticipating students will be reading the handout in class.

Your participation in the study will help researchers better understand bullying behavior in schools and its relationship with other factors.

## **C. Confidentiality**

The records from the survey will be monitored and may be audited without violating confidentiality.

To secure the confidentiality of your child's responses, your child's name will not be requested. All codes and data are kept in a locked filing cabinet in the Principal Investigator's office. Data access is limited to the Principal Investigator and researchers working directly on this project. All data will be destroyed responsibly after the required retention period (usually three years.) Your child's privacy will be maintained in all published and written data resulting from this study.



#### **D. Contact Information**

1) If you have any questions or concerns about the research you may contact the principal investigator, Dr. Vivian Khamis at 01 374 374 ext. 3067 or Sarah Sabbah at sarah\_sabbah@hotmail.com or by phone 76 69 00 47.

2) If you have any questions, concerns or complaints about your child's rights as a participant in this research, you can contact the following office at AUB:

Social & Behavioral Sciences Institutional Review Board

American University of Beirut  
PO BOX: 11-0236 F15  
Riad El Solh, Beirut 1107 2020  
Lebanon

**Tel:** 00961 1 374374, ext: 5445

**Fax:** 000961 1 738025

**Email:** irb@aub.edu.lb

#### **E. Participant rights**

Participation in this study is voluntary. Your child is free to leave the study at any time without penalty. Your decision not to participate in no way influences your child's grades or relationship with AUB or your school.

Note: Once the survey has been submitted, neither parents nor students can withdraw from the study because it will be impossible to trace the survey submitted by any individual student.

Do you have any questions about the above information? Do you wish to give consent for your child to participate in this study, Bullying, Academic Achievement, and Psychological Well-Being among Lebanese Students: The Role of Self-efficacy?

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I have read and understand the above information. I agree to give consent for my child to participate in the research study.

Parent(s) of : \_\_\_\_\_ Grade: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Kindly, return this form in the envelope provided after sealing it.

## استمارة موافقة أولياء الأمر

الجامعة الأميركية في بيروت

كلية التربية

د. فيفيان خميس

سارة صباح

السادة أولياء الأمر الكرام،

نتقدّم من حضرتكم سائلين موافقتكم على مشاركة ولدكم، الطالب/ة في أحد صفوف المرحلة الثانويّة (العاشر والحادي عشر والثاني عشر)، في بحث ميدانيّ صادر عن الجامعة الأميركية في بيروت. يتناول هذا البحث المواضيع الآتية: التّنمّر (الاستقواء على الآخرين)، النّشاط الأكاديمي، وواقع طلاب لبنان السيكولوجي/النّفسي: دور الفعاليّة الذاتيّة عند الطالب. الهدف من هذه الدراسة هو التّعرف أكثر بدرجة وأنواع التّنمّر المنتشرة بين هذه الفئة العمريّة، داخل البيئة اللّبنانيّة، ودراسة كيفية ارتباطها بإنجازات الطّلاب (العلامات)، وصحتهم النّفسيّة. الهدف من ذلك هو دراسة النّتائج، واتّخاذ المعايير الوقائيّة في المستقبل لحماية طلاب لبنان من حالة التّنمّر، وتأثيراتها المُحتملة عليهم.

نأمل من حضرتكم قراءة المعلومات الواردة أدناه، وعدم التّردّد في طرح أيّة أسئلة قد تتبادر إلى

أذهانكم.

### أ- وصف المشروع:

١- في هذه الدراسة، سيطلب من ولدكم أن يملأ استمارة، مع التأكيد على أنّ مضمونها سيكون موضع سرّيّة تامّة وصاحبها يبقى مجهول الهوية؛ ولن تُستخدم إلا لأغراض البحث العلميّ فقط، إذ لن يُطلب منه سوى ذكر "الصّف"، "العمر"، "الجنس" و"المعدّل العامّ في الفصل الأخير". أسئلة الاستمارة تتمحور حول سؤال ولدكم عن بعض تجاربه مع التّنمّر (مثلاً: "كم مرّة تعرّضت للتّنمّر في المدرسة في الشهرين الماضيين؟"- أو: "هل أُجبرت تحت التّهديد على القيام بأشياء لا ترغب في القيام بها؟"- أو: "هل استقويت على أحدهم باستخدام أسماء، أو كلمات، أو إيماءات ذات معانٍ غير مناسبة؟"). كما ستسأل الاستمارة ولدكم حول مزاجه العامّ في الشّهر الماضي (مثلاً: "كم مرّة شعرت بالسّعادة في الشّهر الماضي؟")؛ كما سيتمّ طرح أسئلة مثل: ("إلى أيّ مدى تستطيع أن لا تقلق بشأن الأمور التي قد تحدث؟")

٢- الوقت المتوقّع لإكمال هذه الاستمارة هو ثلاثين دقيقة تقريباً.

٣- تجرى هذه الدراسة بهدف النّشر في رسالة ماجستير، وقد تُستخدم للعرض في مؤتمرات أكاديميّة.

٤- البيانات المأخوذة من هذه الدّراسات، بالإضافة إلى تلك المأخوذة من مدارس أخرى، سيتمّ تسجيلها في رسالة الماجستير، وتُحفظ في مكتبة الجامعة لتكون في مُتناول الرّاعيين، مع الإشارة إلى أنّ هذه البيانات ستكون بشكل أرقام، من دون تحديد اسم المدرسة أو الصّف المأخوذة منه.

## ب- المخاطر والفوائد:

يتضمّن البحث بعض الأسئلة الحساسة كتلك المذكورة في شرح البحث سابقاً والتي يمكن أن تشعر التلميذ بالانزعاج. لذلك، نوضّح أنه يمكن للتلميذ التوقّف عن المشاركة وعدم المتابعة في أيّ وقت ولأيّ سبب. كما ويمكنكم كأولياء الأمور، سحب موافقتكم في أيّ وقت إلى أن يتم تسليم الاستمارة. أما في حال إنجاز الاستمارة وتسليمها، فلا يُمكن للطالب، أو لولي أمره أن يستعيدها لاحقاً، لاستحالة اقتفاء أثر أيّ استمارة. من المهمّ أخذ العلم بأنّ للطالب الحقّ بالامتناع عن المشاركة في هذه الدّراسة، حتّى ولو وافق أولياء أمره على ذلك.

والجدير بالذكر أيضاً، هو أنّ سحب الموافقة، والتوقّف عن المشاركة، لن يُرتب أيّة عقوبات على الطالب، ولن يؤثر بأيّ شكل من الأشكال لا على علاماته، ولا على علاقته بمدرسته، أو بالجامعة الأميركية.

في الملفّ الذي تسلّمتموه، هناك نسخة إضافية عن استمارة الموافقة، يُمكنكم الاحتفاظ بها في حال توقّف لديكم أية أسئلة إضافية. كما ويتضمّن المغفّ نشرة تتضمّن بعض المعلومات للأهل حول التّنمّر: ما هو، كيف يؤثر على الطالب، وماذا تفعل في حال كان ابنك يتعرّض للتّنمّر، أو كان هو مُتتمّراً غيره. جميع الطّلاب المشاركين في هذه الدّراسة، بالإضافة إلى غير المشاركين أيضاً، سوف يتلقّون نشرة مماثلة مُخصّصة للطّلاب.

سيُطلب من المشاركين في هذه الدّراسة القيام بملء الاستمارة خارج الصّفّ، في غرفة مُخصّصة للاستفادة من مساحتها، ولضمان خصوصيّة الطّلاب المشاركين. أمّا بالنسبة إلى الطّلاب غير المشاركين، فسيقرّون هذه النشرة داخل صفوفهم. مشاركتكم في هذه الدّراسة سوف تساعد الباحثين على فهم سلوك التّنمّر في المدارس بشكل أفضل، وعلاقته بعوامل أخرى.

## ج- السريّة والخصوصيّة:

ستتمّ مراقبة سجلّات المشروع ومراجعتها من دون انتهاك سريّة المشاركين. لتأمين الخصوصية وضمان سريّة إجابات أبنائكم، لن يُطلب من التلاميذ ذكر أسمائهم، وسوف تحفظ الإجابات في خزانة الملفّات في مكتب الباحث الرئيسيّ، بحيث لا يُسمح بالوصول إليها إلا للباحث الرئيسيّ، والباحثين الآخرين العاملين على هذه الدّراسة. هذا، وسيتمّ التخلّص من هذه البيانات نهائياً، وبمسؤوليّة مهنيّة، بعد انتهاء الفترة القانونيّة المعروفة للاحتفاظ بالبيانات، وهي ثلاث سنوات. وسيتمّ الحفاظ على خصوصيّة أبنائكم في جميع البيانات المنشورة والمكتوبة الناتجة عن هذه الدّراسة.

## د- معلومات الاتصال:

- ١- إذا كان لديكم أيّة أسئلة أو استفسارات حول البحث، يمكنكم الاتّصال بالباحثة الرئيّسيّة "د. فيفيان خميس" عبر الهاتف ٣٧٤ ٣٧٤ -٠١-٣٠٦٧، أو بالباحثة "سارة صباح" عبر البريد الإلكترونيّ sarah\_sabbah@hotmail.com ، أو عبر الهاتف ٧٦٦٩٠٠٤٧.
- ٢- إذا كان لديكم أيّة أسئلة، أو مخاوف أو شكاوى حول حقوق أبنائكم كمشاركين في هذا البحث، يمكنكم الاتّصال بالمكتب الآتي ذكره أدناه في الجامعة الأميركيّة في بيروت.  
مكتب لجنة الأخلاقيّات

(Social & Behavioral Sciences Institutional Review Board)

صندوق بريد: 11-0236 F15

هاتف: ٣٧٤ ٣٧٤ -٠١-٥٤٤٥

رياض الصلح، بيروت ٢٠٢٠ ١١٠٧

### هـ حقوق المشارك:

إنّ المشاركة في هذه الدّراسة هي طوعيّة. ويحقّ للتلميذ ترك الدّراسة في أيّ وقت كان من دون أيّة عواقب. وإنّ قراركم بعدم المشاركة لن يؤثّر أبداً على علامات التّلميذ، أو على علاقته بمدرسته أو بالجامعة الأميركيّة.

ملاحظة: في حال إنجاز الاستمارة وتسليمها، فلا يُمكن للطّالب، أو لوليّ أمره أن يستعيدها لاحقاً، لاستحالة اقتفاء أثر أيّ استمارة.

هل لديكم أيّة أسئلة حول المعلومات الواردة أعلاه؟ هل تسمح لابنك/ لابنتك بالمشاركة في هذه الدّراسة؟

لقد قرأت المعلومات المذكورة أعلاه وفهمت المطلوب فيها. وأنا أوافق على مشاركة ولدي في هذه الدّراسة.

اسم التّلميذ (ة) -----

الصّفّ -----

توقيع وليّ الأمر -----

التّاريخ -----

في حال توقيعكم هذه الإستمارة، الرّجاء إعادتها في المغلّف المرفق بها بعد ختمه بإحكام.

## Appendix III

### **AUB Social And Behavioral Sciences Assent to Participate in Research**

**Study Title:** Bullying, Academic Achievement, and Psychological Well-Being among Lebanese Students: The Role of Self-Efficacy

**Researchers:** Dr. Vivian Khamis and Sarah I. Sabbah

- **You are being asked to be in a research study. Studies are done to find better ways to treat people or to better understand how adolescents think about things or how adolescents and adults may behave at different times.**
- **This form will tell you about the study to help you decide whether or not you want to participate.**
- **You should ask any questions you have before making up your mind. You can think about it before you make your decision.**
- **It is okay to say “No” if you don’t want to be in the study even if your parent signed the consent form, you still have the right to say, “No”.**
- **If you say “Yes” you can change your mind and quit being in the study at any time without getting in trouble; your grades will not be affected, and your relationship with the school or with the American University of Beirut will not be affected either.**
- **If you decide you want to be in the study, an adult (usually a parent) will also need to give permission for you to be in the study by signing a consent form.**

#### **1. What is this study about?**

The study is being done to see how much bullying is going on in your age group, and how your mood and grades are, and to see if they are connected to each other.

#### **2. What will I need to do if I am in this study?**

If you participate in the study, you will need to answer a survey. It is completely anonymous; no one will know it is your survey, not even the researcher. If you participate, you will receive your survey in an envelope, and you will have an

envelope to return your survey in. This will secure your confidentiality as the researcher will not see your survey while collecting it. The survey will be carried out by the researcher. No teachers or school staff will be around while you are doing the survey.

**3. How long will I be in the study?**

The survey is expected to take not more than thirty minutes.

**4. Can I stop being in the study?**

You can stop doing the survey at any time until you submit it. Once the questionnaire has been submitted, neither you nor your parents can withdraw from the study because it will be impossible to trace the questionnaire submitted by any individual student. Stopping will not affect you in any way. It will not affect your grades or your relationship with the school or AUB.

**5. What bad things might happen to me if I am in the study?**

Some of the questions may be sensitive and you may feel uncomfortable. Examples of questions are, “I was threatened or forced to do things I didn’t want to do”; “I bullied him or her with mean names, comments; or gestures with inappropriate meaning”; “How often have you felt happy in the last month?”; “How well do you succeed in not worrying about things that might happen?”

You will also be asked about your class, age, gender, and your latest overall average.

**6. What good things might happen to me if I am in the study?**

All students will receive an information sheet about bullying, its effects on students, and how to deal with it.

**7. When, Where, and How?**

Students whose parents sign the consent form will be given an assent form to read carefully. Students who do not wish to participate, may refuse to sign the assent form. Even if your parents signed a consent form, you have the right to say “No”. Students who do not have parental consent will not participate in the study.

Students who have signed both consent and assent forms will be asked to go with the researcher to another room with more space between students, assigned by the

school, to do the survey, while students who do not participate will be given an information sheet to read.

If at any time, a student decides to leave the study, the questionnaire will be destroyed immediately and the student may go back to class. Leaving the study will not affect the student's grades or relationship with his/her school or with AUB in any way. As soon as participants are finished with the questionnaire, they may hand it in inside a sealed envelope, take an information sheet, and go back to class.

Note that another copy of this form is provided in the folder for you to sign, keep and reread. In case you decide to change your mind any time before submitting the survey, you may withdraw your assent. Once the survey is submitted, it will be impossible to identify and retrieve it.

**8. Will I be given anything for being in this study?**

Your participation would be appreciated.

**9. Who can I talk to about the study?**

For questions about the study you may contact the principal investigator, Dr. Vivian Khamis at 01 374 374 ext. 3067 or the researcher, Sarah I. Sabbah by email at [sarah\\_sabbah@hotmail.com](mailto:sarah_sabbah@hotmail.com) or 76 690047.

To discuss other study-related questions with someone who is not part of the research team, you may contact the AUB Social & Behavioral Science Institution Review Board at 01-350000 ext. 5445.



## Signing the Assent Form

I have read (or someone has read to me) this form. I have had a chance to ask questions before making up my mind. I want to be in this research study.

AM/PM

---

**Signature or printed name of  
participant**

---

**Date and time**

### Investigator/Research Staff

I have explained the research to the participant before requesting the signature above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

---

**Printed name of person obtaining  
assent**

---

**Signature of person obtaining assent**

AM/PM

---

**Date and time**

Appendix IV

The Questionnaire

**Bullying, Academic Achievement, and Psychological Well-Being  
among Lebanese Students: The Role of Self-Efficacy**

**American University of Beirut**

**Department of Education**

**Dr. Vivian Khamis**

**Sarah Sabbah**

**Thank you for your participation in this study. Raise your hand if you have any inquiries or wish to terminate your participation.**

**ITEM I – DEMOGRAPHICS AND ACADEMIC ACHIEVEMENT**

**Circle your answer.**

**Gender:** M   F

**Age:** 14   15   16   17   18

**Class:** 10   11   12

**Your latest total average score was:**

- 1) Below 50
- 2) 50 – 55
- 3) 55 – 60
- 4) 60 – 65
- 5) 65 – 70
- 6) 70 – 75
- 7) 75 – 80
- 8) 80 – 85
- 9) 85- 90
- 10)        Above 90

## ITEM II – GENERAL WELL-BEING

You will find below a list of words that describe general emotions, read them carefully and rate them by drawing a circle around the number that best describes how often you have felt this way in the last month.

		Never	Seldom	Sometimes	Often	Usually
1.	Happy	0	1	2	3	4
2.	Cheerful	0	1	2	3	4
3.	Delighted	0	1	2	3	4
4.	Relaxed	0	1	2	3	4
5.	Calm and Peaceful	0	1	2	3	4
6.	Safe	0	1	2	3	4
7.	Active	0	1	2	3	4
8.	Responsive	0	1	2	3	4
9.	Healthy	0	1	2	3	4

## ITEM III – BULLYING QUESTIONNAIRE

You will find questions in this booklet about your life in school. There are several answers next to each question. Each answer has a number in front of it.

Answer the question by circling the number next to the answer that best describes how you feel or think.

If you circle the wrong number, you can change your answer like this: cross

out the wrong answer and then circle the answer you want.

Don't put your name on this booklet. No one will know how you have answered these questions. But it is important that you answer carefully and how you really feel. Sometimes it is hard to decide what to answer. Then just answer how you think it is. If you have questions, raise your hand.

Most of the questions are about **your life in school in the past couple of months, that is, the period from start of school after Summer/Christmas vacation until now**. So when you answer, you should think of how it has been during the past 2 or 3 months and **not only how it is just now**.

### ABOUT BEING BULLIED BY OTHER STUDENTS

Here are some questions about being bullied by other students. First we define or explain the word bullying. We say a student is being bullied when another student or several students

- say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names
- completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose
- hit, kick, push, shove around, or lock him or her inside a room
- tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her
- and other hurtful things like that

When we talk about bullying, these things happen repeatedly, and it is difficult for the student being bullied to defend himself or herself. We also call it bullying, when a student is teased repeatedly in a mean and hurtful way.

But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about equal strength or power argue or fight.

1.	How often have you <u>been bullied at school in the past</u>	1) I haven't been bullied at school in the past couple of months 2) it has only happened once or twice
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	<u>couple of months?</u>	<ul style="list-style-type: none"> <li>3) 2 or 3 times a month</li> <li>4) about once a week</li> <li>5) several times a week</li> </ul>
2.	I was called mean names, was made fun of, or teased in a hurtful way	<ul style="list-style-type: none"> <li>1) I haven't been bullied at school in the past couple of months</li> <li>2) it has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) about once a week</li> <li>5) several times a week</li> </ul>
3.	Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me	<ul style="list-style-type: none"> <li>1) I haven't been bullied at school in the past couple of months</li> <li>2) it has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) about once a week</li> <li>5) several times a week</li> </ul>
4.	I was hit, kicked, pushed, shoved around, or locked indoors	<ul style="list-style-type: none"> <li>1) I haven't been bullied at school in the past couple of months</li> <li>2) it has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) about once a week</li> <li>5) several times a week</li> </ul>
5.	Other students told lies or spread false rumors about me and tried to make others dislike me	<ul style="list-style-type: none"> <li>1) I haven't been bullied at school in the past couple of months</li> <li>2) it has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) about once a week</li> <li>5) several times a week</li> </ul>
6.	I had money or other things taken away from me or damaged	<ul style="list-style-type: none"> <li>1) I haven't been bullied at school in the past couple of months</li> <li>2) it has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) about once a week</li> <li>5) several times a week</li> </ul>
7.	I was threatened or	<ul style="list-style-type: none"> <li>1) I haven't been bullied at school in the past couple of</li> </ul>

	forced to do things I didn't want to do	<p>months</p> <p>2) it has only happened once or twice</p> <p>3) 2 or 3 times a month</p> <p>4) about once a week</p> <p>5) several times a week</p>
8.	I was bullied with mean names or comments about my race or color	<p>1) I haven't been bullied at school in the past couple of months</p> <p>2) it has only happened once or twice</p> <p>3) 2 or 3 times a month</p> <p>4) about once a week</p> <p>5) several times a week</p>
9.	I was bullied with mean names, comments, or gestures with an inappropriate meaning	<p>1) I haven't been bullied at school in the past couple of months</p> <p>2) it has only happened once or twice</p> <p>3) 2 or 3 times a month</p> <p>4) about once a week</p> <p>5) several times a week</p>
10.	I was bullied in another way	<p>1) I haven't been bullied at school in the past couple of months</p> <p>2) it has only happened once or twice</p> <p>3) 2 or 3 times a month</p> <p>4) about once a week</p> <p>5) several times a week</p> <p>In this case, please write in what way:</p> <hr/>

### ABOUT BULLYING OTHER STUDENTS

11.	How often have you <u>taken part in bullying another student(s)</u> at	<p>1) I haven't bullied another student(s) at school in the past couple of months</p> <p>2) It has only happened once or twice</p> <p>3) 2 or 3 times a month</p>
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	school the past couple of months?	4) About once a week 5) Several times a week
Have you bullied another student(s) at school in the past couple of months in one or more of the following ways? Please answer all questions.		
12.	I called another student(s) mean names, made fun of or teased him or her in a hurtful way	1) It hasn't happened in the past couple of months 2) It has only happened once or twice 3) 2 or 3 times a month 4) About once a week 5) Several times a week
13.	I kept him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her	1) It hasn't happened in the past couple of months 2) It has only happened once or twice 3) 2 or 3 times a month 4) About once a week 5) Several times a week
14.	I hit, kicked, pushed and shoved him or her around or locked him or her indoors	1) It hasn't happened in the past couple of months 2) It has only happened once or twice 3) 2 or 3 times a month 4) About once a week 5) Several times a week
15.	I spread false rumors about him or her and tried to make others dislike him or her	1) It hasn't happened in the past couple of months 2) It has only happened once or twice 3) 2 or 3 times a month 4) About once a week 5) Several times a week
16.	I took money or other things from him or her or damaged his or her belongings	1) It hasn't happened in the past couple of months 2) It has only happened once or twice 3) 2 or 3 times a month 4) About once a week 5) Several times a week



17.	I threatened or forced him or her to do things he or she didn't want to do	<ol style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ol>
18.	I bullied him or her with mean names or comments about his or her race or color	<ol style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ol>
19.	I bullied him or her with mean names, comments, or gestures with an inappropriate meaning	<ol style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ol>
20.	I bullied him or her in another way	<ol style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> <li>6) In this case, please write in what way: _____</li> </ol>
21.	Has <u>your class (home room) teacher or any other teacher</u> talked with you about your bullying other students at school in the past couple	<ol style="list-style-type: none"> <li>1) I haven't bullied other student(s) at school in the past couple of months</li> <li>2) No, they haven't talked with me about it</li> <li>3) Yes, they have talked with me about it once</li> <li>4) Yes, they have talked with me about it several times</li> </ol>

	of months?	
22.	Has any adult at home talked with you about your bullying other students at school in the past couple of months?	<ol style="list-style-type: none"> <li>1) I haven't bullied other student(s) at school in the past couple of months</li> <li>2) No, they haven't talked with me about it</li> <li>3) Yes, they have talked with me about it once</li> <li>4) Yes, they have talked with me about it several times</li> </ol>
23.	Do you think you could join in bullying a student whom you didn't like?	<ol style="list-style-type: none"> <li>1) Yes</li> <li>2) Yes, maybe</li> <li>3) I don't know</li> <li>4) No, I don't think so</li> <li>5) No</li> <li>6) Definitely no</li> </ol>
24.	How do you usually react if you see or understand that a student your age is being bullied by other students?	<ol style="list-style-type: none"> <li>1) I have never noticed that students my age have been bullied</li> <li>2) I take part in the bullying</li> <li>3) I don't do anything, but I think the bullying is OK</li> <li>4) I just watch what goes on</li> <li>5) I don't do anything, but I think I ought to help the bullied student</li> <li>6) I try to help the bullied student in one way or another</li> </ol>
25.	How often are you <u>afraid of being bullied</u> by other students in your school?	<ol style="list-style-type: none"> <li>1) Never</li> <li>2) Seldom</li> <li>3) Sometimes</li> <li>4) Fairly often</li> <li>5) Often</li> <li>6) Very often</li> </ol>
26.	Overall, how much do you think your <u>class (home room) teacher</u> has done to <u>counteract bullying</u> in the	<ol style="list-style-type: none"> <li>1) Little or nothing</li> <li>2) Fairly little</li> <li>3) Somewhat</li> <li>4) A good deal</li> <li>5) much</li> </ol>

	past couple of months?	
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### CYBERBULLYING/ ELECTRONIC BULLYING

27.	Do you use the Internet at home?	1) No 2) Yes
28.	Do you use a cell phone at school?	1) No 2) Yes

The following are a list of common cyberbullying actions. For each type of action, please answer three questions.

**29. Flaming.** Sending angry, rude, vulgar messages about a person to an online group or to that person via e-mail or other text messaging.

29a.	How often have you been flamed?	1) It hasn't happened in the past couple of months 2) It has only happened once or twice 3) 2 or 3 times a month 4) About once a week 5) Several times a week
29b.	How often do you think students at this school are flamed?	1) It hasn't happened in the past couple of months 2) It has only happened once or twice 3) 2 or 3 times a month 4) About once a week 5) Several times a week
29c.	On the following scale, what is your reaction to flaming?	1) No big deal 2) Learn to live with it 3) Upsetting 4) Very upsetting 5) No opinion

**30. Online Harassment.** Repeatedly sending offensive messages via e-mail or other text messaging to a person.

30a.	How often have you been harassed	1) It hasn't happened in the past couple of months 2) It has only happened once or twice
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	online or through text messaging?	<ul style="list-style-type: none"> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ul>
30b.	How often do you think students at this school are harassed online?	<ul style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ul>
30c.	On the following scale, what is your reaction to harassment?	<ul style="list-style-type: none"> <li>1) No big deal</li> <li>2) Learn to live with it</li> <li>3) Upsetting</li> <li>4) Very upsetting</li> <li>5) No opinion</li> </ul>
<p><b>31. Cyberstalking.</b> Online harassment that include threats of harm or is excessively intimidating.</p>		
31a.	How often have you been cyberstalked?	<ul style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ul>
31b.	How often do you think students at this school are cyberstalked?	<ul style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ul>
31c.	On the following scale, what is your reaction to cyberstalking?	<ul style="list-style-type: none"> <li>1) No big deal</li> <li>2) Learn to live with it</li> <li>3) Upsetting</li> <li>4) Very upsetting</li> <li>5) No opinion</li> </ul>
<p><b>32. Denigration (put-downs).</b> Sending harmful, untrue, or cruel statements about a person to other people or posting such material online.</p>		

32a.	How often have you been denigrated online?	<ul style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ul>
32b.	How often do you think students at this school have been denigrated online at home?	<ul style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ul>
32c.	On the following scale, what is your reaction to denigration?	<ul style="list-style-type: none"> <li>1) No big deal</li> <li>2) Learn to live with it</li> <li>3) Upsetting</li> <li>4) Very upsetting</li> <li>5) No opinion</li> </ul>
<p><b>33. Masquerade.</b> Pretending to be someone else and sending or posting material that makes that person look bad.</p>		
33a.	How often has someone masqueraded as you online and made you look bad?	<ul style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ul>
33b.	How often do you think masquerading occurs to students?	<ul style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ul>
33c.	On the following scale, what is your reaction to masquerading?	<ul style="list-style-type: none"> <li>1) No big deal</li> <li>2) Learn to live with it</li> <li>3) Upsetting</li> <li>4) Very upsetting</li> </ul>

		5) No opinion
<b>34. Outing.</b> Sending or posting material about a person that contains sensitive, private, or embarrassing information, including forwarding private messages or images.		
34a.	How often have you had someone send or post sensitive personal information about you online?	<ul style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ul>
34b.	How often do you think students at this school have had someone send or post sensitive personal information about them online at home?	<ul style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ul>
34c.	On the following scale, what is your reaction to outing?	<ul style="list-style-type: none"> <li>1) No big deal</li> <li>2) Learn to live with it</li> <li>3) Upsetting</li> <li>4) Very upsetting</li> <li>5) No opinion</li> </ul>
<b>35. Exclusion.</b> Cruelly excluding someone from an online group.		
35a.	How often have you been cruelly excluded from an online group?	<ul style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> <li>5) Several times a week</li> </ul>
35b.	How often do you think students at this school have been cruelly	<ul style="list-style-type: none"> <li>1) It hasn't happened in the past couple of months</li> <li>2) It has only happened once or twice</li> <li>3) 2 or 3 times a month</li> <li>4) About once a week</li> </ul>

	excluded from an online group?	5) Several times a week
35c.	On the following scale, what is your reaction to exclusion?	1) No big deal 2) Learn to live with it 3) Upsetting 4) Very upsetting 5) No opinion
36.	Have you been cyberbullied by a student who attends this school?	1) No 2) Yes
37.	If you answered "yes" to 36, has he or she also bullied or harassed you in person at school?	1) No 2) Yes
38.	If you answered "yes" to 36, have you ever bullied or harassed him or her at school?	1) No 2) Yes
39.	Have you ever cyberbullied students attending this school?	1) No 2) Yes
40.	How often does cyberbullying occur through the school network?	1) Never 2) Seldom 3) Sometimes 4) Fairly often 5) Often

		6) Very often
41.	If you circled any of numbers 3 – 6, please indicate the kinds of cyberbullying activities through the school network (check all that apply).	<ul style="list-style-type: none"> <li>1) Flaming</li> <li>2) Online Harassment</li> <li>3) Cyberstalking</li> <li>4) Denigration</li> <li>5) Masquerade</li> <li>6) Outing</li> <li>7) Exclusion</li> </ul>
42.	How often does cyberbullying occur through cell phones or other devices used by students at school?	<ul style="list-style-type: none"> <li>1) Never</li> <li>2) Seldom</li> <li>3) Sometimes</li> <li>4) Fairly often</li> <li>5) Often</li> <li>6) Very often</li> </ul>
43.	If you circled any of numbers 3 – 6, please indicate the kinds of cyberbullying activities through cell phones or other devices used by students at school (check all that apply).	<ul style="list-style-type: none"> <li>1) Flaming</li> <li>2) Online Harassment</li> <li>3) Cyberstalking</li> <li>4) Denigration</li> <li>5) Masquerade</li> <li>6) Outing</li> <li>7) Exclusion</li> </ul>
44.	How often does cyberbullying that involves students attending this school occur outside of school?	<ul style="list-style-type: none"> <li>1) Never</li> <li>2) Seldom</li> <li>3) Sometimes</li> <li>4) Fairly often</li> <li>5) Often</li> <li>6) Very often</li> </ul>



45.	How frequently have you been a witness to cyberbullying incidents?	<ol style="list-style-type: none"> <li>1) Never</li> <li>2) Seldom</li> <li>3) Sometimes</li> <li>4) Fairly often</li> <li>5) Often</li> <li>6) Very often</li> </ol>
46.	If you have been a witness to cyberbullying incidents, what is your normal response (check all that apply)?	<ol style="list-style-type: none"> <li>1) Join in</li> <li>2) Cheer the bully on</li> <li>3) Watch or look, but don't participate</li> <li>4) Leave the online environment</li> <li>5) Object to others, but not directly to the bully</li> <li>6) Object to the bully</li> <li>7) Try to help or befriend the victim</li> <li>8) Report the cyberbullying to someone who can help the victim</li> <li>9) Have not been a witness</li> <li>10) Other</li> </ol> <hr/>

#### ITEM IV – SELF-EFFICACY

Circle the answer that best shows how well you do in each of the following situations.	Not Very Well				Very Well
	1	2	3	4	5
1. How well can you get teachers to help you when you get stuck on schoolwork?	( )	( )	( )	( )	( )
2. How well can you express your opinions when other classmates disagree with you?	( )	( )	( )	( )	( )
3. How well do you succeed in cheering yourself up when an unpleasant event has happened?	( )	( )	( )	( )	( )
4. How well can you study when there are other interesting things to do?	( )	( )	( )	( )	( )
5. How well do you succeed in becoming calm again when you are very scared?	( )	( )	( )	( )	( )
6. How well can you become friends with other children?	( )	( )	( )	( )	( )
7. How well can you study a chapter for a test?	( )	( )	( )	( )	( )
8. How well can you have a chat with an unfamiliar person?	( )	( )	( )	( )	( )
9. How well can you prevent to become nervous?	( )	( )	( )	( )	( )
10. How well do you succeed in finishing all your homework every day?	( )	( )	( )	( )	( )
11. How well can you work in harmony with your classmates?	( )	( )	( )	( )	( )
12. How well can you control your feelings?	( )	( )	( )	( )	( )
13. How well can you pay attention during every class?	( )	( )	( )	( )	( )
14. How well can you tell other children that they are doing something that you don't like?	( )	( )	( )	( )	( )
15. How well can you give yourself a peptalk when you feel low?	( )	( )	( )	( )	( )
16. How well do you succeed in passing all subjects?	( )	( )	( )	( )	( )
17. How well can you tell a funny event to a group of children?	( )	( )	( )	( )	( )
18. How well can you tell a friend that you don't feel well?	( )	( )	( )	( )	( )
19. How well do you succeed in satisfying your parents with your schoolwork?	( )	( )	( )	( )	( )
20. How well do you succeed in staying friends with other children?	( )	( )	( )	( )	( )
21. How well do you succeed in suppressing unpleasant thoughts?	( )	( )	( )	( )	( )
22. How well do you succeed in passing a test?	( )	( )	( )	( )	( )
23. How well do you succeed in preventing quarrels with other children?	( )	( )	( )	( )	( )
24. How well do you succeed in not worrying about things that might happen?	( )	( )	( )	( )	( )

**You have finished! THANK YOU for your participation!**

## Appendix V

### **School Approval Form** AUB

**Department of Education**

**Dr. Vivian Khamis and Sarah Sabbah**

Dear School Principal,

We are asking for your consent to allow your students in Grades 10, 11, and 12 to participate in a **research study**, Bullying, Academic Achievement, and Psychological Well-Being among Lebanese Students: The Role of Self-efficacy. The purpose of this study is to learn more about the degree and types of bullying among this age group in the Lebanese context and to examine how it relates to students' achievement (grades) and their well-being. The aim is to study the results and take preventive measures to protect students from the possible effects of bullying.

Please read the information below and feel free to contact us and ask any questions that you may have.

#### **A. Project Description**

1. In this study, your students will be asked to fill out a survey. This survey will be completely confidential. Their names will not be required, but their class, age, gender, and their latest grade average will be required. The questions on this survey will ask them about some of their experiences with bullying (such as, "How often have you been bullied at school in the last couple of months?" "I was threatened or forced to do things I didn't want to do" "I bullied him/her with mean names, comments, or gestures with inappropriate meaning") it will also ask them about their overall mood in the last month, (such as "How often have you felt happy in the last month?"). Students will also be asked questions like, "How well do you succeed in not worrying about things that might happen?"
2. The estimated time to complete this survey is approximately thirty minutes.
3. The research is being conducted with the goal of publication in an M.A. thesis and possibly presentation at academic conferences.

4. The data taken from these surveys, in addition to data from other schools will be recorded in an M.A. thesis and will be shared in the university library; however, it will be in the form of numbers and will not identify the class or school it came from.

## **B. Risks and Benefits**

As this research study is to be done with students who are minors, it is required that the researcher explain the study to each of the classes and hand in parental consent forms which she will come back two days later to collect. Only the researcher can do this; teachers and school staff cannot play a role in any part of this study to secure students' privacy and confidentiality. Students will also have to sign an assent form before they start the study. Answering the survey may cause possible discomfort to students as they respond to sensitive questions (such as the questions mentioned above in the Project Description section); however, they may stop at any time and may withdraw from the study at any time. Students' parents may also withdraw their consent at any time. Students' parents will receive an information sheet with information about bullying, what it is and how to deal with it. Students will also receive a student version of this information sheet.

## **C. Confidentiality**

Regarding the records from the survey, they will be monitored and may be audited without violating confidentiality.

To secure the confidentiality of your students' responses, your students' names will not be requested. All codes and data are kept in a locked filing cabinet in the Principal Investigator's office. Data access is limited to the Principal Investigator and researchers working directly on this project. All data will be destroyed responsibly after the required retention period (usually three years.) Your students' privacy will be maintained in all published and written data resulting from this study.

Regarding logistics, to secure students' privacy while answering the survey on such a private matter, it is important that participating students are moved to a bigger room where they can sit far from each other while answering the questions. Only the researcher can be in the room while the survey is being carried out. Students who are not participating will need to stay in class. They will be given an information sheet to read.

**As the researcher is your school counselor, she may be able to identify some of the students through their answers. If this happens, the researcher will respect student privacy and confidentiality and will not share any information with the student, or the**

school.

**In order to avoid undue influence and preserve student privacy, the researcher's assistant will be carrying out the tasks of the researcher; however, he will not have access to the data.**

#### **D. Contact Information**

1) If you have any questions or concerns about the research you may contact the principal investigator, Dr. Vivian Khamis at 01 374 374 ext. 3067 or Sarah Sabbah at sarah\_sabbah@hotmail.com or by phone 76 69 00 47.

2) If you have any questions, concerns or complaints about your students' rights as participants in this research, you can contact the following office at AUB:

Social & Behavioral Sciences Institutional Review Board

American University of Beirut  
PO BOX: 11-0236 F15  
Riad El Solh, Beirut 1107 2020  
Lebanon

**Tel:** 00961 1 374374, ext: 5445

**Fax:** 000961 1 738025

**Email:** irb@aub.edu.lb

#### **E. Participant rights**

Participation in this study is voluntary. Your decision not to participate in no way influences your relationship with AUB.

Do you have any questions about the above information? Do you wish to participate in this study?

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I have read and understand the above information. I agree to participate in the research study.

Principal of: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix VI

### **Parental Consent Form AUB**

#### **Department of Education**

**Dr. Vivian Khamis and Sarah Sabbah**

Dear Parents,

We are asking for your consent to allow your child who is a student in Grade 10, 11, or 12 to participate in a **research study**, Bullying, Academic Achievement, and Psychological Well-Being among Lebanese Students: The Role of Self-efficacy. The purpose of this study is to learn more about the degree and types of bullying among this age group in the Lebanese context and to examine how it relates to students' achievement (grades) and their psychological well-being. The aim is to study the results and take preventive measures to protect Lebanese students in the future from the possible effects of bullying.

Please read the information below and feel free to contact us and ask any questions that you may have.

#### **A. Project Description**

1. In this study, your child will be asked to fill out a survey. This survey will be completely confidential and anonymous. His/her name is not required but his/her class, age, gender, and his/her latest grade average will be required. The questions on this survey will ask him/her about some of his/her experiences with bullying (such as, "How often have you been bullied at school in the last couple of months?" "I was threatened or forced to do things I didn't want to do" "I bullied him/her with mean names, comments, or gestures with inappropriate meaning") it will also ask him/her about his/her overall mood in the last month,( such as "How often have you felt happy in the last month?"). Students will also be asked questions like, "How well do you succeed in not worrying about things that might happen?"
2. The estimated time to complete this study is approximately thirty minutes.
3. The research is being conducted with the goal of publication in an M.A. thesis

and possibly presentation at academic conferences.

4. The data taken from these surveys, in addition to data from other schools will be recorded in an M.A. thesis and will be shared in the university library; however, it will be in the form of numbers and will not identify the class or school it came from.

## **B. Risks and Benefits**

Answering the survey may cause possible discomfort to students as they respond to sensitive questions (such as the questions mentioned above in the Project Description section); however, they may stop at any time and may withdraw from the study at any time. You, students' parents, may also withdraw your consent at any time until the student submits the survey. Once the survey has been submitted, neither parents nor students can withdraw from the study because it will be impossible to trace the survey submitted by any individual student.

It is important to note that the student has the right to refuse to participate even if parents agree to sign the consent form.

Refusal to participate or withdrawal from the study will not affect the student's grades or relationship with the school or with AUB.

In the folder you have received, you will find an extra copy of the consent form to keep with you in case you have any input. You will also find a handout with some information for parents about bullying, what it is, how it affects students, and what to do in case your child is being bullied or is bullying others.

All participating and nonparticipating students will receive a similar handout designed for students. Participating students will be asked to do the survey in a designated room with more space and privacy while nonparticipating students will be reading the handout in class.

Your participation in the study will help researchers better understand bullying behavior in schools and its relationship with other factors.

## **C. Confidentiality**

The records from the survey will be monitored and may be audited without violating confidentiality. **It is important to note that the researcher carrying out this study is your child's school counselor; however, she will not be involved in consenting the students or distributing and collecting their surveys at the school; she will only analyze the results and may be able to identify your child's survey through some answers (age, gender, grade average); however, in such a case, the students' privacy and confidentiality will be respected.**

To secure the confidentiality of your child's responses, your child's name will not be requested. All codes and data are kept in a locked filing cabinet in the Principal



Investigator's office. Data access is limited to the Principal Investigator and researchers working directly on this project. All data will be destroyed responsibly after the required retention period (usually three years.) Your child's privacy will be maintained in all published and written data resulting from this study.

#### **D. Contact Information**

- 1) If you have any questions or concerns about the research you may contact the principal investigator, Dr. Vivian Khamis at 01 374 374 ext. 3067 or Sarah Sabbah at sarah\_sabbah@hotmail.com or by phone 76 69 00 47.
- 2) If you have any questions, concerns or complaints about your child's rights as a participant in this research, you can contact the following office at AUB:

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Lebanon

**Tel:** 00961 1 374374, ext: 5445  
**Fax:** 000961 1 738025  
**Email:** irb@aub.edu.lb

#### **E. Participant rights**

Participation in this study is voluntary. Your child is free to leave the study at any time without penalty. Your decision not to participate in no way influences your child's grades or relationship with AUB or your school.

Note: Once the survey has been submitted, neither parents nor students can withdraw from the study because it will be impossible to trace the survey submitted by any individual student.

Do you have any questions about the above information? Do you wish to give consent for

your child to participate in this study, Bullying, Academic Achievement, and Psychological Well-Being among Lebanese Students: The Role of Self-efficacy?

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I have read and understand the above information. I agree to give consent for my child to participate in the research study.

Parent(s) of : \_\_\_\_\_ Grade: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Kindly, return this form in the envelope provided after sealing it.

## Appendix VII

### Arabic Parental Consent Form

استمارة موافقة أولياء الأمر  
الجامعة الأميركية في بيروت  
كلية التربية  
د. فيفيان خميس  
سارة صباح

السادة أولياء الأمر الكرام،

نتقدّم من حضرتكم سائلين موافقتكم على مشاركة ولدكم، الطّالب/ة في أحد صفوف المرحلة الثّانويّة (العاشر والحادي عشر والثّاني عشر)، في بحث ميدانيّ صادر عن الجامعة الأميركيّة في بيروت. يتناول هذا البحث المواضيع الآتية: التّنمّر (الاستقواء على الآخرين)، النّشاط الأكاديميّ، وواقع طلاب لبنان السّيكلوجيّ/النّفسيّ: دور الفعاليّة الدّاتيّة عند الطّالب. الهدف من هذه الدّراسة هو التّعرّف أكثر بدرجة وأنواع التّنمّر المنتشرة بين هذه الفئة العُمريّة، داخل البيئّة اللّبنانيّة، ودراصة كيفيّة ارتباطها بإنجازات الطّلاب (العلامات)، وصحتهم النّفسيّة. الهدف من ذلك هو دراسة النّتائج، واتّخاذ المعايير الوقائيّة في المستقبل لحماية طلاب لبنان من حالة التّنمّر، وتأثيراتها المُحتملة عليهم. نأمل من حضرتكم قراءة المعلومات الواردة أدناه، وعدم التّرّد في طرح أيّة أسئلة قد تتبادر إلى أذهانكم.

#### أ- وصف المشروع:

- 1- في هذه الدّراسة، سيطلب من ولدكم أن يملأ استمارة، مع التّأكيد على أنّ مضمونها سيكون موضع سرّيّة تامّة وصاحبها يبقى مجهول الهويّة؛ ولن تُستخدم إلّا لأغراض البحث العلميّ فقط، إذ لن يُطلب منه سوى ذكر "الصّف"، "العمر"، "الجنس" و"المعدّل العامّ في الفصل الأخير". أسئلة الاستمارة تتمحور حول سؤال ولدكم عن بعض تجاربه مع التّنمّر (مثلاً: "كم مرّة تعرّضت للتّنمّر في المدرسة في الشّهرين الماضيين؟" - أو: "هل أُجبرت تحت التّهديد على القيام بأشياء لا ترغب في القيام بها؟" - أو: "هل استقويت على أحدهم باستخدام أسماء، أو كلمات، أو إيماءات ذات معانٍ غير مناسبة؟"). كما ستسأل الاستمارة ولدكم حول مزاجه العامّ في الشّهْر الماضي (مثلاً: "كم مرّة شعرت بالسعادة في الشّهْر الماضي؟")؛ كما سيتمّ طرح أسئلة مثل: ("إلى أيّ مدى تستطيع أن لا تقلق بشأن الأمور التي قد تحدث؟")
- 2- الوقت المتوقّع لإكمال هذه الاستمارة هو ثلاثين دقيقة تقريباً.
- 3- تجرى هذه الدّراسة بهدف النّشر في رسالة ماجستير، وقد تُستخدم للعرض في مؤتمرات أكاديميّة.

٤- البيانات المأخوذة من هذه الدراسات، بالإضافة إلى تلك المأخوذة من مدارس أخرى، سيتم تسجيلها في رسالة الماجستير، وتُحفظ في مكتبة الجامعة لتكون في متناول الراغبين، مع الإشارة إلى أن هذه البيانات ستكون بشكل أرقام، من دون تحديد اسم المدرسة أو الصّف المأخوذة منه.

### ب- المخاطر والفوائد:

يتضمّن البحث بعض الأسئلة الحسّاسة كتلك المذكورة في شرح البحث سابقاً والتي يمكن أن تشعر التلميذ بالانزعاج. لذلك، نوضّح أنّه يمكن للتلميذ التوقّف عن المشاركة وعدم المتابعة في أيّ وقت ولأيّ سبب. كما ويمكنكم كأولياء الأمور، سحب موافقتكم في أيّ وقت. أمّا في حال إنجاز الاستمارة وتسليمها، فلا يُمكن للطالب، أو لوليّ أمره أن يستعيدها لاحقاً، لاستحالة اقتفاء أثر أيّ استمارة. من المهمّ أخذ العلم بأنّ للطالب الحقّ بالامتناع عن المشاركة في هذه الدراسة، حتّى ولو وافق أولياء أمره على ذلك.

والجدير بالذكر أيضاً، هو أنّ سحب الموافقة، والتوقّف عن المشاركة، لن يُرتبب أيّة عقوبات على الطالب، ولن يؤثّر بأيّ شكل من الأشكال لا على علاماته، ولا على علاقته بمدرسته، أو بالجامعة الأميركية.

في الملفّ الذي تسلّمتموه، هناك نسخة إضافية عن استمارة الموافقة، يُمكنكم الاحتفاظ بها في حال توفّر لديكم أية أسئلة إضافية. كما ويتضمّن المغلفّ نشرة تتضمّن بعض المعلومات للأهل حول التّمنّر: ما هو، كيف يؤثّر على الطّلاب، وماذا تفعل في حال كان ابنك يتعرّض للتّمنّر، أو كان هو مُتّمنّراً غيره. جميع الطّلاب المشاركين في هذه الدراسة، بالإضافة إلى غير المشاركين أيضاً، سوف يتلقّون نشرة مماثلة مُخصّصة للطّلاب.

سيُطلب من المشاركين في هذه الدراسة القيام بملء الاستمارة خارج الصّفّ، في غرفة مُخصّصة للاستفادة من مساحتها، ولضمان خصوصيّة الطّلاب المشاركين. أمّا بالنسبة إلى الطّلاب غير المشاركين، فسيُقرّون هذه النشرة داخل صفوفهم. مشاركتكم في هذه الدراسة سوف تساعد الباحثين على فهم سلوك التّمنّر في المدارس بشكل أفضل، وعلاقته بعوامل أخرى.

### ج- السريّة والخصوصيّة:

ستتمّ مراقبة سجلّات المشروع ومراجعتها من دون انتهاك سريّة المشاركين. من المهمّ أن نلاحظ أنّ الباحثة في هذا المشروع هي المرشدة التربويّة في مدرسة أبنائكم. ولكن لن تقوم الباحثة بالطلب من التلاميذ بالمشاركة بالبحث، أو توزيع ولمّ الاستمارة ولكنها ستقوم فقط بتحليل النتائج. ومن الممكن أن تقدّر هويّة صاحب الاستمارة من خلال بعض الإجابات المتعلقة بـ"العمر"، "الجنس" أو "المعدّل العام"... ومع ذلك، في هذه الحالة، ستحترم خصوصيّة التلميذ مع الحفاظ على السريّة التامة.

لتأمين الخصوصية وضمان سريّة إجابات أبنائكم، لن يُطلب من التلاميذ ذكر أسمائهم، وسوف تحفظ الإجابات في خزانة الملفات في مكتب الباحث الرئيسيّ، بحيث لا يُسمح بالوصول إليها إلا للباحث الرئيسيّ،

والباحثين الآخرين العاملين على هذه الدراسة. هذا، وسيتم التّخصّص من هذه البيانات نهائياً، وبمسؤوليّة مهنيّة، بعد انتهاء الفترة القانونيّة المعروفة للاحتفاظ بالبيانات، وهي ثلاث سنوات. وسيتمّ الحفاظ على خصوصيّة أبنائكم في جميع البيانات المنشورة والمكتوبة الناتجة عن هذه الدراسة.

#### د- معلومات الاتّصال:

٣- إذا كان لديكم أيّة أسئلة أو استفسارات حول البحث، يمكنكم الاتّصال بالباحثة الرئيّسيّة "د. فيفيان خميس" عبر الهاتف ٣٧٤ ٣٧٤-٠١-٣٠٦٧، أو بالباحثة "سارة صباّح" عبر البريد الإلكترونيّ sarah\_sabbah@hotmail.com، أو عبر الهاتف ٧٦٦٩٠٠٤٧.

٤- إذا كان لديكم أيّة أسئلة، أو مخاوف أو شكاوى حول حقوق أبنائكم كمشاركين في هذا البحث، يمكنكم الاتّصال بالمكتب الآتي ذكره أدناه في الجامعة الأميركيّة في بيروت. مكتب لجنة الأخلاقيّات

(Social & Behavioral Sciences Institutional Review Board)

صندوق بريد: 11-0236 F15

هاتف: ٣٧٤ ٣٧٤-٠١-٥٤٤٥

رياض الصلح، بيروت ٢٠٢٠ ١١٠٧

#### هـ حقوق المشارك:

إنّ المشاركة في هذه الدراسة هي طوعيّة. ويحقّ للتلميذ ترك الدراسة في أيّ وقت كان من دون أيّة عواقب. وإنّ قراركم بعدم المشاركة لن يؤثّر أبداً على علامات التّلميذ، أو على علاقته بمدرسته أو بالجامعة الأميركيّة.

ملاحظة: في حال إنجاز الاستمارة وتسليمها، فلا يُمكن للطّالب، أو لوليّ أمره أن يستعيدها لاحقاً، لاستحالة اقتفاء أثر أيّ استمارة.

هل لديك أيّة أسئلة حول المعلومات الواردة أعلاه؟ هل تسمح لابنك/ لابنتك بالمشاركة في هذه الدراسة؟

لقد قرأت المعلومات المذكورة أعلاه وفهمت المطلوب فيها. وأنا أوافق على مشاركة ولدي في هذه الدراسة.

اسم التّلميذ (ة) -----

الصفّ  
-----

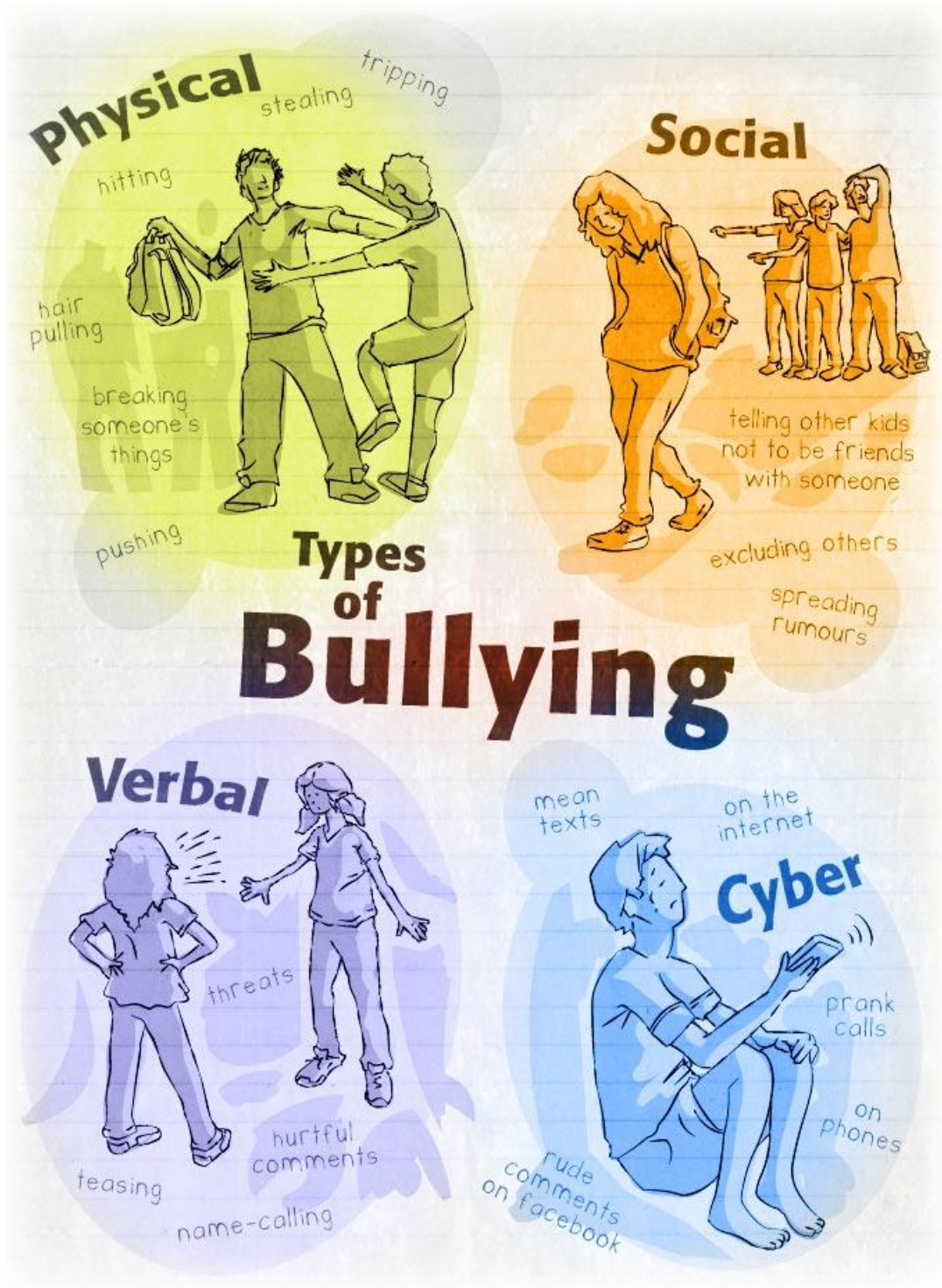
توقيع وليّ الأمر  
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التاريخ  
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في حال توقيعكم هذه الإستمارة، الرجاء إعلانها في المغلف المرفق بها بعد ختمه بإحكام

Appendix VIII

Parent Information Sheet



## **What is Bullying?**

- 1) Bullying is a type of violent behavior
- 2) There are different types of bullying; Physical, Social, Verbal and Cyberbullying
- 3) It is usually done intentionally to harm someone
- 4) Bullying actions are usually not provoked by the victim
- 5) Bullying can be done by one individual or a group usually with one victim

In order for a violent behavior to be considered bullying, it has to be done repetitively for a period of time.

Anybody could be a bully and anybody could be a victim to some type of bullying. Bullying has been found to affect victims in many ways.

## **How can bullying affect victims?**

Different people are affected by the same things differently; the following are examples of possible effects of bullying:

Anxiety, depression, loneliness, behavioral problems, feeling insecure, academic problems, low self-esteem, poor peer relationships, avoiding school, nightmares, physical symptoms such as headaches stomachaches, back pain, chest tightness, sore throat, sleeping problems, morning fatigue, poor appetite and sometimes suicidal ideation.

## **What if my child is being bullied?**

- Keep communication open with your child and take what he/she says seriously
- Don't blame your child, it's not his/her fault
- Discuss with your child some techniques he/she can use like staying in groups with friends will strengthen him/her, walking away from the bully, telling the bully to stop firmly by looking him/her in the eye and saying it clearly
- Role-play different scenarios at home
- Help your child feel more confident by reminding him/her of his/her strengths
- Contact the school counselor or administrator for assistance

## **What if my child is the bully?**

- Take the matter seriously but don't blame yourself or your child; however, remember another child is being hurt



- Talk to your child and try to find out what is going on with him/her. Bullying may be a cover up for something else that is going on inside like sadness, anger, feeling anxious, insecure, or changes or problems that the child is unable to deal with properly
- Check if someone else is bullying your child in any of the places he/she goes to (school/home/clubs/relatives) because sometimes a child who bullies is bullied too
- Try to teach your child empathy by discussing how he/she would feel if they were in the victim's shoes
- Contact the school counselor or administrator for assistance

## Appendix IX

### **AUB Social And Behavioral Sciences Assent to Participate in Research**

**Study Title:** Bullying, Academic Achievement, and Psychological Well-Being among Lebanese Students: The Role of Self-Efficacy

**Researchers:** Dr. Vivian Khamis and Sarah I. Sabbah

- **You are being asked to be in a research study. Studies are done to find better ways to treat people or to better understand how adolescents think about things or how adolescents and adults may behave at different times.**
- **This form will tell you about the study to help you decide whether or not you want to participate.**
- **You should ask any questions you have before making up your mind. You can think about it before you make your decision.**
- **It is okay to say “No” if you don’t want to be in the study even if your parent signed the consent form, you still have the right to say, “No”.**
- **If you say “Yes” you can change your mind and quit being in the study at any time without getting in trouble; your grades will not be affected, and your relationship with the school or with the American University of Beirut will not be affected either.**
- **If you decide you want to be in the study, an adult (usually a parent) will also need to give permission for you to be in the study by signing a consent form.**

#### **10. What is this study about?**

The study is being done to see how much bullying is going on in your age group, and how your mood and grades are, and to see if they are connected to each other.

#### **11. What will I need to do if I am in this study?**

If you participate in the study, you will need to answer a survey. It is completely anonymous; no one will know it is your survey. If you participate, you will receive your survey in an envelope, and you will have an envelope to return your survey in.

This will secure your confidentiality as the researcher's assistant will not see your survey while collecting it. The survey will be carried out by the researcher's assistant. No teachers or school staff will be around while you are doing the survey. **It is important to note that the researcher is your school counselor who may be able to identify your survey due to some of your answers about your age, gender, and average grade. If this happens, your confidentiality and privacy will be respected. If you do not wish to participate, your choice will be respected and will not affect your relationship with your school counselor.**

**12. How long will I be in the study?**

The survey is expected to take not more than thirty minutes.

**13. Can I stop being in the study?**

You can stop doing the survey at any time until you submit it. Once the questionnaire has been submitted, neither you nor your parents can withdraw from the study because it will be impossible to trace the questionnaire submitted by any individual student. Stopping will not affect you in any way. It will not affect your grades or your relationship with the school or AUB.

**14. What bad things might happen to me if I am in the study?**

Some of the questions may be sensitive and you may feel uncomfortable. Examples of questions are, "I was threatened or forced to do things I didn't want to do"; "I bullied him or her with mean names, comments; or gestures with inappropriate meaning"; "How often have you felt happy in the last month?"; "How well do you succeed in not worrying about things that might happen?" You will also be asked about your class, age, gender, and your latest overall average.

**15. What good things might happen to me if I am in the study?**

All students will receive an information sheet about bullying, its effects on students, and how to deal with it.

**16. When, Where, and How?**

Students whose parents sign the consent form will be given an assent form to read carefully. Students who do not wish to participate may refuse to sign the assent

form. Even if your parents signed a consent form, you have the right to say “No”. Students who do not have parental consent will not participate in the study. Students who have signed both consent and assent forms will be asked to go with the researcher to another room with more space between students, assigned by the school, to do the survey, while students who do not participate will be given an information sheet to read.

If at any time, a student decides to leave the study, the questionnaire will be destroyed immediately and the student may go back to class. Leaving the study will not affect the student’s grades or relationship with his/her school or with AUB in any way. As soon as participants are finished with the questionnaire, they may hand it in inside a sealed envelope, take an information sheet, and go back to class. Note that another copy of this form is provided in the folder for you to sign, keep and reread. In case you decide to change your mind any time before submitting the survey, you may withdraw your assent. Once the survey is submitted, it will be impossible to identify and retrieve it.

**17. Will I be given anything for being in this study?**

Your participation would be appreciated.

**18. Who can I talk to about the study?**

For questions about the study you may contact the principal investigator, Dr. Vivian Khamis at 01 374 374 ext. 3067 or the researcher, Sarah I. Sabbah by email at [sarah\\_sabbah@hotmail.com](mailto:sarah_sabbah@hotmail.com).

To discuss other study-related questions with someone who is not part of the research team, you may contact the AUB Social & Behavioral Science Institution Review Board at 01-350000 ext. 5445.

## Signing the Assent Form

I have read (or someone has read to me) this form. I have had a chance to ask questions before making up my mind. I want to be in this research study.

AM/PM

---

**Signature or printed name of  
participant**

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**Date and time**

### **Investigator/Research Staff**

I have explained the research to the participant before requesting the signature above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

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**Printed name of person obtaining  
assent**

---

**Signature of person obtaining assent**

AM/PM

---

**Date and time**

Appendix X

**School Approval Form**  
**AUB**

**Department of Education**

**Dr. Vivian Khamis and Sarah Sabbah**

Dear School Principal,

We are asking for your consent to allow your students in Grades 10, 11, and 12 to participate in a **research study**, Bullying, Academic Achievement, and Psychological Well-Being among Lebanese Students: The Role of Self-efficacy. The purpose of this study is to learn more about the degree and types of bullying among this age group in the Lebanese context and to examine how it relates to students' achievement (grades) and their well-being. The aim is to study the results and take preventive measures to protect students from the possible effects of bullying.

Please read the information below and feel free to contact us and ask any questions that you may have.

**A. Project Description**

1. In this study, your students will be asked to fill out a survey. This survey will be completely confidential. Their names will not be required, but their class, age, gender, and their latest grade average will be required. The questions on this survey will ask them about some of their experiences with bullying (such as, "How often have you been bullied at school in the last couple of months?" "I was threatened or forced to do things I didn't want to do" "I bullied him/her with mean names, comments, or gestures with inappropriate meaning") it will also ask them about their overall mood in the last month, (such as "How often have you felt happy in the last month?"). Students will also be asked questions like, "How well do you succeed in not worrying about things that might happen?"
2. The estimated time to complete this survey is approximately thirty minutes.
3. The research is being conducted with the goal of publication in an M.A. thesis and possibly presentation at academic conferences.

4. The data taken from these surveys, in addition to data from other schools will be recorded in an M.A. thesis and will be shared in the university library; however, it will be in the form of numbers and will not identify the class or school it came from.

## **B. Risks and Benefits**

As this research study is to be done with students who are minors, it is required that the researcher explain the study to each of the classes and hand in parental consent forms which she will come back two days later to collect. Only the researcher can do this; teachers and school staff cannot play a role in any part of this study to secure students' privacy and confidentiality. Students will also have to sign an assent form before they start the study. Answering the survey may cause possible discomfort to students as they respond to sensitive questions (such as the questions mentioned above in the Project Description section); however, they may stop at any time and may withdraw from the study at any time. Students' parents may also withdraw their consent at any time. Students' parents will receive an information sheet with information about bullying, what it is and how to deal with it. Students will also receive a student version of this information sheet.

## **C. Confidentiality**

Regarding the records from the survey, they will be monitored and may be audited without violating confidentiality.

To secure the confidentiality of your students' responses, your students' names will not be requested. All codes and data are kept in a locked filing cabinet in the Principal Investigator's office. Data access is limited to the Principal Investigator and researchers working directly on this project. All data will be destroyed responsibly after the required retention period (usually three years.) Your students' privacy will be maintained in all published and written data resulting from this study.

Regarding logistics, to secure students' privacy while answering the survey on such a private matter, it is important that participating students are moved to a bigger room where they can sit far from each other while answering the questions. Only the researcher can be in the room while the survey is being carried out. Students who are not participating will need to stay in class. They will be given an information sheet to read.

**D. Contact Information**

1) If you have any questions or concerns about the research you may contact the principal investigator, Dr. Vivian Khamis at 01 374 374 ext. 3067 or Sarah Sabbah at sarah\_sabbah@hotmail.com or by phone 76 69 00 47.

2) If you have any questions, concerns or complaints about your students' rights as participants in this research, you can contact the following office at AUB:

Social & Behavioral Sciences Institutional Review Board

American University of Beirut  
PO BOX: 11-0236 F15  
Riad El Solh, Beirut 1107 2020  
Lebanon

**Tel:** 00961 1 374374, ext: 5445

**Fax:** 000961 1 738025

**Email:** irb@aub.edu.lb

**E. Participant rights**

Participation in this study is voluntary. Your decision not to participate in no way influences your relationship with AUB.

Do you have any questions about the above information? Do you wish to participate in this study?

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I have read and understand the above information. I agree to participate in the research study.

Principal of: \_\_\_\_\_

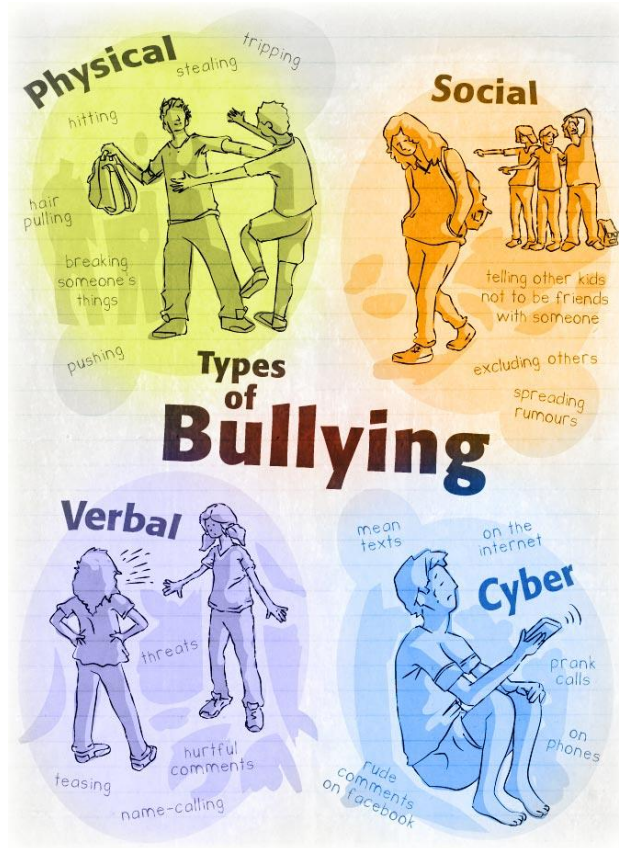


Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix XI

### Student Information Sheet



#### What is Bullying?

- 6) Bullying is a type of violent behavior
- 7) There are different types of bullying; Physical, Social, Verbal and Cyberbullying
- 8) It is usually done intentionally to harm someone
- 9) Bullying actions are usually not provoked by the victim
- 10) Bullying can be done by one individual or a group usually with one victim

In order for a violent behavior to be considered bullying, it has to be done repetitively for a period of time.

Anybody could be a bully and anybody could be a victim to some type of bullying. Bullying has been found to affect victims in many ways.

#### How can bullying affect victims?

Different people are affected by the same things differently; the following are examples of possible effects of bullying:

Anxiety, depression, loneliness, behavioral problems, feeling insecure, academic problems, low self-esteem, poor peer relationships, avoiding school, nightmares, physical symptoms such as headaches stomachaches, back pain, chest tightness, sore throat, sleeping problems, morning fatigue, poor appetite and sometimes suicidal ideation.

### **What if you are being bullied?**

- It's not your fault and it's not about you
- Stay calm and in control
- Don't show emotions like anger, fear, or being upset
- Show confidence by having positive body language
- Be assertive, speak clearly and confidently
- Talk to friends and stay with groups when the bully is around
- Role-play and practice these things at home with someone you trust
- Report it! Talk to your school counselor, a teacher, or an administrator

### **What if I am a bully?**

- Thank you for being honest with yourself
- If you are bullying someone, talk to your counselor or an adult you trust who can help you find out what is really going on. Bullying may be a cover up for something else that is going on inside you like sadness, anger, feeling anxious, insecure, or changes or problems that you are unable to deal with properly
- Apologize to the people you have hurt
- Talk about it with a friend, your school counselor, a teacher, or parent

**If you felt discomfort after participating in the study, or if you are concerned about your or others bullying behavior, please talk to your school counselor.**

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