

Bullying Behavior and its Relationship to Academic Perseverance among Middle School Students

Abdullah Khawas Youssef Ismail (Ph.D.)

Assistant Professor, social work individual and families
department

Faculty of social work Helwan University

Asmaa Farg Farg Abdel Gawad (Ph.D.)

Assistant Professor, social work individual and families
department

Faculty of social work Helwan University

Abstract:

This study aims to determine the relationship between bullying behavior and academic perseverance for middle school students. The study sample consist of 600 male and female middle school students. This study belongs to the descriptive study style using the social survey method with a Stratified sample of male and female students in the Al-Azhar preparatory stage. The results of the study found that there is a statistically significant inverse relationship between bullying behavior, sub-dimensions, and academic perseverance for middle school students at a significant level (0.01), and the presence of statistically significant differences between males and females on the bullying behavior scale in favor of males at a significant level (0.01). in addition, and the presence of statistically significant differences between Males and females on the academic perseverance scale are in favor of females at a significant level (0.01). Also there is no inverse relationship between average family income and academic perseverance, and there is an inverse relationship between average family income and bullying behavior at a significant level (0.01).

Keywords: Bullying behavior, academic persistence, middle school students

Introduction:

The preparatory stage is the stage that corresponds to early adolescence, which extends from twelve to fifteen years. The number of students in the preparatory stage reaches 6.5 million students, representing 23.3% of the total educational levels (including 6.0 million students, representing 23.6% of the total general education levels), and (505.2 thousand students, representing 19.9% of the total Stages of Al-Azhari education) in 2022-2023 (Central Agency for Public Mobilization and Statistics, 2023). The number of male students in the preparatory stage is 3,004,058, while the number of female students reached 2,825,717, representing 22.5% of the total number of students enrolled in the various stages of education (Central Agency Public Mobilization and Statistics, 2021).

Among the problems that affect our children and adolescents and occur in secret most of the time is what is called “bullying behavior,” and bullying is a phenomenon directed from one individual to another who is younger or weaker than him and is characterized by an imbalance of power (Ibrahim, 2020, p. 5).

In Egypt, bullying in public schools in general and private schools, in particular has become a prominent school phenomenon (Al-Bahas, 2012, p.351). It threatens the security of students and the continuation of the educational process, as there is intent among those who bully their victims, using many means to harm them, such as physical and verbal assault and isolation. Accordingly, bullying in various forms is a subset of aggressive behavior (Barakat & Al-Hamidi, 2021, PP.9:10).

The school environment may encourage bullying behavior; the results of a Fenny's study (2022) clarifies that a negative school environment that encourages negative behaviors is an important indicator of the occurrence of bullying among students, Furthermore, Marchante, et al (2022) recommend the importance of creating a positive school climate in the school, a medium to reduce bullying and victimization behaviors. In Egypt, students are exposed to bullying at a rate of 44% in primary school, 20% in middle school, and 20% of secondary school students (Hussein 2018, p. 63). Bullying is one of the repeated acts over time that involves an imbalance of power for the child with greater power, or for a group that attacks another group. Less forceful, bullying can be through actual harassment, physical assault, or other aggressive tactics intended to intentionally harm another person. in order to gain power over him. Bullying can be defined in many different ways, and it ranges between verbal, physical, and relational bullying. Bullying can occur anywhere at school, on the road, in public places, on the phone, via the Internet, and it may sometimes reach the point of crime (Khafaja, 2021, p. 63.) This is consistent with the results of Wu, X, et al study (2022) revealing that physical, verbal, social and psychological forms of bullying are due to incorrect family socialization methods and negative interactions with children, whether by the bully or the bullied. Nansel, et al (2001) conclude that bullied students suffer from difficulties in the learning process and also have difficulty in adapting to the school climate. They suffer from attention deficit and hyperactivity. Kokkinos & Panayiotou (2004) also find that all bullied students have a low level of self-esteem. The study agrees with this Spade (2007) showing the negative relationship between bullying and self-esteem among bullies and their victims. Storey & Slaby (2008) point out that, anxiety low self-esteem, sadness, feels unsupported by others, severe self-blame, withdrawal from social situations,

deficiencies in social skills, and a small number of friends or no friends at all.

Some Students face academic and social challenges every day in the classroom, at home, and in the community. These challenges and stresses may impair their achievement and lead to absenteeism from education. However, despite the obstacles and difficult circumstances, there are students who can adapt to difficulties and reach a high level of academic achievement and success because they believe that success in education. It is as a result of effort and perseverance, not just ability, these students are called competent students. "Perseverance emerges from attention to the distinctive characteristics of individuals who succeed under difficult circumstances from those who do not"(Khalaf, 2014, p. 202)

Perseverance plays an active role in achieving achievement, as it requires setting goals, implementing plans and actions, making sacrifices, overcoming obstacles, facing setbacks and criticism, and exploiting energy, motivation, and activity. It also requires adaptation and flexibility in various situations that require choosing a job or activity (Zamrami, 2012, p. 19) Mohammadin (2023) demonstrates that there is a relationship between academic resilience and both goal orientations and mental motivation among middle school students. The more steadfastness they have, the greater their goal orientations and mental motivation.

Wright et al (2013) find out that there is a positive relationship between self-efficacy and academic perseverance among students. In addition, Roney (2019) claims that academic perseverance has a role in predicting students' academic achievement, and it includes the three main aspects: determination, self-control, and behavioral engagement . Oluremi (2014) reveals that there is a positive, statistically significant correlation between academic perseverance and students participation in school activities, and attendance and commitment in classes.

Perseverance includes cognitive and behavioral trends that reflect positive personality traits, and are linked to positive mental and physical health outcomes. Persevering individuals are characterized by internal control and have a positive image of themselves, optimism, the ability to adapt, and flexibility when facing obstacles (Burns & Anstey, 2010, p. 528). This is consistent with Gordeeva et al (2018) in that self-control is an important personal resource for students, increases their motivation, helps them commit and persevere, and this contributes to their achieving success and raising their standard of life.

Ferrao&Almeido(2021)show that there is a direct relationship between academic achievement and academic perseverance. Proeh, et al (2017), and Ibrahim (2023) conclude that the family atmosphere that supports the student with positive interactions and the presence of a safe school environment helps them determine their choices for their future and develop perseverance in the face of their difficulties, and that perseverance develops qualities including meaning, purpose, empathy, and compassion. Tolerance and gratitude are part of being an outstanding student. Moreover, Amin, et al (2022) find out that there is a significant positive relationship between religious attitudes and perseverance and learning motivation among middle school students.

Behavioral theory proposes that dangerous and unacceptable behaviors among students must be modified with appropriate ones, and the positive behavior they have should be reinforced and strengthened, good models should be provided for students to follow, an appropriate environment should be provided to reduce bullying behavior, and the need to provide students with human values that urge them to empathize, appreciate, and not offend others (Ibrahim, (2020, p. 83).

In light of the theoretical framework presented and previous studies, the problem of the study was defined in a main question: What is the relationship between bullying behavior and academic perseverance among middle school students?

The Objectives of the Study:

This study aims to:

- 1- Determine the relationship between bullying behavior and academic perseverance for middle school students.
- 2- Determine the differences between males and females on the bullying behavior scale.
- 3- Determine the differences between males and females on the academic perseverance scale.
- 4- Determine the relationship between average income and bullying behavior as well as academic persistence.

The Concepts of the Study:

1- The Concept of Bullying Behavior:

School bullying is intentional negative actions on the part of one or more students to cause harm to another student, carried out repeatedly and all the time. These negative actions can be with words such as threats, reprimands, teasing and insults, and they can also be

with physical contact such as hitting, pushing and kicking, or even without using words or physical exposure, such as grimacing or inappropriate gestures, intentionally isolating him from the group or refusing to respond to his desire (Khafaja, 2021, p. 14).

The researchers define bullying behavior theoretically in the current study as a student performing a series of intentional negative actions towards other weaker students on a permanent and repeated basis with the aim of imposing control and control over the victim in various forms, including physical, verbal, psychological or social.

Bullying behavior is measured operationally by the score the student obtains on the dimensions of the bullying behavior scale, which are as follows: 1- Psychological bullying, 2- Social bullying, 3- Verbal bullying, 4- Physical bullying.

2-The Concept of Academic Perseverance:

Academic perseverance is defined as the intense efforts made by a student in practicing academic tasks, and these efforts appear in participation in activities and the continuous pursuit of goals despite the obstacles and difficulties faced (Farrington, et al, 2012, p. 22).

The researchers define academic perseverance theoretically: continuing and persevering in studying, making efforts, and developing plans to overcome the difficulties faced by students, which helps raise their level of academic achievement.

Academic perseverance is measured operationally in this study: by the score the student obtains on the academic perseverance scale.

The current study explains the results of the two study variables focusing on behavioral theory: Behavioral theory proves that children learn bullying methods by trying to imitate bullies at school and at home. The child learns criminal and deviant behavioral patterns through a process of imitation that does not differ in nature from learning any other profession or craft that a person learns through mingling with others and imitating them, and this process takes place in a systematic manner. It is not automatic because it is a psychological and social process, and there must be an example or role model for any type of social behavior that the individual seeks to imitate. The bully finds an example or pattern in another bully (Walters, 2009, p. 21).

Therefore, Behavioral theory includes several concepts; the most important of which are behavior, stimulus, response, positive reinforcement, negative reinforcement, and extinction.

Methodological procedures:

1- Type of study and method used:

A descriptive study aimed at determining the nature of the relationship between bullying behavior and academic perseverance for middle school students, and it relies on the social survey approach using a stratified sample method for middle school students in Al-Azhar institutes for the academic year 2022-2023 AD.

2- Study hypotheses:

- 1-The first main hypothesis: There is a statistically significant inverse relationship between bullying behavior and academic perseverance for middle school students in its various dimensions (psychological bullying ,verbal bullying , social bullying ,physical bullying)
- 2-The second main hypothesis: There are statistically significant differences between the average scores of (males and females) on the bullying behavior scale in favor of male middle school students.
- 3-The third main hypothesis: There are statistically significant differences between the average scores of (males and females) on the academic perseverance scale in favor of male middle school students.
- 4-The fourth main hypothesis: There is a statistically significant inverse relationship between average family income and academic perseverance and bullying behavior of middle school students.

3- Study tools:

A-Bullying behavior for adolescents prepared by(Al-Dasuki 2016)

- Description of the scale: The scale consists of (40 statements) to estimate bullying behavior, which includes four main dimensions: the psychological bullying dimension, the verbal bullying dimension, the social bullying dimension, and the physical bullying dimension.
- Validity of the scale: Correlative validity, factorial validity, and internal consistency validity. And Reliability of the scale for the scale using the retest method, the Cronbach alpha coefficient method, and the split-half method They are all significant at a level of significance.(0.01) , Correction method: The scale has three responses (yes, to some extent, no) with weights of (1, 2, 3). A high score indicates bullying and vice versa.

The researchers restored validity and reliability to verify its suitability for the current research as follows:

5-Validity of the scale ;Validity of internal consistency: The researchers applied the scale to a sample of students who had the same characteristics as the study sample, and they numbered (30) from outside the study sample cases. Correlation coefficients were calculated using the Pearson correlation coefficient to calculate the internal consistency coefficient through: Calculating the correlation coefficient between the total scores of each After and between the total scores

Tabel No(1) show the Validity of the bullying behavior scale of the scale

Dimensions	Correlation coefficient	Level of significance
Psychological bullying	0.921	**
Verbal bullying	0.933	**
Social bullying	0.905	**
Physical bullying	0.874	**
**significant at(0.01)		*significant at (0.05)

Table No. (1) shows that the resulting correlation coefficient values range between (0.874) and (0.921), and all of these coefficients are high and significant at a significance level (0.01), which indicates the validity of the scale to an appropriate degree whose results can be relied upon. In its final form, the scale consisted of 37 items, the first dimension had 13 items, the second dimension had 12 items, the third dimension had 6 items, and the fourth dimension had 6 items.

6- Reliability of the scale: The researchers recalculated the reliability as follows

Test-Re-Test method: The scale was applied and then re-applied again with an interval of two weeks, on a sample of (30) individuals from outside the study sample, and the correlation coefficient was calculated in the first and second applications on the sub-dimensions, As well as the total score on the scale, as well as the Cronbach's alpha coefficient method for reliability, and the results were as follows:

Table No. (2) shows the reliability coefficients of the bullying behavior scale for adolescents (N=50)

Dimensions	The value of Pearson's reliability coefficient and its significance	The value of Cronbach's alpha coefficient of reliability
Psychological bullying	**0.756	0.844
Verbal bullying	**0.907	0.944
Social bullying	**0.780	0.858
Physical bullying	**0.697	0.760
The scale as a whole	**0.839	0.880
*significant at (0.05)		**significant at(0.01)

Table No. (2) shows that the reliability coefficients are statistically significant at a significance level (0.01), which indicates the stability of the scale.

B- Academic Perseverance Scale prepared by (Musi, 2011)

The scale consists of ten items, each of which represents two positions (A) and (B). The student must choose the position that applies to him, and then decide the extent to which this position applies to him from two alternatives: (I will definitely choose) and (I may choose).

Responses in each item are graded based on a four-pronged scale: 1, 2, 3, 4, where grades 1 and 2 are assigned to response (A), and grades 3 and 4 are assigned to response (B), for the validity of the scale, the validity of the internal consistency of the scale was calculated, and for reliability, the Cronbach's alpha reliability coefficient and factor analysis were used.

The researchers restored the validity and reliability of the scale to verify its suitability for the current research, as follows:

Validity of the scale; Validity of internal consistency: The researchers applied the scale to a sample of students who had the same characteristics as the study sample, and they numbered (30) individuals from outside the study sample cases. Correlation coefficients were calculated using the Pearson correlation coefficient to calculate the internal consistency coefficient through: - Calculating the correlation coefficient between the scores of each Expression and the total score of the scale.

Table No. (3) shows the calculation of the correlation coefficient between the scores of each statement and the total score of the dimension to which it belongs

Phrase number	Correlation coefficient In total For scale	Phrase number	Correlation coefficient In total For scale
1	**0.901	6	**0.542
2	**0.636	7	**0.835
3	**0.841	8	**0.733
4	**0.898	9	**0.884
5	**0.859	10	**0.645
*significant at (0.05) **significant at(0.01)			

It is clear from Table No. (3) that the resulting correlation coefficient values are high and significant at a level of significance (0.01), which indicates the validity of the scale to an appropriate degree since its results can be relied upon.

Reliability of the scale: The researchers recalculated the reliability as follows ;**Test-Re-Test method:** The scale was applied and then re-applied again with an interval of two weeks, on a sample of (30) individuals from outside the study sample, and then the correlation coefficient was calculated in the first and second applications on the sub-dimensions, As well as the total score on the scale, as well as the Cronbach's alpha coefficient method for reliability and the results were as follows

Table No. (4) shows the reliability coefficients of the academic perseverance scale (N=50)

the scale	The value of Pearson's reliability coefficient and its significance	The value of Cronbach's alpha coefficient of reliability
The scale as a whole	**0.878	0.933
*significant at (0.05) **significant at(0.01)		

Table (4) shows that the reliability coefficients are statistically significant at a level of significance (0.01), which indicates that the scale has a high degree of reliability, and thus its results can be relied upon, and thus the tool has become in its final form.

4-Fields of study

A - **Spatial field:** The study was conducted on middle school students in Al-Azhar institutes in Badrishbin and the villages associated with it. The application was carried out in six Al-Azhar institutes, three institutes for females and three institutes for males.

Justifications for choosing the spatial area:

1-Availability of the study sample,2-The students consent to cooperate with the researchers.,3- Supervising the training of social service

students in these institutes for more than four years and clarifying the students' bullying behaviors.

Table No. (5) shows the names of the institutes in which the practical aspect was applied

NO	Name of the institute	NO	Name of the institute
1	Badrashin Girls Institute, Preparatory and Secondary School	4	Badrashin Preparatory and Secondary Institute for Boys
2	Hawamdiya Girls Preparatory Secondary Institute	5	Al-Hawamdiya Preparatory and Secondary Institute for Boys
3	Abdul Rahman Azzam Girls Preparatory Secondary Institute	6	Abu Sir Preparatory and Secondary Institute for Boys

B- The human field:

The sample size reached 2996 students from the specified Al-Azhar institutes, and a Stratified sample of 20% was drawn and its size reached (600) students from the first, second and third grades of middle school.

Conditions for the study sample:-

- 1- The student must be enrolled in the first, second, or third grade in the specified institutes,
- 2- The student must be regular in studying.
- 3- To reside in his natural family (father, mother, and siblings),
- 4- To agree to cooperate with the researchers,
- 5- The students must be in the early adolescence stage .

Table No. (6) shows the sampling frame and sample

Classroom	Sampling frame	the sample
seventh grade	1496	300
Second year of middle school	900	180
The third preparatory grade	600	120
Total	2996	600

Characteristics of the study sample

Table No. (7) shows the characteristics of the study sample

No	Variables	Categories of change	R	%	No	Variables	Categories of change	R	%
1	Type	Male	349	58.2%	2	Age	12	245	40.8%
		Female	251	41.8%			13	209	34.8%
		Total	600	100%			14	100	16.7%
3	Average family Income	1000:2000	116	19.3%			15	46	7.7%
		2000:3000	186	31.0%			Total	600	100%
		3000:4000	102	17.0%			Average age	12,9	
		4000:5000	84	14.2%			Standard deviation	0.936	
		5000And more	112	18.2%					
		Total	600	100%					

c- Time domain: It took ten months to conduct the study, both theoretical and applied, in the period from the beginning of February 2022 to the end of December 2023.

Statistical results of the study:

Regarding the first main hypothesis: There is a statistically significant inverse relationship between bullying behavior and academic perseverance for middle school students.

Table No. (8) shows the correlation coefficients between bullying behavior and academic persistence for middle school students.

NO	Academic persistence of middle school students	Link	Significance
	Bullying behavior		
1	Psychological bullying	-0.435	**
2	Verbal bullying	-0.415	**
3	Social bullying	-0.450	**
4	Physical bullying	-0.405	**
2	The scale as a whole	-0.467	**

Table No. (8) shows the presence of a statistically significant inverse relationship between bullying behavior and its sub-dimensions and the academic perseverance of middle school students at a significance level of 0.01, which makes us accept the validity of the first main hypothesis and accept the validity of the first, second, third, and fourth sub-hypotheses.

The second main hypothesis: There are statistically significant differences between the average scores of (males and females) on the bullying behavior scale in favor of males.

Table No. (9) shows the differences between the average scores of (males and females) on the bullying behavior scale.

Variable	Grand Total the bullying behavior scale						
genre	Variable classes	Arithmetc mean		Standard deviation	T coefficient nt	df degree Freedom	Significance
	Male	349	59.7	19.42	13.482	525.482	D at0.01
	Female	251	43.7	9.14			
**Moral at (0.01)			* Moral at(0.05)				

It is clear from Table No. (9) that there are statistically significant differences between the scores of males and females on the bullying behavior scale as a whole and its sub-dimensions .The value of t was (13.482), which is significant at a level of significance (0.01). Therefore, we accept the validity of the second hypothesis.

The third main hypothesis: There are statistically significant differences between the average scores of (males and females) on the academic perseverance scale in favor of males.

Table No. (10) shows the differences between the average scores of (males and females) on the academic perseverance scale.

Grand Total the academic perseverance scale							
Genre	Variable classes	Arithmetc mean		Standard deviation	T coefficient	df degree Freedom	Significance
	Male	349	28.2	8.48	-5.679	577.16	D at0.01
	Female	251	31.3	4.98			
**Moral at (0.01)				* Moral at(0.05)			

It is clear from Table No. (10) that there are statistically significant differences between the scores of males and females on the academic perseverance scale. The value of t was (5.679), which is significant at a level of significance (0.01) in favor of females. Therefore, we reject the third hypothesis.

The fourth main hypothesis: There is a statistically significant inverse relationship between average family income and academic perseverance and bullying behavior of middle school students.

Table No.(11) shows the correlation between academic persistence and bullying behavior of middle school students and average family income.

No	Demographic variables	Link	Significance
	Average household income		
1	Bullying behavior	-0.467	**
2	Academic persistence	-0.03	Non D

It is clear from Table No. (11) that there is no statistically significant inverse relationship between average family income and academic perseverance, and the presence of a statistically significant inverse relationship between average family income and bullying behavior.

Discussion of the results of the study

The study showed that there is a statistically significant inverse relationship between bullying behavior and academic perseverance for middle school students, as the more bullying behavior among students, the less academic perseverance they have, **and this is consistent with what was stated in the theoretical framework** that bullying affects achievements. Scholarship (Saad, Al-Miraj, 2020, p. 151), This is also consistent with the results of a Bahnasawy & Hassan study (2015) in that there is an inverse relationship between

school bullying and achievement motivation. Also school bullying can be predicted through achievement motivation. This is consistent with the results of a Storey & Slaby study (2008) in that bullying as a behavioral problem has serious effects on children. the bully suffers from anxiety, esteem, and sadness. He feels unsupported by others, severe self, deficiencies in social skills, and a small number of friends or no friends at all, and The results of the current study are consistent with the results of a Moawad study (2019) stated that bullying students may have a lower sense of self than ordinary students due to incorrect parental treatment methods, which leads them to use violence against those who they feel are less powerful than them.

The study showed that there is an inverse relationship between psychological bullying and academic perseverance, that is, the more psychological bullying behavior there is, the less academic perseverance among middle school students. The results of the current study are consistent with the theoretical framework in that the spread of bullying behaviors in society Among school students, these behaviors have negative consequences on the psychological, educational, and social aspects in general (Barakat & Al-Hamidi, 2021, p. 9), and bullying leads to many psychological, emotional, and behavioral problems in the long term, and these problems include depression, loneliness, introversion, anxiety, low self-esteem, and increased Exposure to disease (Hussain 2018, p. 56) It also agrees with the results of a Black & Jackson study (2007) that bullies suffer from anxiety, fear, frustration, and lack of self-esteem, and this agrees with the results of a Shaya study (2018) in that there is a correlation between school bullying behavior and mental health. The more school bullying increases, the less psychological health.

The study showed an inverse relationship between verbal bullying and academic perseverance, as the more verbal bullying increases, the less academic perseverance among middle school students. The results of the current study are consistent with the results of a Rezapour, et al study (2022) in that bullies use insults, verbal expressions, and names that the victims hate, which exposes bullies socially to isolation and avoidance by colleagues. This is consistent with the results of a Ahmed study (2021) in that the most common types of bullying behavior used by bullies It is verbal bullying through spreading rumours, lies, comments and insults. This is consistent with the results of a of Bahnasawy&Hassan study (2015) in that the most common type of bullying is verbal, followed

by physical, followed by social, and followed by bullying behavior against property.

The study showed an inverse relationship between social bullying and academic perseverance at, and the results of the current study agree with the results of a Maliki, et al study(2009) in that bullies suffer from Social ostracism, they lack self-confidence, low self-esteem, and low social skills. The results of Liang, (2007) et al also agree that bullies are more violent, their behaviors are anti-social, and they are more at risk, smoke, and have suicidal thoughts. The study showed an inverse relationship between physical bullying and academic persistence. The results of the current study are consistent with the results of a Jenkins, et al study (2022) in that bullies use their physical strength and strong structure against their victims, and this is consistent with that. With the results of the study of Bahnasawy& Hassan (2015) that bullying students practice pushing, hitting, kicking, or throwing to the ground, as the bully does not have the ability to control himself in directing physical harm to the victim and wants to feel strong and in control, and students at this age are at the beginning of adolescence, and this agrees. Also, with the results of a Amara study (2017) males are more likely to use physical bullying against others, while females are more likely to use verbal bullying and bullying based on social exclusion. **According to the concept of response in behavioral theory** the student who bullies as a response and as an attempt and other to imitate automatically because it is a psychological social process and there must be an example or role model for any type of social behavior that the individual seeks to imitate. He finds an example or pattern in a bully, so bullying according to behavioral theory is a learned behavior and can be extinguished and modified through negative reinforcement

The study showed that there are statistically significant differences between males and females on bullying behavior in favor of males, The results of the current study are consistent with the theoretical framework of the study in that although bullying is widespread in the school environment between males and females, it is more widespread among males. Unlike the girl who is asked to show calmness, obedience, and refrain from violence (Al-Sobhaiyin& Al-Qudah, 2018, p. 140). The results of the current study also agree with the results of a Marchante, et al study (2022) in that males are more likely to practice bullying and abuse behaviors than females. However, the results of the study of Al-Hudaibi et al (2020) Zain Al-Abidin (2018) and the results of the current study also contradict the results of the study of Caron & Smith (2022) Belhadi (2020), Shaya

(2018) **According to the concepts of behavioral theory** reinforcement of bullying behavior from the surrounding environment makes it more acceptable behavior for males and extinguishing it for females makes it less than that of males.

The study showed that there are statistically significant differences between males and females on the academic perseverance. The results of the current study contradict the results of the study of both Al-Sharman (2021) and Usher, et al, (2019) in the presence of differences between males and females. The levels of academic perseverance, academic achievement, self-efficacy, and persistence are in favor of females, and they also contradict the results of the study of both Ibrahim (2023) Ferrao&Almeido (2021) in that there are no differences between males and females on the academic persistence scale. **According to the concepts of stimulus and response**, the future of females is exciting and they respond to it by interest in studying to achieve their future hopes.

The study showed that there is no relationship between average family income and academic perseverance, and the existence of an inverse relationship between average family income and bullying behavior among middle school students, This may be due to the fact that students try to overcome any difficulties, whether social or economic, in order to achieve success. Their goals and objectives. This is consistent with the results of a Mohammadin study (2023) in that there is an inverse relationship between average income and the bullying behavior of middle school students, and this is consistent with the results of a Aulia, et al study (2022) In that academic motivation has a greater impact on increasing academic perseverance among students than personality and mentality variables, despite the existence of an inverse relationship between average income and bullying behavior, that is, the lower the average income of families, the more their bullying behavior increases. The less income the students' families have and the more they become bullying. because unsatisfied the needs, and whenever students feel that they are less than their colleagues, this makes them resentful of others and they turn from ordinary students into bully students. **The results of the current study are consistent with the theoretical framework** of the study in that a person may live in certain family, material, or social circumstances that may ultimately lead to him becoming a bully (Hussein 2018, p. 49),and This is consistent with the characteristics of the study sample, Table No. (7), in that most of the average students' family income is 2,000:3,000 pounds (31.0%). Therefore, the level of income of the students families is low and not sufficient to satisfy the needs of the children. The results of the current study are consistent with the results of the study Carney & Merrell(2001) stated that the low economic and social level of the family may lead, in turn, to

bullying behavior. Students who do not find support from the family in solving their problems and supporting them socially and emotionally may behave abnormally at school, and this is consistent with the results of a Wahba study (2021) that the decline in the family's financial income is matched by the inability to meet the children's needs, so they feel frustrated, leading to bullying behavior.

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