

The Effect of Bullying at Yarmouk University on Students' Performance from their Point of View

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Abstract

The study aims to identify the effect of bullying at Yarmouk University on students' performance from their point of view. The study sample consisted of (500) university students selected randomly. To achieve the study objectives, a questionnaire was used. The study showed that the level of bullying and students' performance at Yarmouk University were moderate. It also showed a statistically significant difference in the effect of bullying on students' performance at Yarmouk University due to academic year, in favor of second year students, while there was no statistically significant difference in the effect of bullying on students' performance at Yarmouk University due to gender and type of faculty. The study revealed that there is statistically significant effect of bullying on students' performance at Yarmouk University. In light of the results some recommendations were provided.

Keywords: *Bullying, Students' Performance, Yarmouk University, Jordan.*

I. Introduction

Bullying, as one form of violence, is a major community problem affecting individuals in the academic institutions in particular since it is directed by one peer to another. Being bullied or showing bullying embarks at early ages (Dickerson, 2005). In this respect Maliki, Asogwara and Li (2009) postulate that students in schools are exposed to increasing level of bullying from their peers and its effect continues to secondary school. For Raskauskas and Modell (2011) bullying is a major problem leading to be solved since it has major negative impact on students psychological and behavioral variables. It is a serious problem and educators recognize and acknowledge its consequences on students and educational environment. Bullying is an abusive behavior that, undoubtedly, has had a long history and is quite pervasive in contemporary society (Lester, 2013: 45). Although there are various studies that focused on the effect of bullying on students' different outcomes and personal variables, there is still paucity in those research quests investigating its effect in the higher education environment settings Cemaloglu (2011). Al-Bentan (2019) indicates that bullying is one of the behavioral manifestations of violence among students in the different educational levels despite the fact that educators are still claiming that such a problem is not as prevalent as it is said.

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There are different types of bullying. For example, *verbal bullying* is one of the most common bullying and includes cursing, mocking, rumors, gossiping, intimidations, nicknaming, false accusations and ignoring (Claire & Michael, 2005); *physical bullying*, which is the most apparent types of bullying manifested on the form of beating, punching, slapping, scratching and spiting (Fleming & Jacobson, 2009); *social bullying*, and it is based on undermining the value of a person, discarding a student from peers, out casting others, excluding peers from participating in social and recreations activities in the learning setting (Cheung, 2010); *destroying proprieties*, such as tearing closes, books vandalization, breaking pencils and pens (Vieno, Gini & Santinello, 2011); *sexual bullying*, which is manifested in sexual comments, sexual gossiping, direct sexual contact, displaying sexual content on others in addition to using sexual nicknaming (Greory, Carnell, Fan, Shears & Huang, 2010).

There are different causes leading to bullying in educational settings. For example, Omoteso (2010) indicates that bullying is attached to individual personal characteristics and type of reaction one present in the social context. Additionally, being weak physically increases the chance of being bullied, especially among males. Other causes of bullying include some environmental variables such as educators' attitude and behaviors in the educational environment. Furthermore, parenting style may trigger the appearance of bullying as being exposed to domestic violence may lead to developing bullying behaviors in the early ages of life (Bauman & Del Rio, 2006).

Different studies had documented the impact of bullying on students' academic outcomes. For example, Al-Raqqad, Al-Bourini, Al Talahin & Aranki (2017) indicated that there is a statistically significant and negative impact for being victimized on students' academic achievement. Teachers participating in the study affirmed that being bullied is a major factor in predicting student academic performance and his participation in different school activities.

The relationship between bullying and different variables was examined. For example, Al-Raqqad, Al-Bourini, Al Talahin and Aranki (2017) found a negative impact for bullying on students' academic performance. Students' performance is the outcomes of students' interactions in the learning teaching environment with educators and peers. As such, there is a need to identify the most important factors affecting students' performance. For this reason, educators should work on creating a positive learning environment able to provide students with those opportunities enabling them to develop academically, socially, and emotionally (Pampliega, Castillo, Sanz, Galindez & Sanz, 2006). For Cruz-Ramos, Heredia-Escorza and Cannon-Diaz (2017), students' performance is highly dependent on students' personal characteristics, parenting style in addition to learning environment attributes as students are more able to grow and develop if they feel they are in a secure learning environment dominated by social relationships with peers and teachers.

Students' performance is a reflection of their ability to absorb the academic course, able to understand its contents in a way confirming to his cognitive background built on a constructive approach to reaching knowledge. This intern enables them to retrieve this knowledge when needed to solve unexpected problems arising in the learning environment or at work (Muhammed, 2008). In the same vain, Ortega, Mendoza and Ballestas (2014) postulate that performance in an issuance a subjective concept that is related to different personal characteristics such as motivation level, self-efficacy, academic self-concept in addition to being influenced by the nature of social interactions and individual engages in such as the relationship with parents,

the teaching methods employed in the different learning environment. Thus, performance is the result of complex interactions in the learning environment and is determined by various personal attributes such as student effort, ability to understand the learning content, time dedicated by students for their academic work, memory capacity and the relationship between student and his educator. For Malik and Rizvi (2018), students' performance mirrors their ability to apply the information and skills acquired by being exposed to a given learning content in the different contexts. Students' performance is all what students' collected of knowledge and information in the learning environment determining to how much they understand it; use it to develop their skills and talents to promote their academic performance in a way enabling them to be transferred to higher academic levels.

Previous Studies

Several studies examined levels of bullying among school students. However, few studies have concentrated on examining the prevalence degree of bullying in university and its relationship with various psychological and behavioural variables. In USA, Stone (2009) studied the impact of a school bullying intervention program on students' performance. The study used a one experimental group semi-experimental design as (315) students participated in the school-wide bully prevention program lasting for four months. These students were given an academic achievement scale, in addition to following up their academic progress during the first semester of the school year. Study indicated a significant decrease in bullying behaviors and an increase in student academic achievement, which confirms the effectiveness of bullying prevention program.

In another study by Sinkkonen, Puhakka, and Erilainen (2012) in Finland, the researchers studied bullying at university settings from students' perceptions. The sample included (2805) students who responded to a questionnaire measuring showing bullying or being bullied sent via email. (5%) of the total sample indicated that they were exposed to indirect bullying in public places or hearing direct verbal bullying at campus. The most frequent bullying was from a peer student, despite the fact that some students reported being bullied by faculty members.

Al-Zoubi and Mhedat (2014) examined the most bullying behaviours shown by academic institutions personal in Jordan through a sample consisted of (316) academic institutions workers selected randomly from two universities in Northern Jordan. A questionnaire was designed and administered to the sample. The study found that level of bullying in academic institutions in Jordan was moderate. The most common bullying behaviors included oppression, not giving others the chance to express their opinion, and finally administrative bullying.

In a study by King and Piotrowski (2015) at USA studied type of bullying shown by faculty members in higher education institutions against their colleagues. The sample of the study consisted of (786) faculty members. And a personal interview was employed as a means for data collection. It was found that bullying among faculty members is higher than what is believed; as females reported higher level of bullying. The most apparent bullying action among faculty members included administrative bullying.

In one study in Mexico Ramos-Jimenez, Hernandez-Toress, Murguía-Romero and Villalobos-Molina (2017) sought to investigate the prevalence of bullying and whether there are differences in prevalence level in light of gender and age. A sample consisting of (2347) male and female students in the age group (10-27) was

selected and administrated a bullying scale. The most important results are that bullying among females was 38%, and was 47% for males. There were differences in bullying levels due to age, in favor of younger students. As for bullying in the university, there were differences due to university level, in favor of fourth year students compared to first, second and third year students. The most common types of bullying were mockery, and exclusion, followed by beating, intimidation and punishment, respectively.

In one of the rare studies in Jordan Al-Raqad, Al-Bourini, Al Talahin and Aranki (2017) studied the impact of bullying on students' academic achievement from teachers point of view. A random sample totaling (200) teachers was selected and given a self-administrated questionnaire to identify teachers perceptions about types of bullying they noticed among students. The study found that there are no statistically significant differences in bullying level due to type of school; while differences were found due to gender, in favor of males in physical bullying, but it was in favor of females in verbal bullying. A statistically significant negative correlation was found between bullying (bully, victim) and students' academic achievement.

Another study by Kisfalusi (2018) examined levels of bullying and victimization among primary school students and its relationship with their ethnicity and academic achievement. The study sample included (1450) Italian students' selected from (28) geographical region across Italy. For data collection, a questionnaire was developed and administrated to the sample of the study. It was shown that there are a statistically significant negative correlation between bullying and victimization from one hand and showing bullying or being bullied among school students. A statistically significant negative correlation between bullying and victimization among students and their academic achievement was found.

In the same vain, Reisen, Viana and Santos-Neto (2019) studied in Brazil the prevalence of bullying and victimization in adolescence. The sample included (2293) male and female high school students selected using random sampling method. The results showed (43.3%) reported being victimized by their peers at school, while (40.4%) reported that they have bullied on other students. The most common bullying forms were verbal, social, and physical, respectively. There were differences in prevalence level of bullying in light of type of school, in favor of public schools; in light of gender, in favor of males.

In Jordan, Almahasneh (2019) investigated the level of bullying and its effect on students and the security of school environment. The sample of the study consisted (300) students selected from 8th, 9th, and 10th grades. To achieve the study objectives, the researcher used a questionnaire. The study showed that the main causes for bullying among students were feeling inferior. A statistically significant difference in bullying due to gender, in favor of male; in favor of grade, in favor of 8th and 10th grade. There was a negative impact for high levels of bullying on secure school environment.

In their study in Argentina, Estonia, Finland and USA, Porhola, Cvancara, Kaal, Kunttu, Tampere and Torres (2019) investigated bullying in universities by peers and administrators, and whether there are cultural variations in prevalence level, forms of bullying and gender. The sample of the study included (969) students from Argentina, (1053) from Estonia, (4403) from Finland, and (2072) from USA. For data collection, a questionnaire was send via email to the targeted students. It was found that students from Argentina reported the highest level of bullying, followed by USA, Finland, Estonia, respectively. However, being victimized by university personal was the highest among Estonian students, followed by Argentina, USA, and finally Finland.

The most frequent bullying forms were verbal in nature, followed by unjustified criticism, humiliation related to academic performance.

While Almulhim, Nasir, Althukair, Alnasser, Pikard, Ahmer, Ayub, Elmadih and Naeem (2020) examined levels of bullying among medical and non-medical students in Saudi Arabia. The total sample comprised (295) who were selected using stratified sampling procedure. For data collection, a questionnaire was developed and distributed to students. The study concluded that more than (50%) of students indicated experiencing being victimized by their peers or faculty members. The most common bullying acts included verbal abuse. Females reported higher levels of victimization. Sexual harassment was more common among female students, while physical abuse was more prevalent among males.

Problem of the Study

Despite the abundant studies examining the effect of bullying on different psychological and behavioral outcomes among students populations in the different academic levels, there is still paucity in previous literature that investigated the effect of bullying on students' performance which is both a psychological, academic and behavioral variable having many effects on students' wellbeing. Since bullying has been a major problem in the academic organizations such as schools and universities and considering the many devastating consequences of such a conduct, the need for research focusing on its outcomes needs more investigation.

Several studies have documented the increasing levels of bullying in schools and universities. For example, Almulhim, Nasir, Althukair, Alnasser, Pikard, Ahmer, Ayub, Elmadih and Naeem (2020) concluded that bullying has been a major problem hindering the achievement of academic and psychological objectives among students since it has drastically witnessed increasing levels among university students. In the same line, Al-Zoubi and Mhedat (2014) documented that Jordanian university workers report moderate levels of administrative bullying; signifying the need for more studies examining such a behavior.

Nonetheless, the level of bullying among students was examined in several contexts, especially in universities. However, its relationship with student performance was not fully examined as the researcher found a handful of studies that attempted to identify the relationship between being bullied by faculty members and peers and what this may have on students' performance.

Questions of the Study

1. What is the level of bullying among Yarmouk University students from their point of view?
2. What is the level of students' performance at Yarmouk University from their point of view?
3. Are there any statistically significant differences at ($\alpha = 0.05$) in the effect of bullying on students' performance at Yarmouk University due to gender, Type of Faculty, and academic year?
4. Is there an effect of bullying on students' performance at Yarmouk University?

Significance of the Study

The importance of this study stems from different aspects. Firstly, the results obtained may help university administration and faculty members to develop some procedures, rules, and regulations that may mitigate bullying in the university campus. Secondly; it is hoped that the results of this study may help students develop psychological resilience to decrease the effect of being bullied on their academic performance.

Furthermore, this study may provide some tools that may be used in motivating students to develop their performance incomes.

Objectives of the Study

The study aims to:

- Investigate the level of bullying among Yarmouk University students from their point of view.
- Examine the level of students' performance at Yarmouk University from their point of view.
- Identify differences in the effect of bullying on students' performance at Yarmouk University due to gender, Type of Faculty, and academic year.
- Identify differences in the effect of bullying on students' performance at Yarmouk University due to gender, Type of Faculty, and academic year
- Investigate the effect of bullying on students' performance at Yarmouk University.

Definitions

Bullying: Is an aggressive attitude by one or more person against another, characterized by intentionality, repetition, and power asymmetry. It involves different forms of behaviors, according to which individual may be classified as aggressors, victims, victim-aggressors, and witnesses, based on their attitude (Reisen, Viana & Santos-Neto, 2019: 518).

Students' Performance: Is a set of skills, information and behaviors to be owned by the individual to enable him assume his responsibilities and roles effectively (Al-Amarean, 2018: 3).

II. Research Methodology

Design of the Study

This study used a descriptive survey analytical design which is suitable for achieving the objectives of the study. Such design is based on using a survey tool (questionnaire) to collect data about the variables of the study from the targeted population.

Sample of the Study

The population of the study consisted of (40.000) approximately university students who is studying at Yarmouk University for the academic year 2019/2020. The study sample consisted of (500) students selected randomly from Yarmouk University.

Table 1: Frequency and percentages based on the study variables

		Frequency	Percent
Gender	Male	227	45.4
	Female	273	54.6

Type of Faculty	Humanitarian	287	57.4
	Scientific	213	42.6
Academic Year	First	156	31.2
	Second	159	31.8
	Third	114	22.8
	Fourth	71	14.2
	Total	500	100.0

As seen in table () the number of males is (227) with a percent of (45.4%), while the females is (273) with a percent of (54.4%). Based on the type of faculty the table shows that the number of humanitarian students is (287) with a percent of (57.4%), while the scientific students is (213) with a percent of (42.6%). According to the academic year, the second year students was had the highest frequency (F = 159, % = 31.8), followed by the first year students (F = 156, % = 31.2), then the third (F = 114, % = 22.8), and finally the fourth year students (F = 71, % = 14.2).

Study Instruments

The researcher developed two instruments for data collection by reviewing a number of pervious literature and related studies such as Stone (2009), Marraccini, Weyandt and Rossi (2015), and Khatatbeh (2020). The first one measure bullying among university students, while the other one measure students' performance.

Validity of the Instruments

To ensure the face validity of the instruments, a panel of (7) experts in education and psychology were asked to give any remarks about the content of each scale used for data collection. The percentage of the experts' agreement was set at 80%. Their remarks were taken into consideration to develop the final format of the instruments.

Reliability of the Study Instruments

To verify the reliability, Cronbach alpha for each scale were computed to ensure the results stability, dependency and capacity to predict the extent compatibility or Cronbach's alpha in the questionnaire. Table (2) shows the value of Cronbach alpha for the two instruments used in this study.

Table 2: Cronbach's Alpha Coefficient

N	domain	Cronbach alpha	test retest Pearson R
1	Bullying from Faculty Member	0.83	0.85
2	Bullying from Peers	0.80	0.91
3	Bullying (Total)	0.88	0.90
1	University Activities	0.80	0.89
2	Interpersonal Relation	0.82	0.94
3	Study	0.86	0.87
	Students' Performance	0.91	0.92

III. Results and Discussion

First Question: What is the level of bullying among Yarmouk University students from their point of view?

To answer the first question of the study, "What is the level of bullying among Yarmouk University students from their point of view?", means and standard deviations of the level of bullying among Yarmouk University students from their point of view were computed as presented in table (3).

Table 3: Means and standard deviations of the level of bullying among Yarmouk University students from their point of view, ranked in a descending order

Rank	N	domain	Mean	Std. Deviation
1	2	Bullying from Peers	2.97	.678
2	1	Bullying from Faculty Member	2.79	.691
		Bullying	2.87	.651

Table (3) shows that "Bullying from Peers" receives the highest mean (2.97) regarding the degree of agreement followed by "Bullying from Faculty Member" with mean (2.79). This table also shows that the total mean of Bullying as a whole is (2.87). As seen, bullying from peers ranked first. This result is consistent with

what is documented in previous studies (e.g. Almulhim, Nasir, Althukair, Alnasser, Pikard, Ahmer, Ayub, Elmadih & Naeem, 2020) which confirmed that peers from both genders were the main source of bullying a student may expose to in the learning setting. Knowing that students report higher levels of different forms of interactions with their peers, it is logic to find out that bullying from peers ranked first since more interaction leads to higher levels of bullying. Additionally, faculty members are restricted with different professional values and university regulations controlling the flow of their interactions with university students. Furthermore, the consequences of showing bullying against students by faculty members destructive consequences on the faculty members as it may lead to contract termination by the university administration.

Mean and standard deviation of each item in each domain were calculated as shown in the following tables.

First: Bullying from Faculty Member

Table 4: Means and standard deviations of bullying from faculty member items, ranked in a descending order

Rank	N	Item	Mean	Std. Deviation
1	3	Being excluded by a professor/instructor.	3.65	1.011
2	1	A professor/instructor withholding information that affects your performance.	3.56	.970
3	7	Having your comments ignored by a professor/instructor.	3.43	.981
4	6	Repeated reminders of your mistakes by a professor/instructor.	3.36	1.105
5	2	Being humiliated or ridiculed by a professor/instructor in connection with your course.	2.85	1.266
6	11	Acts of violent or physical abuse by a professor/instructor.	2.67	1.199
7	5	Being told or hinted by a professor/instructor that you are incompetent.	2.55	1.371
8	4	Having insulting or offensive remarks made about you by a professor/instructor.	2.51	1.364
9	9	Having false allegations made against you by a	2.11	1.028

Rank	N	Item	Mean	Std. Deviation
		professor/instructor.		
10	8	Having a professor/instructor gossip about your sex life or spread rumors about your sexual activities.	2.00	1.129
10	10	Threats of violence or physical abuse by a professor/instructor.	2.00	1.122
		Bullying from Peers	2.97	.678

Table (4) shows that Item 3 "Being excluded by a professor/instructor" receives the highest mean (3.65) regarding the degree of agreement followed by item 1 "A professor/instructor withholding information that affects your performance" with mean (3.56), while items 8, 10 "Having a professor/instructor gossip about your sex life or spread rumors about your sexual activities", "Threats of violence or physical abuse by a professor/instructor" was ranked last with mean (2.00). This table also shows that the Bullying from Peers mean as a whole is (2.97). Levels of bullying from faculty members was moderate as means was (2.97) which is a high level given the academic environment in the university. This result is surprising as it is expected that faculty members must be careful in their interactions with their students. Nonetheless, the most prevalent bullying was social and verbal in nature signifying that physical bullying cannot be manifested by faculty members in courses. When being bullied socially or verbally by a faculty member, students have little opportunities to express their resentment and annoyance towards what the faculty members has shown of behaviors. Furthermore, in the oriental societies, some of the insults or comments that may be from the faculty members are accepted by students. Faculty members have a remarkable social position in a country like Jordan, giving them sometimes the right to show verbal and social bullying to a certain extent.

Second: Bullying from Peers

Table 5- : Means and standard deviations of bullying from peers items, ranked in a descending order

Rank	N	Item	Mean	Std. Deviation
1	20	I was bullied in another way.	3.72	.945
2	15	Other students told lies or spread false rumors about me and tried to make others dislike me.	3.70	.940
3	14	I was hit, kicked, pushed, shoved around, or locked indoors.	3.34	.995

Rank	N	Item	Mean	Std. Deviation
4	12	I was called mean names, was made fun of, or teased in a hurtful way.	2.95	1.306
5	19	I was bullied with mean names, comments, or gestures with a sexual meaning.	2.79	1.223
6	18	I was bullied with mean names or comments about my race or color	2.62	1.176
6	16	I had money or other things taken from me or damaged.	2.60	1.210
8	13	Other students left me out of things on purpose, excluded me from their group of friends, or ignored me.	2.53	1.212
9	17	I was threatened to do things I didn't want to do.	2.51	1.083
		Bullying from Peers	2.97	.678

Table (5) shows that Item 20 "I was bullied in another way" receives the highest mean (3.72) regarding the degree of agreement followed by item 15 "Other students told lies or spread false rumors about me and tried to make others dislike me" with mean (3.70), while item 17 "I was threatened to do things I didn't want to do" was ranked last with mean (2.51). This table also shows that the Bullying from Peers mean as a whole is (2.97). This result mirrors what has been documented in different previous studies. For example Al-Zoubi and Mhedat (2014) reported moderated level of bullying among university students despite the fact that these authors expressed their discomfort about such a result. In this study, the level of peer bullying was moderate which means that even university students use bullying with their peers, but sexual and physical bullying was not high. This result may be explained by that students at Yarmouk University do not vary to high level in their demographic variables, especially socioeconomic status. The majority of the students in this university come from similar characteristics geographic regions. However, the moderate level is still an unacceptable rate needing more work by the university administration. It is a major problem requiring designing consoling programs working on managing the causes of bullying among students. Furthermore, and despite the fact that students come from heterogeneous background, they are still exposed to peer bullying. It may be claimed that most students know each other before coming to the university, and this signifies that bullying continued to the university level.

Second Question: What is the level of students' performance at Yarmouk University from their point of view?

To answer the second question of the study, "What is the level of Students' performance at Yarmouk University from their point of view?", means and standard deviations of Students' performance at Yarmouk University. More specially were computed as presented in table (6).

Table 6: Means and standard deviations of Students' performance at Yarmouk University, ranked in a descending order

Rank	N	Domain	Mean	Std. Deviation
1	2	Interpersonal Relation	3.68	.636
2	1	University Activities	3.25	.661
3	3	Study	3.24	.618
		Students' Performance	3.37	.557

Table (6) shows that "Interpersonal Relation" receives the highest mean (3.68) regarding the degree of agreement followed by "University Activities" with mean (3.25) while "Study" was ranked last with mean (3.24). This table also shows that Students' Performance with mean is (3.37). This result indicates that students work on achieving high levels of performance; something their families concentrate on as achievement has become a strategic goal for most Jordanian families. Nonetheless, reporting moderate levels of performance implies that both families and universities should work on boosting students' performance to higher levels by collaborating with each other.

Mean and standard deviation of each item in each domain were calculated as shown in the following tables.

First: University Activities

Table 7: Means and standard deviations of University Activities items, ranked in a descending order

Rank	N	Item	Mean	Std. Deviation
1	2	I contribute in the voluntary projects related to university events (Health, environment, and helping the local community).	3.89	.922
2	1	I participate in the university voluntary works.	3.80	.954

Rank	N	Item	Mean	Std. Deviation
3	4	I encourage my peers to participate in the different exhibitions in the university to show their works.	3.66	1.190
4	3	I make sure to participate in the university trips from the beginning of the academic year.	3.62	.950
5	5	I participate in organizing different exhibitions outside the university to raise its status.	3.32	1.013
6	9	I participate in the cultural competitions.	2.91	1.208
7	8	I make sure to attend sport competitions.	2.85	1.266
8	6	I participate in the activities (Educational, sports, and cultural) when designing the university plans.	2.65	1.411
9	7	I cooperate with my peers in organizing seminars in the university.	2.52	1.068
		University Activities	3.25	.661

Table (7) shows that Item 2 "I contribute in the voluntary projects related to university events (Health, environment, and helping the local community)" receives the highest mean (3.89) regarding the degree of agreement followed by item 1 "I participate in the university voluntary works" with mean (3.80), while item 7 "I cooperate with my peers in organizing seminars in the university" was ranked last with mean (2.52). This table also shows that the University Activities mean as a whole is (3.25). Since university is mostly related to academic work, and as university students are in their late adolescence and early adult life, they prefer participating in recreation activities provided out of the university. Furthermore, universities are still lacking activities that can fulfill the needs of various students' populations.

Second: Interpersonal Relation

Table 8: Means and standard deviations of interpersonal relation items, ranked in a descending order

Rank	N	Item	Mean	Std. Deviation
1	14	I respect faculty members and workers in the university.	3.88	.815

Rank	N	Item	Mean	Std. Deviation
2	13	I follow laws and regulations.	3.84	.909
3	12	I make sure to follow the ethical values of the society when dealing with my peers.	3.78	.948
4	15	I build relations with my peers in the university.	3.77	.989
5	11	I work with my peers in teams.	3.74	1.014
6	16	I take into account my peers feelings when dealing with them.	3.71	1.037
7	18	I support my peers to face their different problems.	3.59	.957
8	10	I cooperate with peers and faculty members to accomplish the academic tasks.	3.43	.981
9	17	I participate with my friends and faculty members in the social events.	3.36	1.105
		Interpersonal Relation	3.68	.636

Table (8) shows that Item 14 "I respect faculty members and workers in the university" receives the highest mean (3.88) regarding the degree of agreement followed by item 13 "I follow laws and regulations" with mean (3.84), while item 17 "I participate with my friends and faculty members in the social events" was ranked last with mean (3.36). This table also shows that the interpersonal relation mean as a whole is (3.68). Despite the fact that oriental societies including Jordan emphasize the importance and value of social relationships with others, university students are still abound by some of the social restrictions found in the nature of the relationship between students, especially between males and female. Since university students are mostly of females, being open to social relationship is governed by the dominating traditions and norms restricting building relationships between males and females.

Table 9: Means and standard deviations of Study items, ranked in a descending order

Rank	N	Item	Mean	Std. Deviation
1	21	I employee study skills that help me to master the study content.	3.80	.905

Rank	N	Item	Mean	Std. Deviation
2	22	I use the references effectively in complete my academic tasks.	3.70	.947
3	19	I use critical thinking skills to perform the academic tasks.	3.68	1.034
4	30	I use e-learning tools to increase my academic knowledge.	3.65	1.011
5	20	I use creative thinking skills to perform the academic tasks.	3.64	1.068
6	29	I organize my time based on the academic requirements.	3.56	.970
7	25	I accomplish my academic tasks without delay or procrastination.	3.51	1.195
8	28	I prepare for exams well.	3.12	1.278
9	26	I perform my academic tasks effectively.	2.81	1.235
10	24	I have the ability to solve the academic problems that faces me.	2.68	1.142
11	23	I show good skills in asking for academic help from faculty members and peers.	2.59	1.198
12	27	I ask for help from my parents while doing my homework.	2.11	1.028
		Study	3.24	.618

Table (9) shows that Item 21 "I employee study skills that help me to master the study content" receives the highest mean (3.80) regarding the degree of agreement followed by item 22 "I use the references effectively in complete my academic tasks" with mean (3.70), while item 27 "I ask for help from my parents while doing my homework" was ranked last with mean (2.11). This table also shows that the Study mean as a whole is (3.24). Since study is the major indicator of student performance at the university level, study should be placed as a priority for students. However, this study reported that study was not a major concern for students' participating in this study, which is alarming and requires much more focus by faculty members and university

administrations. Furthermore, university students do not realize the importance of study for their future endeavors since they do not acknowledge that making study as their sole goal in the university determines the nature of their profession and the chance to go to workplace as an equipped graduate able to pave the way for any future quests.

Third Question: Is there an effect of bullying on students' performance at Yarmouk University?

Table (10) shows the results of regression analysis as the statistical analysis used to investigate the effect of bullying on students' performance.

Table 10: Regression analysis

Model	Variables Entered	Variables Removed	Method
1	Bullying from Peers, Bullying from Faculty Member (a)	.	Enter

a All requested variables entered.

b Dependent Variable: Students' Performance

Table 11: Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.846(a)	0.715	0.714		0.298

a Predictors: (Constant), Bullying from Peers, Bullying from Faculty Member

This multiple linear regression model, with 2 explanatory variables, has an R squared value of 71.5. 71.5 % of the variation in: Students' Performance can be explained by this model.

Table 12: ANOVA (b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	110.766	2	55.383	623.240	.000(a)
	Residual	44.165	497	0.089		
	Total	154.931	499			

a Predictors: (Constant), Bullying from Peers, Bullying from Faculty Member

b Dependent Variable: Students' Performance

The ANOVA table above indicates that the model, as a whole, is a significant fit to the data (H=623.240, $p=0.000$, < 0.05).

Table 13: Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.322	.061		21.639	.000
	Bullying from Faculty Member	.470	.033	.582	14.384	.000
	Bullying from Peers	.249	.033	.303	7.471	.000

a Dependent Variable: Students' Performance

From the table above we see that there is statistically significant effect of Bullying from Faculty Member on students' performance at Yarmouk University ($B=0.470$, $t=14.384$, $p=0.000$), and that there is statistically significant effect of Bullying from Peers on students' performance at Yarmouk University ($B=0.249$, $t=7.471$, $p=0.000$). Different studies have documented the effect of bullying on students' performance and achievement. For example Al-Raqqad, Al-Bourini, Al Talahin and Aranki (2017) stated that there is a statistically significant effect for bullying on student academic achievement. Knowing the different negative effects for bullying on students emotional, behavioural and psychological wellbeing, this result can be explained by the fact that this study used three domains to measure students' performance which were mostly related to the social and psychological dimensions of individual personality, being bullied by peers and faculty members leads to developing various psychological disorders. Furthermore, being bullied undermines self-esteem, self-concept and demotivates students and this was obvious in this study as their level of performance was moderate. Additionally, bullying is a key determinant of different psychological and behavioural aspects of individuals' personality as it is positively correlated to shyness, as it contributes in the development of social isolation among students being bullied.

Fourth Question: Are there any statistically significant differences at ($\alpha = 0.05$) in the effect of bullying on students' performance at Yarmouk University due to gender, Type of Faculty, and academic year?

To answer the forth question of the study means and standard deviations of the effect of bullying on students' performance at Yarmouk University due to gender, Type of Faculty, and academic year, were computed as presented in table (14)

Table 14: Means and standard deviations of the effect of bullying on students' performance at Yarmouk University due to gender, Type of Faculty, and academic year

		Mean	Std. Deviation	N
Gender	Male	.11	1.058	227
	Female	-.09	.940	273
Type of Faculty	Humanitarian	.00	.992	287
	Scientific	.00	1.013	213
Academic Year	First	.20	1.090	156
	Second	-.21	.901	159
	Third	.01	.984	114
	Fourth	.02	.951	71

Table (14) shows a slight variance in the means of the effect of bullying on students' performance at Yarmouk University due to gender, Type of Faculty, and academic year, to find out whether there are statistical significant differences in these means, Three way ANOVA was conducted, results are shown in tables (15, 16).

Table 15: Three way ANOVA results related to the effect of bullying on students' performance at Yarmouk University due to gender, Type of Faculty, and academic year.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	3.739	1	3.739	3.835	0.051
COL	0.008	1	0.008	0.008	0.929
ACAD	12.139	3	4.046	4.151	0.006
Error	481.584	494	0.975		
Corrected Total	499.000	499			

Table (15) shows that there is no statistically significant difference at ($\alpha = 0.05$) due to gender. As both males and females encountered similar experience of being bullied, either by peers or faculty members, this

study result can be explained by claiming that male and female experiences of bullying do not vary significantly as both are exposed to bullying in one form or another.

Also, table (15) shows that there is no statistically significant difference at ($\alpha= 0.05$) due to type of faculty. When seeing that university life is mainly based on achieving one strategic university objective, and when acknowledging that students in humanitarian and scientific faculties share the same university experiences, interact socially with similar peers, the result that there is no variations in the effect of bullying on students' performance is logical. However, the absence of such variation may be explained by the fact that Yarmouk University students generally share the same interest, do not differ from a demographic stand point, which makes it feasible to assume that students have similar characteristics; making their perceptions almost identical.

Finally, table (15) shows that there are statistically significant differences at ($\alpha= 0.05$) due academic year. Pair wise Multiple Comparisons Post Hoc Test using Scheffe method was conducted as in table (16).

Table 16: Pairwise Multiple Comparisons Post Hoc Tests using Scheffe method due to academic year

(I) Academic Year	(J) Academic Year	Mean Difference (I-J)	Std. Error	Sig.
First	Second	.42(*)	.111	.000
	Third	.20	.122	.102
	Fourth	.19	.141	.181
Second	First	-.42(*)	.111	.000
	Third	-.22	.121	.074
	Fourth	-.23	.141	.108
Third	First	-.20	.122	.102
	Second	.22	.121	.074
	Fourth	-.01	.149	.947
Fourth	First	-.19	.141	.181
	Second	.23	.141	.108
	Third	.01	.149	.947

* The mean difference is significant at the (0.05) level.

Table (16) shows there are statistically significant differences at ($\alpha= 0.05$) between first and second year in favor of second year. This result may be explained by the fact that second year students are more exposed to academic burden needing much more work by them.

IV. Conclusions and Recommendations for Further Studies

The study aimed to study the effect of bullying at Yarmouk University on students' performance from their point of view. The results of the study showed that the level of bullying among Yarmouk University students was moderate. University administration should design programs targeting degreasing different forms of bullying at the university campus. Much more work is also needed to district faculty members' manifestation of bullying against students. Since the study found showed that the level of students' performance at Yarmouk University was moderate, universities are called to allocate much more human and financial resources able to help students capitalize their university life in a much more productive way so that they are more equipped to enter future labor market. The study revealed a statistically significant difference in the effect of bullying on students' performance at Yarmouk University due academic year, in favor of second year students, despite the unexpected result, second year students should be encouraged to more participate in different university activities so that they can overcome the difficulties they encounter as a result of being bullied. The study also found that there is a statistically significant effect of bullying on students' performance at Yarmouk University, and this dictates the need to decrease the bullying levels among students so that its negative consequences on different student related variables such as performance are more controlled; thus, limiting such an effect on students at campus. Future research may work on relating bullying between faculty members with other student variables such as their academic self-efficacy, students' self-esteem and motivation.

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